

Who, What, Why, Where and How? Youth Councils in Foundations

A Report for Children for a better World e. V.
by Active Philanthropy



Who, What, Why, Where and How? - Youth Councils in Foundations

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CONTENTS

Preface	4
Introduction	5
Methodology	6
Objective of the report	7
Types of youth participation in foundations	10
Youth participation in practice	14
Germany Overview	14
International Overview	21
Three case studies: Children award grants	32
Success factors and preconditions in youth councils.....	53
A Children and young people as decision makers.....	54
B Adults as enablers and supervisors	55
C Projects as subjects and learning environments	58
Example treatment of Success factor 6:	
The continuing supervision of the youth councils	61
Conclusion: How children become givers	65
The context for youth participation - an essay by Prof. Roland Roth.....	68
Learning through responsibility – children and young people have a role to play in a civil society	68
Appendix 1: table of figures	79
Appendix 2: bibliography	80
a) Literary sources.....	80
b) Websites and internet links	83
c) List of interviews and and written correspondence	89



*Put the children in command!
They always act on instinct.
The world belongs in children's hands,
We'll all bid farewell to frowns
and hardly move for laughing -
Power to the children!*

From "Power to the Children!" by Herbert Grönemeyer

PREFACE

How do children learn what makes a good donation? How do children learn what can be done about child poverty? How do children learn about child labour in India? How do children become engaged citizens, donors, philanthropists? These were the questions that faced us at the start of a long dialogue between Children for a better World e.V. (CHILDREN) and the charity Active Philanthropy gGmbH.

CHILDREN has been involving children in its grant decisions through youth councils since its foundation in 1994. Active Philanthropy has from its earliest days tried to answer the question of how to establish a sustainable culture of giving. One question surfaces time and again: how to encourage children to become socially engaged.

The natural progression from the discussion of these questions was a search for the answers, and the result is this report on youth councils in foundations.

True youth participation remains, in our view, the exception and not the rule. But the real-world examples show clearly that children and young people make creative, competent and exceptionally responsible decisions about the resources entrusted to them.

This report marks the start of the YOUTH COUNCILS campaign, with which CHILDREN hopes to spread awareness of the subject among foundations, inform their representatives, and put tools in their hands.

So, how do children learn what makes a good donation? How do children learn what can be done about child poverty? How do children become engaged citizens, donors, philanthropists? Our answer: let the children themselves decide!

Felix Dresewski

Michael Alberg-Seberich

INTRODUCTION

In the following pages we will try to demonstrate how youth councils in funding organisations can contribute to a sustainable culture of giving. The report is based primarily on observations drawn from real-world examples of funding organisations in Germany and abroad. The focus of these observations was on charitable foundations, although Non-Governmental Organisations (NGOs) and associations are also included in the report. We therefore refer frequently to “funding organisations”, a term which for the purposes of this report encompasses all organisations which make financial resources available for charitable purposes.

After a short explanation of the methodology used in producing this study we proceed with the first chapter, “Objective of the report”. In this section we discuss the implications of youth participation for democratic society in general, and for funding organisations in particular. In the following chapter, “Types of youth involvement in foundations”, we present an overview of various real-world forms of involvement. “Youth involvement in practice” introduces live programmes and projects featuring youth participation in German and international foundations.

Three of the programmes run by German foundations that are profiled are then covered in depth in “Three case studies: Children award grants”. These are based on interviews with the programmes’ organisers and the children and young people they involve. “Success factors and preconditions in youth councils” describes the conditions necessary to ensure that the involvement of young people is a success for everyone concerned. From this foundation we have drawn up concrete recommendations for foundations, which are presented in the chapter “Conclusion – how children become givers”.

The concluding essay, “Learning through responsibility – young people play a role in the civil society” by Prof. Roland Roth, sets out the full societal context for youth participation, and reaffirms our observations and recommendations.

METHODOLOGY

Best-practice examples from Germany and abroad were identified through internet desk research from April to August 2012. At the same time use was made of available foundation literature, particularly in the international arena, from sources such as the National Center for Family Philanthropy, the Kellogg Foundation and publications from family foundations in the USA and Canada. To give greater depth to this research Active Philanthropy made use of its international network of partners and experts specialising in both foundations and youth participation. In the course of telephone interviews and/or email correspondence these partners both suggested additional examples of youth councils and contributed detailed information on the individual programmes.

Together with Children for a better World, three examples of current foundation projects in Germany were selected for detailed case studies. All three are characterised by the substantial role played by children and young people in the allocation of grants. To write these case studies interviews were conducted with the individuals responsible for the projects either by telephone or in person, using a pre-established list of questions. Where possible, children and young people involved in the project were asked about their motivations and their experiences in youth councils, panels and juries. The majority of these interviews were conducted between June and August 2012.

The results of both the national and international research were shared and discussed in person with Prof. Karin Lenhart-Roth and Prof. Roland Roth in August 2012. As professor of political sciences at the University of Magdeburg-Stendal, Dr. Roth specialised i.a. in the development of democracy, civil engagement and youth involvement. Prof. Lenhart-Roth is professor of political sciences at the University of Hannover; she is an expert on the themes of democratic involvement, civil engagement and Common Market and labour market politics.

OBJECTIVE OF THE REPORT

The participation of children and young in charitable funding organisations is important from a number of standpoints:

Background to participation

Children's right to participation was set down by the United Nations Convention on the Rights of the Child on 20th November 1989. The convention, which has now been signed by 193 countries (every UN member with the exception of the USA and Somalia), establishes certain rights for all children worldwide. These include the rights to life, development, protection and participation. It further states that children should be seen as independent individuals. In Germany, this convention has been in force since 1992, with certain limitations. In 2010 the German government withdrew its caveats on foreign citizens, and since then public discourse on the involvement of children in decisions concerning them has gained in momentum. At present the general focus is on kindergartens and schools, since these are the areas in which children represent the key group.

Foundations and young people

Charitable foundations and other funding organisations today contribute more than ever to shaping our civil society, and with it the wellbeing of children and young people. At the end of 2012 the Association of German Foundations (Bundesverband deutscher Stiftungen) recorded 19,551 independent charitable foundations, of which 645 had been founded that year¹. They pursue a wide range of charitable goals, from support for sciences and research, to education and child-raising, to art, culture or the environment. Over 30% of German foundations have social goals, a further 15% provide funding for education and child-raising². Many of these foundations focus on supporting children and young people – often with the aim of improving their prospects in life. According to the Register of German Foundations (Verzeichnis Deutscher Stiftungen), there are 5,195 foundations working for children and young people, either exclusively or alongside other goals³. This amounts to some 27% of all German foundations. Since these figures only include members of the Association, it is fair to assume that the true number is higher still.

As the addressees of a large proportion of German foundations, children and young people are not only their beneficiaries – they are stakeholders. They are the reason for these organisations' existence, and as such should be at the heart of everything that they do⁴. This conclusion is based on the belief that the addressees themselves know their own needs the best, and know best what it is that they need.

In recent years a number of German foundations have encouraged the involvement of children and young people, often in conjunction with competitions, awards or social campaigns. For the most part the focus is on volunteering and jobs "on the ground", such as collecting donations, visiting care homes or tidying playgrounds. Forms of participation which involve contributing to the organisation of the foundation's work through advice or (co-)decision-making, on the other hand, have been extremely rare.

¹ See Bundesverband Deutscher Stiftungen (2012a).

² See Bundesverband Deutscher Stiftungen (2012b).

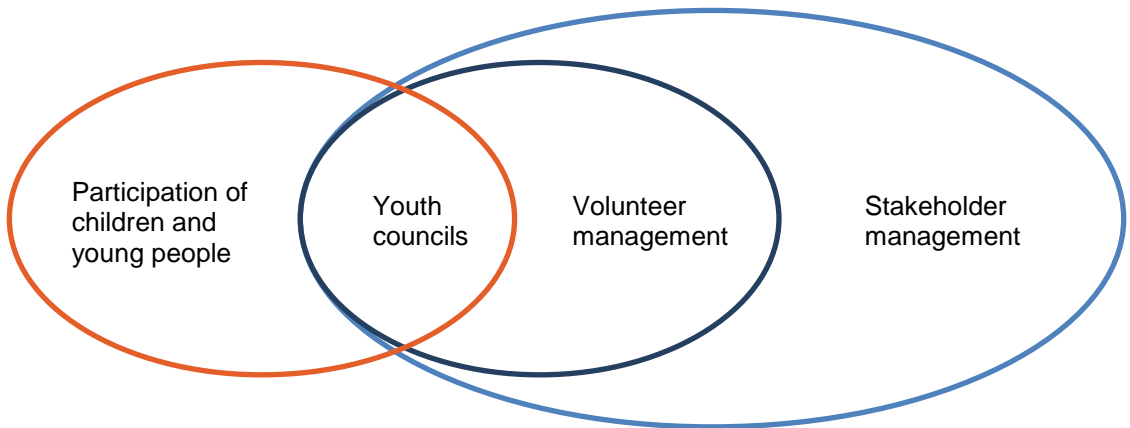
³ See Bundesverband Deutscher Stiftungen (2011).

⁴ Cf. Sprengel (2005), pp. 591-592.

Involvement of young people in funding decisions

It is these forms of participation, in particular the inclusion of young people in grant-making decisions, which are at the heart of this report. Their involvement in these decisions, through what are referred to in this report as “youth councils”, comes first in the list of possible forms of participation. Youth councils can be seen as a bridge between volunteer management (as a subsection of stakeholder management) and youth participation. This idea is illustrated in Figure 1.

Figure 1



Objectives of the report

Building on these ideas leads to the following objectives for this report:

- Provide an overview of the current situation regarding the participation of children and young people in foundations in Germany and abroad, making use of selected best-practice examples
- Investigation of the opportunities, risks and challenges associated with the participation of children and young people in foundations and funding organisations
- Demonstration of success factors which can have a significant positive influence on the outcome of the participation of children and young people

Existing evaluations of successful projects give evidence of positive outcomes for both the children and young people themselves and for society. Through their work on youth councils, young people are able to sharpen their eye for social problems, take on responsibility and discover the value of social engagement. In addition, they are able to develop leadership qualities from a young age. These include negotiating skills, conflict resolution and the ability to work together with people of all different characters and cultures.⁵ Experience and studies have both shown that people who begin their engagement at a young age also participate actively in the civil society as adults – as donors or volunteers, for example.

⁵ See Kellogg Foundation (s.d.), Lerner/Alberts/Bobek (2007), Oates (2004), Wood Family Trust/Credit Suisse/York Consulting (2012), pp.3-4.

This report aims to show German funding organisations the positive effects of children and young people’s active participation in grant-making decisions, and encourage the organisations to establish their own youth councils or take other steps to enable participation. In order to make this as easy as possible for the organisations, we set out quality criteria and success factors and suggest first steps that can be taken. By making youth councils and youth participation more widespread, the democratic process is strengthened and the legal rights of young people anchored in reality.

Furthermore, involving the donors of tomorrow may change the way the (adult) donors of today view the social challenges we face. Children and young people are already suggesting ways to tackle challenges from climate change to social injustice. This can lead everybody involved to a deeper understanding of these complex issues.

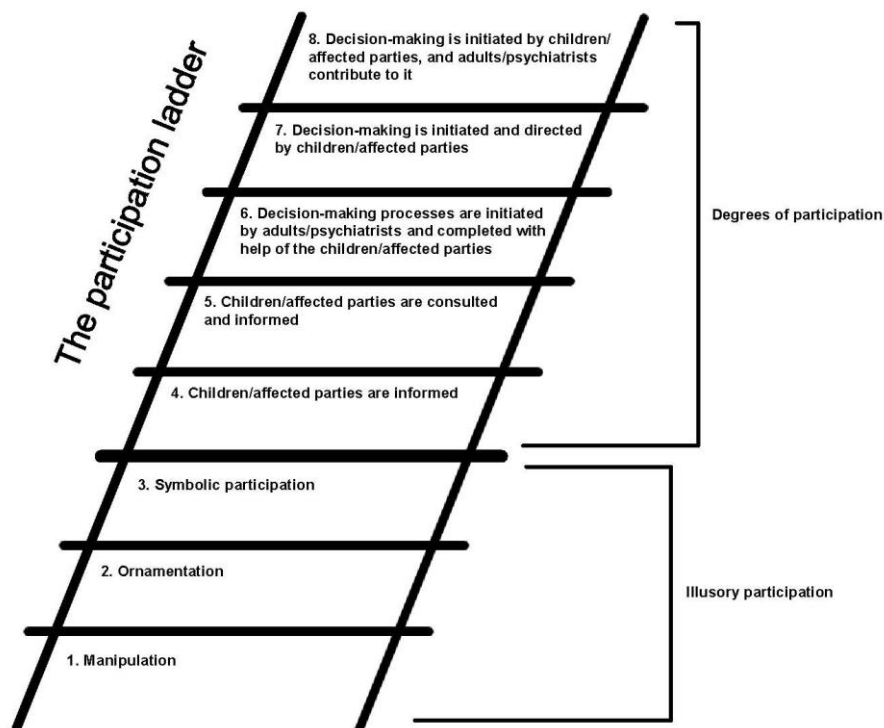
And in addition to encouraging innovative solutions to social problems, youth councils help with the “rejuvenation” and propagation of an active culture of giving.

TYPES OF YOUTH PARTICIPATION IN FOUNDATIONS

Participation can be defined as “taking part”, and to emphasise this active element the word is often found in conjunction with concepts such as collaboration and codetermination. Participation demands that people “play a part in making the decisions that affect their lives and their environment at both a local and a global level... Effective participation brings people’s desire to achieve integrity and value to the fore, as well as their willingness to seize the initiative... True participation occurs voluntarily.”⁶

Steps of participation Attempts to systematically characterise the degree of participation were for a long time conducted at community level. A model frequently cited in this context, and one which is adapted to specific circumstances, is the so-called “participation ladder”, developed by psychologist Roger Hart in 1992 to categorise forms of participation by intensity. One of Hart’s goals with his 8-step model (see figure 2) was to differentiate illusory from real participation⁷:

Figure 2



⁶ Club of Rome (1979), p. 58 f.

⁷ Cf. Liebel (1994) p. 102; based on the model by Roger Hart.

The three lowest rungs represent illusory participation, inadequate participation or simply the absence of it. Not until the fourth rung is the word “participation” truly appropriate, and it then increases gradually through collaboration and codetermination up to self-determination and independent decision making.

Participation programmes in foundations

At present there is no observable system of participation specifically in foundations and funding organisations. Our investigation indicate that foundations’ activities in this area range from:

- simply supporting programmes which encourage the social engagement and/or participation of young people,
- to involving children and young people as volunteers,
- to supporting or running programmes which extensively teach engagement and/or service
- to the participation of young people in the work of the foundation. This could involve discussing issues in an advisory role, or direct involvement in funding decisions.
- This report considers so-called “next generation philanthropy” as an additional, distinct form of participation, which specifically targets the training of young members from active donor families.
- Independent youth organisations sometimes grow out of foundations’ youth participation programmes. For this reason, and to demonstrate the potential of youth participation, initiatives and organisations (such as foundations) founded and run by young people are also discussed.

It is hard to sort foundations’ youth participation programmes into clear categories. There are many forms and combinations of the activities described above, depending on the goals of the foundation concerned, their internal requirements, external conditions and on the wishes and needs of the people concerned. Forms of youth participation in foundations are drawn from real-world observations, and are described in greater detail below:

Foundations support programmes which encourage social engagement among children and young people

Some foundations do not run their own programmes, but do supply funding to programmes and projects run by other foundations, public bodies or youth groups. Examples include the J.W.McConnell Family Foundation, which supports Taking IT Global, Free the Children and CanadaHelps, or the Young Philanthropists Foundation, which encourages youth engagement through its support for Penny Harvest and two additional programmes. While these foundations certainly recognise the importance of youth participation, they consider young people to be primarily beneficiaries – and therefore a target group – rather than stakeholders. The purely financial support of such programmes does not necessarily extend to participation in the foundation itself.

Foundations bring children and young people in as volunteers

Children collect donations

Some foundations and other charitable organisations involve children and young people as volunteers, and assign them operational tasks such as collecting donations, tidying playgrounds or helping with other social programmes. Especially in the case of fundraising campaigns, these young people rarely, however, have the right to make their views on the use of the money they have raised known. There are examples of this type of illusory or inadequate participation everywhere. Majblomman, Sweden's largest child aid organisation, or Germany's Kindermissionswerk, for example, regularly involve children as fundraisers in their campaigns, perhaps selling mayflowers or going carolling.

Foundations support or run programmes which extensively teach engagement

Foundations have already shown themselves to be extraordinarily creative in developing programmes to support and teach social engagement.

Children learn to give

Several organisations run competitions for projects founded and run by young people themselves; sometimes they are combined with workshops, training or coaching. Young people can also be involved in the jury to select the winner, as is the case with Children for a better World's JUGEND HILFT! (Youth helps!) programme, or Think Big, run by the Deutsche Kinder- und Jugendstiftung (DKJS - German Child and Youth Foundation). This is not, however, an essential criterion.

Foundations in Canada and the UK run programmes in which school classes from a given year research projects in their area, analyse them, present them to their fellow pupils and then, having chosen their favourite project, compete against one another. Examples include Youth in Philanthropy, Giving Nation and Go Givers in the UK, or France's Ecole de la Philanthropie. Young people are not always involved in choosing the winner.

Depending on the extent to which young people play a part in decision making in the programme, these initiatives could fall under participation, collaboration or codetermination on the participation ladder.

The world's largest programme aiming to teach engagement, with a focus on giving, is Penny Harvest, run by the US organisation Common Cents. Penny Harvest combines learning and practicing basic elements of charitable engagement, from fundraising to analysing grantee projects, making grants and developing in-house service projects. Programmes such as Penny Harvest generally belong to the "codetermination" rung on the ladder.

Foundations involve young people in the work of the foundation through youth councils or youth panels

Children and young people help decide

Ever more foundations – especially those which support children and young people – are actively integrating the skills and ideas of young people into their work and/or governance in the form of youth councils. These councils see young people first and foremost as partners with experience and abilities relevant to the foundation, and not as individuals in need of help. The councils are proactive in offering their knowledge for the work of the foundation, and give extensive advice on questions which affect them personally (as intended beneficiaries) and/or on more general issues of relevance to young people. In order to achieve this, they are generally given an advisory role, (co-)decision-making role, or a mixture of both. Youth councils may also take on functions relating to project implementation or fundraising, for example. Most councils come under "codetermination" on our ladder.

The pioneers in the use of youth councils were American and Canadian community foundations, some of which established so-called Youth Advisory Councils (YAC) as early as the 1980s. Certain German community foundations, such as the Bürgerstiftung Stuttgart or the Bürgerstiftung Barnim Uckermark, and a number of other foundations such as filia. die frauenstiftung or Children for a Better World allow children and young people to make decisions regarding grant allocation. In most cases, however, these decisions do not extend to codetermination of the foundation's strategy. One exception is the Dutch foundation Pekoerija, where young people not only determine the use of the entire annual budget, but were also involved in establishment of the organisation. Several well-known NGOs, such as Deutsche Kinderhilfswerk and Save the Children, give children and young people a say in the strategic direction of the organisation and the nature of its work.

Foundations and donor families systematically introduce the Next Generation to philanthropy

Donors educate their own offspring

“Next Generation Philanthropy” can be considered as a way of teaching engagement and/or as a sort of youth council for a particular target group. This form of participation is mainly targeted at the young generation of families that have already been involved in philanthropy for some time. In the course of special training programmes and/or through active involvement in the work of their family foundation, young people are systematically introduced to social engagement and the tasks and responsibility that accompany it. Next Generation Philanthropy programmes are currently most often found in American family foundations, although German foundations such as the Louis Leitz Stiftung also make use of systematic philanthropy training in succession planning for the foundation.

Foundations are independent youth organisations

Young people found and lead themselves

From codetermination can grow independent organisations, founded and run independently by young people. Examples include organisations like Schüler helfen Leben (Pupils Help Lives), Plant for the Planet (also run by school pupils) or the South African Chaeli campaign. Youth organisations definitively belong to the category of self-determination and independent decision making. In these instances, participation is a defining characteristic of the organisation.

YOUTH PARTICIPATION IN PRACTICE

Germany Overview

Charitable organisations in Germany involve children and young people in different ways and to different extents. The following examples show the vast range of possibilities for actively involving children and young people. In the majority of organisations, this involvement takes the form of competitions or other grant-making decisions.

Foundations support programmes which encourage social engagement among children and young people

Jugendstiftung Baden-Württemberg

More than one in four registered charitable foundations in Germany support children and young people. Supporting the social engagement of young people is but one focus. As part of a state-wide programme, the **Jugendstiftung Baden-Württemberg** (Youth Foundation of the federal state of Baden-Württemberg), for example, supported the establishment of funds to finance youth projects in 30 towns and districts. These funds were managed by the respective district, partly in cooperation with pre-existing community foundations. There was, however, no recognisable youth participation in the Jugendstiftung Baden-Württemberg.

Foundations bring children and young people in as volunteers

Kindermissionswerk "The Sternsingers"

In the case of **Kindermissionswerk "Die Sternsinger"**, children collect money year-round for good causes, but have no influence on how these funds are allocated. There would have been a precedent for strong youth participation here, since Kindermissionswerk was in fact founded by a young girl. The Bürgerstiftung Barnim Uckermark (Barnim Uckermark Community Foundation) shows how true participation can arise from an illusory form: as part of a children's rights project, pupils baked so-called children's rights biscuits, the revenues from which the foundation used to support projects for children and young people in the area. In contrast to the Kindermissionswerk, the young people in this case were involved in decisions regarding the distribution of the money. Other youth projects grew out of this one, such as "2,000 waving mice" and "Cash for cool kids" (see "Three case studies: children award grants").

Foundations support or run programmes which extensively teach engagement

KINDERCENT

Deutsches Kinderhilfswerk (DKHW) systematically encourages engagement among young people through its projects and programmes. The KINDERCENT programme sees children seek to help people in their local area. They collect small amounts of money (cents) which they then spend to help others. The decision of whom to help with their activities is up to them. In this way, children learn to be actively socially engaged. The project is run in cooperation with schools, kindergartens and children's groups from outside school, and therefore represents an opportunity to teach social engagement in depth. The original idea for the project came from "Penny Harvest" – an extremely successful programme in the USA.

One particular method of teaching engagement is “service learning”. This term is generally taken to mean a teaching method which combines social engagement with specialised teaching.⁸ Pupils do charitable work as a part of their school classes in combination with teaching on issues relating to charity. Pupils’ engagement is planned and discussed in class, and linked into their curricula and teaching plans.

Service Learning
Network

The Service Learning Network is used in Germany primarily by the **Freudenberg Foundation** to promote this type of engagement among young people. The **Service Learning Network** works to propagate and improve the quality of learning through engagement in German schools. It also aims to contribute to innovative school development and education reform, the strengthening of social engagement and greater responsibility for young people. The Service Learning Network has its own office, financed by the Freudenberg Foundation, which establishes competence centres at state or regional level in volunteer agencies or community foundations. It also supervises some schools directly. The competence centres encourage the use of the teaching technique in their region’s schools and guarantee links between schools and specialists. One example is the volunteer agency in the Halle-Saale district: it runs Projekt EmS – Engagement macht Schule (Project EmS – Engagement makes School) at schools in the state of Saxony-Anhalt.

Foundations involve young people in the work of the foundation through youth councils or youth panels

a) Youth councils which make grants

CHILDREN
Children’s Councils

True to its motto, “With children. For children!”, Munich-based child aid organisation **Children for a better World e. V.** (CHILDREN) established a children’s council shortly after its foundation in 1994. Ca. 15-20 children from the ages of eight to 17 meet twice a year to decide on how to allocate funding for charitable projects which support children both in Germany and abroad. At each meeting, during which five to seven project applications are considered, the council can allocate a total of €5,000. The maximum that any one project can receive is €1,500. The first council comprised almost exclusively the children of the charity’s founders; today, members are recruited from a number of schools in Munich. Following the example of the Munich council, CHILDREN now runs councils in other cities, sometimes in cooperation with other foundations and organisations. The list now extends to Berlin, Witten, Hanau (in cooperation with the Kathinka Platzhoff Foundation) and Hamburg (in cooperation with Bürgerstiftung Hamburg, the Hamburg Community Foundation).

filia.Girls’ Council

The Girls’ Council of **filia. die frauenstiftung** met for the first time in 2012. On a weekend in May, 11 girls and young women aged 14 to 21 from Berlin, Bremen, Hamburg, Lower Saxony and Schleswig Holstein came together near Hamburg. They chose the most interesting and convincing applications from projects for girls throughout Germany and recommended them to the board of filia for grants. The council thus helped decide on the allocation of over €30,000. Of the 127 applications received from all over the country, 20 were selected by filia for consideration by the council. The young women discussed each one and wrote down their initial thoughts. Then they assigned each project a score: each girl could award a total of 10 points, with no more than three for any one project. In the case of ties, the girls voted again, until the projects were ranked from one to 20 according to their score. Seven of these proposals were ratified by the board of filia in June 2012. In the autumn, the girls visited one of the projects that they had chosen.

⁸ Cf. Seifert / Zentner (2010).

As a community foundation by women, for women, filia supports projects around the world which work to enable girls and young women to live free from violence and play a part in their society. Organisations can apply to filia for grants of up to €5,000 to support such projects. Women's foundations in the USA and Latin America inspired filia to set up the girls' council. The flagship project, which received start-up support from the German Federal Anti-Discrimination Agency in 2012 has shown that the girls favour the following types of project: projects which demonstrate that something is possible, where the beneficiaries have identified the need themselves, and where the greatest possible number of people notices a difference. The young women of the council were excited by the opportunities for engagement:

"I've been waiting for something like this for a long time. Human rights apply to women as well!", wrote once 18-year-old participant from Bremen in her application for the council.

Another girl, aged 14, wrote the following in the anonymous feedback questionnaire at the end of the weekend: "I feel really motivated now, because I know that I can actually make a difference."

A 21-year-old participant from Berlin said: "Making decisions about such a large amount of money has given us the strength to feel good. And yes, like adults. That changes you for life."

Following these positive experiences, the filia project will certainly be repeated in 2013.⁹

Stuttgarter Kindertaler

As part of the Stuttgarter Kindertaler programme, the **Bürgerstiftung Stuttgart** (Stuttgart Community Foundation) has chosen three projects every two years since 2008 which support children and young people in Stuttgart, in cooperation with the **Förderverein Kinderfreundliches Stuttgart e. V.** (Association for a child-friendly Stuttgart). In the third round in 2011, this decision was made for the first time by children instead of adults: in the course of a four-hour event, 160 children between the ages of nine and 13 awarded a total of €20,000 to three charitable projects. In a market-type setting they first informed themselves about the projects, and then discussed the pros and cons of each one in groups. Finally they cast their votes for their "favourite" project. The winning project was awarded €10,000; those in second and third place, €5,000 each.

Cash for Cool Kids

At the **Bürgerstiftung Barnim Uckermark**, children and young people have already played an active role in a number of projects. In the course of a three-year model project called "Children's Rights in the Community", children conducted interviews and suggested ways of informing people about children's rights. The money which was raised from the sale of so-called children's rights cookies was intended to help children, and it was children who would decide how best to do this. In a competition, "2,000 Waving Mice", a panel of six young people and three adults allocated funding totalling €2,000 to five youth initiatives.

The competition the Bürgerstiftung Barnim Uckermark ran in 2012 was called "Cash for Cool Kids". A panel of nine 14-21-year-olds awarded a total of €1,800 to seven projects run by young people for the children and young people of Barnim and Uckermark. In addition to choosing projects from among the applicants and awarding the prize money, the panel also decided on the theme of the competition and the selection criteria. The young people and many of their classmates were also involved in a "Social Day" as part of the fundraising for the project.

⁹ Email correspondence with Claudia Bollwinkel (08.02.2013).

Through their work in local businesses they earned a large part of the prize money back, which was subsequently set aside by the Bürgerstiftung Barnim Uckermark.

Gütersloh gets involved

Another project combining collecting and donating money is “**Gütersloh engagiert**” (Gütersloh gets involved), which is supported by four local foundations (Bürgerstiftung Gütersloh, Osthusenrich Family Foundation, Renate Gehring Foundation and the Volksbank Foundation) and the town of Gütersloh. Since 2007, on one day a year pupils swap the classroom for volunteer work in a local business, for which they receive a donation. Half of the amount donated goes to the schools, half to local charitable projects which primarily support children and young people. €8,000 is the most that any one project can receive, and organisations address their funding applications directly to the youth parliament. “Gütersloh gets involved” achieves an annual grant budget of €16,000.

Gangway Lichtenberg

The child and youth panel of **Gangway Lichtenberg** also demonstrates a link to the community. The Lichtenberg youth panel has six young members who award grants to projects with a social goal run by children and young people. The funds for this initiatives come from a Germany-wide federal programme, “Toleranz fördern – Kompetenz stärken” (Encourage tolerance – Improve competence), which supports projects working towards cooperation and participation, instead of opposition and frustration. Applications for up to €1,000 can be made to the youth panel, which assists with making applications, makes a decision on them and supports the young people in project execution.

b) Youth councils which help determine the foundation’s strategy

The Bürgerstiftung Bielefeld (Bielefeld Community Foundation), the Bertelsmann Foundation and the Deutsche Kinder- und Jugendstiftung all involve young people primarily as advisors on the substance of projects for children and young people.

mitWirkung!

After the **Bertelsmann Foundation** took advice from young people on its project “mitWirkung!”, it will again be supported by a group of 25 young people from all over Germany on its current project, “jungbewegt”. The project runs from 2008 to 2014 It is working to ensure that the participation of children and young people in kindergartens and schools is actively encouraged. Young people are also involved in project development: they meet on two weekends a year and work out suggested solutions to the questions faced by the project team. In addition, the youth council has chosen several areas where it would like to give further support to the work of “jungbewegt”.

Think Big

The **Deutsche Kinder- und Jugendstiftung (DKJS)** tested the idea of a youth council for the foundation from 2001-2005, but it was dissolved in 2006. Instead, young people are now actively involved in planning and executing programmes. In the case of the “Think Big” programme, which is supported by Telefonica Germany and gives help to young people who want to run their own social projects, so-called Peer Scouts take on advice and support functions. After their training, these 14- to 25-year-olds act as spokespeople at events, run workshops for young people either alone or together with the foundation’s workers and support the young people and their projects as mentors. Peer scouts are also involved in concept development for the projects and attend the twice-yearly meetings of partners DKJS, Telefónica, Ashoka and betterplace, at which the programme’s strategy is determined. Participants in the programmes are also involved in strategy determination alongside peer scouts: every six months there is a networking meeting, at which up to 120 participating young people have the chance to give feedback on the programme and bring in subjects that are important to them.

YouthBank Bielefeld

In the context of a future workshop called “Du bist Bielefeld” (You are Bielefeld), in September 2009 the town’s community foundation invited young people aged 15 to 25 to discuss the town’s problems and develop projects which would make Bielefeld more appealing to young people. The result was two concrete projects and the establishment of a YouthBank. The YouthBank – a form of participation developed by community foundations in Northern Ireland in the 1990s – is supervised and supported by the **Bielefelder Bürgerstiftung**, and provides funding and advice to Bielefeld’s youth projects. Young people in these banks across Germany have joined together in an association, Verein YouthBank Deutschland e. V.

Goldene Göre

At **Deutsches Kinderhilfswerk (DKHW)**, the 12 10-18-year-old members of the youth council have full voting rights. They are equal members of the 80-strong annual Member Assembly, the responsibilities of which include electing the board of DKHW, reviewing the annual report and deciding on the strategic direction of DKHW. The youth council advises DKHW on questions relating to the content and communication of its projects, to see how they are received by its target group. These engaged young people also work on their own ideas and projects and support the organisation in the preparation and running of its annual “Children’s Rights Conference” and its event for World Children’s Day. Every year DKHW awards the “Goldene Göre” prize for the active participation of children and young people. The youth council chooses the three winning projects, which share prize money totalling €10,000. The youth council is one of DKHW’s flagship projects, and has a permanent place in its strategy.

Foundations and donor families systematically introduce the Next Generation to philanthropy

Louis Leitz Foundation

Systematic “Next Generation Philanthropy” programmes have until now played a relatively small role in Germany. Individually family-run foundations do indeed regularly involve the next generation of donors in their activities, but these families rarely publicise the steps they take as part of their succession planning. The **Louis Leitz Foundation** celebrated its 10th anniversary in 2012 with a “social tour” through Stuttgart for the next generation. The upcoming donors visited projects and organisations which supported people living on the fringes of society. Afterwards the projects were discussed and analysed over dinner, and the young family members decided on how to allocate €5,000 to the projects they had visited. With an eye to the future makeup of the family foundation, in November 2012 all members of the family were invited to a breakfast in the World Café format at one of the Louis Leitz Foundation’s partner projects. Together, the different generations developed ideas for cooperation, internal and external communication and the framework of the family foundation.

Foundations are independent youth organisations

Youth councils at organisations run by adults often represent a bridge to their independent, accountable engagement, be it in those organisations themselves or in independent youth groups and organisations.

project you(th) + be happy.

At child aid organisation “**Aktion Lebensräume e. V.**”, founded in 1994, a youth council helps to shape the association’s work. Two independent regional teams of 10 and six young people respectively run their own fundraising campaigns and start their own projects. “project youth”, for example, sees them supporting regional projects run by and for the benefit of children and young people; with “be happy”, they subsidise the building of beehives in Allgäu.

Youth Council of the
Naturtheater
Heidenheim

Equally independent and proactive is the youth council of the **Naturtheater Heidenheim**, an important cultural institution in Baden-Wurttemberg. The youth council's five members, aged 13 to 17, are elected every year by the theatre's young people. Their tasks consist mainly of supervising children and young people, directing their public presence, and the organisation and running of various events. These include Christmas celebrations, Kinderfasching (a traditional German carnival in the run-up to Easter), an Easter brunch, video screenings, an annual five-day leisure period for those aged 6 to 15 and a weekend trip for young theatre members aged 16 and over.

Children Help
Children

Since 2000, children and young people in 450 action groups across Germany have donated Christmas parcels for disadvantaged children in Eastern Europe as part of the "**Kinder helfen Kindern**" (Children help Children) campaign. But it goes further: the initiative also calls for children and young people to submit their own ideas, which have resulted, for example, in campaigns to collect foreign coins brought back from holidays overseas, sport benefits and project days/weeks in schools.

These examples show that the transitions between different forms of youth participation in foundations and funding organizations are fluid. The list goes on: the youth organizations of the Red Cross, the volunteer fire brigade, Catholic "Landjugend" group, sports associations... Children and young people have the opportunity to participate in all these instances. Money is often collected for use by those organisations, or used to combat problems in society.

Pupils Help Lives

The German youth organisation **Schüler Helfen Leben e. V.** (Pupils Help Lives) was established in 1992 during the war in former Yugoslavia. School pupils from Bad Kreuznach in the Rheinland-Palatinate region began collecting life-critical goods and taking them to refugee camps in the affected area. In Schleswig-Holstein, pupils each donated one Deutschmark of their pocket money, and used the sum raised to help young people in the Balkans. From these beginnings evolved Schüler helfen Leben, or SHL for short, which in its early years supported the reconstruction of schools and kindergartens in the Balkans. Today its work focuses on promoting peace and reconciling the different ethnic groups in the region with each other. The association is run entirely by young people. Its activities are coordinated by SHL's national office, which is staffed with six people doing a Voluntary Social Year (a programme in Germany in which school leavers up to the age of 27 volunteer to spend a year working in sport, culture, teaching or another social sector). The board comprises three alumni of this programme who previously worked for SHL. The national office and the board could not function, however, without SHL's members, "actives", and the pupils of over 800 schools nationwide. The key component of the strategy is the annual "Social Day", on which ca.100,000 pupils swap the classroom for the workplace and spend a day with a local business or other establishment. They then donate their wages to youth projects in the Balkans. Afterwards a Project Selection Meeting (PSM) is held to decide which project to award the €1.6 million raised to. 250 pupil representatives from all over Germany come together with the organisers of the Social Day, and, over the course of a weekend of informative and practical workshops about the Balkans, choose the project to which the profits of the Social Day will be donated. In 2013, for the first time all pupils who took part in the Social Day will be able to cast their vote, thanks to a new online voting system. Another important element of SHL is its "actives": they organise events, such as the Social Day, at their school, help with the planning and running of PSMs, recruit new pupils and schools and play a role in the "school tour", which makes regular visits to schools to talk about the project SHL is currently supporting and the organisation's work in general. Actives also use regular meetings to devise their own projects. The organisation's members have a say in how SHL is run: in exchange for an annual membership fee of €15, members receive regular information about SHL's activities, and may also attend the twice-yearly member conventions. At these conventions members have the chance to help direct the organisation's development in the

coming years, and decide who will be elected to the board. Since 2002, a foundation (also called Schüler helfen Leben) has provided supervision and long-term financial security for the projects in the Balkans. This foundation was the first youth foundation to exist in Germany, and is run by young adults who are primarily graduates of the Voluntary Social Year.¹⁰

Jugend für Zukunft e. V. The motivation for the establishment of **Jugend für Zukunft e. V.** (Young People for the Future) was similar: having been made aware of the situation in Kosovo following a presentation on the region, a number of pupils and teachers at the Free Waldorf School in Wangen, Allgäu decided to help. In the first couple of years they organised projects for Kosovo under the umbrella of Hand in Hand International. In December 2004 Jugend für Zukunft e. V. was founded and has now reached a membership of over 65 in Germany, Switzerland and Spain. Its main focus, additional to humanitarian aid, is enabling intercultural exchange in settings such as youth camps.

Girls for Plan Foundation Having been made aware of the situation by aid agency Plan's exhibition "Weil wir Mädchen sind" (Because we are Girls), 15-year-old Jennifer Klein founded the **Girls for Plan Foundation** with 11 schoolmates. A combination of fundraising, events organised by the girl and a large private donation enabled sufficient capital to be raised to establish a foundation under the umbrella of the Plan foundation centre. Since then the girls have met twice a week to plan events, information sessions and other projects to combat female genital mutilation.

Courage Schülerstiftung MS-Kinderhaus In 2005, the graduating class of the Geschwister-Scholl School in the Kinderhaus area of Münster used the money generated by their leavers' ball to lay the foundations for the **Courage Schülerstiftung Münster-Kinderhaus** (Courage Pupil-Foundation of Münster-Kinderhaus). Pupils at the school can take part regardless of age, and they develop and choose projects themselves, organise workshops and events and collect money for the foundation. The most important project so far has been a mentor system, whereby pupils at the school mentor a disadvantaged child, helping them with their school work and encouraging their personal development.

Project JuKi The Ki-Fa/Kinder- und Familienbildung (Child and Family Education) programme, sponsored by the town of Ludwigsburg and the Amanda and Erich Neumayer Foundation, provided the setting for 12 young people aged 12-16 to establish **Projekt JuKi** ("Jugend für Kinder" – Young People for Children) in 2006. With the aim of improving disadvantaged children's chances of receiving a good education, these young people mentor them, read to children in nurseries, play with them, collect donations to install libraries in nurseries and organise reading and arts-and-crafts sessions. The group also supports an education project for orphans and homeless children in Nigeria, and project working to prevent Female Genital Mutilation in Sierra Leone.

MJ Group Meitingen This is also the template used by members of the **MJ Group Meitingen – Mädchen & Jungs aus Markt Meitingen** (MJ Group Meitingen – Girls and Boys from Markt Meitingen): since 2001 young members of the Meitingen community have been reading to other children, visiting the elderly in care homes and organising and running information sessions, workshops or small excursions.

Other notable examples include the German **YouthBanks** under the umbrella of YouthBank Deutschland e.V. The concept originated in Northern Ireland, was brought to Germany by the Deutsche Kinder- und Jugendstiftung and the Servicestelle Jugendbeteiligung (Youth Participation Service Centre) in 2004. The organisation's model is described in greater detail in the following chapter, on the topic of international youth engagement.

¹⁰ In conversation with Grischa Eder (24.05.2012).

International Overview

In general it is the Anglo-Saxon nations which lead the way in philanthropy, and this is also the case with youth participation in the funding decisions of charitable organisations. Measured by the number of best practice examples identified, together with the extent of participation and responsibility afforded to the young people, the United States are at the head of the pack, followed by Canada and the United Kingdom.

Foundations support programmes which encourage social engagement among children and young people

Youth Scape,
Canada

Many foundations around the world give financial support to youth projects. Young people are, however, not always themselves involved in the foundation's work. One of the large international programmes supporting youth projects and youth engagement is Youth Scape. The programme was developed by the J.W.McConnell Family Foundation and implemented in 2006 in partnership with local districts. The distinguishing feature of the Canada-wide initiative is that it focuses on disadvantaged young people, encouraging them to get involved with projects in their area. Although the McConnell Family Foundation also supports other youth engagement programmes (e.g. Taking IT Global, Free the Children, CanadaHelps), young people do not seem to be involved in the foundation in any significant way. The foundation is run by the McConnell family.

Foundations bring children and young people in as volunteers

Majblomman
Foundation,
Sweden

At the Majblomman Foundation, Sweden's largest child aid organisation, children between the ages of 9 and 12 sell mayflowers ever April. The money raised is used to support child aid projects throughout Sweden, although the young flower-selling fundraisers are not currently involved in allocating the funds.

Foundations support or run programmes which extensively teach engagement

Penny Harvest,
USA

Probably the largest and most broad-based youth philanthropy programme in the USA is Penny Harvest. Run by non-profit organisation Common Cents, the programme encourages charitable engagement among children aged 4 to 14. This may involve volunteering on the part of the young people, collecting money for charity, developing their own projects or making grants themselves. Registering to take part in Penny Harvest is done through participating schools, and the one-year programme is divided into four phases. In the first phase (October to December), pupils collect money in their local area together with their classmates. In the second phase (January to April), pupils work in small groups (Philanthropy Roundtables) to analyse social problems in their area and identify charitable organisations which have effective solutions to these problems. They then donate to these organisations from the money that has previously been gathered. In the third phase (April to June), pupils are encouraged to develop their own projects in cooperation with experienced groups and/or work with established programmes. The fourth and final phase encompasses reflection and additional planning. An impact study conducted by Columbia University observed an increase in self-confidence and team and communication skills of participants, as well as the development of leadership skills. Since its establishment in 1991, over half a million pupils have taken part in Penny Harvest each year. The programme is supported by several private and family-run American foundations.

Ecole de la
Philanthropie,
France

In France Penny Harvest is run by The Edmond de Rothschild Foundations. Slight alterations were made to the programme to adapt it to French requirements, and it is divided into six phases. Having run the pilot programme, the de Rothschild Foundations are currently working to transfer the programme to its own charitable organisation, with the name “L’Ecole de la Philanthropie” (School of Philanthropy). With this goal in mind, partnerships have been arranged with the Fondation Culture & Diversité (Foundation for Culture and Diversity) and with the French Ministry of Culture. Ecole de la Philanthropie comprises the following stages:

1. **Discovering philanthropy:** What is philanthropy and what does it mean? What are the important issues? Who are the big, well-known philanthropists?
2. **Which junior donor are you?:** In this phase the pupils try to find out which issues they are most passionate about, what they would like to change in the world and what sort of organisations there are to support. The pupils are encouraged to analyse projects which appeal to them, discuss them with their peers in small groups and together choose an organisation to support.
3. **Plan a project:** Pupils develop a campaign or project together with their mentor which aims to raise money for the chosen organisation.
4. **Run the project:** Now it’s about making the plan a reality. Pupils put on a play, sell their own pictures, posters, printed T-shirts and home-made cakes, run a tombola or offer services such as car-washing, shopping, gardening etc. for a small fee. The campaigns are supervised by an experienced supervisor, usually a teacher from the school.
5. **The big donation day:** Pupils from all the participating schools meet at the Sorbonne in Paris to learn about the projects which other groups chose to support. A spokesperson for each class presents their group’s chosen organisation and their fundraising idea, and reveals the amount raised. All the earnings are collected by the programme’s supporters, The Edmond de Rothschild Foundations and the Foundation for Culture and Diversity.
6. **The Junior Philanthropists Club:** Participating pupils are officially accepted into “Le Club des Petits Philanthropes” (The Junior Philanthropists Club).

Comprehensive teaching and learning materials, work sheets and checklists are available for every stage.¹¹

¹¹ In conversation with Lea Peersman (22.08.2012);
Cf. <http://www.ecoledelaphilanthropie.org>.

Youth and Philanthropy Initiative (YPI), Canada, United Kingdom

In 2002, the Canadian family-run Toskan Casale Foundation developed the Youth and Philanthropy Initiative (YPI). This is a youth philanthropy programme run in conjunction with secondary schools. As the project forms a part of the year's curriculum when a school adopts it, all pupils in a given year group automatically take part. Following an introductory workshop, the pupils work in small teams to identify where funding need lies in their area and research and analyse organisations working in that sector. The organisation which they believe best addresses the chosen issue then hosts a site visit for the pupils, and they conduct interviews with the project's leader and local representatives. Afterwards, pupils deliver a ten-minute pitch to a panel of local authorities, teachers and parents introducing "their" organisation. The pitch selected as the winner by the panel wins C\$5,000 to donate to the charity it concerned. This programme has also gained traction in Europe. In the United Kingdom, the Youth and Philanthropy Initiative is supported by the Pears Foundation under the direction of the Institute for Philanthropy; in Scotland the Wood Family Trust is its chief sponsor, and in Northern Ireland the Paul Hamlyn Foundation. The Hanson Family Foundation supports YPI in the United States.

Go Givers, Giving Nation, United Kingdom

Britain's Citizenship Foundation currently supports youth social engagement with two programmes: "Go Givers" and "Giving Nation". The focus of both is on active engagement through volunteer work, fundraising, campaigning and developing original projects. "Go Givers" is a programme for primary schools that is a key element of the curriculum in participating schools. Together, pupils decide how they want to be involved (e.g. time, knowledge, money) and choose an issue that they believe is important. They then devise a campaign, which generally includes fundraising activities and working with charitable organisations. Children make a contribution to remedying their chosen issue, and at the same time learn how important social engagement is for disadvantaged individuals and groups. The competition culminates with a meeting of all the schools involved and the presentation of awards to campaigns. The programme is supported by the Pears Foundation. Giving Nation, on the other hand, is aimed at pupils aged 11-16 and encourages them to develop their own social projects, run campaigns or take part in existing projects. School classes receive £50 in seed money for their projects.

The Big Give, United Kingdom

Building on its platform "The Big Give"¹², which allows donors to discover, analyse and support charitable organisations online, the Reed Foundation has developed a philanthropy teaching programme aimed primarily at pupils in Years 8 and 9. In "Philanthropy in Schools", each pupil first identifies a charitable organisation they want to support using the online platform. After extensively analysing the organisation, the young people discuss their proposals and results in groups of three. Having agreed on an organisation, they then present it to a panel of judges, and the panel chooses one to three projects to receive financial support. A condition for running the project at a school is that a budget of at least £1,000 be made available by one or more donors. Students and pupils receive teaching and learning materials to help them select and evaluate charitable organisations, assemble oral and written presentations, and other related tasks. The programme is also attended by volunteers who can give pupils a better insight into the effects and benefits of social engagement and create the circumstances for "Philanthropy in Schools" to function correctly. In return, the volunteers receive training and on-going support. Donors are given regular updates on the organisations that have been chosen. A visit to the school can also be organised, so that the donor can meet the pupils and discuss the project with them.

¹² Cf. <http://www.thebiggive.org.uk>.

Youth in Philanthropy
South Africa
(YIPPSA),
South Africa

One type of school competition is the programme Youth in Philanthropy South Africa (YIPPSA) by the Inyathelo organisation. Pupils and young adults aged 14-35 collect donations for a charitable organisation of their choice. Selected members of the YIPSSA Social Committee then represent their school in a competition.¹³

Foundations involve young people in the work of the foundation through youth councils or youth panels

a) Youth councils which make grants

Youth as
Grant-makers/
Youth Advisory
Committees (YAC),
USA

As a result of the combined support of the Council of Michigan Foundations and the W.K.Kellogg Foundation, Youth Advisory Committees, or YACs for short, have developed and established themselves in the USA since the end of the 1980s. The YACs are a type of youth council in which an average of 20 young people mainly aged 13-17 take responsibility for a local fund. They develop funding programmes or give money to other charitable projects independently. Here the focus is often on issues concerning children and young people. The young people are for the most part also involved in fundraising and developing their own strategies to secure and grow their budget. The YACs are helped by adult supervisors. The young people also take part in training sessions alongside their work, in which they are taught various aspects of foundation work – an important component of engagement.

In the course of the “Youth as Grant-makers”, Michigan Community Foundations' Youth Project, 9,000 young people were involved in the allocation of grants from 1988 to 2003. In 2003, there were 86 YACs in Michigan with ca.1,500 members. Their combined funds totalled \$40m¹⁴, and the largest one was responsible for \$2m¹⁵.

Selection and recruitment of members occurs in cooperation with guidance councillors from schools in the respective region. The guidance councillor's primary role is to advise pupils on questions such as further studies, vocational training and university degrees. He recommends pupils for the YAC, and the YAC coordinator then conducts interview with the applicants. There are no formal criteria for acceptance as a committee member; variety and diversity are the key considerations. Most YACs meet for three or four hours once a month, although some have elected to meet more frequently. The annual budget available to the YAC varies between community foundations.

The YAC of the Berks County Community Foundation, for example, can award up to \$15,000 in grants per year. At the beginning of each year, the young people choose an issue on which to focus. In small groups, they first decide on the five most important issues for them. After combining suggestions and evaluating the results, each member presents his personal “top theme” in the next meeting and tries to win over the other committee members. Once the issue for the year has been chosen, the Berks County Community Foundation invites requests for funding; the deadline for applications is two months later, and is followed by the YAC's analysis phase. The young people consider the applications in small teams and each pays one visit to an applicant's organisation to learn more about its work. On the day of the decision, the YAC members present their “favourite” organisation in a meeting with the aim of persuading other members to support the organisation. The final decision is made following discussion of the presentations

¹³ Cf. Inyathelo (2009).

¹⁴ Cf. Tice, 2004, (p.2);

<http://www.youthasgrantmakers.org>.

¹⁵ In conversation with Breannah Alexander (28.06.2012).

and the organisations to which they refer. The YAC then makes a recommendation to the Berks County Community Foundation. Before the funds will be released it must present its decision to the foundation's board in order to secure its approval.¹⁶

Youth Advisory Board,
Marion Kauffman Foundation,
USA

The YAC model was the catalyst for the development of many similar participation models in American foundations. The Ewing Marion Kauffman Foundation was one of the first larger, national foundations in the USA to set up a Youth Advisory Board (YAB) in 1996. From 1996-2000, groups of up to 40 high school students awarded \$100,000 per year to youth initiatives in Kansas City; from 2001-2004, the YAB had \$250,000 per year at its disposal. The Kauffman Foundation was able to transfer decision-making and responsibility to the young people, while at the same time using their fresh perspectives to inform the rest of the foundation's work. We have been unable to establish whether the YAB continues to be active today.¹⁷

KIDS PLUS Youth in Philanthropy Board,
USA

The "KIDS PLUS Youth in Philanthropy Board" programme of the Northland Foundation (Minnesota) sees a board comprising young people and adults give up to \$1,000 to projects three times a year.¹⁸ The programme was developed together with the Minnesota Power Foundation. It offers young people a platform to learn the importance of social engagement and the art of giving.

Rose Youth Foundation,
USA

The Rose Community Foundation in Denver set up a youth foundation to involve young people from the outset. Young people with Jewish heritage at the Rose Youth Foundation award grants totalling \$60,000 to organisations in the Denver region every year, and a group of young people was also involved with the establishment and configuration of the foundation.

International Youth Foundation,
USA

For the past five years the 16-member board of International Youth Foundation, USA, has included two young people. They are involved in decisions relating to the organisation's programmes and funding allocation.

Youth in Philanthropy Canada

The Michigan Community Foundations' "Youth as Grant-makers" programme didn't only spur the development of youth participation programmes in the USA. Nowhere is this more evident than in Canada, where community foundations took advantage of the model to develop their own programme, "Youth in Philanthropy Canada", and now operate what is probably the densest network of youth councils among any group of foundations. The programme comprises two elements: on the one hand is a board of young people called the Youth Advisory Committee (YAC) which allocates grants to projects developed and run by young people. On the other, young people are trained to develop and organise their own projects, as well as prepare funding applications. The YACs have taught community foundations a lot about working with children and young people; today they are also used to produce so-called "Vital Signs" reports. In these reports several groups including YAC members present the problems which they believe affect their area from their own perspective; the YAC describes how they have a daily impact on the life of a young person.¹⁹

¹⁶ In conversation with Sarah MacAusland (27.06.2012).

¹⁷ Cf. Kauffman Foundation (2004a); p. 35;
Kauffman Foundation: (2004b); p. 5/6.

¹⁸ Cf. <http://www.northlandfdn.org/kids-plus/youth-in-philanthropy.shtml>

¹⁹ Cf. Website of Community Foundations of Canada, Vital Signs Program: <http://www.cfc-fcc.ca/programs/vital-signs.html>;

In conversation with Barbara McMillan (24.06.2012).

Youth Community
Organizing,
Canada

At the Canadian family-run Laidlaw Foundation, the development of youth participation has mirrored the development of the foundation and its activities itself. In the years following its establishment in 1949 the foundation mainly supported medical institutions, education, art and culture; many family members also took leadership positions in social organisations. In the 60s and 70s it expanded its activities and increasingly began to respond to more current social challenges. Following the completion of a comprehensive seven-year programme to support disadvantaged children and young people In the 1990s, the foundation began to include young people on its board and programme committees for the first time. It also launched a new programme to encourage youth engagement. Since a change in strategic direction in 2005, the wellbeing of children and young people in Toronto has been the core focus of the foundation's work. The main programme, "Youth Community Organising", targets the participation of young people and makes use of the realisation that they can be a powerful lever for change in issues such as environmental protection or refugees. One objective of this strategy is to build a direct connection between young people and the (financial) resources they need to pursue their own goals. Support for a social infrastructure for young people is also a central element of the programme's strategy. For Laidlaw, this category includes organisations which approach young people as mentors, and from here originates a new idea for charitable organisations in which young people participate. Youth participation has also been moved yet further into the foreground of the foundation itself: both the board and individual project committee include at least two younger representatives under the age of 30. They are primarily recruited from organisations which receive grants from Laidlaw. These advisory committees also make decisions on the allocation of funding.²⁰

YouthBanks,
Northern Ireland,
worldwide

Considerably fewer examples of youth councils actively involved in grant-making could be identified in the rest of Europe. The primary model here is "YouthBanks", adapted from the model of Michigan's Youth Advisory Councils and appearing for the first time in Northern Ireland in 1997. They are largely run as independent organisations by young people aged 14-25 who decide which of a range of projects initiated by young people to run. Local YouthBanks operate as autonomous entities, although adults do provide advice, training and support where necessary. They are often located together with community foundations, which may also provide funding, or youth organisations. Private family foundations are another source of funds. YouthBanks based on the Irish model have increased their international presence since 2000, and they currently number ca. 200 worldwide, include outposts in Australia, the USA, East European countries such as Bosnia, Croatia, Romania and Serbia and Western European nations, including the UK, France and Germany.²¹ The Charles Stewart Mott Foundation, together with a number of partners, has made a donation of \$200,000 over two years to the Community Foundation for Northern Ireland (CFNI) to assist with the expansion of the YouthBank model.²²

Princess Mathilde
Prize, Belgium

Since 2007 the Belgian Princess Mathilde Fund has called on the advice of a youth panel in awarding the Princess Mathilde Prize, in addition to a traditional panel of experts. The prize is worth €10,000. It supports one initiative a year which does especially valuable work for people in Belgium in need of protection. Every year in which the prize is awarded, it is dedicated to a particular issue or target group. Following the call for candidate submissions, an independent panel of experts and young people meets to discuss the applications that have been received. In order to take part in the youth panel, secondary school classes are asked to apply explaining the reasons for their interest. The Administration Committee of the Princess Mathilde Fund then

²⁰ In conversation with Ana Skinner (10.07.2012);
Cf. Website of Laidlaw Foundation: <http://www.laidlawfdn.org>.

²¹ Cf. <http://www.youthbank.org/Global>.

²² Cf. <http://www.mott.org/news/news/2013/20130124-Youth-Bank-Initiative>.

chooses two classes from different regions of Belgium to form the youth panel for that year. The process of selecting the prize winner is divided into several steps: an expert panel pre-selects what it believes to be the four strongest candidates. This meeting is also attended by a delegation of pupils and a responsible teacher from one of the participating schools. Following that, the classes examine the four projects and rank them according to their own criteria; this ranking is then explained and justified in a report, which is passed to the board of the Princess Mathilde Fund for consideration. The board makes the ultimate decision on the prize winner. The awards ceremony is conducted in the Royal Palace, and attended by the young people.

**Pekoenja,
Netherlands**

The Dutch organisation Pekoenja is a model of comprehensive youth participation. It was founded in 2001 as an offshoot of the Kinderpostzegels Foundation with the aim of supporting projects by 12 to 22-year-olds trying to help other children. The budget for the projects is raised through the sale of stamps and postcards, organised every year as a cooperation between the foundation and the pupils. Young people from towns all over the Netherlands were involved from the earliest days of Pekoenja, in order to create a structure that met their wishes. Pekoenja has a permanent youth team, which ideally comprises eight teenagers and young adults aged 16 to 23. Two of the members of this team work at Pekoenja every Thursday afternoon. This work mainly involves conducting telephone interviews with organisations and projects which have applied for funding from Pekoenja. These two-man teams are swapped every Thursday, so that every member has a chance to work with every other member and they all get to know each other better. Once per month the whole team meets to present projects to the other members of the group, discuss them and make decisions on funding allocation. The team has an annual budget of €150-200,000, although the maximum that can be awarded to an individual project is €3,000. An adult representative of Pekoenja attends and chairs the youth team's meetings, but is not able to vote. Two members of the Kinderpostzegels Foundation, who also attend the meetings, do however have a right of veto, which they exercise if they believe the team's decision runs counter to the donors' wishes. The young team members are paid €5.00 per hour for their participation; the costs of project visits are borne by Pekoenja. A new team is trained every two to three years, although this does not necessarily involve a dedicated search – team members are generally recruited from family members and friends of ex- or soon-to-be-ex-members.

b) Youth councils which help determine the foundation's strategy"

**The Children's Trust
YAC, USA**

"The Children's Trust" from Miami, Florida gives young people a voice through its Youth Advisory Council (YAC). The YAC of The Children's Trust is composed of 46 high school students selected in a multi-stage application process. They visit projects supported by The Children's Trust, receive training on issues relating to philanthropy and work on special service projects. They also advise the board of the organisation on questions affecting children and young people in their area.

**DoSomething,
USA**

"DoSomething.org" runs a campaign every week encouraging young people up to the age of 25 to make a simple, easy contribution for the good of the community. The organisation takes advice on its activities from a Youth Advisory Council: every week the YAC members receive an email or text message containing information and suggestions on which they are invited to give feedback. This enables the young people to contribute to running the organisation, while the organisation for its part is able to discover first-hand the issues affecting young people at any given time.²³

²³ Cf. <http://www.dosomething.org/about/yac>.

The Trevor Project YAC, USA	The Youth Advisory Council of the Trevor Project acts as a bridge between the organisation and the young people of America, focusing on questions of sexuality, gender identity and suicide. The US-based organisation offers advice, crisis intervention and suicide prevention for lesbian, gay, bisexual and transgender (LGBT) young people. The Trevor Project's YAC is composed of 20 young people aged 16 to 24. They hold a teleconference once per month to advise the organisation on program and communication questions for LGBT young people.
National 4-H Council, USA	The international youth organisation 4-H, founded in 1902 and based in the USA, aims to help children and young people to unlock their full potential. In this way it is similar to Germany's Landjugend (rural youth organisations). 4-H offers young people numerous opportunities to involve themselves, take part in decisions etc. They have been involved in managing the organisation since 1991: 10 young people aged 12 to 22 are full voting members of the National 4-H Council, which as a national-level entity determines the policies and activities of 4-H Clubs at both state and regional level. ²⁴
Global Children's Panel, United Kingdom	The British branch of the international aid organisation Save the Children established a "Global Children's Panel" in 2007, which is made up of 12 members from six countries. The children and young people meet once a year to identify and discuss issues that they have encountered, give feedback on the progress of Save the Children's projects and help the organisation to assign priorities for its work. They also give advice on how more young people could be encouraged to take part in Save the Children's campaigns. ²⁵ The organisation has also published a guide to active youth participation in Save the Children's offices and in its country-level programmes.
Wilderness Founda- tion Youth Board, United Kingdom	The UK-based Wilderness Foundation works to protect unspoiled natural areas. In addition to its traditional board it has established a "Youth Board". It comprises young participants in the foundation's projects and gives feedback and suggestions to help the organization further develop its programmes. ²⁶
London Youth, United Kingdom	"London Youth", a network of 400 London youth organisations, has also set up a youth council. 16- to 24-year-olds support the network's work at every level, from the recruitment and employment of workers, to the development of youth programmes and checking the quality of member organisations. They are also guaranteed at least one seat on the network's board. ²⁷
Alexander Founda- tion, Netherlands	At Stichting Alexander (Alexander Foundation) in the Netherlands, youth participation is central to the organisation's work. The foundation sees itself as a centre for research and advice for questions relating to youth participation. Young people are therefore at the heart of its work, be it as co-researchers in projects, advisors or data analysts. They use the knowledge they gain to develop their own suggestions for improvement and make recommendations for how to best structure the work. As a research and consulting institution, Stichting Alexander is more akin to a project agency than a funding organisation since it awards no grants. ²⁸
ECPAT, Austria	Similarly comprehensive is the participation of young people at ECPAT Austria, an association of NGOs which works to prevent child prostitution, child pornography and the trafficking of children. According to the organisation's website, young people are involved as active partners in all activities. ECPAT's youth council also contributes to the organisation's internal operations. It does not itself make grants, acting more like an NGO which runs projects. The youth council's

²⁴ Cf. <http://www.4-h.org/about/leadership/national-4-h-council/>.

²⁵ Cf. Save the Children UK (2010).

²⁶ Cf.: <http://www.wildernessfoundation.org.uk/about-us/youth-board/>.

²⁷ Cf.: <http://www.londonyouth.org.uk/about-us/who-we-are/youth-advisory-board>.

²⁸ Cf.: http://www.st-alexander.nl/index.php?option=com_content&view=article&id=159&Itemid=128.

work seems to be currently undergoing some sort of change: the appropriate section on its website refers to the development of a new page.²⁹

aces Council, Austria A further example worthy of mention is the “aces Council”, which advises the Academy of Central European Schools (aces) and counts both teachers and pupils as members. aces is a school exchange project between 15 countries in central and south-eastern Europe, created and supported by Austria’s ERSTE Foundation. The four teachers and four pupils who makes up the members of the aces Council advise the project on its strategic direction, suggest improvements and maintain contact with participants.³⁰

Foundations and donor families systematically introduce the Next Generation to philanthropy

While Next Generation Philanthropy may have gained little traction in German foundations thus far, the Anglo-Saxon nations – especially the USA – have numerous programmes to train young people from wealthy, socially engaged families as future donors. Some of these programmes are initiated by family-run foundations themselves; others, by associations, networks or consultants for donors and foundations.

Welk Family Foundation, USA The Welk Family Foundation was one of the first to establish a Next Generation Board exclusively comprising members of the younger generation of the family, in 1983. Working for the board prepares young people for a later position on the foundation’s board. Members are replaced with young people from the following generation at regular intervals. They also make frequent visits to organisations and projects, as well as meetings of the foundation’s board. At annual family meetings, young family members are sometimes given tasks such as raising money for local charities or working on projects. This enables them to become acquainted with the greatest possible number of facets of charitable work.³¹

YouthGive.org, USA YouthGive.org is a web-based platform to encourage Next Generation Philanthropy. The platform enables an account to be set up from which children and young people can make donations to their favourite projects and organisations – either alone or with others. The YouthGive Giving Menu offers plenty of charitable projects and organisations which have already been researched by other young people and tested within their families, schools or areas. The individual accounts are each like a small donation fund, and can be set up either by young people themselves, or by adults in a child’s name. YouthGive.org is a registered charity in the USA and is financed by a number of private donors, families and foundations.³²

²⁹ Cf. <http://www.ecpat.at>.

³⁰ Cf. <http://www.aces.or.at> and

Email correspondence with Robin Gosejohann (October 2012).

³¹ Cf. National Center for Family Philanthropy (2008).

³² Cf. <http://www.youthgive.org> und Wilbur / Setterberg (2012).

Youth Giving Circles,
USA

The organisation “Inspired Legacies” supports donors, non-profits and their advisors, including with information, consulting and the encouragement of exchange and cooperation. Using a training programme and detailed teaching materials, they hope to inspire foundations, NGOs, youth organisations and other civil society organisations to establish “Youth Giving Circles”. 13- to 18-year-olds identify and visit possible grantee projects, collect money and decide how to distribute it as project funding. The training programme involves ten two-hour sessions. It is supported by a handbook which gives valuable tips to both coach and participant and contains a number of worksheets.³³

Youth Philanthropy
Connect,
USA

Youth Philanthropy Connect grew out of an initiative of the Frieda C. Fox Family Foundation in 2011. It is a network of young people with connections to donors in which they exchange ideas and give one another advice. In 2012 the next generation of various American family foundations met for the second time for the “Youth on Board Conference”. They arranged the programme, hosted and led the conference. In the spirit of “learning by doing”, they also allocated grants: during the conference eight charitable organisations dedicated to helping young people pitched for a donation of \$500. The conference participants had a total of \$2,500 to award, provided by the sponsors of the conference. On the last day of the conference the young people decided together which organisations and projects should be supported.³⁴

Resource
Generation,
USA

Resource Generation is a network of wealthy young people in the USA which pursues charitable goals. Since its foundation in 1998, Resource Generation has already brought together over 1,800 young adults aged 18 to 25 for conferences, workshops, training session or local projects.³⁵

G4,
Australia

To ensure that the fourth generation of the family is able to build its knowledge and experience of philanthropy, the Australian Myer Foundation set up the G4 programme in 2001. It has a budget of A\$30,000 to fund projects and organisations which focus their work on young Australians aged 12 to 25.³⁶

Other Next Generation Philanthropy training programmes are offered by organisations such as The Redwoods Initiative or LGT Venture Philanthropy.

Foundations are independent youth organisations

Plant-for-the-Planet,
worldwide/Germany

Pupil initiative Plant-for-the-Planet wants to help to reduce global CO2 emissions to zero in the long term and beat poverty through climate justice. The pupils aim to protect existing woods and plant a total of one trillion new trees. These young climate activists plan and run campaigns, discuss the issues with heads of state and governments and give speeches at international climate conferences. The now-global movement originated in Germany in 2007, when nine-year-old Felix Finkbeiner gave a presentation about climate change at school. Inspired by Wangari Maathi, who planted 30 million trees in Africa, at the end of his presentation Felix suggested that children in every country on earth could plant one million new trees in their country, and thereby balance out the CO2 emissions. Today ca. 100,000 children in over 100 countries

³³ Cf. <http://inspiredlegacies.org/youthgiving/index.htm>.

³⁴ Cf. National Center for Family Philanthropy (2012).

³⁵ Cf. <http://www.resourcegeneration.org>.

³⁶ Cf.: <http://www.myerfoundation.org.au> and <http://bulletin.research.unimelb.edu.au/researchbulletins/displayscheme.asp?uid=4411&sn=1430>; Email correspondence with Michael Liffman.

follow the goal of Plant-for-the-Planet. They see themselves as a movement of world citizens working to fight poverty by establishing climate justice. Plant-for-the-Planet has had a democratic structure since March 2011: they use a global network of over 14,000 youths, specially-trained ambassadors to inform others about the initiative and encourage them to join the cause. A global board was also established, composed of 14 children from eight different nations. The Plant-for-the-Planet Foundation was set up on 31st January 2010. One of its unique features is the board of coordinators, who are all individually active as ambassadors for climate justice, organising planting campaigns and giving speeches. Their slogan around the world is, “Stop talking. Start planting”.

**Chaeli Campaign,
South Africa**

The Chaeli Campaign was founded on the 6th August 2004 by five six- to 12-year-old girls in South Africa. Chaeli Mycroft, her sister Erin and three of their friends started the campaign with the goal of raising ZAR 20,000 for motorised wheelchair for Chaeli. By selling home-made cards and flower pots, they reached their goal in just seven weeks. Today, the Chaeli Campaign is dedicated to education programmes, advocacy work and events for children and young people with handicaps. The organisation is now run by Chaeli and Erin’s mother, but the five young co-founders as before play a major role in determining its activities and funding decisions.

THREE CASE STUDIES: CHILDREN AWARD GRANTS

The form most frequently chosen for active youth participation in foundations is the youth council, with the young people making a meaningful contribution to funding decisions. This form of participations also lays the groundwork for potential later involvement in determining the strategic direction of the foundation's work. For this reason, youth councils which allocate funding are at the heart of this report.

The following three case studies show different approaches to enabling comprehensive youth participation taken by German foundations. Youth councils may be integral, legally mandated boards, or start out as temporary elements of a given project or programme. They may focus on involving a smaller group of children and young people, or comprise the largest number of young people possible within a district or region. These case studies show that, for German community foundations in particular, youth councils can be an effective instrument of participation and succession planning.

Youth councils at Children for a better World are expressly introduced as a standalone case study, since CHILDREN has years of experience in Germany and therefore benefits from extensive experience of cooperation with youth councils; it is also one of the private funding organisations in which youth councils form a key brick in the foundation structure, whose existence is mandated in its bylaws. CHILDREN would also like to use this report to present its own engagement with children for children against a backdrop of youth participation in foundations, and also to draw comparisons both nationally and internationally.

CASE STUDY : The CHILDREN Youth Councils³⁷

Children for a better World e. V.

PROFILE

The project/programme	Five child councils: Munich, Berlin, Hanau, Witten and Hamburg; some in cooperation with other organisations Child councils allocate funding for aid projects benefiting children and young people in Germany and abroad
Established in	First youth council (Munich): 1995 Child council was set up shortly after establishment of foundation
Number of children/young people participating	6-25 children and young people
Age of children/young people	8-17 years old
Timeframe of project	Unlimited
Number of council meetings	Two meetings per year
Area of responsibility	Allocation of €5,000 per meeting; maximum €1,500 per project
Involvement with the organisation	Child council is written into bylaws of the organisation

THE PROJECT: CHILDREN Child Councils – because helping can be learnt too

Aid organisation Children for a better World e.V. set up five child councils, spread across Germany. Children and young people decide which projects should be supported by CHILDREN, with the aim of developing an eye for social problems and their potential solutions from a young age; it also helps children to discover the value of social engagement. The Munich child council, coordinated directly by CHILDREN's national office, was the first.

The ca. 20 members of the council meet twice a year and decide how to allocate a total of €5,000 to projects for children and young people.

Anyone between the ages of eight and 17 is eligible to join. It's easy to become a member – first you “sneak” into a meeting as a guest participant. If you're still interested after that, you fill in a membership application for the council, and that's it. The first members of the Munich council were mainly the children of the founders and board members of CHILDREN.

Organisations seeking financial support to fund the implementation of their projects can apply for funding through CHILDREN's child council. Julia Röhrich, employee of CHILDREN and the child council coordinator, reviews the applications and talks to the regional council coordinators to select the most appropriate projects. She bases her decision on various criteria: it is im-

³⁷ In conversation with Julia Röhrich (20.06.2012).

portant that projects are related to the world of children and young people; the organisation making the application must also supply proof of tax-exempt status and have described in detail the background, goals and nature of the project, as well as the proposed use of the funds applied for.

In order to be able to present the children with the broadest possible selection of projects CHILDREN runs various campaigns to continuously build awareness of the funding programmes available through its child council, and also approaches promising projects directly. This gives organisations that CHILDREN is unable to support directly another chance at funding, as well as giving the child council a greater range of projects to choose from. In each meeting there should be five to seven projects due for presentation, on a variety of issues and both in Germany and abroad.

Ca. five weeks before the date of the meeting, the children receive a written invitation by email or by post. At least two weeks before the meeting materials relating to their project arrive with them, giving them some time to prepare. In the meetings, the children then present the various projects to one another; ideally they will also have conducted their own additional research into the topic, including making direct contact with the organisation where possible. All council members also receive a summary of the project applications and an assessment questionnaire to help them evaluate each of the projects. Sometimes an organisation which has applied for funding may be present at the meeting, or even be hosting it. In these cases the organisation introduces its work to the children in person. After the presentation the children discuss the strengths and weaknesses of the projects, and at the end they decide on how to allocate the €5,000 total funding. There is no obligation to give something to every project: applications may be rejected, or an amount given that is less than was requested. In these cases the children also specify what aspect of the project the grant is to be used for. Each project selected by the children may receive a maximum of €1,500. In choosing projects, the children act overwhelmingly on intuition, and use their own criteria to evaluate them. The issues which seem most important to the children's world view are: education, nutrition, healthcare and supporting the greatest possible number of children, instead of a few individual cases. The children are assisted by the project coordinator, who only intervenes in the debate when absolutely necessary – for example if questions arise relating to the facts of the project, the discussion becomes too heated, the children lose track of time or if certain children are playing substantially less of a role in the discussion. As a rule the children should be left to manage the meetings on their own, and at the end reach their own decision.

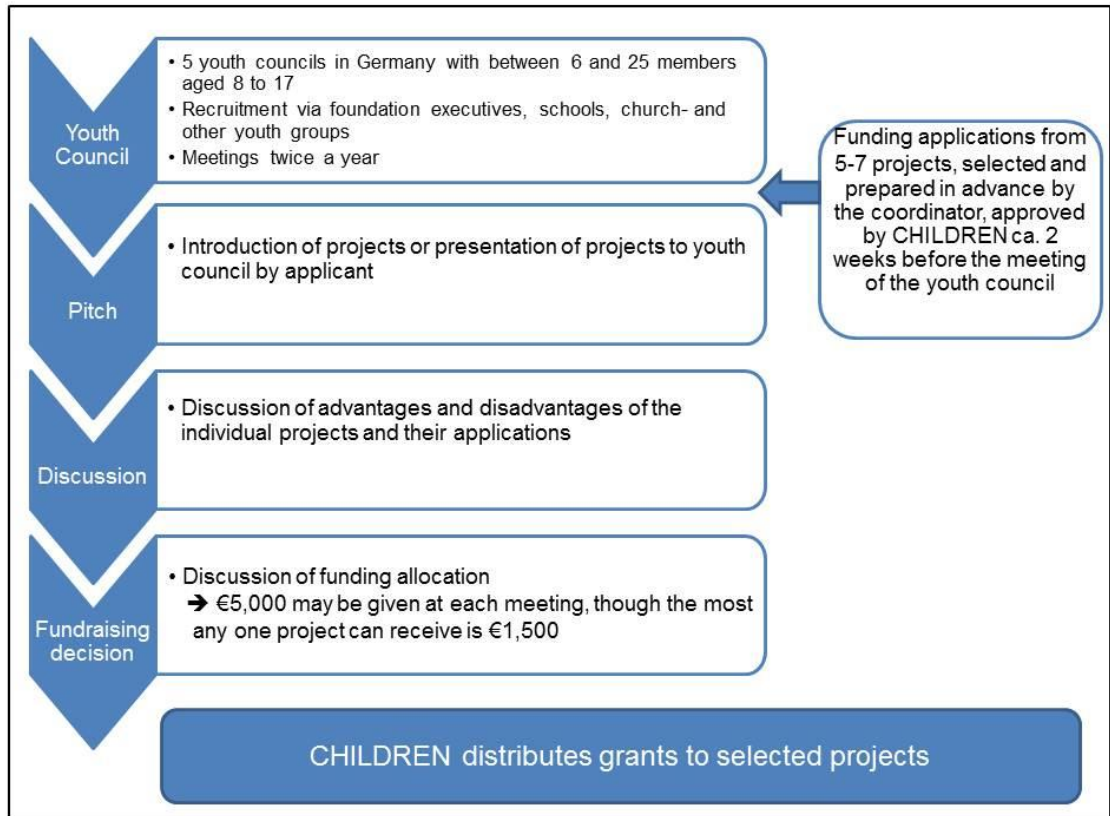
"I think it's important that we're allowed to decide ourselves without the adults getting involved. It's really improved my self-confidence too." (Sören: 14 years old, active member of the Hanau child council)

"I used to be very shy and I never dared to say anything when I was in a group. But now I've learned to be more comfortable speaking and expressing my opinion." (Lisa: 15 years old, active member of the Berlin child council)

The council coordinator takes minutes at each meeting, which are then used as a basis for the Munich coordinator to draw up the contracts for successful funding applications. The contracts are a word-for-word repetition of the children's decision, which is particularly relevant in determining the end use of the funds. In written acceptances and rejections the coordinator also informs the applicant of the points which were particularly important to the children in making their decision.

On leaving the council the children receive a certification of participation as both recognition and thanks for their work.

Overview of the Process



THE EARLY DAYS: Participation from the word “go”

When it was founded in 1994, CHILDREN encapsulated its work with the motto “With children. For children!”, since the founders didn’t just want to help children in need – they wanted to work with them to achieve real change. As a result, a child council was included as a cornerstone of the organisation’s constitution, and the Munich council has now been a vital component of CHILDREN since 1994; its first meeting was held in 1995.

“Adults often think that children don’t know what’s going on in the world, but that’s not true. We absolutely do, and we want to help – we just often don’t know how. But when children do something for children, that’s more personal, because children understand better, or at least very well, what kind of problems other children have.” (Lisa: 15 years old, active member of the Berlin council)

“Children are better at helping children because they think about different things to adults. Adults usually only think about price and health and safety issues. But children also think about how something has to be fun and done creatively, how children can work together with other children, they remember that there’s a playground nearby...” (Carlotta: 14 years old, active member of the Berlin council)

“Put simply, children see it through children’s eyes” (Sophia: 18 years old, former member of the Hanau council)

THE SPREAD: From North to South and East to West

CHILDREN founded addition youth councils in Germany in partnership with other charitable organisations or businesses. The family currently includes five councils – from Hamburg to Munich, Hanau to Witten via Berlin.

“There aren’t enough opportunities to get involved as a kid. It’s always ‘you can’t do that, you’re still a child’. It would be great if there were even more youth councils, so more children could have the chance to join in.” (Carlotta: 14 years old, active member of the Berlin council)

“I’ve always wanted to help other people... I was sad that there’s so little you can do when you’re young.” (Lisa: 15 years old, active member of the Berlin council)

All youth councils are based on the same principle. Each council has its own coordinator, who is responsible for organising their meetings and gathering funding applications. She communicates with the applicants to ensure all the required materials are available and sufficiently detailed. Overall coordination falls to CHILDREN in Munich: the national office checks the applications selected for consideration at the councils’ next meetings, and after the meetings it draws up the funding contracts with the chosen organisations on the basis of the regional coordinator’s minutes from the meeting. The office also checks all of the project’s accounts and reports and is the point of contact for regional coordinators. In order to ensure that the process runs as smoothly as possible, it has been laid out in a handbook. A collection of templates, forms and checklists simplifies the coordinator’s tasks.

The Berlin youth council was founded in 2006 by a mother active in charity work. Its members have already run successful campaigns to raise money and expand their resources.

The youth council in Hanau has been financed by the Kathinka Platzhoff Foundation since 2008, and is also supervised and coordinated by an actively involved mother. In addition to their work on the council, the children also run their own projects to raise money for social goals: they raised money by selling home-made memory games for children’s rights, for example. The members get on extremely well and regularly meet outside official meeting times to do things together.

“I like our meetings. Once we had a barbecue. It’s good for group bonding, and that helps us work better together.” (Sören: 14 years old, active member of the Hanau council)

The CHILDREN council in Witten has been financed and supported by Dr. Ausbüttel & Co. GmbH, or DRACO for short, since 2010 as part of the company’s social engagement. With six members it is the smallest of the councils. The coordinator is an employee of the company, and the organisation and coordination of the council belong to her day-to-day responsibilities. This council also meets outside the regular six-monthly sessions and organises group evening events and team-building workshops.

The most recent council was founded in 2012 in partnership with the Bürgerstiftung Hamburg. It is supervised by two volunteers and an employee of the foundation. It was important to the project’s sponsors that the council reflect the diversity of Hamburg in its composition, so it was advertised in a number of schools in Hamburg and using the foundation’s contact network. This approach was successful – Hamburg’s youth council is probably the liveliest. Its members come

from all areas of Hamburg and attend all different kinds of schools, from grammar schools to comprehensives to local schools in deprived areas.

At the start, the Hamburg youth council had ca. 18 members, who have so far met twice. The first meeting was preceded by a meet-and-greet, at which the children used games to get to know one another. It was clear from the start that the children had a lot of motivation and energy to bring to the table. In the very first session ideas were suggested for projects worthy of funding. The Bürgerstiftung is therefore keen to utilise their creative potential even more in future – to ensure a good flow of interesting projects, members will in future research projects themselves, enabling them to get in touch with them directly where appropriate.

The first youth council summit took place in 2011. In addition to meeting members of the other councils, workshops on themes including presentation technique, debating and research were all on the agenda.

“The workshops were great! It’s easy to apply what you learn there to presentation for schools. I’ve got absolutely no problem now standing up and presenting something to my class.” (Sören: 14 years old, active member of the Hanau council)

“It was exciting to meet the others and talk to them.” (Sarah: 16 years old, active member of the Hanau council)

THE IMPACT: The sky’s the limit...

...for the children – during their time on the council, the children become acquainted with many different projects. They become attuned to a huge variety of social issues from all over the world, and are encouraged to discuss these issues.

“It’s made me aware of a lot of things and I’ve got to know a lot of projects too, some of which have really moved me, like the Butterfly Children at Hanau Hospital.” (Sophia: 18 years old, former member of Hanau council)

“People on the projects sometimes need the most basic things... it’s completely changed my perceptions, of food for example. Before I was a member of the youth council I didn’t know how hard life is for some people.” (Sarah: 16 years old, active member of the Hanau council)

“Sometimes it can be a burden – like if it’s about sick children who won’t survive without the money... Other organisations should have youth councils too, so people can see that not everyone in the world has a life as comfortable as theirs.” (Sören: 14 years old, active member of the Hanau council)

At the same time, children are also shown different ways of solving these problems. This strengthens them in their engagement, in both the present and the future, and helps them to discover their own passions. Several former council members now volunteer at CHILDREN’s other projects.

“I definitely want to stay with CHILDREN – I’ve grown into it now. I find the JUGEND HILFT! programme exciting. It lets you get involved with fundraising or campaigning at a young age. The members of the youth council have already submitted a project idea, and received money for our idea.” (Sören: 14 years old, active member of the Hanau council)

“I’d like to carry on helping people after I leave the youth council... perhaps I can get involved with JUGEND HILFT! I was once a panel member for one of their competitions. It was definitely hard work, but a lot of fun as well.” (Lisa: 15 years old, active member of the Berlin council)

“It would be great if we could stay with CHILDREN for longer,” (Caspar: 11 years old and Carlotta: 14 years old, both active members of the Berlin council)

Organisations which receive funding have a contractual obligation to create accounts as well as a project and send these to CHILDREN. These reports are very important to the children on the council, since they allow them to see what they have achieved with their decisions.

“It’s really great when you get responses from the projects you’ve supported, like videos or photos. That shows you that you can really change something.” (Sarah: 16 years old, active member of the Hanau council)

“I like visiting the organisations that we’ve helped. You can see what you’ve contributed, and that’s a fantastic feeling.” (Lisa: 15 years old, active member of the Berlin council)

“When you see how pleased the children are, that’s praise enough.” (Sören: 14 years old, active member of the Hanau council)

“Helping other people is a wonderful feeling.” (Sophia: 18 years old, former member of the Hanau council)

In Hanau, a former member of the council, who left once she passed the upper age limit for participation, continues to contribute to coordinating the preparation and implementation of the youth council meetings.

“My time as an active member of the youth council was incredible, and I wanted to stay involved for as long as possible. I help our coordinator prepare and chair the meetings.” (Sophia: 18 years old, former member of the Hanau)

“When I have to stop doing the youth council in two years’ time because I’m too old, I want to carry on supporting the council for as long as possible – just like my sister.” Sarah: 16 years old, active member of the Hanau council)

...at CHILDREN – public perception of the youth councils is positive. Other charitable organisations which are considering setting up a youth council or youth board often use CHILDREN’s model as a point of reference. The community foundations of Stuttgart and Gütersloh, for example, drew inspiration from the concept before launching their own participation programmes.

“It never ceases to amaze me how intuitively children pick out the weak spot in project proposals”, says Julia Röhrich. The children notice very quickly if an application hasn’t been put together well and if the money might be put to better use by a different project. When the chil-

dren are well-informed, you can have complete trust in them and be certain that they will allocate the €5,000 sensibly. They take their role very seriously – a meeting can last much longer than planned, since they spend as long discussing and making suggestions as it takes to achieve agreement, until they believe that the money is well distributed and going to the right projects.

“I see it as a great chance to independently decide on what to do with such a large amount of money, and make a real difference with it... You can make a real change here.” (Sophia: 18 years old, former member of the Hanau council)

“It’s fun to talk to the others and hear everyone’s opinion.” (Sarah: 16 years old, active member of the Hanau council)

Although the children do not necessarily know each other well, and may see each other rarely since they meet only twice a year, they mostly organise themselves quite quickly thanks to their shared passion. Indeed, this passion is so strong that they want to start finding and proposing projects on their own initiative, or indeed become active themselves.

THE CONCLUSION: Still a lot more potential

The children’s willingness to be socially engaged would certainly support an expansion of youth councils’ activities.

“Perhaps we could get more involved outside the council and paint walls in nursery, for example.” (Carlotta: 14 years old, active member of the Berlin council)

By implementing their own projects, children can gather more intense and even more valuable engagement experience. The Hanau youth council submitted its own project on the subject of children’s rights to the JUGEND HILFT! (Youth Helps) funding programme, and it was selected to receive a grant. Additional resources were, however, necessary to be able to provide appropriate level of supervision.

Feedback from the youth council members all suggests that positive experience in the council increase the chances that young people will continue to be socially engaged as adults. To successfully manage the transition from the council, the young people and young adults need to retain special points of contact. To this end, CHILDREN offers children and young people leaving the programme certain opportunities: JUGEND HILFT! allows CHILDREN to encourage young people to get their own social project up and running and become more independent. A panel, which includes two members drawn from one of the youth councils, chooses the winning projects for JUGEND HILFT! once per year, and the best eight are recognised in an award ceremony. CHILDREN does not, however, run programmes itself with which young people can become actively involved.



THE DRIVING FORCE: Children for a better World e.V.

Child aid organization Children for a better World e.V. was founded in 1994 by 31 socially engaged individuals from the spheres of business, politics, art and media. Since then, the association has supported projects by and for children and young people worldwide. The focus of its work in Germany is on combating child poverty and hunger. Abroad, CHILDREN's issues include orphans in Guinea and China, and education for children in Vietnam and India. Another important task of the organisations is to identify and support young people in Germany who take on responsibility and work to help other children. With this goal in mind, CHILDREN established the competition and funding programme JUGEND HILFT! ten years ago. JUGEND HILFT! provides children and young people between the ages of 6 and 21 with up to €2,500 to support their own social projects.

CASE STUDY: Stuttgarter Kindertaler – Project for Children in Stuttgart³⁸

Bürgerstiftung Stuttgart and funding organisation Kinderfreundliches Stuttgart e.V.

PROFILE

The project/programme	A child panel awards grants to three charitable projects which aim to improve the quality of life of Stuttgart's children
Established in	2011 Stuttgarter Kindertaler has been running since 2008
Number of children/young people participating	160
Age of children/young people	9-13 years old
Timeframe of project	2011 – 2013 Repetition planned
Number of council meetings	One panel meeting, including prize-giving
Area of responsibility	Total of €20,000
Involvement with the organisation	Project of the Bürgerstiftung Stuttgart and funding organisation Kinderfreundliches Stuttgart e.V.

PROJECT: Stuttgarter Kindertaler – €20,000 in children's hands

On a weekend afternoon in October 2011, 160 children and young people from Stuttgart came together in the town hall, the seat of power in Stuttgart, to decide the winners of the third Stuttgarter Kindertaler. Over the course of a four-hour event, the 9- to 13-year-olds selected three charitable projects which focus on the subjects of physical activity and safety for Stuttgart's children. This was not simply a symbolic evaluation of the projects – there were €20,000 in grants at stake.

The event was chaired by a social scientist who had already run a number of different participation projects with children and young people. Musical interludes were provided by a young Stuttgart rapper and the children themselves, to keep the breaks fun and interesting.

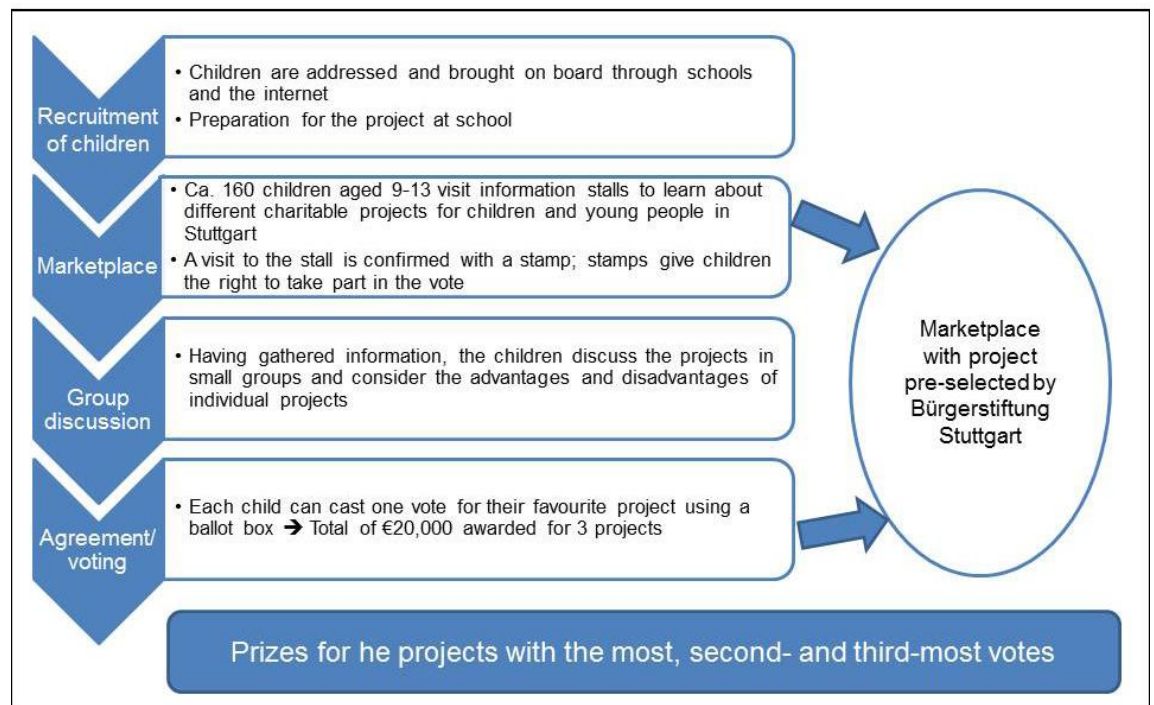
To prepare for their role, which carried a great deal of responsibility, the children first spoke to the chairwoman about what participation means to them, and which factors to consider when awarding grants as a panel. They discussed questions such as "What is being decided here today?", "What can someone do with €5,000?", "What do you find important when you're involved with a project?" and "What do you want to ask the project?"³⁹. As a group, they then set some ground rules for the decision. It was clear that you could only vote if you had informed

³⁸ In conversation with Irene Armbruster (12.06.2012).

³⁹ Cf. <http://www.die-deutschen-buergerstiftungen.de/de/aktionen/projektetool/jugend/wir-entscheiden-wir-bewegen-die-kindertalerjury.html>.

yourself about the projects in detail, and that the voting process would be a secret ballot. And then it finally got underway! First, the projects preselected by the Bürgerstiftung had to be taken under the microscope: children criss-crossed the corridors of the town hall visiting stalls set up by the various projects, like at a market. At each stall, the child received a stamp. They were only eligible to vote once they had collected a stamp from every project. Before the vote, the children again had the chance to discuss the various projects and weigh up their pros and cons in small groups. At the end, each child chose his or her favourite project, and put the correspondingly coloured card – each project was assigned a colour – into the ballot box. The vote count was as close as could be imagined, but finally the winners became clear. The winning project received €10,000 at the prize ceremony, and the projects in second and third place €5,000 each. The meeting ended with a photo of all the children, the winners and the event’s sponsors. On departure the children received small thank-you presents, such as T-shirts, key-rings and notepads.

Overview of the Process



THE EARLY DAYS: From fundraising campaign to participation project

Stuttgarter Kindertaler was originally conceived by the Bürgerstiftung Stuttgart and the funding organisation Kinderfreundliches Stuttgart e.V in 2008 as a pure fundraising campaign.⁴⁰ The aim of the project is to use donations from residents and businesses to give long-term financial security to successful but often underfunded projects for children in Stuttgart.⁴¹ Money is raised for a given cause over a two-year period, and then invested in the Stuttgarter Kinderfonds

⁴⁰ Cf. Website Stuttgarter Kindertaler: <http://www.stuttgarter-kindertaler.de/index.php?id=19> and <http://www.stuttgarter-kindertaler.de/index.php?id=9>.

⁴¹ Cf. Website Stuttgarter Kindertaler : <http://www.stuttgarter-kindertaler.de/index.php?id=9>.

(Stuttgart Children's Fund). From this fund, three projects first receive one-off grants of €10,000 or €5,000. Any money raised above that is then distributed to the projects over time as required. The decision of which projects would receive these funds was originally taken by a committee of the board members of Bürgerstiftung Stuttgart and Kinderfreundliches Stuttgart e.V. At the third Stuttgarter Kindertaler event in 2011, the children themselves decided which projects would receive funding, and not the adults. Before, children were involved in Stuttgarter Kindertaler through various campaigns, such as making films about the projects or collecting money in home-made treasure chests.

But how did the current system come about? There is already a tradition of participation at Bürgerstiftung Stuttgart: almost from day one the foundation has met with local experts, the people concerned and other active Stuttgart citizens to come up with its own projects.

This image and the wish to even more strongly encourage the social participation of children led to the decision to allow children to decide the use of the Stuttgarter Kindertaler because, "in the end, they're the ones it's all about!"⁴²

After the decision had been taken, the question of *how* had to be addressed. The Bürgerstiftung's team, Kinderfreundliches Stuttgart's team and various experts such as teachers and social scientists together explored the possibility of a child panel: one of the options considered, for example, was the establishment of a small advisory council with about 20 child members. It would have made regular visits to projects to build a closer relationship with them. The experts turned away from this idea due to the difficulties associated with bringing the children in for the long term.

The KinderSpielStadt Stutengarten and various community participation projects, Stuttgart already offer young people over the age of 14 numerous possibilities to become socially engaged and actively involve themselves in decision-making. The Stuttgarter Kindertaler's child panel was intended to extend this possibility to younger children as well.

Children were encouraged to participate both via the project's website and directly in school. In preparation for the meeting in the town hall, the children's school received a range of materials, including information on what a panel is and what it does. Ultimately 160 children registered, including some pupils from schools in deprived areas. Directly addressing schools proved the most successful recruitment tool, although 45 participants were also recruited via the website.

In addition to the meeting in the town hall, on several occasions the children also spent two to three hours preparing for, or reflecting on, the vote.

THE IMPACT: Jubilation on all sides – children can do it!

Everybody involved agreed that the first Stuttgarter Kindertaler panel was a success.

But it can always be better. One week after the meeting, the children had the chance to give the Bürgerstiftung and projects feedback regarding their impressions of the projects presented, as well as the general organisation and process of the event. The children's comments were overwhelmingly positive. Although there was one main criticism: too little to eat. One thing at least is clear: at the next Kindertaler panel meeting, there will be more muffins.

The children's reactions show that taking part was a fantastic experience for them: in particular, they had the feeling of being included, by making decisions about money and using it to achieve

⁴² Cf. Website Stuttgarter Kindertaler : <http://www.stuttgarter-kindertaler.de/index.php?id=11>.

something. Teachers also report that the children are talk about their experience at the town hall constantly.

The event didn't only leave a lasting impression on the children: the Bürgerstiftung's backers, sponsors and a number of observers from the realm of politics were highly impressed by the children. Against many expectations, the children showed that they are capable of taking responsibility and that indeed they have earned it; they can be trusted, and there is no reason not to allow them to play a role in such important decisions. For example, the children were not distracted by the less useful elements of the project stall, but based their decisions on the projects' actual characteristics. The great success of the meeting also gained public exposure through press releases and a piece on Stuttgart radio. A child jury will certainly be present at the next Stuttgarter Kindertaler event in 2013.

In order to see first-hand what has been made possible by their support, the children visited the projects again in their classes. This visit took place in October 2012, roughly one year after the grants were made. Bürgerstiftung Stuttgart has been in close contact with the three winning projects for the duration of the financial support, was able to give them advice and other help when necessary. This regular exchange between partners is very important to the Bürgerstiftung. "It makes a formal system of evaluation unnecessary – it's possible to direct the projects without evaluating them to death", says Mrs. Armruster, head of Bürgerstiftung Stuttgart.

THE CONCLUSION: The challenge of "Alumni work"

Getting the project up and running required the Bürgerstiftung to supply a large number of staff, which was provided by a team of regular and voluntary employees. Non-personnel expenses, on the other hand, were extremely low, since the venue (the town hall) and catering was provided for free by the town.

Following the great success of the first youth panel, the greatest challenge is now to maintain contact with the children and encourage them to build networks. A number of ideas have been floated, such as a regular newsletter or an online platform. One member of the Bürgerstiftung's staff remains available as a point of contact for the children. In future, this function will be handled by two volunteers, who have yet to be appointed.

It is not yet clear whether and how many of the "old hands" will also participate in the next panel meeting. The organisers believe that the best result would be a mixture of already experienced and new children. The children who had taken part before could then give advice to the new recruits.

THE DRIVING FORCE: Bürgerstiftung Stuttgart and Kinderfreundliches Stuttgart e.V.

Bürgerstiftung Stuttgart (Stuttgart Community Foundation) was founded in 2001 by 175 highly-motivated private individuals and businesses from Stuttgart, with the aim of delivering further improvements to quality of life in the town. In order to realise this goal, the Bürgerstiftung primarily runs its own projects, developed in cooperation with various third-parties across Stuttgart. The foundation's key themes are support for children (Kindertaler project) and projects which cross generation lines ("Alt & Jung – natürlich zusammen", Old and Young – naturally together), as well as care for the seriously or terminally ill. A further substantial component of its work is support for civil engagement, which includes awarding the Citizenship Prize. Bürgerstiftung Stuttgart is currently one of the largest community foundations in Germany.



As the name suggests, Kinderfreundliches Stuttgart e.V. (Child-friendly Stuttgart) has children at its core. The association was founded in 2004 and since then has worked to help Stuttgart's children and their families in every area of society. This includes subjects such as the compatibility of family and work, school and leisure, safety and health. By giving financial support to a range of projects, the association aims to raise quality of life in the city, and make it into a place where children and their families can feel comfortable.

CASE STUDY: 'Cash for Cool Kids' competition

Bürgerstiftung Barnim Uckermark (Barnim Uckermark Community Foundation)

PROFILE

The project/programme	A panel of young people honours youth initiatives in the districts of Barnim and Uckermark for their commitment to tackling problems in their immediate neighbourhoods, and taking a stand through their projects for other people and better living conditions.
Established in	2011-12 (from 2007-2010 the Foundation undertook a project entitled 'Children's Rights in the Community')
Number of children/young people participating	Nine children and young people on panel
Age of children/young people	14 - 21 years old
Timeframe of project	Autumn 2011 – Summer 2012 (a second running of the competition is planned, not to take place before 2014)
Number of council meetings	Three, including prize-giving
Area of responsibility	<ul style="list-style-type: none"> • Determining the theme of the competition • Allocating the €1,800 prize fund
Involvement with the organisation	The Barnim Uckermark Community Foundation attaches considerable importance to the active participation of children and young people in several of its projects.

THE PROJECT: Cash for Cool Kids – a competition in five stages⁴³

The prize-giving: The big moment arrived on the 15 June 2012, when the panel of nine young people of “Kohle für Coole” (Cash for Cool Kids) honoured seven youth initiatives from the districts of Barnim and Uckermark with prize money totalling €1,800. The event included a number of suitably festive features, including celebratory speeches from two young people who have themselves set up successful charitable initiatives, and music provided by a young band from the area. The panel members had the opportunity to personally congratulate the recognised projects, as they had expressed a wish to beforehand. They themselves were also rewarded for their input to the panel, with each receiving from the Foundation a certificate as a token of their

⁴³ Cf. Website of Bürgerstiftung Barnim Uckermark: <http://www.barnim-uckermark-stiftung.de/kohle-fuer-coole.html>;

In conversation with Helga Thomé (22.06.2012).

involvement. The certificate can for example be attached in applications for apprenticeships and work experience placements.

Before the festive prize-giving ceremony there were a few hurdles to negotiate along the way, for the children as well as for the Foundation, which was responsible for founding the project.

Recruitment of schools and young people: First of all there was the matter of obtaining enough applications from youth initiatives in the districts of Barnim and Uckermark, as well as young people who were prepared to contribute to the panel. In addition, the themes for the competition were not yet set in stone, but it was decided to leave that up to the panel. Diversity was particularly important to this project. To this end, applications were sought from young people with various educational and social backgrounds. Through the inclusion of special educational institutions, young people with learning difficulties were deliberately approached.

The Foundation had six months to implement the project. This was due to the stipulations of a nationwide competition for community foundations, in which Barnim-Uckermark had earned second place with the 'Cash for Cool Kids' concept.

A letter including the project outline of 'Cash for Cool Kids' was then sent to around 130 schools in the districts of Barnim and Uckermark. They were encouraged to participate in the competition. In the follow-up telephone conversations and subsequent individual presentation of the project at the schools, it became clear that the deadline for participation was much too tight for many schools. Ultimately, six schools were persuaded to participate.

In line with 'Social Day' in Autumn 2011, a total of 112 school pupils raised an amount of €2,200 through their work in local businesses. This was split 50/50 between the participating schools and the Barnim-Uckermark Community Foundation. The Foundation and the schools had been able to attract the businesses for 'Social Day' and secure the payment of a donation in recognition of the youngsters' collaboration in advance. The Foundation ultimately used its share to tender the prize for 'Cash for Cool Kids'. The prize fund, once it had been topped up with interest revenue from the 'Children for Children's Rights' support fund and the proceeds from the sale of 'children's rights cookies', came to a total of €1,800.

At the handover of the donation cheques to the schools, the pupils were asked who would like to take part in the panel for the next competition. The young people determined the selection procedure for the panel-members themselves in all but one case, where the class teacher made the selection. In most of the classes, the pupils decided to draw lots. The Foundation stipulated only one criterion: each school had to be represented on the panel by at least one girl and one boy. In total, 18 pupils of both sexes were selected to the panel, of whom nine took part in the panel meetings.

First panel meeting: The first panel meeting in January 2012 pursued two objectives: firstly, to allow the young people to get to know each other better through games and other activities; secondly, to decide on the theme of the competition. Getting to know each other was particularly important, as the young people came from highly varied educational and social backgrounds. The young people quickly came together on the common themes and tasks. Reaching a consensus on the theme of the competition proved somewhat more difficult. As early as 'Social Day', the young people were already keeping written records and noting down themes that captured their interest. The themes mentioned covered a broad spectrum – from fun kids' projects to nuclear phase-out via bullying and violence. The themes proposed were graded in a multi-stage procedure, without conferring, with several provoking heated debate. Finally the panel decided to approve not one but two themes for the competition. The themes that received the seal of approval were "Freedom of movement – art, movement, fun for everyone" and "Getting tough on bullying, violence and right-wing extremism".

Furthermore, it was at this meeting that the panel decided on the application and selection criteria for the eventual prize-winners. To this end, the young people themselves suggested numerous criteria, among others increasing the minimum age for applicants from ten, as initially proposed, to 12. In addition, it was also extremely important to them that the projects reflected a “commitment to others”.

For the 'Cash for Cool Kids' competition, applications were sought from projects and initiatives which:

- were undertaken by at least three young people aged between 12 and 19 (of whom more than half had to be older than 12)
- conformed to one of the definitions of the competition themes

The following criteria would be deemed crucial at the later evaluation ⁴⁴:

- | | |
|--|--|
| 1. How was the project idea arrived at? | <ul style="list-style-type: none"> ⤴ Initiative – did the young people develop the idea for the project of their own accord? ⤴ Real-life relevance – are they trying to tackle themes from their own lives?? |
| 2. How was the project implemented? | <ul style="list-style-type: none"> ⤴ Creativity – are the young people finding new ways to realise their ideas? ⤴ Commitment – are they implementing the proposals as devised and without outside help? |
| 3. What does the project aim to achieve? | <ul style="list-style-type: none"> ⤴ Equal opportunities – Do all concerned receive equal access to the project? ⤴ Dedication to others – Are other people supported or nurtured? |

Application phase – Flyers designed by the Barnim-Uckermark Community Foundation were distributed to all schools and youth institutions in the two districts with the appeal to submit projects corresponding to the two competition themes and the application criteria. At least ten project applications were required for the competition to take place. The sluggish uptake necessitated follow-up telephone calls and even an extension of the application deadline. Helga Thomé, executive director of the Foundation, suggests that the weariness of the response – as opposed to the desired curiosity – may be due to the information leaflets and entry forms for manifold other competitions that schools are deluged with at the moment.⁴⁵ Eventually, 11 projects applied for 'Cash for Cool Kids': schools were responsible for some of the applications, others were submitted by the children themselves.

Second jury meeting – The second jury meeting on 2 June 2012 was devoted to the selection of six prize-winning projects from the 11 applicants. Beforehand, the young people had been sent

⁴⁴ In conversation with Beate Gollnast (21.08.2012).

⁴⁵ In conversation with Helga Thomé (22.06.2012).

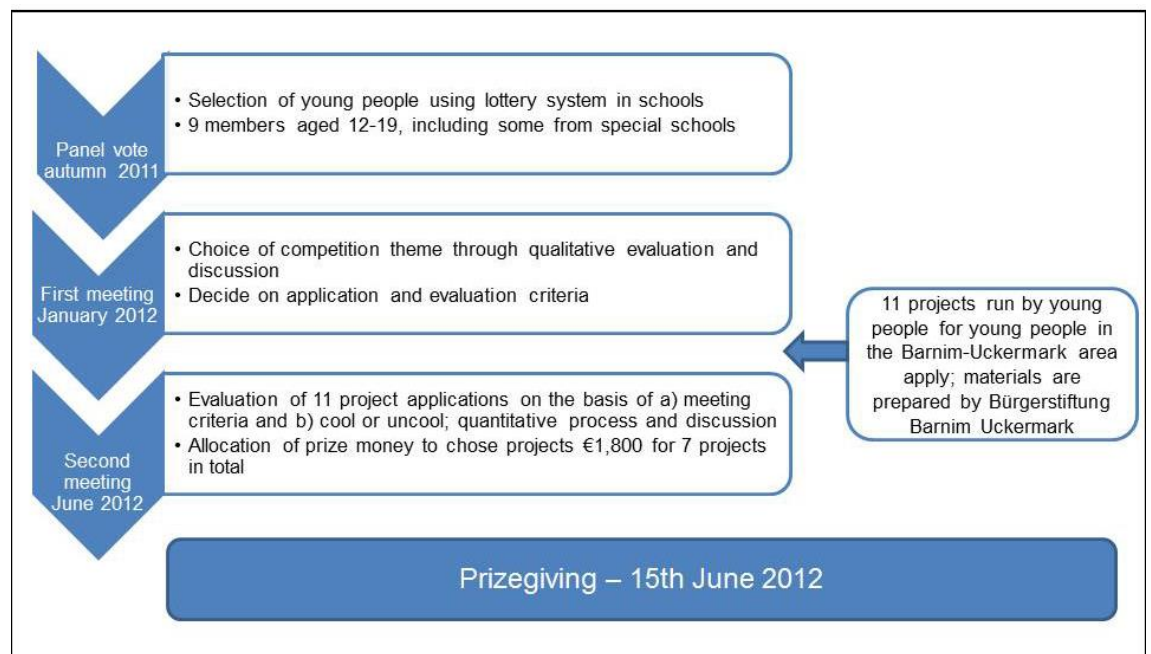
the grant applications, revised and rendered comprehensibly by the Foundation. With repeated reference to the application criteria, the extent to which each project conformed to these criteria was assessed. To this end, each was allocated points according to the categories 'conformed', 'partly conformed' and 'did not conform', without conferring amongst the jury. Then came the more exciting part: the projects were evaluated, with points awarded according to a 'cool-uncool' scale. These stage also took place without conferring. The young people delayed the allocation of points according to the scale until everyone agreed that the time was right to proceed. This procedure also offered the rather more reticent or taciturn members of the jury the chance to incorporate their own opinion. Only after the conclusion of this process did discussion commence: thereby allowing the jury to quickly reach a consensus regarding the outstanding projects. The candidates that inspired uncertainty and division necessitated somewhat lengthier deliberation.

Finally the young people arrived at a decision: seven projects, rather than just six, would be honoured with the prize money. The jury voted to divide up the total sum of €1,800 as follows: the three projects judged 'cool' would receive €300 each, while of the 'kinda cool' projects three would receive €260 each, and one €120.

The prize-giving ceremony in the Paul Wunderlich Haus in Eberswalde on 15 July 2012 represented a splendid conclusion to the project.

In order to co-ordinate and undertake the 'Cash for Cool Kids' competition, the Barnim-Uckermark Community Foundation employed a group of unpaid part-time helpers. This group was tasked above all with moderating the jury, acting as supervisors and points of contact for the young people, co-ordinating the activities with the participating schools and businesses, and organising the prize-giving.

Overview of the process



THE EARLY DAYS: It all started with children's rights

The participation of children and young people has been a key concern of the Barnim-Uckermark Community Foundation ever since the Foundation undertook the 'Children's Rights in the Community' pilot scheme. The Foundation believes that projects should not just be designed for children, but by them.

The three-year 'Children's Rights in the Community' pilot scheme was undertaken in cooperation with the Amadeu Antonio Foundation and the RAA Hoyerswerda Ostsachsen and completed in September 2010. In line with this project, it was aimed to enable children to stand up for their rights. In order to find out which aspects of this issue were especially important or interesting to the children, a series of individual interviews was conducted with them to explore their environment. On the basis of the responses obtained in these interviews, it was clear that the most important concern for the children was better information about their rights. To this end, the children ultimately came up with practical plans of action. They suggested, among other measures, the following: a conversation with the mayor of the municipality, a kids' club, a song about children's rights, a news programme about children's rights, as well as the production and sale of so-called 'children's rights cookies'. One thing was clear: the proceeds generated by the sale of 'children's rights cookies' should be reinvested in projects to benefit children. It seemed logical to allow the children to decide on the allocation of the money they had raised themselves.

Thus the idea originated for the '2,000 Waving Mice' project: a competition allowing initiatives run by young people between the ages of 10 and 16 to apply for a sponsorship. A prize fund totalling €2,000 was on offer. For this competition, a jury consisting of three adults and six children between the ages 12 and 15 was convened. However, the children's feedback regarding the composition of the jury was somewhat negative: they felt that their opinions and arguments were often strongly influenced by the adults, or disregarded by them.

This clearly showed that any future competition should offer children and young people the chance to come to a decision on their own terms. It was thus that the idea for 'Cash for Cool Kids' – which earned the Barnim-Uckermark Community Foundation second place in the 'Building Bridges Between Social Milieus' competition – was born. This competition for community foundations is organised annually by the Community Foundations Scheme and the Herbert Quandt Foundation.

THE IMPACT: Participation creates donors

At the end of the years, the initiatives recognised by 'Cash for Cool Kids' are invited to submit a short report on the development of their respective projects and the progress of their implementation. These reports are forwarded to the jury, so that the young people can witness what they are capable of achieving, but also what ultimately didn't work out. In addition, a targeted satisfaction survey of the jury members is planned.

Thanks to positive press reports about the project, the Barnim-Uckermark Community Foundation was able to increase its public profile. This effect was especially pronounced in the Uckermark district, where the Foundation had not previously been so prominent. Furthermore, the Foundation was able to establish contacts that would prove useful in attracting businesses to participate in the project. One business owner from Uckermark was so enthused by 'Cash for Cool Kids' that he too became a member of the Foundation.

THE CONCLUSION: It's worth it!

The 'Cash for Cool Kids' competition was not without certain organisational expenses and logistical challenges. These challenges came mainly through the effort to involve schools and pupils from various towns and districts. For many of the young people, this presented the first obstacle: namely making their way to Templin for the first jury meeting.

For this project it proved expedient to always conduct the jury meetings on a Saturday. Each meeting lasted roughly six hours. It would hardly have been feasible to conduct these meetings during the week, says Helga Thomé, executive director of the Barnim-Uckermark Community Foundation.

The Foundation would nevertheless like to repeat the 'Cash for Cool Kids' competition. For the next edition, expected to begin in 2014, the Foundation is considering a jury comprised both of former members and new young people, in order to guarantee a handing-on of experience and knowledge. Moreover, a two-stage competition is under consideration. In the first stage, several chosen projects would receive an initial sum to start up the project. After an agreed period of time, the extent to which each project has achieved its stated aims would be assessed. The best projects would then be recognised with an increased amount of prize money. This process will allow the Foundation to intensify the exchange with the projects and improve the quality of the end result.

Based on the Barnim-Uckermark Community Foundation's experiences of the active participation of children and young people in various projects, the Foundation can well imagine setting up a Children's Council to advise the whole organisation. But that's still a way off yet, according to Helga Thomé.

THE DRIVING FORCE: Bürgerstiftung Barnim Uckermark

The Bürgerstiftung Barnim Uckermark (Barnim Uckermark Community Foundation) was born in 2003 through the efforts of dedicated residents of Barnim and Uckermark. It sees itself as a charitable foundation run by citizens, for citizens. Thus far, the Foundation has depended on 83 generous donors for its capital.

First and foremost, the Foundation establishes and implements several projects. Moreover, it carefully supports selected projects of clubs, initiatives and educational establishments in the districts of Barnim and Uckermark, which reinforce the common good in a number of very diverse ways. Among the initiatives currently benefiting from the Foundation's support are projects that aim to strengthen civic engagement, educational projects, pro-democracy projects, projects that aim to put children's rights into practice, as well as projects that aim to attract children and young people to social engagement. The 'Cash for Cool Kids' project is supported by the Lime Tree Foundation for Pre-School Education and the Karl und Ria Graf von der Groeben Foundation, which have also supported the 'Children's Rights in the Community' project since 2010.

The chosen case studies are deliberately focused on the substantive priorities of work by and with children's and youth councils. Furthermore, it isn't just superficial features like time-frame, council size, available budget size and councillor age which characterise children's councils, but also formal and structural distinguishing features, despite the fact that they are not a prominent concern of this report and can therefore only be touched on briefly:

Structural basis in the organisation:

- Is the children's council its own self-contained body within the Foundation or are the children and young people equal members in the existing bodies of the Foundation – with varying voting rights? Or is the expertise of the young people consulted on a case-by-case basis for particular questions, projects and topics? In any case, it is possible to discern whether the participation is anchored in binding documents like the Foundation constitution.

Initiative

- Do the children's councils act on the request or the behest of the Foundation, or do they seize the initiative themselves, suggest projects and/or submit proposals?

Degree of autonomy

- Do the children and young people contribute to decisions or projects whose responsibility ultimately lies in the hands of the adults? Or does the children's council reach autonomous decisions or undertake independent projects, with adults having only an advisory or supporting role?

Sphere of influence

- To what extent is the children's council involved in the substantive development of the Foundation's work: is the co-participation limited to issues and projects with a specific youth angle or does it encompass the entire decision-making scope of the Foundation?
- Do the children and young people have financial means at their disposal?

Representation

- Do the children's councillors act as representatives of their age-group or are the beneficiaries themselves represented on the council?

In practice, there are many nuances that lie between these polarised characteristics, as well as combinations both between and within the individual categories. Some characteristics are mutually dependent: for example, an involvement in existing committees implies that the co-decision-making and project-related forms of participation are as a rule initiated through Foundation committees.

The children, young people and committed adults who we have been able to get to know in the context of this study have deeply impressed us. Children's councils, which allow such a great degree of co-participation, are truly something special in the third sector, and above all in the world of charitable foundations. It is to be hoped that these examples and the analysis based on them make a contribution to the transformation towards greater co-participation and civic involvement in German funding organisations..

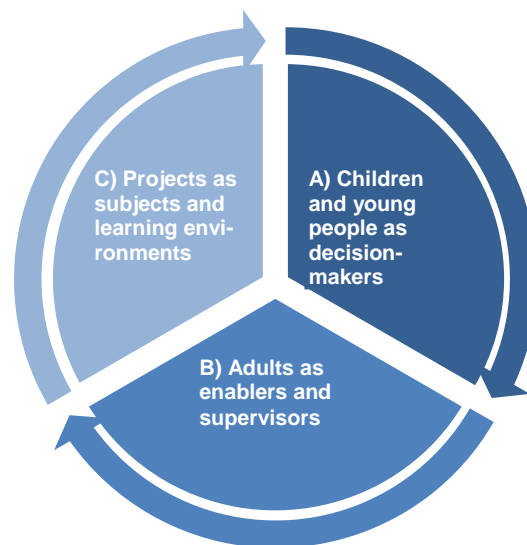
SUCCESS FACTORS AND PRECONDITIONS IN YOUTH COUNCILS

In the following section, this report will investigate the various factors and conditions which are important in the successful participation of children and young people in charitable foundations. Studies and ideas, which have been drawn up and developed by reference to the successful participation and engagement of adolescents in charitable organisations or community contexts, will form the basis of this chapter. The Canadian 'Youth in Philanthropy' programme, the Youth Advisory Councils of Michigan Community Foundations, and other programmes have been evaluated and investigated with regard to the conditions for their success.⁴⁶ Added to these are the insights gained from the practical observation at the forefront of this report.

How does one develop successful youth participation in charitable foundations, for example in the form of a youth council, which makes decisions about funds?

The Three Clusters

The factors and conditions for success can be divided into three clusters, which are described and presented at length in the following section:



A) Children and young people as decision makers

Here the factors which are important to young people in their proposed participation are examined. Success factors 1-4 present the points which bear consideration in this regard.

B) Adults as enablers and supervisors

Success factors 5-8 explain what demands a children's council makes on adults, and what the 'enablers' in the charitable foundation should take into consideration regarding their supervision of the young people.

⁴⁶ S. Oates (2004),
Kellog Foundation (s.d.),
Blanchet-Cohen/Mack/Cook (2010),
Meinhold-Henschel / Schack (s.d.).

C) Projects as subjects and learning environments

Successful participation doesn't just depend on the children and young people and their adult supervisors. The funding project itself, which the adolescents decide on, must also conform to certain criteria, in order for true participation to take place. These criteria are summarised in Success factors 9-12.

A Children and young people as decision makers

Success factor 1: **Topics and tasks that are appropriate and relevant to the target group**

The children and young people must be assigned sensible and age-appropriate tasks, to which they have a real connection and which they find exciting. This requires the preparation of topics and development of participation ideas, which correspond to the capabilities, needs and wishes of the adolescents. If success is not achieved in this respect, the intention for young people to participate runs the risk of becoming a token gesture (for example if the topics and tasks aren't relevant to children) or asking too much of the participants.⁴⁷ The diversity and volatility of the target group presents a challenge in this context: children and young people grow up in various living circumstances, and are also constantly learning and broadening their capabilities. For this reason, not only are the parameters for the development of a children's council in flux, but so too are the interests, needs and wishes of the adolescents. These aspects must be taken into account in the conception and development of the proposed participation.⁴⁸

Success factor 2: **The experience of self-efficacy**

Through their co-operation in the children's council, the adolescents should gain experience of self-efficacy. This is based on the psychologist Albert Bandura's concept of perceived self-efficacy, according to which perceived self-efficacy pertains to the conviction that one is capable of picking up a skill or successfully carrying out a particular task.⁴⁹

Underlying this, among other things, is the assumption that individuals can exert targeted influence on events and the world around them. The experience of self-efficacy, sometimes seen as a natural human need, should be actively encouraged through the children's council. However, the experience of self-efficacy requires in turn various structural, organisational and communications-specific conditions. Children and young people initially need enough space and influence to be able to develop some new ideas, incorporate them and make their visions a reality. This requires a physical environment where children and young people feel secure, just like a framework which supports them physically and mentally in using their own initiative and taking responsibility.

⁴⁷ In conversation with Beate Gollnast (21.08.2012).

⁴⁸ Cf. Bertelsmann (2008).

⁴⁹ Cf. Bandura (1995), pp. 2-3.

An important condition in this regard is that adults accept the young people as actual partners and work together with them on the same level. This entails trust in the abilities of the children and young people, the delegation of power of decision, but also clear and unambiguous communication of possibilities and boundaries to the adolescents.

Success factor 3: Qualifications and Training

Alongside the experience of self-efficacy, one of the things that children and young people treasure most about the co-operation of the children's council is the self-improvement effect. Through their voluntary activity, they want to broaden not only their horizons but also their skills, competencies and experiences; in some cases they hope to improve their prospects starting out in the world of work. When asked for their positive experiences, they indicate that the children's council helps them to learn to give presentations and to speak without notes in front of a large audience.⁵⁰ This training effect is reinforced through accompanying seminars and workshops on themes like public speaking, presentation, discussion etc. The conversations with some CHILDREN children's councils have shown that corresponding offers have been particularly enthusiastically received in top-level children's councils.

Success factor 4: Food & Co – creating a productive framework

Catering for the children and young people might seem an almost banal factor, but in practice it has a crucial influence. In order to work constructively and effectively, adolescents require not only mental and emotional input, but also enough to eat and drink. This is borne out by the projects that have been examined at first hand, as well as the evaluation of the Canadian programme 'Youth in Philanthropy'.⁵¹ The Bürgerstiftung Hamburg places remarkable value on providing healthy and tasty food for the young people in children's council meetings and so forth, and the Bürgerstiftung Stuttgart has likewise learnt from the last 'Stuttgarter Kindertaler' how important it is to keep working adolescents well fed.⁵²

B Adults as enablers and supervisors

Success factor 5: Shifting the balance of power and control

It is especially in those instances when, up until now, decisions in a charitable organisation would have been taken exclusively by adults, that the participation of children and young people through the establishment of a children's council requires the giving up of at least a part of the adult's power and control to the younger generation. Often, the change in the balance of power goes hand in hand with a change in the working procedures and allocation of roles too. In cases where children and young people become members of existing foundation committees, it's especially worth checking that the customary procedures and structures enable the effective integration of the young people. This begins with things as small as the meeting times for the committee, which should be organised with due attention to the school commitments and other obligations of the young councillors. For example, the youth councils of the Bertelsmann Founda-

⁵⁰ In conversation with Sören Astikainen (01.06.2012) and Lisa Muhle (05.06.2012).

⁵¹ See Oates (2004)

⁵² In conversation with Irene Armbruster (12.06.2012) and Lena Knäpple (27.06.2012).

tion, the Stuttgart and Barnim-Uckermark Community Foundations and the German Child Welfare Association (DKHW) as well as the Hanau CHILDREN children's council meet at weekends. The meetings of the Munich, Hamburg and Berlin CHILDREN children's councils on the other hand take place on weekday evenings.

Whereas the adults were previously the sole decision-makers, in the children's council they are supportive supervisors. This too requires them to give up control and stand back from their own positions and priorities. The adult's function in the children's council is that of an advisor, a co-ordinator and a moderator. The following section aims to pay closer attention to this supervisory role and its specific demands.

Success factor 6: The continuing supervision of the youth councils

The evaluations from the USA and Canada as well as the individual interviews conducted in the name of practical observation place a considerable significance on a supportive supervisory partnership for the sustainable success of youth councils. For the most part, the adult supervisors or co-ordinators of the children's councils observe various functions: they keep in touch with the councillors and act as ports of call for any questions, problems, wishes or suggestions they may have. Generally, they arrange the meetings and supervise and moderate these events. Should the children's councillors undertake certain projects, then the supervisors will encourage these activities too. Furthermore, they act as bridges between the adolescents and the rest of the organisation. To this end, the co-ordinators should see the young councillors as equal partners, whom they first and foremost support and encourage to use their own initiative and take on responsibility.

For this reason, those responsible for the projects consider an empathetic connection to the children and young people essential. Above all, the supervisors should take the young people seriously and have fun interacting and communicating with them. Moreover, the ability to let the children and young people make decisions for themselves as far as possible and then to support these decisions, even if they don't entirely agree with them, is of central importance. In the estimation of Helga Thomé, executive director of the Bürgerstiftung Barnim-Uckermark, and Julia Röhrich, children's council co-ordinator of the Munich branch of 'Children for a Better World', these abilities are more important than a professional qualification, for example as a social worker. "In fact the opposite is true", says Helga Thomé. "Professional knowledge often blinkers us to what's really important." The Bürgerstiftung Stuttgart is convinced that the participation experience of the event moderator was of paramount importance for the success of the Stuttgarter Kindertaler. Speaking on the telephone, Irene Armbruster was keen to stress how impressed she was by the moderator's ability to motivate and enthuse 160 children. Yet here once again the ability to let the children work on their own was key. The Bürgerstiftung Hamburg also set store by the candidates' experience in the third sector, and in particular in their identification of and contact with funding projects, in selecting their children's council moderator. For even in the embryonic phase of the Hamburg children's council the co-ordinator is responsible for the acquisition of grant applications to the council.

Breannah Alexander, former co-ordinator and leader of the Council of Michigan Foundations Community Foundations' 'Youth as Grant-makers' programme, also emphasises the importance of council co-ordinators and supervisors: the relationship between the councillor and their 'YAC advisor' is a particularly crucial factor in the successful continuity and stability of the YAC. In order to build this relationship, the YAC advisors must above all stick to their commitment in the long term and observe their function highly conscious of their responsibility and engagement.

Breannah Alexander estimates that YAC advisors devote around 15 hours a month to this function. In the 'Youth as Grant-makers' programme the YAC advisors are even systematically prepared for this function: in a three- or four-hour individual training session the future co-ordinators get to know the programme and receive instructions, checklists and further work materials, which are supposed to support them in their function. Furthermore, all the co-ordinators meet once a year at the YAC Advisor Conference to share their experiences and work together on the further development of the programme. Around 50% of the 'Youth as Grant-makers' YAC advisors are volunteers, while the other 50% are mostly employees of the community foundations.

Success factor 7: Resources – time, money and manpower

The central role of the children's council supervisors points to another essential factor in the success of youth engagement in children's councils: the requirement for personal, financial and temporal resources for a properly functioning children's council is not to be underestimated.⁵³ The meetings must be prepared in advance and reviewed afterwards from an organisational and substantive point of view: invitations to the councillors or jury members, preparation and sending of documents like grant applications or other topics to be discussed, keeping a written record of the meetings etc. The meetings themselves must be actively supervised and in some cases moderated. The decisions reached in the meetings necessitate new tasks like communicating with applicants, concluding subsidy agreements, keeping in touch with the funding projects and reporting back regularly. In the children's councils examined many of these tasks fell to the council co-ordinators.

Once the children's council has decided on the allocation of funds, it needs a corresponding budget at their disposal. The budgets cited in the practical examples examined by this report vary between €1,800 for the Bürgerstiftung Barnim-Uckermark and €20,000 for the Stuttgarter Kindertaler. Indeed at international level one comes across programmes where children and young people are responsible for far greater budgets. The Dutch organisation Pekoerja, which every year allows a group of young people to decide how to put €150,000 to good use, is a particularly striking example.

Alongside the funding budgets other costs can accrue: for further training or team-building exercises for the councillors or their supervisors, for the hire of suitable premises and for transport and catering expenses. In particular, multi-day sessions, which the councillors have to travel to, can present a considerable cost factor. Examples in this case include the top-level CHILDREN children's councils, the meetings for the Bertelsmann Foundation's 'Young and Active' project, or the meetings of the DKHW's children's council. The foundation responsible must raise the money required or pay out of its own coffers.

Should the children's council be solidly and permanently anchored in the constitution of the organisation responsible, it is worth considering allocating it a permanent position within the framework of the overall budget. Thereby the potential future dissolution of the children's council owing to lack of funds can be prevented. The DKHW for example has designated its youth council a key project and assigned it its own position in the association's budget plan.

The time factor in turn plays a role in view of constructing trusting relationships and a fruitful working atmosphere: effective participation doesn't just happen from the word go. The participants must initially get to know each other, attune to each other, and develop structures and

⁵³ In conversation with: Beate Gollnast (21.08.2012), Julia Röhrich (20.06.2012), and Nina Spallek (09.07.2012).

procedures conducive to productive co-operation. This is just as pertinent for the inter-relationships of the children's council as for its relationship with the co-ordinator or supervisor.⁵⁴ In addition, time and costs also have a great influence on attracting potential councillors from schools, youth groups and clubs, and other channels. The experiences of the 'Cash for Cool Kids' project have taught this lesson: a long enough time period must be scheduled in order to approach and attract children from schools, as the schools nowadays receive so many invitations and requests to take part in competitions and projects that a follow-up is almost unavoidable.

Before establishing a children's council, the organisation should also weigh up which resources it is able and willing to devote to the planned participation. Additional resources must first be procured as the circumstances require, for example a co-ordinator or the intended budget.

Success factor 8: A change of attitudes in funding policy

For many of the German foundations the comprehensive and effective participation of children and young people requires a change in attitudes and values. Whereas children and young people have previously been seen principally as beneficiaries, for whom decisions are made, it is now a matter of moving away from a purely 'for children' funding policy and establishing a 'with children' funding policy. This requires the recognition of new roles and tasks not just in the relationship framework between children and adults but also between benefactors and beneficiaries: adults are no longer merely protectors and providers for the adolescents and beneficiaries can suddenly have an equal say in the decisions of their benefactors.

Advanced training measures should be taken into consideration, not just for the children and young people but also for the adult supervisors. Thereby special skills in the involvement and supervision of young people can be developed and passed on within the foundation. Should it prove possible to construct a sort of co-ordinators' network for the supervisors of children's councils, then those involved would be able to regularly share their experiences, and learn from and with each other.

C Projects as subjects and learning environments

Success factor 9: Plenty and diversity from the very beginning

A participative project should approach and incorporate a wide variety of adolescents – which means children and young people of different nationalities, social origins and educational backgrounds. In order to capitalise on the learning opportunities within the children's council and to secure its succession, the age range for the council should be neither too broad nor too narrow. The groups chosen in the examples investigated were between 9 and 13, 8 and 17, and 14 and 21 years old.

Moreover, the adolescents should be involved in the project as early and as comprehensively as possible, to keep them as highly motivated as possible and to guarantee holistic participation.

⁵⁴ In conversation with Breannah Alexander (28.06.2012), Beate Gollnast (21.08.2012) and Lene Knäpple (27.06.012).

Only then can they introduce their ideas from the very beginning and have the greatest possible say and best possible influence on the development and outcome of the project.

Success factor 10: A realistic and open-minded attitude

It is an inescapable requirement that the involvement of children and young people happens in conjunction with a real project, for which there is a real social need – as opposed to a notional project constructed purely for the sake of the adolescents. Ideally, the young people work on a project that the foundation would also have undertaken, in case of doubt, without the children's council. Moreover, the potential outcome of the project must be open, and able to be influenced or determined by the children's council. If any of these requirements is not met, it is no longer a case of true participation, but of illusory or deficient participation (see forms of child and youth involvement in charitable foundations in Germany and abroad, pp.10-11).

Even though this section describes numerous conditions relating to the proposed involvement of children as well as the sponsored projects and their respective configurations, the general rule is the same: finalise as much as possible but also as little as possible. Practical experiences show that children and young people have their own creative and constructive ideas to shape their own project as well as the sponsored projects, have their say on criteria or simply to suggest possible funding projects. Helga Thomé from the Bürgerstiftung Barnim-Uckermark has this to say on the matter: "You need the courage to be adventurous in order for it to work. Not all the project parameters for the participation of children and young people should be set in stone in advance. It is important, that the children and young people themselves have a say in the process. You have to get involved in that and be able to let go of other principles and working methods. The procedures will take a little longer, but the results are more valuable for all concerned and the quality of the learning process is higher."

Success factor 11: Timeliness and approachability

Moreover, timely and in the best case verifiable results and effects are important for the young people's experience of self-efficacy. Thus, when selecting possible charitable projects, priority is given to those that can be realised and undertaken within the foreseeable future. This is all the more important as the adolescents often automatically withdraw from the children's council when they reach a certain age.

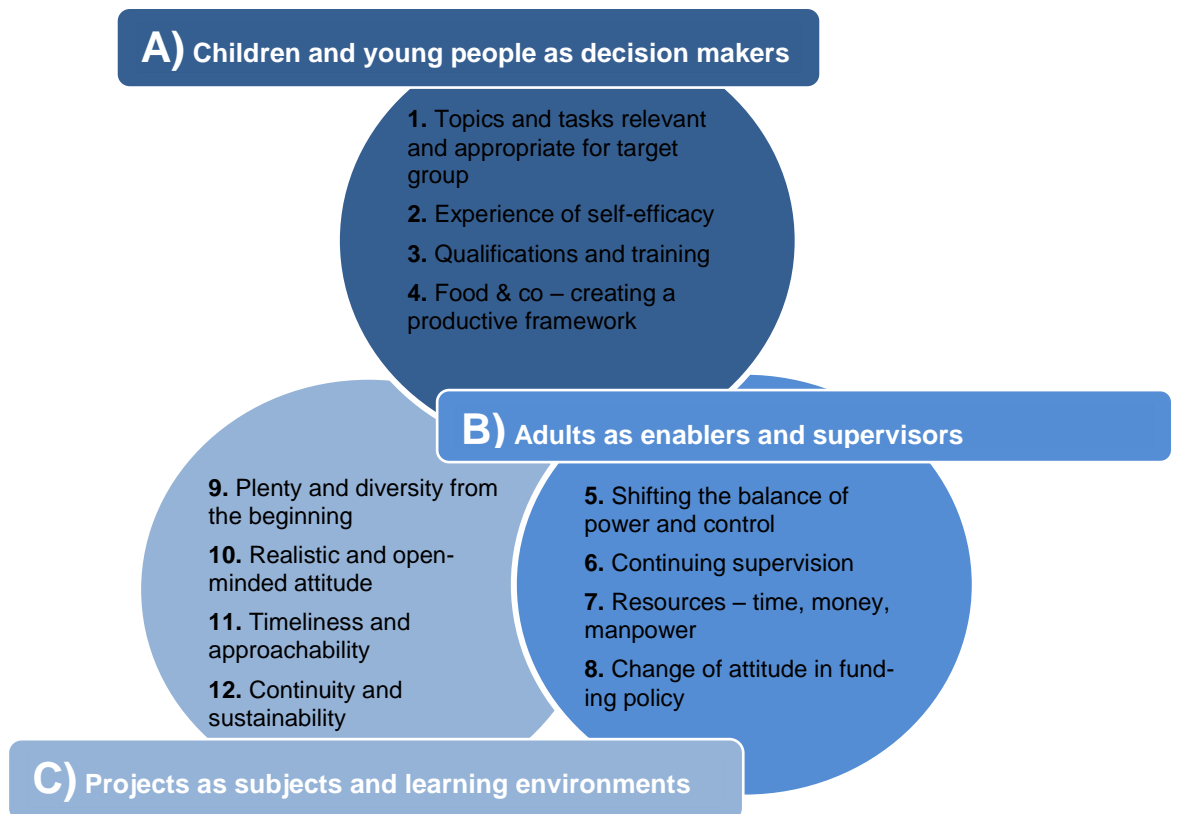
The remarks concerning resource requirements apply just as well to the funded projects as to the foundation: in order to be able to guarantee a successful implementation of the project, it must be equipped with the necessary personal and financial resources – in particular the budget for the project should be realistic.

Success factor 12: Continuity and sustainability

There is another criterion connected to the factors of resource requirements and social justification for the project: the continuity and sustainability of the project. Of course the children and young people place paramount importance on the short-term effect of 'their' project, but the middle- to long-term continuity and sustainability of the project must also be ensured, warns Nina Spallek of the Bürgerstiftung Gütersloh – for example before putting in place structures and proposals whose upkeep entails follow-up costs but which may no longer be used by subsequent year-groups of children. For example in Gütersloh a street soccer facility was created on the initiative of the youth parliament and now requires a full-time staff. Another case involved a youth magazine created by the youth parliament which was only able to last one year because the subsequent youth parliament members did not approach the project with the same

dedication as their forebears. A lack of continuity and sustainability can therefore engender an adverse cost-benefit ratio, not to mention frustration on the part of all those involved.

Figure 3 shows the three clusters and an overview of the 12 success factors



Example TREATMENT of Success factor 6: The continuing supervision of the youth councils

The continuing supervision of the youth councils by adults is an important condition of success. The central aspects of the supervision are above all **recruitment**, **relationship** and **recovery**, as well as the communication with the dedicated young people that that involves, which are examined in greater detail in the following section. Thus it becomes clear how the success factors can be put into practice:

Recruiting children and young people for the youth council

Schools as recruitment areas

Many of the best practices observed in this regard involve the local schools in recruiting the children and young people for the children's council or youth jury. On the basis that school education is compulsory, it can only be assumed that all members of the target group can be accessed through their schools. By deliberately approaching a variety of different types of schools, including Hauptschulen (high schools), Mittelschulen (middle schools), comprehensives, Gymnasien (grammar schools), as well as special-needs schools and focus schools, as great a degree of diversity as is possible can be guaranteed in the composition of the children's council. The Barnim-Uckermark, Hamburg and Stuttgart Community Foundations reported positive experiences in recruiting children and young people from schools. Above all, they managed to attract adolescents from various social milieus with various educational backgrounds and various leisure habits. Admittedly recruitment from schools requires a sufficient time period: at the moment, many schools receive countless offers and blurbs for competitions and civic engagement projects, so sorting through the material takes a while and a follow-up is often called for.⁵⁵

Networks of organisations and youth groups

The Hanau and Munich children's councils of 'Children for a Better World' on the other hand mainly used networks of clubs and their members, and extra-curricular youth groups, in order to recruit their councillors. In Munich the children's council was originally made up of the children of the clubs' founders and their closest adolescent associates, whereas in Hanau the members of a church youth group were approached, who in turn recruited further friends and acquaintances.

"Tell a friend" advertising secures new recruits

'Tell-a-friend' advertising among children's councillors generally seems to be an effective recruitment strategy. The CHILDREN children's councils report no problems in securing new recruits thus far, as new or additional members are attracted one way or another by existing members.

A personal approach beats a call for submissions

The German foundations have up until now had varying experiences with public calls for submissions. The Bürgerstiftung Stuttgart communicated the opportunity to get involved in the children's jury not just by approaching schools but also on its own website and through the media. The latter methods secured the registrations of around 50 children to take part, while twice as many were attracted through the schools. In conjunction with the 'Working. Together' project, the Bertelsmann Foundation undertook a written survey of young people, alongside which was run a postcard raffle. Through the raffle participants were also able to apply for the project's children's council. However, according to the testimony of the Bertelsmann Foundation this only yielded three or four applicants from around 17,000 people surveyed.⁵⁶

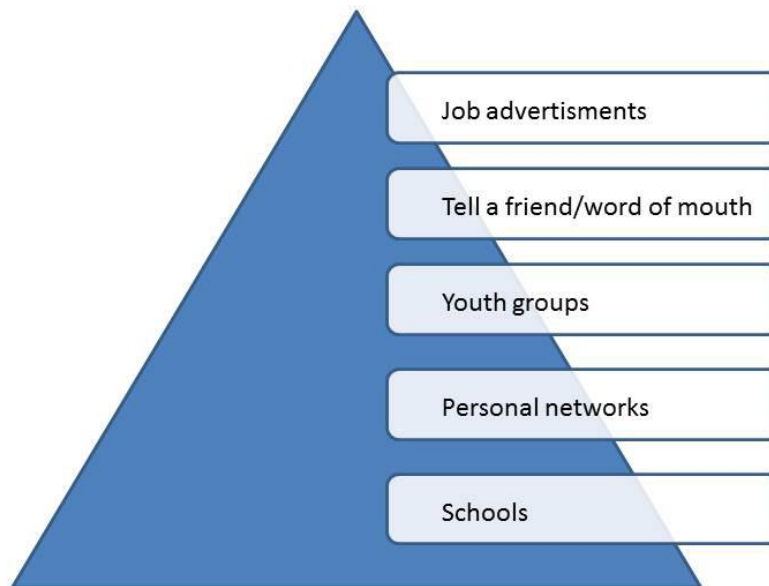
These examples show that the personal approach of adolescents by their peers or closest attachment figures represents a consistently successful strategy for attracting applicants. Never-

⁵⁵ In conversation with Helga Thomé (22.06.2012).

⁵⁶ In conversation with Nicole Henrichfreise (05.07.2012).

theless, the significance of the Internet, especially for older youngsters, should not be underestimated. Foundations can provide young people with further information via the Internet, and open up additional contact options.

Figure 4 gives an overview of possible recruitment strategies



Bonding youth councils by developing the relationship and working together

- Children as equal partners
Alongside the acceptance of adolescents as equal partners, co-operation on an equal level, and clear and transparent communication of possibilities and boundaries, there is also an important role for working and moderation methods, team-building exercises and the explicit appreciation and recognition of the young people's commitment.
- Playful chairing techniques
When working with children and young people, a number of playful, activity- and dialogue-orientated as well as sensible forms of work and discussion present themselves. Moderation techniques like point moderation, concept cards, brainstorming, mind-maps and games have time and again been proven to bring success.⁵⁷ With the help of these and other similar techniques, it is possible not only to awaken the knowledge and experience of the group, but likewise to encourage their creativity. The Bürgerstiftung Barnim-Uckermark has even employed completely wordless techniques, so that less articulate young people are not put at a disadvantage.⁵⁸ Youth council co-ordinators describe working together with the young people as fundamentally casual, intuitive, method-orientated and eidetic.⁵⁹
- Sense of belonging
Admittedly one factor in the successful bonding of the individual councillors within the group is their common tasks and goals. But these are reinforced when a common identity and a sense of belonging prevails within the group. In order to foster this sense of belonging, it is very important

⁵⁷ Cf. Bertelsmann Stiftung (2008), pp. 333-350.

⁵⁸ In conversation with Helga Thomé (22.06.2012) and Beate Gollnast (21.08.2012).

⁵⁹ In conversation with Nicole Henrichfreise (05.07.2012) und Julia Röhrich (20.06.2012).

for the formation of a new children's council that the young people initially get to know each other. Ample time should be afforded to this phase. Special familiarisation games, simple group tasks and the opportunity to talk to each other outside the group activities tend to encourage getting to know each other and building a group. The Bürgerstiftung Hamburg even undertook a separate introductory meeting before the first council session, where the councillors got together over games and even introduced their own ideas for the development of their future work.⁶⁰

In the process of working together in the children's council, the strengthening of the group bonds through personal interaction is of paramount importance. There are many informal activities like group visits to events, summer barbecues and winter skating trips that can work to this end. The Hanau and Witten CHILDREN children's councils use such opportunities to meet up outside the official sessions. In addition, this process can be supported in a targeted way through special training and team-building exercises. The top-level children's councils of 'Children for a Better World' have undertaken exercises of this nature, for example.

Appreciation and recognition

For committed volunteers of any age the appreciation of their work and performance is an important motivational factor; especially so for children and young people. In the best-practice scenarios examined, the adolescents get a sense of the appreciation of their work through the reports received from the sponsored projects and through expressions of gratitude and happiness.⁶¹ In addition, the foundation responsible should make clear to the children and young people that they appreciate their work because it makes a significant contribution to the success of the organisation. This can be expressed through various gestures of appreciation: giving the children's council a firm anchoring in the organisation, having a board member make an occasional visit to a children's council meeting, making the meetings attractive, drumming up good publicity for their civic engagement, or simply working together respectfully in partnership with the young people. All these symbolise the considerable significance of the children's council. Furthermore, most organisations also make symbolic their appreciation of the young people's engagement by presenting them with certificates or other similar decorations. Most of the young people receive an appropriate certification at the end of their engagement. The proof of voluntary engagement holds an increasing significance for young people in view of their entry into the world of work.

Winning back young adults for civic engagement

Making their departure pleasant

In most children's councils or youth juries there is a fixed term of membership. According to the configuration of the participation project, it ends either with the completion of the project, the end of the electoral cycle, or the attainment of a certain age. Moreover a change of schools, a move to another city or another change in circumstances may bring an untimely end to membership of the children's council. Whatever the reason for the departure, the organisation should try to make the young person's exit as pleasant as possible, and ensure that they retain positive memories of the organisation. If nothing else, it is through civic engagement in their younger years that generous donors and volunteers and committed citizens in adulthood are made. In some cases, the former children's councillors may even work for the same organisation in the future, in other cases they may take a stand for other causes and organisations, and thus contribute to civil society.

⁶⁰ In conversation with Lena Knäpple (27.06.2012).

⁶¹ In conversation with Sören Astikainen (01.06.2012), Carlotta and Caspar Keunecke (04.06.2012), Lisa Muhle (05.06.2012), Sarah Tabatabei (31.05.2012), Sophia Tabatabei (25.05.2012).

Enabling subsequent engagement

Many of the American or Canadian community foundations have created opportunities for the former children's councillors to continue to work with the foundation in the future. With the 'Young people help!' competition and funding programme, the German organisation 'Children for a Better World' encourages young people to develop their own social projects, put them into practice and champion them single-handedly. This engagement can theoretically run in parallel to their work in the children's council, or subsequent to it. Whereas membership of a children's council ends at age 18, young people can remain involved with 'Young people help!' until the age of 21. For a 'seamless transition' from youth engagement, there are, depending on the construction and configuration of the foundation as well as the participation project, a number of possibilities: the former children's councillors can support the organisation and co-ordination of council activities and in so doing grow into a potential future role as a co-ordinator. In some cases the opportunity eventually arises for them to act as mentors to younger or new councillors. In operational foundations in particular, which depend on volunteers for the implementation of their projects, it is worth checking whether the former councillors are able to take up new functions in line with the foundation's other projects.

Alumni Work

Contingent upon educational or vocational arrangements, there may be a yawning time-gap between a young person's departure from a youth council and a social engagement as an adult. In order to maintain the bond between the young adults and the organisation during this period, and to make positive use of their experiences for the organisation in the future, it is worth carefully maintaining contact. To this end, the foundation can for example send regular information about its work in the form of newsletters, invite the alumni to certain gatherings like anniversary occasions or other events, or simply send them birthday wishes by post or e-mail. In addition, special media or platforms for alumni to interact with each other as well as with the organisation can be established: blogs and online communities like Facebook groups and alumni clubs are among the measures worth considering.

However, none of the foundations investigated or interviewed for this report undertake systematic alumni work. This may be partly due to the fact that many of Germany's children's councils are still relatively young and have only just or not yet experienced their first generational shift. Another explanation may be that strategic alumni work requires personal and financial resources which in most foundations aren't available for this cause. As today's children's councils grow older and more generational shifts occur, the topic of alumni work will only grow in importance in the future. The foundations interviewed for this report did recognise alumni work as a challenge: an evaluation of the Michigan Community Foundations' 'Youth as Grant-makers' programme that the possibilities of actively involving former YAC members in the future should be explored.⁶² In 2012, the Bürgerstiftung Stuttgart even advertised two posts for volunteers to co-ordinate the communication with the former members of the Stuttgarter Kindertaler jury in the future.⁶³

This analysis shows that the success factors for the involvement of children and young people in funding organisations is certainly not easily transferable. But with the right mixture of enthusiasm for the involvement of children and young people, openness to the next generation and the corresponding resources, transferring and implementing these factors is still possible.

⁶² In conversation with Breannah Alexander (28.06.2012).

⁶³ In conversation with Irene Armbruster (12.06.2012).

CONCLUSION: HOW CHILDREN BECOME GIVERS

When one considers the quantitative relationship of German foundations which champion the welfare of children and young people to those which actively let them participate, only one conclusion can be reached: true youth participation is still the exception rather than the rule in German foundations. Yet research suggests that most neighbouring European countries don't fare much better. With the exception of Great Britain, only isolated instances of best practice for comprehensive participation were identified, which suggests that the participation culture among children and young people in charitable organisations is still ill-defined.

Many of the participation programmes identified and described in this report are based on models from the USA and/or Canada and were adapted to their respective national situations and requirements. It is for this reason that the USA and Canada can still be seen world-leaders in the participation of adolescents in charitable organisations. Great Britain's exceptional status within Europe can at least in part be traced back to the early development and dissemination of youth philanthropy programmes in the USA and Canada.

Central feature: decisions on grant-making

In German foundations, most children's councils are more like projects, as the practical examples described demonstrate. Even the children's council of 'Children for a Better World', which is firmly anchored in their constitution, should fundamentally be seen as a programme of the organisation, for it lacks a systematic interaction with the charity's decision-making committees or consultative role within the organisation. Nevertheless, the best-practice scenarios described do exhibit one central element of comprehensive youth participation: they let the adolescents make decisions about the organisation's funds. In so doing they afford them trust and responsibility.

Enrichment for foundations

The report shows how the involvement of children and young people enriches the work of foundations and other sponsor organisations. It is impressive, when 12- to 18-year-olds from Toronto discuss concepts for better supporting refugees, or when school pupils in Barnim consider how best to encourage the strengthening of democracy, or when a 15-year-old from Hanau talks about the consequences of child labour in India. These young people reflect, discuss and debate, and in the children's councils they make a contribution to the social problems that they feel are important. They give up their time, their knowledge, and sometimes the money that they have collected for it.

In funding organisations, a solution-based approach is a central tenet of their hands-on logic. Why do sponsors and donors, for whom the welfare of children is so important, not involve children and young people in this logic more often? We know that nothing frustrates children more than standing on the sidelines of society and not being able to do anything. We meet the same frustration in youngsters from problem areas as in Gymnasium pupils from small towns.

The evaluations from the USA, Canada and Great Britain⁶⁴ demonstrate that involvement in funding programmes is a way to enthuse young people about civic engagement. In good children's councils, children and young people learn social responsibility and become natural new recruits for charitable organisations, like foundations for example. It's in councils like this that funding organisations begin the dialogue with the people who should be helped through giving. After all, children and young people are again and again one of the stakeholder groups, for whom sponsors want to 'do something good'.

The aforementioned research illuminates the practice of participation projects for children and young people and extrapolates factors for the success of the participation. It also provides clues as to how the participation of children and young people in funding organisations in Germany can be advanced in the coming years. The following observations should serve as the basis for a discussion about the systematic opening of foundations to children and young people:

1. Stakeholder dialogue: broadening the basis for funding decisions

Sponsors must talk with people whom they wish to help through a donation or a project. Children and young people form the focus of this report, but the same is true for patients, musicians, homeless people or teachers, for example.

2. More trust: children and young people can do it

This study documents many examples of why children and young people should be trusted more. When young people assume responsibility themselves, good solutions to society-wide challenges are often found. So why not support organisations of children for children?

3. Openness to children and young people: what adults must learn

In conversations conducted for this study with senior figures in foundations, the same phrase cropped up time and again: "We really must learn to relinquish control and trust children." Funding organisations require proposals of further training and supervision in order to open up to children and young people – such proposals should be developed.

4. Governance with children: diversity means involving children

It is necessary to consider how models permitting children and young people greater participation in the governance of funding organisations might look. This may sound unrealistic to many people, but participation must be institutionally in the course of time.

5. The youth-friendly foundation: thinking in generations

The success factors formulated for youth participation in foundations should be put together in a handbook with corresponding practical pointers. Perhaps this could even lead to the creation of a seal of quality for foundations. Above all, foundations in the public domain, like community foundations, will increasingly have to advertise for the new recruits in the future, and they could show their openness to the target group through a children's council or other serious participation proposals.

⁶⁴ See Kellogg Foundation (s.d.),
Lerner/Alberts/Bobek (2007),
Oates (2004),
Wood Family Trust/Credit Suisse/York Consulting (2012), pp.3-4.

6. Giving trust: money can encourage responsibility

We wish for everyone in society to have responsible dealings with money. After the 2008 financial crisis, this seems to be a more relevant topic than ever. By giving over funding budgets, charitable organisations can place trust in children and young people, and lead them into the assumption of financial and social responsibility. However, this is only possible if we all make a little allowance when it comes to trust.

7. Building knowledge: encouraging the systematic evaluation of projects

This study draws together many practical anecdotal pointers as to the effective functioning of children's councils. It is necessary to appreciate the importance of the medium- and long-term effectiveness of the programme, as has previously only happened in Canada and the USA.

In his song, Herbert Grönemeyer encouraged the transfer of 'Power to the Children'. For charitable organisations and foundations, it's more a case of 'Power to the Children Too', because responsibility for giving is thereby broadened today and secured for the next generation. After all, children and young people know what they're doing – often intuitively.

THE CONTEXT FOR YOUTH PARTICIPATION - AN ESSAY BY PROF. ROLAND ROTH

Learning through responsibility – children and young people have a role to play in a civil society

Presentation at the third symposium of the Civic Engagement Workshop

Berlin, 1st December 2011

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“Don't do anything for us without us!” says one of the stirring slogans of the children's rights movement. Foundations which want to contribute to the improvement of the situation of children and young people, in the area or throughout the world, are well advised to make this slogan the motto of their own work. Even a well-meaning 'doing something for others' runs the risk of missing its target if the interests and needs, and also the learning and development opportunities of the target group, go unheard, unconsidered and unexploited. To this end, listening is the first step on the road to participation and co-operation, without which even the best intentions will go astray. Even expertise is no substitute for listening, for experts always have their own professional perspectives and interests, which can differ enormously from those of their clients, if they aren't based on dialogue and co-production. The involvement of children and young people in research projects and evaluations which concern their own issues has barely begun. A warning which countless youth centres have already emblazoned – “Help yourself, or a social worker will help you!” – reminds us how far professional engagement can differ from the life wishes of the clientele. Human rights-appropriate forms of support are currently based on the strengthening of the target group's autonomy and capacity for action. 'Empowerment' is the magic word which should turn all needy people into independent and confident 'doers'. What is initially necessary for every social engagement is particularly pertinent to children and young people. Too often children and young people are seen as citizens in the making. What seems to be justified as the sanctuary of childhood is actually devalued by 'adulthood' and 'childism'. Adulthood describes the 'natural' sense of superiority that many adults have, closely linked to the prejudiced belief that they know better than the younger generation what is good for them. Childism is a term coined by the American philosopher and psychoanalyst Elisabeth Young-Bruehl (2012) to describe the active prejudice in our society against children, through which adults justify actions towards children which in no way have their best interests at heart – from neglect to exploitation and violence. Giving children and young people a voice in all their issues is a central requirement for overcoming these circumstances. The UN Convention on the Rights of the Child provides us with binding rules, in line with which private, civic and public contact with children can and should be oriented. Subsequently these rules become entrenched in the public imagination in only their very narrow context, and Germany is confronted with the unsatisfactory status of their implementation. By making their programmes and decision-making committees more accessible to children, foundations have the chance to be at the forefront of the transition to a fairer and more child-friendly society.

1. What is special about youth participation? Human- and children's rights benchmarks for youth participation

It is scarcely arguable nowadays that general human rights do not also apply to children and young people. Hence the argument advanced in some conservative circles in Germany, that rebuffs the demand for children's rights to be enshrined in the constitution. The basic laws enshrined are sufficient and applicable to all ages, so the argument goes. Thereby the claims which arise from the basic principles of the 1989 UN Convention on the Rights of the Child (CRC)⁶⁵ – ratified by Germany in 1992 – are rebutted, with considerable consequences. Since the withdrawal of the declaration of reservation by the federal government in July 2010, the CCR has, in the estimation of children's rights proponents (Cremer 2012), the status of a simple federal law, which substantiates the subjective rights of those affected.

It's a matter of the human rights of young people in a phase of their life in which they initially grow up in a relationship of considerable dependence on the community into which they are born. They develop into the 'finished', independent people charged with responsibility and freedom to make decisions, who are required as legal figures in many legislative tomes. When people talk of the right to personal development and of acknowledging a child's opinion, of such standards as adjusting "to the child's best interests", it is enabling, protecting and appropriately practising this development that is meant.

The text of the CRC hinges on the interplay of the three Ps: provision, protection and participation. Whoever talks about the participation of children must not exclude the other Ps of protection and provision:

It is not only necessary to lament the regrettably undeveloped status of youth participation, but also that of provision and support. One need look no further than child poverty as an on-going scandal. In towns like Magdeburg, 40% of all children today grow up in Hartz IV families – under the tyranny of standard rates, a long way from the basic social security which encourages their development and which the German Child Protection Agency demands. One may make adults responsible for their own inadequate income, but no-one would blame children for their miserable lack of basic supplies. PISA studies are among many to have drawn a link between childhood experiences of poverty and educational disadvantages.

Even child protection is in a sorry state and there are always new achievements to be made. It's not just spectacular one-off cases where children come to harm that attest to this. The 'Home Education Round Table' recalled the diverse and often systematic abuse of children and young people in post-war West Germany, and the more recent scandals at the Odenwaldschule or Berlin's Casinius Kolleg make clear that these abuses aren't merely the stuff of history.

The responsible and equal participation of all children therefore requires a lower limit of provision and protection to be guaranteed. Social inequalities don't just impact on educational success, they also shape such simple forms of engagement as taking part in sports clubs (relevant data in Roth/Olk 2007). Whoever wants more participation must also take a stand for better provision and protection.

But positive effects are also to be expected in the other direction. Participation can act as a motivating and corrective force for protection and provision, if children and young people are put

⁶⁵ "Children" are defined by the UN Convention as all people under the age of 18. In accordance with standard practice in social science, the term used in this piece is therefore "child and youth participation"

in the position to raise their voice, formulate criticisms of the status quo and assert their demands. “Crimes against happiness” (Basaglia) are especially to be expected in completely institutional locations like closed children's homes, which don't allow any sort of dialogue with their pupils. Protection and provision can again and again be invoked in abuses of power, when children either don't have their own voice or aren't listened too. Provision and protection without participation runs the risk of having a patronising and hindering effect. 'Child-fair' educational institutions can only be realised through a maximum of participation.

On an individual level, participation is a motivating force which ensures that children and young people single-mindedly develop their capabilities. When it comes to successful participation processes, the psycho-educational buzzword is 'the experience of self-efficacy'. The ability and readiness to participate develops itself in line with the abilities of the children, for example to form their own opinion. What certainly are required are social institutions which take seriously Article 12 of the CCR, allowing children the right “to express their opinion in all matters relating to children” and “taking these into consideration as befits their age and maturity”. The assumption of responsibility for the common good is closely linked to this fundamental experience: without effective participation, there is no willingness to assume responsibility.

When the individually and socially beneficial interplay of the three Ps is taken as a benchmark, this has consequences for the participation processes. The participation of children and young people is not generally an isolated phenomenon, but requires among other things institutions and communities which enable and appreciate this. Participation requires reliable supervision and support by adults, and their respectful interaction with the young people. Sheltered places (family, nurseries, schools, clubs, youth institutions, youth clubs etc.), in which children and young people can experiment with as little fear as possible, are essential. Hansen, Knauer and Sturzenhecker impressively demonstrate that this is possible, and how, in 'Examples of participation of children's day institutions' (2011). Alongside these particular challenges, there are self-evidently further principles for the participation of children and young people, just the same as there are for adults: information, transparency, free will, the right to justification, recognition.

2. Forms of participation and their interdependencies

Participation isn't a trade-marked concept (for the use of the concept, see Roth 2011). To build up a nuanced picture of what happens in participation, 'participation ladders' are often used, which break up participation into various levels – from pseudo-participation via co-participation and co-determination to self-determination and autonomy. Such gradations enable preliminary approximations to be made, but they also have drawbacks. They imply a hierarchical value-scale, in which autonomy appears as the supreme goal, while other forms of co-participation seem deficient and half-hearted by comparison. When one considers how demanding and relatively rare self-organisation and self-determination actually are (even among adults), the threat of these destructive ideals becomes obvious. In addition it is neglected, that the participation procedures of children and young people require the facilitation and support of adults. This is recognised for the civic engagement of adults, since engagement politics has been able to establish itself as its own public sphere of activity (Olk et al 2010).

The analytical unambiguity of the ladder only pertains to real participation processes in exceptional cases. As a first step, one can discern three dimensions of the participation debate:

- *Participation understood as a practised, even institutionalised form of dialogue in social institutions. Children and young people can propound their interests and insights in their families, nurseries, schools, youth institutions, youth clubs etc., which can there be tak-*

en into consideration or legitimately disregarded. In line with Article 12 of the CCR the voice of young people is heard and appropriately considered. This can happen in class councils as well as in youth parliaments, and in separate forms like institutions composed of multiple generations;

- *Voluntary civic engagement brings new and additional possibilities. Civil society organisations are based on the co-operation and co-production of children and young people, who assume responsibility for dispute resolution in schools and the training of juniors in sports clubs or the youth fire service. In this context, dialogue does not play such a prominent role, but we know from the surveys of volunteers since 1999 that “being able to influence something small” numbers among the strongest sources of common motivation in civic engagement. Civic engagement is therefore only to be expected of youngsters, when they offer the interested clubs, initiatives or youth associations further forms of participation and co-development. Children and young people expect respect and recognition for their contribution;*
- *Self-organisation and self-determination are practised in youth-led organisations and institutions. Admittedly, self-governing youth centres and children's rights groups do not occupy the foreground of the debate today as they did in the 1970s, but even today there are still youth clubs and initiatives self-governed by children. Youth-led organisations are a watchword of the international debate. For example, this year the much-decorated youth-led club 'Pupils help life', which was established in the middle of the Balkan War to support the children and young people of the former Yugoslavia, celebrated its 20th birthday. The youth party Peto not only has the mayor of the Rhineland town of Monheim, but is also led by a 17-year-old chief executive. Adults can participate in the youth party with the newly established AG 30+.*

For participation to happen, the engagement of adults for children and young people is important. It ranges from children's rights organisations to youth leaders, mentors, neighbourhood mothers etc., who stand up for young people's issues.

For a democratic participation culture and quality of participation, the productive interplay of these various different types of participation of and for children and young people is of decisive importance.

The aforementioned club 'Pupils help life' is a textbook example of what can be achieved through appropriate co-operation. A central resource of Balkan solidarity is the income of a 'Social Day', on which pupils participate by exchanging their school for workplaces in the municipality (businesses, institutions etc.), where they can earn money. This Social Day is the central task of a small, annually changing group of schoolchildren and young people who fulfil their Voluntary Social Year in this way. In addition active young people attract schools and businesses for this project and introduce the student body to the project in the former Yugoslavia mutually selected beforehand. The broad support of businesses, politics and public offices enables this project to raise millions, with which community centres and larger projects can be managed (cf. Roth/Lang 2007). Even when a youth-led, therefore self-organised club occupies centre stage, its success is at the same time dependent on the willingness of pupils to participate, the openness of schools to these initiatives, the engagement of businesses and the media and much more besides.

This example should make clear that the lasting and successful engagement of children and young people depends on (and in turn shapes) cultures of participation, which are reliant upon the collaboration of many key players and forms of participation. Even SHL needs partnerships with the media, politics, schools and businesses to make its Social Day a success. The responsibility for success lies with all participants.

3. Youth participation – what’s the situation in Germany? A short overview

Germany is only hesitantly beginning to accept the conviction that participation is not an honour or a rare treat, but a central children's right. Available empirical studies (above all Fatke/Schneider 2005; Betz et al 2010; Schneider et al 2011) describe an unambiguous trend for 8- to 18-year-olds. At best this is also apparent within families. For between half and three-quarters of children, increasing age means an increasing say in the decisions that are most important to them. Dialogue in the family is an everyday occurrence for many, though not all children, which contributes to their happiness. These children are much less happy in their schools. Their participation is only experienced on rare occasions and then only in extra-curricular matters (e.g. setting the goals for the class trip). In the municipalities the situation is worse still. Only a small minority (about 10% of children) are affected by their participation projects – and most of these only by short-term projects with insufficient support from adults, or in youth parliaments which often offer little more than a tentative 'test session'. What is most lacking, as the vast majority of those in the sector agree, are structural fixtures, sufficient resources and mandatory legal regulations. Nor can this lack of participation be off-set by the still considerable membership of youth clubs.

Nevertheless, countless good projects make clear that effective participation is possible, and how it can be achieved. This is even necessary for small children, as was demonstrated by participation-oriented nursery-constitutions during a pilot scheme in Schleswig-Holstein, continued by the Federal Länder programme “Demokratie lernen & leben“ (Learning and living democracy) and its initiatives for influential school councils, and not yet completed by sophisticated community youth delegations with power and money to spend, like for example the Youth City Council in Solingen. But these positive examples cannot detract from the fact that the participation landscape for children and young people is full of holes. “Too seldom, too little, no effect” was the last verdict of the Federal Youth Panel in the matter of participation (BJK 2009), an attitude which was similarly exceptional at the beginning of the decade. The gap between aspiration and reality is so vast that children's advocates like the German Child Welfare Association were not alone in recognising a “flagrant violation” of children's participation rights, as guaranteed in the 1989 UN Convention on the Rights of the Child. Significant reforms, which decisively change the daily routine of children and young people (all-day schooling, eight-year Gymnasium period, Bologna reforms in high schools), intend to manage those immediately affected without any appropriate participation. Even for the local departures towards municipal and regional educational infrastructure or transition management (school/work/job market), the active participation of children and young people seems to be dispensable, despite the excessive network philosophy.

Similar and worse findings can be found in neighbouring countries. But in the matter of youth participation Germany is no better than mediocre. They are more courageous in Finland, for example, where there has been a legal obligation for several years for municipalities to involve children and young people more in the issues that concern them – which has triggered a lively practice. Like all other inhabitants, children are able to have a say in the proposals of services and institutions which affect them. Austria has introduced a 'generation mainstreaming', which checks laws for their effects on the various age groups. In South African cities budgets are itemised according to the extent to which various age groups profit from them. Brazilian cities have involved children and young people in budgetary negotiations in a targeted way, or even placed a considerable sum at their disposal, to be managed by youth delegations (for this practice cf. Ködelpeter/Nitschke 2008).

In the most recent national action plan for the implementation of children's rights the federal ministry concerned delivered a harsh criticism of the municipal level which might just as well have applied to the participation of children and young people as a whole: "For the most part participation in the community is restricted to a few areas – typically the development of the playground, or youth centre. For a comprehensive political participation, on contentious themes such as urban development, land-use planning, traffic management and environmental issues, will and courage are often found wanting. The readiness of adults to share the decision-making power with children and young people could certainly be improved."

It should be seen as no coincidence that schools and other educational institutions are not once mentioned as a central life area for children and young people. Protesting after the fact, as in last year's teaching strikes, seems to be the only hope of drawing attention to these failures in development.

This barrier can be observed at all political levels. The lowering of the voting age at federal level could improve children's position of power just as much as the enshrining of children's rights in the constitution. Up until now, only one federal state (Schleswig-Holstein) has been able to anchor youth participation in the municipal code as a compulsory task. Only here do we find a 'must', whereas the other municipal codes contain a 'should' – if anything at all. In the legal regulations for institutions which strongly influence children's daily routine, like nurseries and schools for example, it is true that there is more often a general acknowledgement towards participation, but when it's a question of mandatory regulations and dialogue, children remain mostly marginalised.

This is reflected in the perceptions of the children and young people, as the aforementioned survey results make clear.

The fact that only a few federal states invest in moderators, which would be essential even for younger children in order to enable an increasingly successful participation process, shows how little up to now has been based on a systematic anchoring of participation in the teaching plans and daily practice of these institutions. In recent years the participation debate has flickered into life once again. It is to be hoped that practical participation is still in fact in its infancy, for then there is at least hope of steady growth.

Despite the frequent denial of their participation rights, young people are more than averagely active in voluntary civic engagement. The first volunteer survey in 1999 produced the result that the 14- to 24-year-old age-group was the most active in terms of membership and involvement with clubs and unions. Despite pessimistic forecasts, young people are more strongly engaged as volunteers than older generations. Only the middling age group demonstrated a higher rate of civic engagement (cf. Picot 2011). But today this positive testimony must be corrected in certain aspects. The nationwide volunteer survey of 2009 discovered a slight drop-off in the engagement of the youngest group over the past ten years (from 38% to 36%), while the appreciation of civic engagement has risen in the same period. Time stress, hectic school careers and increasing mobility requirements seem to have played a central role in this. So young people in G8 are around a quarter less engaged than school pupils, who have a longer Gymnasium (grammar school) career ahead of them. To this can be added the increasing gulf between young people and the organised civil society, to which they have 30% less access today. The increased importance of social networks and Internet activity should be noted.

The growing gap between the willingness to participate and the possibility of doing so presents the greatest challenge to the work of the volunteer agencies. To this end, young people should be a central target group. The volunteer survey of 2009 shows the biggest increase in committed volunteers among the unemployed (from 18% to 25%) and young people in education and

training (from 31% to 37%). Young people under 30 have the biggest engagement potential at 49%, with only 21% saying they had no interest.

The special evaluation of Berlin shows a similar trend. In Berlin, schoolchildren, apprentices and students have the second-highest rate of engagement (30%) after the economically active (33%), and the greatest willingness to commit – only 14% of those under 30 not engaged in voluntary work said they would refuse it. This age group was also the most well-connected to civil society (with a share of 44% of participants).

More surprising was the overview of the preferred areas of engagement. The prevalent picture of sport and leisure as the most popular forms of engagement was not borne out in reality. Kindergartens and schools are currently the most popular engagement area in Berlin (7%) ahead of sport and activity (6.9%), the social sector (5.5%) and culture (4.1%) – political advocacy wooed just 1.8%, and local civic engagement (at district level) fared worse still with just 0.8%. Among the under-45s, children's institutions and schools make up 11.2%, far ahead of all other forms of engagement.

As for the reasons for engagement, “being able to influence something small” received the most approval – although among the under-30s, professional usefulness, especially with regard to learning orientation, was the dominating factor.

Children and young people are currently the biggest target group for civic engagement, at 36%.

The most popular improvement wish among respondents was for more money for the projects. Small, unbureaucratic participation funds would obviously help to narrow the gap between willingness and actual engagement. There is also much room for development where points of contact are concerned, as the survey found the merest contact often went to the biggest interest.

The findings presented make clear that the engagement of young people and on their behalf does not present the biggest hurdle – rather the construction and expansion of participation opportunities and guarantees in the life areas most important to these age groups.

4. Youth participation starts in the heads of adults: some good reasons to play more of a part in encouraging it

This deficit is even more astonishing when one considers how little resistance to the idea of the further expansion of youth participation is publicly expressed today. On the contrary: “We will encourage youth participation from the outset, and work to ensure that children and young people are able to contribute to shaping the world in which they live.” This extract from the coalition contract of the German government might well give the impression that there is no longer a need for strong arguments in favour of youth participation. We got the message! In reality, however, the actual landscape gives quite a different impression.

The gulf between claim and reality is being filled with an ever-growing number of good arguments in favour of participation. There are in fact far more than ought really to be necessary. They can be divided into functional arguments, that is, those directed at specific goals, and systematic arguments, which are directed at the child's wellbeing, its status as a subject but also as a simultaneously developing creature. The Convention on the Rights of the Child speaks of “evolving capacities”, the developing abilities of the child as the only yardstick derived from the young person itself, and the one on which participation must also be based. What children can do at their age, or at least learn to do, is still widely underestimated. Recent studies and con-

cepts show that even kindergarten children possess the faculties of empathy, moral standards and normative capabilities, which they employ to help shape the daily life of their group and resolve conflicts within it. Primary school children demonstrate the beginning of political judgment (Abendschön 2010). Deciding characteristics that will contribute to later career choices, such as a fixation on typical “women’s jobs”, are generally also apparent during primary school.

This leads, as previously stated, to the central systematic justification, the cornerstone of the Convention on the Rights of the Child, to the interplay of the three Ps: participation, provision and protection. They belong together. Parental or professional care in nurseries and schools should not be a disadvantage; the wishes of children should not be overridden in the name of protection. “Don’t do anything for us without us!” is the phrase that springs to mind from the lexicon of children’s rights. There is a need for a process of negotiation to overcome the tensions between these principles – negotiations in which the voice of children carries particular weight. Participation and self-determination are limited only by self-endangerment and over-extension.

Further systematic justifications will comprise the – hopefully encouraging – conclusion to my contribution on the subject. These include the learning of the democratic process, which is closely related to the justification on human rights grounds. Experiences of participation and negotiation, which include shouldering responsibility as part of social engagement, and the social skills and civilised perspectives (non-violent conflict resolution etc.) developed as a result, offer particularly good chances for self-fulfilment and unlocking one’s own abilities. The ability to learn, engage oneself, help shape something and take responsibility from an early age becomes the foundation of an active civic life which is today the exemplar of democracy. This justification can also be read on a practical level. The staying power of democratic communities is in no small part dependent on whether children and young people can and do learn democracy participation from the outset is the best way of insuring that they do.

This point of view has replaced the belief that youth participation should be limited – for their own protection, or because of their lack of skills – to playing fields and trial periods, since things only really become serious when the child reaches majority. Today, symbolic forms of participation are therefore the surest way to breed disaffection and set back true participation in the long term.

A second source of justification is the relationship between education and learning processes and self-organisation and self-regulation. Only participation and cooperation guarantee any measure of the capacity for independent action which is vital to ensure the success of learning. This is a rejection of the “spoon-feeding” method, of didacticism and other forms of knowledge transfer which regard the child as a passive receiver. This idea of self-regulated learning links back to earlier forms of teaching, but has only gained ground in recent years and encouraged a re-evaluation of the benefits of participation method both inside and outside school – although self-regulated learning remains the exception in many educational institutions.

Ultimately, an increase in participation and self-determination of children and young people should be seen as unavoidable if they are to be able to devise their own answers to social upheavals for which there are no templates in the adult world (cf. De Bruin/Höfling 2011). The spectrum of these upheavals ranges from ecological to economic crises, which are turning childhood and youth into a time of experimentation in new and unmapped areas – areas which are changing at an ever-increasing speed. What is certain is that the securities of the adult world are slipping away, and becoming less and less relevant as signposts for the next generation. It will be forced to find its own answers; and this requires participation and room for manoeuvre.

In front of this backdrop, “sheltered” childhood looks like an image from a far-away time. Without resorting to dramatic diagnoses of the reduction or even disappearance of childhood and youth as a protected time for development, adults should take notice of the fact that the children of today are confronted by problems quite different to the ones they faced themselves. All of the things that today’s adults took for granted – from career progression to inflation-linked pensions – is inconceivable to many today, or would at least require a quite different degree of effort. Participation can be viewed as an attempt to free up space to move around and think a little.

It is therefore quite correct that children and young people dislike being labelled as “the future”: they want to be the present as well, to have influence over the here and now, and bring in their concerns, wishes, problems and perspectives. Being the future often contains within it the threat of having nothing to say today, of having to wait, having to be a mere observer. Talk of the future is intended to justify the patronising consignment to “playrooms”, to irrelevant and inconsequential “trial periods”.

The corollary of the consolation of the future is the refusal of adults to relinquish power today. There is a lack of trust in the idea that the participation of children can improve our shared ability to act, in families, kindergartens, schools or districts; that is, the idea that it can lead to more power for everyone, in the sense that they are better able to shape the world and their lives. Successful participation projects and active, well-resourced youth parliaments make this abundantly clear when, as in Solingen, for example, they themselves arrange for new arrivals to be accompanied by a person of their own age to help them settle in faster, or use the internet to create a children’s public sphere that did not exist before.

That abandoning “playrooms” and supplying real resources is so difficult for adults is the result of a pattern of thinking which blocks the way to more youth participation. This is the conviction that children and young people are not competent enough, not experienced enough, not responsible enough – in short, not grown-up enough to have a meaningful say or take on responsibility. This prejudice is called “adulthoodism”, and has many ways of constantly reinforcing itself: through half-hearted, unprofessional and ineffective participation processes, through a supposed lack of demand from children, but also through “excessive” requests for participation or unwanted results. As long as children and their supporters do not demand participation, the status quo is on the side of adulthoodism, since it is of course entirely viable without the participation of young people.

The global clique of adults cannot be broken up with the gentle prod of a legal document. The weight of the argument builds with every step towards children’s rights in the constitution and the establishment of every pupil council, ensuring that these rights are not left unused in a drawer, but are seized as an important component of a civil democracy, for which youth participation is an undeniable precondition.

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APPENDIX 1: TABLE OF FIGURES

Fig. 1	Youth participation in foundations as a Venn Diagram	p. 8
Fig. 2	Roger Hart's Participation Ladder	p. 10
Fig. 3	Quality criteria for successful youth participation	p. 60
Fig. 4	Recruiting children and young people	p. 62

APPENDIX 2: BIBLIOGRAPHY

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b) Websites and internet links

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http://www.jugendstiftung.de	Jugendstiftung Baden-Württemberg
http://www.children.de/	Children for a better World e.V.
http://www.filia-frauenstiftung.de/inhalt/filia-eine-tochter-der-frauenbewegung/filia-maedchenbeirat.html	filia.die Frauenstiftung – Girls' Council
http://www.stuttgarter-kindertaler.de/index.php?id=19 http://www.stuttgarter-kindertaler.de/index.php?id=9 http://www.stuttgarter-kindertaler.de/index.php?id=11	Stuttgarter Kindertaler
http://www.die-deutschen-buergerstiftungen.de/de/aktionen/projektepool/jugend/wir-entscheiden-wir-bewegen-die-kindertalerjury.html	Community Foundation Initiatives
http://www.barnim-uckermark-stiftung.de/kohle-fuer-coole.html	Bürgerstiftung Barnim Uckermark – Kohle für Coole
http://www.guetersloh-engagiert.de/	Gütersloh engagiert
http://www.gangway.de/gangway.asp?client=gangway&cat1id=90&cat2id=95	Gangway Lichtenberg
http://www.think-big.org/	Think Big
http://www.bielefelder-buergerstiftung.de/index.php?id=52	Bielefelder Bürgerstiftung – Du bist Bielefeld
https://www.dkhw.de/cms/goldene-goere	Deutsches Kinderhilfswerk e. V. – Goldene

	Göre
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url	Name
https://www.dkhw.de/cms/themen-foerderungen/kinderpolitik-2/kindercent-kinder-helfen	Deutsches Kinderhilfswerk e.V. – Kindercent
http://www.servicelearning.de/index.php?id=13	Netzwerk Service Learning
http://www.llstiftung.de	Louis Leitz Stiftung
http://www.lebenstraeeume.info/	Aktion Lebensträume e.V.
http://www.naturtheater.de/theater-jugend/jugendbeirat.html	Naturtheater Heidenheim – Jugendbeirat
http://www.kinder-helfen-kindern.org/	Kinder helfen Kindern
http://www.schueler-helfen-leben.de/de/home.html	Schüler helfen Leben
http://www.jugendfuerzukunft.org/home.htm	Jugend für Zukunft e.V.
http://www.girlsforplan.de/	Girls for Plan Stiftung
http://www.scholl-muenster.de/65.html	Courage Schülerstiftung Münster-Kinderhaus
http://kifa.de/?page=juki	Projekt JuKi – Jugend für Kinder
http://mj-group-meitingen.de/	MJ Group Meitingen
http://www.michiganfoundations.org/s_cmf/sec_ts_r.asp?CID=2541&DID=6283	Youth Grantmakers, Council of Michigan Foundations
http://www.youthgrantmakers.org	Youth as Grantmakers, Michigan Community Foundations
http://www.bccf.org/index.php?option=com_content&view=article&id=222&Itemid=230	Berks County Community Foundation – Youth Advisory Committee



url	Name
http://www.kauffman.org/	Ewing Marion Kauffman Foundation
http://www.northlandfdn.org/kids-plus/youth-in-philanthropy.shtml	Northland Foundation – KIDS PLUS Youth in Philanthropy
http://www.rcfdenver.org/RYP/	Rose Youth Foundation
http://www.iyfnet.org/	International Youth Foundation
http://www.yipcanada.org/	Youth in Philanthropy Canada
http://www.cfc-fcc.ca/programs/vital-signs.html	Community Foundations of Canada – Vital Signs Program
http://www.laidlawfdn.org/programs	Laidlaw Foundation
http://www.youthbank.org/ http://www.youthbank.org/global	YouthBanks
http://www.mott.org/news/news/2013/20130124-Youth-Bank-Initiative	Charles Stewart Mott Foundation – Youth-Bank Initiative
http://www.kbs-frb.be/call.aspx?id=293403&langtype=1031	König-Baudouin-Stiftung/Projektaufrufe/Prinzessin-Mathilde-Fonds
http://www.pekoenja.nl/ http://www.kinderpostzegels.nl/nl/home/1694,0,0,0,0/	Pekoenja
http://www.commoncents.org/go/penny-harvest	CommonCents – Penny Harvest
http://www.ecoledelaphilanthropie.org/	École de la Philanthropie
http://www.goypi.org/	Youth and Philanthropy Initiative (YPI)

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http://www.citizenshipfoundation.org.uk/main/page.php?59 http://www.citizenshipfoundation.org.uk/main/page.php?327 http://www.citizenshipfoundation.org.uk/main/page.php?175	The Citizenship Foundation - Programmes
http://www.gogivers.org/	Go Givers
http://www.g-nation.org.uk/	Giving Nation
http://www.thebiggive.org.uk/	The Big Give
http://www.inyathelo.org.za/the-philanthropy-programme/195-youth-in-philanthropy-programme-south-africa-yippsa.html	Youth in Philanthropy South Africa (YIPPSA)
http://www.youthgive.org/	YouthGive.org
http://www.inspiredlegacies.org/youthgiving/index.htm	Inspired Legacies – Youth Giving Circles
http://fcfox.org/ypc/	Youth Philanthropy Connect
http://www.resourcegeneration.org/	Resource Generation
www.myerfoundation.org.au	Myer Foundation
http://bulletin.research.unimelb.edu.au/researchbulletins/displayscheme.asp?uid=4411&sn=1430	The University of Melbourne: Melbourne Research Bulletin, October 19, 2009
http://www.thechildrenstrust.org/youth-advisory-committee	The Children's Trust – YAC
http://www.dosomething.org/	Do Something
http://www.thetrevorproject.org/YAC	The Trevor Project – Youth Council
url	Name

http://www.4-h.org/about/leadership/national-4-h-council/	National 4-H Council
http://www.savethechildren.org.cn/index.php/en/resource-centre/2009-09-15-06-35-55/409-global-childrens-panel-2008-summary-of-events	Save the Children - Global Children's Panel
http://www.wildernessfoundation.org.uk/about-us/youth-board/	Wilderness Foundation – Youth Board
http://www.londonyouth.org.uk/about-us/who-we-are/youth-advisory-board	London Youth
http://www.st-alexander.nl/index.php?option=com_content&view=article&id=159&Itemid=128	Stichting Alexander
http://www.ecpat.at/	ECPAT Österreich
http://www.aces.or.at	Aces Council
http://www.plant-for-the-planet.org/de/	Plant for the Planet
http://chaelicampaign.co.za/	Chaeli Campaign
http://www.youthscape.ca/HomePg.html	Youth Scape
http://www.mcconnellfoundation.ca/en/programs/engaging-youth	The J.W. McConnell Family Foundation – Engaging Youth

c) List of interviews and and written correspondence

The following people contributed to the content of this report either in conversation or via email, directly or indirectly, e.g. through leads, communication of their impressions or feedback:

Name	Organisation	Date and type of contact
Mats Agurén, Secretary General	World Childhood Foundation, Sweden	Email correspondence from 05.06.2012
Breannah Alexander, former Programme Coordinator for “Youth as Grantmakers”	Council of Michigan Foundations Community Foundations, USA	Telephone interview on 28.06.2012
Irene Armbruster, Chief Executive Officer	Bürgerstiftung Stuttgart	Telephone interview on ”Stuttgarter Kindertaler“ case study on 12.06.2012
Sören Astikainen, pupil, 14 years old, member of CHILDREN council, Hanau	Children for a better World e. V.	Skype interview on 01.06.2012
Dominik Bähr, Child policy expert	Deutsches Kinderhilfswerk e. V.	Telephone interview on 13.07.2012
Claudia Bollwinkel, Programme Manager	filia.die Frauenstiftung	Email correspondence from 08.02.2013
Robert S. Collier, President & CEO	Council of Michigan Foundations, USA	Email correspondence from 07.06.2012
Susan Crites Price, Author and former Vice President	National Center for Family Philanthropy, Washington D.C., USA	Telephone interview on 07.06.2012
Nina Cvetk, Project Coordinator	Deutsche Kinder- und Jugendstiftung	Telephone interview on 07.08.2012

Name	Organisation	Date and type of contact
Dr. Anja Durdel, Head of Programmes and Communications Department	Deutsche Kinder- und Ju- gendstiftung	Telephone interview on 27.07.2012
Grischa Eder, 16 years old, pupil, active member and vice-chairman of board since October 2012	Schüler helfen Leben e. V.	Skype interview on 24.05.2012
Markus Gander, Chief Executive Officer	Infoklick.ch, Switzerland	Email correspondence and telephone interview on 25.06.2012
Beate Gollnast, Paid project coordinator, "Kohle für Coole"	Bürgerstiftung Barnim Ucker- mark	Telephone interview on "Kohle für Coole" case study on 21.08.2012
Robin Gosejohann, European Project Manager	ERSTE Stiftung, Austria	Email correspondence from October 2012
Teddy Gross, Founder & Executive Director	CommonCents, USA	Email correspondence from 17.07.2012
Bernadette Hellmann, Project leader for community foundations	Aktive Bürgerschaft e. V.	Telephone interview on 14.05.2012
Nicole Henrichfreise, project assistant, "jungbewegt"	Bertelsmann Stiftung	Telephone interview on 05.07.2012
Carlotta (14 years olds) and Caspar (10 years old) Keu- necke, pupils and members of CHIL- DREN council, Berlin	Children for a better World e. V.	Skype interview on 04.06.2012
Lena Knäpple, former project coordinator	Bürgerstiftung Hamburg	Telephone interview on CHILDREN Youth Councils case study on 27.06.2012

Name	Organisation	Date and type of contact
Prof. Dr. Karin Lenhart-Roth, Professor of Political Sciences	Hochschule Hannover	Conversation, also with Prof. Dr. Roland Roth on 10.08.2012
Michael Liffman, Founding Director	Asia Pacific Center for Philan- thropy and Social Investment, Australia	Email correspondence on 05.06.2012
Sarah MacAusland, Communication Officer & Youth Advisory Committee Advisor	Berks County Community Foundations, USA	Telephone interview on 27.06.2012
Barbara McMillan, Director of Regional Strate- gies	Community Foundations of Canada	Conversation on 24.06.2012 and follow-up emails in July 2012
Cecilia van der Meer, Coordinator	Pekoenja, Netherlands	Telephone interview on 03.07.2012
Lisa Muhle, Pupil, 15 years old, member of CHILDREN council, Berlin	Children for a better World e. V.	Skype interview on 05.06.2012
Lea Peersman	Edmond de Rothschild Foun- dations, France	Telephone interview on "École de la Philanthropie" on 22.08.2012
Gabrielle Ritchie, Programme Director	Inyathelo – The South African Institute for Advancement, South Africa	Email correspondence from 11.06.2012
Julia Röhrich, Project coordinator	Children for a better World e. V.	Conversation on CHILDREN youth councils case study on 20.06.2012
Prof. Dr. Roland Roth, Professor of political sciences	Hochschule Magdeburg Sten- dahl	Conversation, also with Dr. Karin Lenhart-Roth, on 10.08.2012

Name	Organisation	Date and type of contact
Peter Shiras, Executive Vice President, Business Development	International Youth Founda- tion, USA	Email correspondence on 30.05.2012
Ana Skinner, Program Manager, Youth Organizing Strategies	Laidlaw Foundation, Canada	Conversation on 10.07.2012
Nina Spallek, Chief Executive Officer	Bürgerstiftung Gütersloh	Telephone interview on 09.07.2012
Sarah Tabatabei, pupil, 16 years old, member of CHILDREN council, Hanau	Children for a better World e. V.	Telephone interview on 31.05.2012
Sophia Tabatabei, 18 years old, former member of CHILDREN council, Hanau	Children for a better World e. V.	Telephone interview on 25.05.2012
Helga Thomé, Chief Executive Officer	Bürgerstiftung Barnim Ucker- mark	Converstaion on “Kohle für Coole” case study on 22.06.2012
Andy Thornton, CEO	Citizenship Foundation, UK	Email correspondence from 05.06.2012
Astrid Winkler, CEO	ECPAT Austria	Telephone interview on 17.07.2012