

**An examination of the fundraising duties of public  
school principals and governing body chairpersons in  
three schools in the Newlands West Circuit in the  
KwaMashu District.**

**by**

**POOBALAN PERUMAL**

**Dissertation submitted in partial compliance  
with the requirements for the  
Master's Degree in Technology: Education (Management)  
at the Durban Institute of Technology**

## DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or quoted have been acknowledged by means of completed references.

P. Perumal

23. 10. 2003

Date

APPROVED FOR FINAL SUBMISSION.

23. 10. 2003

SUPERVISOR

Mrs. J. Prosser

DATE

## **DEDICATION**

**This dissertation is dedicated to my parents, Mr. Perumal Chetty and the late Mrs. Ellamah Chetty, for their sacrifices during my undergraduate studies.**

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## ABSTRACT

The provincial education departments in South Africa pay the salaries of educators who are appointed by them. A school governing body pays for all other routine expenses incurred in the operation of a school and the employment of staff. Staff not employed by the provincial education department are paid from its school fund, which is subsidised by the state. This subsidy is based on the Norms and Standards for School Funding (South African Schools' Act No. 84 of 1996), which was implemented in January 2000. It provides for the poorest of schools (numbering approximately 40 % of all public school in Kwazulu-Natal) to receive 60 % of the funds allocated for the operational needs of the schools in Kwazulu-Natal. The majority of poor schools in Kwazulu-Natal are in peri-urban and rural areas, thus leaving urban schools (approximately 60 % of the public schools in Kwazulu-Natal) to share 40 % of the funds allocated for the operational expenses of a school.

Public schools in the urban areas face huge budget deficits. To reduce these principals and chairpersons of governing bodies must use means, other than school fees, to raise money. The researcher found that the principal and the chairperson of the governing body of a public school are equally responsible for school funds, budget deficits and for the raising of funds to reduce the school budget deficit.

The writer used his experience, information from a literature survey of fundraising and data from structured interviews with principals and chairpersons of three schools in the Newlands West area to investigate the fundraising duties of principals and chairpersons of governing bodies in public schools. As principals and chairpersons of governing bodies were not trained in fundraising, the writer presented recommendations for fundraising at public schools.

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## LIST OF ABBREVIATIONS AND ACRONYMS

KZN	KwaZulu-Natal
KZNDEC	KwaZulu-Natal Department of Education and Culture
NPNC	Non-personnel, non-capital expenditure

# CHAPTER ONE

## THE FINANCIAL STATE OF PUBLIC SCHOOLS AND THE NEED FOR FUNDRAISING

### 1.1 INTRODUCTION

In South Africa everyone has the right to a basic education, including adult basic education (South African Constitution of 1996 in Section 29). The South African Schools' Act No. 84 of 1996 places responsibility on parents to send their children to school from the age of seven until fifteen or Grade Nine, whichever occurs first. The state is responsible for the funding of a public school (Section 34 of the South African Schools' Act No. 84 of 1996). According to the South African Schools' Act No. 84 of 1996 the state assumes this responsibility to enforce the rights of learners to education. However, the South African Schools' Act does not prescribe state funding of public schools. Section 34 of The South African Schools' Act requires the state to provide "sufficient information to public schools regarding the funding" in order "to enable public schools to prepare their budgets for the next financial year". The implication of letting public schools know what funding they will receive in the following year shows the expectation of the state for the school to raise its own funds because the state subsidy is insufficient. According to Section 39 in the South African Schools' Act school governing bodies are permitted to charge school fees, if the majority of parents in a school agree on the amount to be paid.

Public schools thus have an intake of learners forced by the law of the country to attend and a state that does not commit itself to the sufficient funding of the education of these learners in these public schools.

The task of a school principal is to manage a school effectively and efficiently and ensure that the education of learners is promoted in accordance with the approved

policies of the Education Department (Section 4.2 of the Employment of Educators Act No. 76 of 1998). The governing body of the school must ensure the development of the school through the provision of quality education (Section 84 of the South African Schools' Act No. 84 of 1996). The task of the principal and the vision of a governing body need resources such as textbooks, stationery, furniture, equipment, security, water, electricity and money for sundry operating expenses. The annual state subsidy to schools in the Newlands West area is insufficient for water, electricity, security and general maintenance for one month. Therefore there is a funding crisis at public schools in Newlands West.

## 1.2 CURRENT SITUATION IN MOST PUBLIC SCHOOLS

The Daily News reported on 15<sup>th</sup> May 2001 that the Durban Municipality had in April 2001 disconnected water and electricity supplies to about 50 schools: despite several warnings these schools had not paid their water and electricity accounts. It should be noted that *schools were warned* and not the KwaZulu-Natal Department of Education and Culture (KZNDEC): schools are now responsible for their own accounts. The inability of schools to pay accounts because of lack of funds is widespread.

There is at present a critical shortage of textbooks in many schools because KZNDEC had not supplied free textbooks to schools since the late nineties. Textbooks in current use at schools are also in a very poor condition. Moreover, since 1994 there have been several changes in syllabuses and so several subject textbooks have become obsolete. To date textbooks have not been purchased, as many schools lack funds. Classroom furniture, such as desks, are also in short supply because of increases in enrolment and vandalism. In fact most of the furniture that is used in many schools is in need of urgent repair. Money is however, unavailable in most

urban schools for either the purchase of new or the repair of used furniture. Educational aids, for example tape-recorders and overhead projectors, are also in a state of disrepair. Should textbooks, classroom furniture or equipment be supplied by KZNDEC, the cost is deducted from a school's annual subsidy. The Daily News reported on 27<sup>th</sup> March 2001 that the Superintendent General in the KZNDEC, Dr. Mike Jarvis, estimated that it would cost more than R1,5 billion to bring schools up to an adequate standard of maintenance and a further R500 million per annum to maintain schools in KwaZulu-Natal.

In many instances classrooms are not cleaned because the governing body cannot afford the services of cleaners. In the past the KZNDEC paid contractors to clean schools and maintain school grounds. Schools also can no longer afford gardening services and so use their already over-burdened cleaners for this purpose. Many school campuses, being dirty and covered in litter, are not in a state conducive to teaching and learning.

### 1.3 RESPONSIBILITY FOR FUNDING

The national government places full responsibility for all aspects of school education on the provincial government. The amount of money allocated for education will depend on the budget policy of the Minister of Finance and his Financial and Fiscal Commission, including his advisers who are the Director of Finance and the Governor of the Reserve Bank. The general policy of the Minister of Finance is influenced by the financial position of the Treasury and economic and political factors operating at a particular time.

Section 9 of the National Education Policy Act No. 27 of 1996 provides for a Council of Education Ministers which consists of:

- the Minister of Education,
- the Deputy Minister of Education and
- provincial political heads of education.

The Council of Education Ministers may determine national policy for:

- facilities, finance and development plans for education, including advice to the Financial and Fiscal Commission and
- the ratio between educators and students (Section 3 of the National Education Policy Act No. 27 of 1996).

The Minister of Education determines these policies with the concurrence of the Minister of Finance in so far as it involves expenditure from the State Revenue Fund (Section 5 of the National Education Policy Act No. 27 of 1996). After the Minister of Education has developed a national policy for education, he presents his financial needs to the Department of Finance. Usually there is not enough money to satisfy all requests of the various government departments. However, all requests are considered, screened, co-ordinated and synthesised into a general budget. After the Cabinet has decided on the total amount available to each department, the heads of departments are notified. The Minister of Education then distributes the money allocated to school education by the Department of Finance in its annual budget to the various provincial education departments.

The Minister of Education does not prescribe the amount of money to be spent on education to the provincial governments. The budget allocation for education in the provinces is included in the provincial government allocation. The



Intergovernmental Fiscal Review 2003 (2003:54) mentions especially that KwaZulu-Natal had “the biggest education budget of R10,4 billion and notwithstanding the highest growth in total spending of 12,4 per cent a year between 1999/00 and 2002/03, KwaZulu-Natal still has the lowest per learner expenditure”. The writer chose to compare KwaZulu-Natal with Gauteng and Western Cape. Per learner expenditure is an important measure for comparing provinces.

#### **Illustration 1**

	1999/00	2000/01	2001/02
Gauteng	4 021	4 384	4 655
KwaZulu-Natal	2 633	3 069	3 432
Western Cape	3 987	4 391	4 721

#### ***EXPENDITURE PER PUPIL***

*Source: Intergovernmental Fiscal Review 2003 (2003:54)*

KwaZulu-Natal’s (KZN) expenditure per pupil for the 2001/02 financial year was R1 223 less than Gauteng and R1 289 less than Western Cape. There was a significant difference in expenditure per pupil between KZN and the other two provinces and the impact was felt at KZN schools, as discussed in Section 1.2 above.

#### **1.4 SOME REASONS FOR THE FUNDING CRISIS IN PUBLIC SCHOOLS**

The writer has observed that the school-funding crisis has been simmering for some time, in fact since 1994. KZNDEC terminated its contracts with companies that cleaned classrooms and school campuses and also attempted to terminate teachers. Pampallis (1998:2-3) discusses resource constraints, quality of education and personnel remuneration as reasons for the school-funding crisis. Although Pampallis

(1998) is writing about the national education-funding crisis, the writer found that his reasons are relevant to the funding crisis in urban schools in KZN.

#### 1.4.1 RESOURCE CONSTRAINTS

More children are seeking places at schools and stay longer in school. High public expectations have placed increasing pressure on education departments to deliver educational services. The majority of schools, formerly designated for Africans, do not have basic facilities such as toilets, running water, electricity, telephones, libraries and laboratories.

The state, in introducing measures to reduce its deficit and debt will not, at the same time increase spending on education (made necessary by the increasing demand).

The National Treasury recognises that the “physical facilities that are conducive to a stable learning environment have been identified as one of the strategic priorities of education. In the years when personnel spending was in excess of 90 per cent of education expenditure, little was left for school infrastructure, construction and maintenance, textbooks and other critical inputs” (Intergovernmental Fiscal Review 2003, 2003:57).

#### **Illustration 2**

	1999/00	2000/01	2001/02
Gauteng	3,4 %	2,5 %	2,6 %
KwaZulu-Natal	0,3 %	2,4 %	5,8 %
Western Cape	1,4 %	1,5 %	2,6 %

#### ***PROVINCIAL EDUCATION CAPITAL EXPENDITURE AS A PERCENTAGE OF EDUCATION BUDGET***

*Source: Intergovernmental Fiscal Review 2003 (2003:58)*

Provincial capital expenditure (Illustration 2) should be viewed in the light of the political climate in the late 1970 s and 1980 s when the African National Congress used school pupils as cadres. The destruction of buildings, furniture and equipment of state schools expressed the militancy of the pupils in the African areas. The demand of African youth during this period was “liberation before education”. Illustration 2 shows that little funds were set aside for three financial years for reconstruction (capital expenditure) of public schools and African schools were most neglected. Therefore the physical state of urban schools since 1994 has been on the decline. Normal teaching and learning cannot take place at these schools.

#### 1.4.2 QUALITY PROBLEMS ARE COSTLY

KZNDEC assumes that providing quality education, such as supplying textbooks, stationery and cleaning services, will lead to greater expense. Pampallis (1998:2) points out that poor quality teaching and learning means that more learners need to repeat grades. The slow turnover of pupils results in increased enrolments at schools and hence greater expense.

Reasons for the reduction of teaching quality at schools are the infrequent school visits from subject advisors and the lack of in-service training due to lack of funds. The KZNDEC also does not provide any psychological service or support for teachers.

KZNDEC employs 75 991 teachers of which 4 577 have matriculation qualifications and 13 433 have matriculation but less than three years post-matriculation training (Intergovernmental Fiscal Review 2003, 2003:64). Matriculation plus three years training is currently regarded as qualified, which means KZNDEC has 23,7 % under-qualified teachers in its service.

Moreover, deployment of personnel to schools is inefficient. Teachers trained to teach English are, for example, forced to teach accounting. Poor teaching contributes to poor learning and failure. This in turn causes pupils to remain longer in the school system and so use subsidy, allocated to a school for pupils who do pass. This is one of the reasons for a shortage of funds in public schools.

#### 1.4.3 PERSONNEL REMUNERATION IS TOO HIGH IN PROPORTION TO BUDGETS

The proportion of the KZNDEC budget spent on remunerating personnel is very high. One of the reasons is that education delivery is labour intensive and technology cannot replace a teacher. Expenditure on education personnel consumes a large portion of the provincial education budget in all provinces. This is depicted in Illustration 3.

**Illustration 3**

	1999/00	2000/01	2001/02
Gauteng	86,3 %	84,9 %	83,2 %
KwaZulu-Natal	92,1 %	93,2 %	89,1 %
Western Cape	86,4 %	88,7 %	85,7 %

#### ***PROVINCIAL EDUCATION PERSONNEL EXPENDITURE AS A PERCENTAGE OF THE EDUCATION BUDGET***

*Source: Intergovernmental Fiscal Review 2003 (2003:57)*

No definition of what constitutes “personnel expenditure” was found in the financial information supplied by the National Treasury. “Capital expenditure” (Illustration 2), which constitutes building new classrooms and replacing dilapidated buildings and “non-personnel, non-capital expenditure” (Illustration 4), which constitutes textbooks, stationery and other teaching aids, are mentioned.

Very high expenditure on personnel leaves KZNDEC with insufficient funds for textbooks, equipment, school repairs and maintenance, libraries, security and many other services needed in an educational institution. To exacerbate the funding crisis in urban public schools in KZN, KZNDEC conducted seminars for principals and superintendents of education in very expensive hotels. Delegates for the seminar booked into these hotels for the weekend at the expense of KZNDEC, although some of the delegates lived within a few kilometres of the hotel. KZNDEC has ex-teacher training colleges with hostels that are currently not being used. These could be used for seminars and accommodation as they have boarding facilities.

Effective teaching and learning requires teachers, school buildings and other complementary inputs such as textbooks, stationery and other teaching aids. "Non-personnel, non-capital expenditure" (NPNC) refers to these complementary inputs.

#### **Illustration 4**

	1999/00	2000/01	2001/02
Gauteng	10,2 %	12,6 %	14,2 %
KwaZulu-Natal	7,6 %	4,4 %	5,1 %
Western Cape	12,2 %	9,9 %	11,7 %

#### ***NON-PERSONNEL, NON-CAPITAL EXPENDITURE (NPNC) AS A PERCENTAGE OF THE TOTAL PROVINCIAL EDUCATION BUDGET***

*Source: Intergovernmental Fiscal Review 2003 (2003:59)*

Gauteng increased its NPNC on an annual basis. Western Cape decreased its spending for the 2000/1 financial year and increased its spending for the 2001/02 financial year; but the increase did not make the province reach the level of spending of two years back. This was unusual. KZN spends the least percentage of its education budget on NPNC when compared to Gauteng and Western Cape. KZN

spent 5,1 % of its education budget on NPNC while Gauteng spent 14,2 % and Western Cape 11,7 % for the financial year 2001/02. When increased pupil enrolments are considered, the expenditure of KZN on NPNC was insufficient and accounts for the poor teaching and learning conditions in urban public schools in KZN.

Illustration 5 shows the actual NPNC expenditure per pupil. The R57 spent on a KZN pupil for the 2001/02 financial year on NPNC expenses would not be sufficient for duplication paper and writing materials for one term. Gauteng spent R240 per pupil and Western Cape R354 per pupil for the same financial period. The writer believes that the NPNC expenditure of Gauteng and Western Cape was low. Therefore the R57 per pupil spent by KZN would be regarded as extremely niggardly and quite inappropriate.

**Illustration 5**

	1999/00	2000/01	2001/02
Gauteng	R350	R270	R240
KwaZulu-Natal	R175	R55	R57
Western Cape	R312	R273	R354

***NON-PERSONNEL, NON-CAPITAL EXPENDITURE PER PUPIL***

*Source: Intergovernmental Fiscal Review 2003 (2003:60)*

**1.5 NORMS AND STANDARDS FOR SCHOOL FUNDING**

Schools in South Africa receive state funding (excluding staff salaries) based on the Norms and Standards for School Funding (South African Schools' Act No. 84 of 1996) (Illustration 6).

### Illustration 6

<i>School quintiles, from poorest to least poor</i>	<i>Expenditure allocation</i>	<i>Cumulative percentage of schools</i>	<i>Cumulative percentage of non-personnel and non-capital recurrent expenditure</i>	<i>Per learner expenditure indexed to average of 100</i>
Poorest 20 %	35 % of the resources	20 %	35 %	175
Next 20 %	25 % of the resources	40 %	60 %	125
Next 20 %	20 % of the resources	60 %	80 %	100
Next 20%	15 % of the resources	80 %	95 %	75
Least poor 20 %	5 % of the resources	100 %	100 %	25

### ***TABLE OF RESOURCE TARGETING BASED ON THE CONDITION OF SCHOOLS AND POVERTY OF COMMUNITIES***

*Source: South African Schools Act No. 84 of 1996*

This policy, implemented in schools in January 2000, provides for the poorest of schools (40 %) to receive 60 % of the education funds (Daily News, 16<sup>th</sup> May 2001). A spokesperson for KZNDEC explained to the Daily News that, “for every R1 that goes to a Durban school about R7 will go to a rural school”, thereby ensuring that a larger amount of state funding is allocated to rural and peri-urban schools. However, a greater number of rural and peri-urban pupils are registered in urban schools. This increases the pupil numbers in urban schools. Today a public school is compelled to admit pupils if a school can accommodate them. Schools are not bound

by “local address” rules whereby pupils living in the immediate vicinity of a school have prior claims to places. Schools have pupils from areas that the state recognises as being poor and needing greater school funding, yet the state would not send that funding to a school not in the area designated “disadvantaged”. The school does not gain additional subsidy if its learner population, even if poor and disadvantaged, does not live in the community the school serves. Urban schools are most affected by this as many pupils from peri-urban shack and squatter communities attend them. This adds to the school-funding crisis in the urban school.

The KZNDEC is required, according to the Norms and Standards for School Funding, to produce a “resource-targeting list” based on the conditions at the school and the poverty of the community served by the school (Section 100 of the South African Schools’ Act No. 84 of 1996). Public schools are categorised by “need” or “poverty”. Two further equally weighted criteria are used to rank each school.

They are:

- the physical condition, facilities and number of learners of the school;
- the relative poverty of the community around the school.

Both criteria are weighted at 50 % each. The distribution by quintile determines the per learner allocation of state funding to schools. Thus the school that is needy with the largest number of pupils will get priority in funding. Therefore the poorest 20 % of schools in illustration 6 will be granted 1,75 and the least poor school 0,25 in terms of an index. If R1 000 is the base figure and if this is 100 as per index, then schools would receive the following amounts:



- Poorest 20 %                      1,75 x R1 000                      =              R 1 750
- Least poor 20 %                      0,25 x R1 000                      =              R 250
- School neither poor nor  
rich                      1,00 x R1 000                      =              R1 000

It is assumed that since urban dwellers have piped water, electricity, tarred roads and buildings constructed according to plans passed by the local municipality, they have the necessary means to pay school fees and supplement the funds provided by the state (South African Schools' Act No. of 1996: Section 36). This is not always the case as there may be poverty in homes where piped water and electricity are available. The high unemployment level in South Africa and the increasing cost of living has affected parents' ability to pay school fees in many urban areas and former middle class communities. The unemployment rate at the time of writing, September 2002, was 30,5 % (Labour force survey September 2002, 2002: ii).

According to the Norms and Standards for School Funding urban schools receive different amounts of funding depending on pupil enrolment and the poverty level of parents/guardians: some schools may receive R13 000 and others R45 000 per annum. Schools in urban areas are certain to face financial problems: for example schools receiving as little as R13 000 per annum in an urban area will not be able to meet the payment of basic utilities such as water, electricity and cleaning services.

According to the resource-targeting list provinces are also permitted to set aside up to 5 % extra teacher posts to allow additional teachers to be placed at the poorest schools (Intergovernmental Fiscal Review 2003, 2003:62). Thus urban schools face an increased teacher-pupil ratio as more teachers are sent to the poorest schools. As the KZN Provincial Government spent the least portion of its provincial

budget on education (when compared to Gauteng and Western Cape) KZN had the largest teacher-pupil ratio and classroom- pupil ratio. Illustration 7 depicts this.

**Illustration 7**

	Classroom-pupil ratio	Teacher-pupil ratio
Gauteng	33	31
KwaZulu-Natal	40	36
Western Cape	31	32

**TEACHER-PUPIL AND CLASSROOM-PUPIL RATIO**

*Source: Intergovernmental Fiscal Review 2003 (2003:69)*

The writer has observed class sizes as large as 60 in schools in the Newlands West area, despite the fact that most classrooms can only accommodate 40 learners. The writer has also seen, when reading the financial statements and studying the school budgets in the Newlands West area, that schools do not have sufficient funds to employ additional teachers (which are paid by a governing body) to reduce class size. Only the more affluent public schools in wealthier communities have accumulated sufficient funds to employ additional teachers and thereby decrease teacher-pupil ratio. The quality of education is affected by class size, especially as teachers are not trained to cope with large classes.

**1.6 SECURITY**

The funding crisis in many urban schools also means that many schools have no security. The Daily News (24<sup>th</sup> May 2003) reported incidents in the Durban area of pupils at school stabbing and shooting one another. The researcher has witnessed teachers and pupils being robbed by pupils in schools at Newlands West. After the incidents pupils at school could not identify the offenders. It could either be that the pupils were afraid to identify them or the offenders were not pupils of the school.

The Daily News (2<sup>nd</sup> June 2003) reported that KZNDEC Education Minister, Narend Singh, was shocked to learn that some pupils, in collaboration with criminals, had turned schools into havens for drug-dealers. KZNDEC does not provide security services to public schools. The writer knows, from experience, that security service fees for a school are about R5 000 to R6 000 per month. Water, electricity, telephone, cleaning materials and caretakers' expenses take priority over security. Thus many schools try to operate without security or use cheaper security services which are largely ineffective.

The writer believes that the cause of vandalism, which plagues schools, is the lack of security and a lack of concern on the part of educators. Educators are burdened with increased pupil numbers, which result in increased workload and frustration. Cheaper security services render inefficient service, especially after hours when much damage to school property and furniture occurs. Funds are urgently needed in urban schools for the security of teachers and pupils and the protection of school property in order to obtain maximum use from fixed assets.

#### 1.7 COLLECTION OF SCHOOL FEES

Principals face challenges in collecting school fees because fee collection is often difficult when parents are unemployed. The writer has observed that a substantial number of learners in the Newlands West area are from poor townships or peri-urban areas where many parents work in the informal sector. In fact some pupils are self-supporting, working part-time in the evenings and weekends. Many of these parents and pupils earn only R50 a week, which places their families below the poverty datum line.

The South African Schools' Act No. 84 of 1996 provides for full exemption from school fees if a parent's income is less or equal to school fees multiplied by ten.

The average annual school fee in a Newlands West school is R600 a year. R6 000, which is ten times the total of school fees, is far greater than the R2 600, earned by those on a wage of R50 a week. The writer has calculated that 40 % of the school population are not able to pay school fees in the Newlands West area. There are also parents who do not pay school fees because they claim that the government promised free basic education. Even when fees are paid cash flow is also a major problem at most schools, as parents pay school fees in instalments. This leaves principals unable to pay cash for urgent necessities, such as paper, duplicating ink and similar items.

The South African Schools' Act requires a governing body to prepare an annual budget, reflecting the sources of its income and how the school intends to spend its funds. Because annual state subsidies are far less than the annual operating expenses of most schools, a governing body must decide on the amount it will have to raise to meet expenses. This is the reason for school fees. When school fees are unpaid, governing bodies resort to the services of debt collectors and attorneys to collect outstanding amounts, but there can be difficulties with these actions: a well-known Durban school had to pay more in legal fees than the amount of the outstanding fees.

## 1.8 SCHOOL FUNDING AND PASS RATES

The Grade 12 (Senior Certificate) pass rate is a measure of success (although not the only one) of a school. The Grade 12 pass rate does not present information on the quality of the school system but is used as an objective measure to compare provinces. Illustration 8 shows such a comparison.

### Illustration 8

	Percentage of pupils passed Senior Certificate Examination – 2001	Percentage of pupils passed Senior Certificate Examination – 2002
Gauteng	73,6 %	78,1 %
KwaZulu-Natal	62,8 %	70,7 %
Western Cape	82,7 %	86,5 %

### **PERCENTAGE PASS RATE IN SENIOR CERTIFICATE EXAMINATIONS**

*Source: Intergovernmental Fiscal Review 2003 (2003:70)*

When the three provinces are compared in illustration 8, KZN produced the lowest Senior Certificate pass rates. The writer believes this is because of the low expenditure by the KZN provincial government on education.

#### 1.9 MOTIVATION AND AIMS

The writer has taught accounting and business subjects at public schools for 22 years. In 1992, the ex-House of Delegates: Department of Education and Culture appointed him as an Internal Auditor for a public school. After the introduction of the South African Schools' Act of No. 84 of 1996 the writer guided this school's governing body in the preparation of the school budget and also determined what the annual school fees should be. Other state schools borrowed the school budgets prepared by the writer and requested his advice on school finance.

The writer was thus able to observe that schools were facing school budget deficits that increased annually. Subsidies from KZNDEC were not sufficient and schools had difficulty in collecting school fees. Schools were forced into fundraising to reduce their budget deficits, despite the fact that most principals and chairpersons of governing bodies were not trained in fundraising.

Money collected by schools was spent on an ad hoc basis and the funds that were raised by schools were not properly monitored. School fundraising was not done by planning in an orderly and logical manner. There were opportunities for defalcation of funds by teachers, pupils and parents.

In undertaking this research, the writer wished to achieve the following:

- investigate who is responsible for fundraising at a public school;
- research the fundraising process at a public school;
- present recommendations to chairpersons of governing bodies and principals to make fundraising at school effective and efficient.

#### 1.10 CONCLUSION

To overcome the shortfall in school funding, because of the reasons outlined above, principals and governing bodies are forced into fundraising. They are, however, not trained in this. The duty of a principal is to manage a school and organise the efficient delivery of education to pupils. When a school is under-funded, a principal cannot manage a school effectively and efficiently. Principals therefore should learn how to fundraise for the running expenses of schools. Parents should realise the need for money so that a school can operate effectively and efficiently and should be encouraged to assist in fundraising to provide a good education for their children.

#### 1.11 SUMMARY

In this Chapter the researcher presented the current situation concerning the financial position and the consequences the three public schools in the Newlands West area suffer because of insufficient funds. In the next Chapter the researcher will present results of interviews with principals and chairpersons of governing bodies at three public schools in the Newlands West area. From the results of these interviews

the researcher will conclude who should be responsible for fundraising at the three public schools and present recommendations from a review of literature on fundraising to equip principals and chairpersons of governing bodies with basic knowledge in this field of endeavour.

BRN 107381

2005-0336



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## CHAPTER TWO

### DATA COLLECTION AND ANALYSIS

#### 2.1 INTRODUCTION

In the previous Chapter, the present state of three public schools was discussed. The researcher undertook structured interviews in three schools in the Newlands West area where three principals and three chairpersons of governing bodies were interviewed. The responses to the questions in the structured interviews will be analysed in Chapter Two. From the responses by principals and chairpersons of governing bodies interviewed, the researcher will present recommendations in Chapter Four.

#### 2.2 RESEARCH METHODOLOGY

A careful study of relevant literature was undertaken with a view to deriving a conceptual framework and theoretical background for fundraising for charities.

Qualitative methods were used in this research. Qualitative research involves a study of documented records, case studies, personal experiences, interviews and observation. The instruments used in this investigation were observation, a review of related literature and structured interviews.

This study was based on a review of the existing literature regarding fundraising for philanthropy and school-funding. Literature can be divided into primary and secondary sources. The primary sources of literature used in this research included government publications such as issues of the Government Gazette and education laws and documents relevant to school funds issued by the KZNDEC. Secondary sources of literature included books, journals and unpublished dissertations. Information from primary sources and secondary sources were gathered, collated and interpreted.

According to Denzil and Lincoln in Rangraje (2000:34), a structured interview “refers to a situation in which an interviewer asks each respondent a series of pre-established questions with a limited set of response categories. There is generally little room for variation in the response except where an infrequent open-ended question may be used”.

Structured interviews were conducted with chairpersons of governing bodies and principals of three schools during October 2002. The interviewer used a written interview schedule to ensure that he asked the same questions to all interviewees.

The structured interviews with chairpersons of governing bodies comprised questions to assess their views on fundraising at school (See Appendix 1). The structured interviews with principals comprised questions to find out their views on fundraising at school (Appendix 2). The interviews lasted 20 to 30 minutes each. Chairpersons were interviewed at their residences and principals at their schools after arrangements were made telephonically. All completed a standard Informed Consent Form (Appendix 5) and were assured of complete confidentiality.

### Illustration 9

		AGREE	DISAGREE	PLANNING AND NEED ANALYSIS	CASH CONTROL AND ACCOUNTABILITY	MONITORING CAPITAL EXPENDITURE	MOTIVATION	ACCOUNTING STATEMENTS	MARKETING AND ADVERTISING	WEEKEND	WEEKDAY	DAY HOURS	EVENING	PROFESSIONAL ADVICE	MOTIVATIONAL ROLE
1	Governing body has duty to fundraise	67	33												
2	Chairperson needs training to fundraise	100													
3	Aspects needing training in fundraising			100	67	33	33	33	33						
4	Time for training														
4.1	Weekday/Weekend									100					
4.2	Day hours/Evening									100					
5	Marketing the school to attract donors	100													
6	Role of principal in fundraising													67	33
7	Need for educator participation in fundraising	100													

**SUMMARY OF INTERVIEWS WITH CHAIRPERSONS OF GOVERNING BODY (AS A PERCENTAGE)**

**Illustration 10**

		AGREE	DISAGREE	KZNDEC	N.G.O.	ACADEMIC RESULTS	SPORTING ACHIEVEMENTS	SUCCESS IN PUBLIC EXAMS	DISCIPLINE	MISSION STATEMENT	TEACHERS' ABILITY	SAFE ENVIRONMENT	COMPULSORY	VOLUNTARY BASIS
1	Principal has duty to fundraise	100												
2	Principal needs training to fundraise	100												
3	Providers of training in fundraising			100										
4	Need for educator participation in fundraising													100
5	Use of professional fundraisers		100											
6	Marketing the school to attract donors	100												
7	Aspects of school to be marketed					100	67	33	33	33	33	33		

***SUMMARY OF INTERVIEWS WITH PRINCIPALS OF THREE SCHOOLS (AS A PERCENTAGE)***

## 2.3 DATA ANALYSIS: INTERVIEWS WITH GOVERNING BODY CHAIRPERSONS (APPENDIX 1)

### 2.3.1 QUESTION ONE

*Under the South African Schools' Act of 1996, a public school's governing body is charged with taking "all reasonable measures within its means to supplement resources supplied by the State..."*

*Do you agree that this should be a duty of the governing body?*

The chairperson in School A did not agree that a school governing body should supplement the resources provided by the state for education at a school. The chairperson felt that the government was ignoring its responsibility for funding the education of its citizens and passing it on to the parents.

The chairperson in School B agreed that a school governing body should undertake fundraising to supplement the resources supplied by the state for the education of their children. Although this chairperson accepted that the school's governing body must supplement funds supplied by the state, he could not accept the fact that his school used money raised for upgrading the offices of management and not directly on resources for the education of children. This chairperson was critical of the state's policy of spending 60 % of its funds for education on rural schools and 40 % on urban schools, when the embezzlement of funds at many rural schools is public knowledge.

The chairperson in School C explained that prior to 1994 the bulk of the money in the education budget went to a few public schools. Now that the state has to spread its money to all public schools, it cannot supply the previously generous funding. This has resulted in the community having to supplement the funds supplied by the state in order to provide the best education for its children. This chairperson

noted, that in the attempt to redistribute wealth in democratic South Africa, not all schools would obtain the same funding from the state and fundraising should be a regular duty of a school's governing body. He expressed a hope that in the future when a black middle class has developed and people have jobs, the government would have more funds for education and governing bodies could be relieved of their responsibility for supplementing school funds. This chairperson agreed that the state simply could not afford to fund education and the responsibility was placed on the community to raise funds to obtain the best for its children.

#### 2.3.1.1 RESEARCHER'S COMMENT

All three chairpersons did not understand that the Department of Finance supplies funds for education after a meeting between the Minister of Finance, the Minister of Education and the political heads for education in the various provinces. The National Ministry does not spell out to the provincial governments the exact allocation for education. Funding for education is a part of the allocation to the provincial budget. This accounts for the fact that different provinces spend different amounts on learners. KZNDEC has the lowest per annum allocation per learner (as pointed out in Chapter One). This fact will be discussed (as a recommendation) in Chapter Four.

#### 2.3.2 QUESTION TWO

***As the Department of Education has charged governing bodies with this duty, should it provide training in fundraising for their chairmen?***

The chairperson from School A wanted training in fundraising urgently. He wanted the training to empower him in methods for raising funds. The chairpersons from Schools B and C agreed with this view.

### 2.3.2.1 RESEARCHER'S COMMENT

School fundraising is a relatively new field and all three chairpersons were correct in wanting training. The literature review in Chapter Three and the recommendations in Chapter Four support training in fundraising for chairpersons of governing bodies.

### 2.3.3 QUESTION THREE

*I should like to hear your ideas on what form this training should take.*

The chairperson of school A wanted training in accountability for the use of funds. He added that before funds are raised, planning was needed on aspects such as where funds are most needed and what is the educational value of this spending.

The chairperson of School B wanted training in checks and balances when collecting and disbursing money and how to prioritise spending of funds collected for educational projects. Further, he wanted to learn how to monitor an educational project, ensuring that it was for the benefit of pupils.

The chairperson in School C wanted training on how to motivate people to carry out fundraising tasks. He also wanted training on planning and organising fundraising events. Administrative training, using accounting exercises to prepare simple receipts' and payments' statements, was also mentioned. The chairperson saw a need for basic training in marketing and advertising. He realised that the community would not support his school if the community did not get anything in return. He cited an example of a school fête where live bands entertain people while they move around patronising food and other stalls.

### 2.3.3.1 RESEARCHER'S COMMENT

Training in school planning for the delivery of education is what school governing body chairpersons wanted so that they could work out precisely what



resources were needed to have education delivered and raise funds to meet these needs. Strategic planning for fundraising will be dealt with as a recommendation in Chapter Four.

#### 2.3.4 QUESTION FOUR

*As chairmen are busy persons with interests outside the school, when and for how long should there be training?*

The chairperson from School A wanted training on Saturdays, starting early and finishing in the late evening. He preferred this time because parent governors are in full-time employment during the week.

The chairperson from School B also wanted training on Saturday mornings from 10h00 to 16h00 over three weekends, thus providing the parent governors with 18 hours of training. He conceded that not all that was needed to be known can be taught in this time but at least 80 % of what a school governing body needs to know about fundraising can be taught.

The chairperson from School C agreed with chairpersons from Schools A and B. He stated that using Saturdays from 08h00 to 17h00 would not be a problem, because he wanted to be empowered by training to fundraise.

##### 2.3.4.1 RESEARCHER'S COMMENT

Chairpersons of governing bodies wanted training in fundraising. In Chapter Three the writer will discuss the fundraising process with special emphasis on the duties in school fundraising of the chairperson of the governing body and the principal. Chapter Four will discuss special areas that chairpersons and principals should concentrate on in order to make fundraising successful at schools.

### 2.3.5 QUESTION FIVE

*Do you agree with the strategy of marketing schools in order to attract donors?*

The chairperson from School A agreed that a school has to market itself by telling the community what it produces in matriculation results and its achievements in the sporting arena. Publishing a school's successes makes it easier to ask businesses and the general public for donations, as they will know that they would be supporting a school that delivers education.

The chairperson from School B used the print media to publicise the success of his school in the matriculation exams. The objective of the media advertisement was to attract parents from the area to send their children to his school. This chairperson believed that by having a larger pupil population, the governing body could keep school fees at an affordable rate. In addition, with lower school fees and more pupils, the school had a larger school population from which to get contacts for donations.

The chairperson from School C said that a school wanted good pupils. By marketing a school, bright pupils were attracted to a school and donors would logically support the achievements of these pupils. The chairperson felt that the marketing of a school should be based on academic and sporting activities and when, for example, the matriculation pass rate was very good, it would be easy for a school to approach people for donations.

#### 2.3.5.1 RESEARCHER'S COMMENT

The responses indicated that the public would donate money and parents would send their children to a school that was successful. The idea that fee-paying parents wanted the best value for money was also evident. Businesses want

“mileage” for their donations. Awareness of marketing principles for fundraising will be dealt with as a recommendation in Chapter Four.

#### 2.3.6 QUESTION SIX

***What role in fund raising do you envisage for the principal of the school?***

The chairperson in School A said that the principal knew how the money was spent in a school. The principal therefore should give the school governing body his professional advice on how much money was needed to operate a school and which areas needed money most urgently.

The chairperson of School B expressed his concern about principals being “fossil educators” in a governing body. By this he meant that principals do not participate in the activities of the governing body, but merely tell it what they need. The chairperson felt that the principal should play a motivational role in raising funds because he was in contact with educators and parents. The principal should establish relationships between staff and parents in matters concerning fundraising.

The chairperson in School C said that the principal is part of the school governing body and not an independent entity. Therefore he should be fully involved in the fundraising activities of the school governing body. The principal was in a position to give facts and figures on what educational resources he has or does not have, what he needs and what he does not need. The principal is in contact with teachers and pupils in a school. Teachers and pupils should be motivated to achieve good results because when these results are seen, the school governing body will support both teachers and pupils with funds to achieve at even a higher level. The chairperson added that a governing body would be unable to support fundraising when it did not see meaningful and successful learning and sporting activities at school.

### 2.3.6.1 RESEARCHER'S COMMENT

Chairpersons of governing bodies recognise the professional role of the principal in a school. Principals know what a school needs and chairpersons of governing bodies depended on him for advice on fundraising. Principals are in contact with teachers and parents through the governing body. Chairpersons of governing bodies expected that principals motivate both parents and teachers to undertake fundraising. Principals in response to Question 1 in Appendix 2, also agreed on this duty to motivate parents and teachers to undertake fundraising. Section 3.4 in Chapter Three will discuss this.

### 2.3.7 QUESTION SEVEN

#### *Should the educators of the school be involved in fundraising?*

The chairperson from School A said that they were engaged with their own occupations and did not have much time to spend in fundraising for a school. He felt that educators were at school for most of the day and should do much more than school governing body members in organising and administering fundraising for the school.

The chairperson from School B said that teachers had their tasks made easier with funds raised by the school governing body. Teachers benefited by having smaller class numbers, better school buildings and teaching facilities. Therefore teachers should assist in school fundraising. Ultimately, teachers have a voice in how the money of the school should be spent and they should be actively involved in fundraising.

The chairperson of School C felt that educators should be involved in fundraising in clerical functions. Educators should provide organisational and logistic

support such as keeping records of the collection of monies and checking tickets at the door when school concerts were held.

#### 2.3.7.1 RESEARCHER'S COMMENT

Chairpersons of governing bodies had the perception that the teachers' task becomes easier with fundraising and wanted educators to be involved in fundraising. Chairpersons did not recognise that fundraising is not in the job description of a teacher. No mention of appealing to teachers for support in fundraising was made.

The tone and response to Question 7 from Appendix 1 indicated that a strained relationship existed between parent governors and teachers. The writer believes this has been created by the poor image teachers have recently created for themselves. High teacher absenteeism and lack of dedication has caused this poor image. This will be discussed in Chapter Four as a recommendation to the National Ministry and KZNDEC to take responsibility for the funding of schools.

### 2.4 DATA ANALYSIS: INTERVIEWS WITH PRINCIPALS (APPENDIX 2)

#### 2.4.1 QUESTION ONE

##### ***Should fundraising be a regular duty of principals?***

The principal from School A said that fundraising was part of the duty of a school's governing body and a principal is part of a school governing body. Therefore, he said that it was important for a principal to undertake fundraising at school. School fees were not sufficient and principals needed money from fundraising for items such as textbooks, stationery and furniture.

The principal in School B said that his school was under-funded and he was forced to raise funds. He noted that fundraising is the responsibility of a school's governing body but as a principal he has to be involved in the fundraising activities of his school. He mentioned theft of money and unethical fundraising methods do occur.

This principal took an active part in fundraising because he wanted proper control to be in place as he did not want the name of his school to fall into disrepute. The principal in School B concluded that fundraising has recently become one of the recognised duties of the principal.

The principal in School C said that fund raising was the duty of a school governing body. However, he noticed that the parent governors did not possess adequate skills for fundraising. The principal in School C noted that the principal in most public schools guided fundraising. He said that, although the school governing body had all the powers of finance in a school, the principal was really the guide for the school governing body in financial matters and fundraising. In his school the principal said that he provided the initiative for fundraising by asking for funds to manage the school. He summarised by saying that on the one hand fundraising was the function of the school governing body and on the other hand initiatives come from the principal. This principal from School C explained that fundraising is “a grey area” in terms of the South African Schools’ Act No. of 1996 as it states that a school governing body is to supplement the funds of the school. A school governing body is constituted of parents, principal, educator staff, non-educator staff and pupils. He questioned who exactly should be responsible for fundraising at a public school.

#### 2.4.1.1 RESEARCHER’S COMMENT

All three principals agreed that they should undertake fundraising. Principals from Schools B and C felt that fundraising is the duty of a school governing body but undertook fundraising because parent governors lacked fundraising ability. The principal from School C questioned who exactly should become responsible for fundraising in the school governing body as it was constituted of parents, principal,

teachers, non-teaching members of the staff and pupils. This question will be dealt with in Section 3.2 in Chapter Three.

#### 2.4.2 QUESTION TWO

***If principals are to be involved in fundraising, is training necessary?***

The principal in School A thought that training in financial management of fundraising was necessary. The principal said that fundraising required delegation of duties. He wanted to be trained to keep control of the collection of money from different individuals.

The principal in School B said a school was accountable to the public for the use of school funds and training was necessary for the management and accountability of public finance. He and all the members of the school governing body needed to be trained in controlling finances in the fundraising process. The principal in School B realised that there was a lot of preparation for fundraising, such as a fundraising budget and an expected income and expense statement. He together with his school governing body members needed training in receiving money, disbursing funds and care of items acquired with school funds.

The principal in School C, agreed with the principal from School B and said that training was necessary because a principal needed to know how money was received and how money was spent in a school. A principal needed to know the procedure for spending public funds. This led the principal to comment on budgets. He said funds could not be used if they were not catered for in the current year's budget. This principal wanted training to read financial statements so that he would not have people "pulling wool over his eyes". Further this principal needed training on how and whom to approach for funds and how to motivate teachers to take part in fundraising activities.

#### 2.4.2.1 RESEARCHER'S COMMENT

All three principals were very concerned with the accounting aspects of fundraising. Principals wanted training to manage public funds so they could account for its use. A lot of concern was shown for training in controlling public funds and the preparation and reading of financial statements. Control of money and preparation of financial statements will be dealt with in Chapter Four as a recommendation.

#### 2.4.3 QUESTION THREE

##### *Who should provide this training?*

The principal in School A said that training for fundraising should be provided by KZNDEC. He believed that many principals had the necessary academic and administrative training for managing a school but when it came to financial management and fundraising, principals were lacking in this area. Therefore he felt that the KZNDEC should train principals for fundraising and managing money collected.

The principal in School B said that probably people from the private sector through the KZNDEC could do the training. He suggested KZNDEC getting people who do fundraising for welfare agencies to train a school staff and its governing body to fundraise.

The principal in School C added that school fundraising is a relatively unexplored area and suggested that KZNDEC arrange to train their auditing staff in fundraising to empower school principals and governing body members.



#### 2.4.3.1 RESEARCHER'S COMMENT

All three principals acknowledged that they lacked expertise in fundraising and needed to be trained. They looked to KZNDEC for this training. This will be dealt with as a recommendation in Chapter Four.

#### 2.4.4 QUESTION FOUR

##### *Should educators be compelled to take part in fundraising?*

The principal from School A would not compel educators to participate in fundraising. He would prefer a principal as a leader to convince the educators to voluntarily participate in fundraising.

The principal in school B said that educators, to a certain extent, should be involved in fundraising but not compelled to participate. He stated that a teacher's function was to teach and when fundraising can be blended into classroom activities then teachers should be involved. Economic and Management Science used activities like a market day at school. Market day is a day set at school to encourage entrepreneurship. Pupils engaged in some economic activity to raise funds for the school. This principal suggested that educators formed a fundraising committee on a voluntary basis. This committee should work very closely with the school governing body.

The principal in School C said that school governing body members were "plucked" from the community and placed in a school. The school governing body was given responsibility without training and the little training that was given to a school governing body was not even successful. School governing body members had very little knowledge of school governance and finance although they were given considerable power. Educators still fundraise through débutantes' balls, school concerts and fun walks. If teachers were taken away from fundraising tasks, the

principal would be saddled with the very heavy burden of managing a school with less money. Principals actually co-opt their “willing” teachers in order to make fundraising successful at school.

#### 2.4.4.1 RESEARCHER’S COMMENT

All three principals acknowledged that teacher assistance in fundraising was necessary at school. However, teachers should not be compelled to assist; they should participate voluntarily. The researcher had noticed that teacher and parent participation in fundraising was essentially voluntary. The researcher will deal with volunteers as a recommendation in Chapter Four.

#### 2.4.5 QUESTION FIVE

*Some independent schools and American schools employ professional fundraisers. Would you prefer this approach for your school?*

The principal of School A said that the use of professional fundraisers would depend on the type of governing body at the school. If a school governing body was successful in fundraising, then the services of a professional fundraiser would not be needed. He expressed concern about the affordability of a professional fundraiser, which must link up with the profitability of a fundraising event. If a fundraising event generated a net profit of R100 000 through consultation with a professional fundraiser, then R10 000 spent on professional fees would make economic sense. If on the other hand if it was projected that a fundraising event would raise a net profit of R10 000, then it would not be economically feasible to consult a professional fundraiser. This principal was not aware of any school governing body that used the services of a professional fundraiser.

The principal in School B said that using professional fundraisers was a good idea but control of the fundraising process would be lost. Furthermore, he believed a

professional fundraiser can engage in activities that can reduce income or even result in a loss. He cited a recently held fair in aid of charity in the area which was organised by professional fundraisers and was not profitable, as the overhead costs were high. He explained that public schools desperately needed funds and could not afford the cost of professional fundraisers. The principal expressed the view that he would not use professional fundraisers.

The principal in School C said that using professionals would be good, but principals were engaged in fundraising because they did not have funds. He questioned the availability of funds to pay the professional fundraisers when a school needed all the money it raised.

#### 2.4.5.1 RESEARCHER'S COMMENT

All three principals would not use a professional fundraiser, as they said that they could not afford to pay professional fees and they would lose control over the fundraising process. The researcher perceived that since schools were just beginning to fundraise for projects, they were satisfied with the small amounts they raised. Once schools plan on supplying the best to their pupils, regardless of the cost, they would become ambitious in fundraising and use professional fundraisers to obtain large sums of money for extensive projects.

#### 2.4.6 QUESTION SIX

***Do you think it is a good idea to market your school in order to attract funding? What aspect of your school would you emphasise to attract donors?***

The principal in School A agreed to the idea of marketing a school. Marketing a school was attracting pupils to a school. He added that the way to do this was to keep school fees low and produce good matriculation pass rates. He believed that

once a school was viewed favourably by the community, the school governing body had the courage to approach businesses and successful individuals for donations.

The principal in School B expressed the same view as the principal of School A. Furthermore, he added that if a school was competitive and successful in attracting pupils more school fees would be collected and education delivered with better resources. When a school was successful in a learning area, the school could be in a position to approach donors and sponsors. He cited a school in Newlands West that was able to secure a R400 000 donation from Saudi-Arabia for the purchase of computers. The principal from School B entered pupils in public examinations such as the "Mathematics Challenge" (a challenging test in primary school mathematics) and the Science Olympiad in order to show the public that his pupils were successful in these examinations and able to compete successfully with other schools. When the public were approached for donations, these successes could be mentioned. Sport was another area that this principal emphasised. He affiliated his school cricket team to a body larger than the Newlands West Association and he reported that they were doing well. He believed that the public was certainly noticing his school.

The principal at School C believed that a school that was not marketed was a "dead" school. School publicity showed the community where to send their children. For this principal attracting pupils to a school was in itself fundraising because it resulted in a larger amount of school funds, in terms of fees, coming to the school. The principal explained that schools that have academic and sporting excellence dictated the school fees set. This principal believed that the most important aspect of a school was discipline. If discipline was good at a school, it would lead to good academic and sporting results. He explained that the school should concentrate on pupils' moral and ethical education. He explained that if the school had discipline and

provided quality academic, sport and moral education it would automatically progress and the community would come to know of this. When a school solicited funds, donors would not hesitate to support a school that was not wasting money. He added that the mission statement of a school, the discipline of the learners, the enthusiasm and attitude of the teachers and the safe environment of a school would enable it to easily obtain donors easily.

#### 2.4.6.1 RESEARCHER'S COMMENT

Marketing schools to attract pupils was very important to principals. Principals wanted to create a favourable image of their schools in order to attract donors and sponsors. The researcher will elaborate on marketing, public relations and school publications in Chapter Four as a recommendation.

### 2.5 CONCLUSION

All three principals and chairpersons of governing bodies agreed that it was their responsibility to fundraise. A governing body needed funds to undertake the functions allocated to them in Section 21 of the South African Schools' Act No. 84 of 1996. A principal needed funds to ensure that the education of the learners was promoted in accordance with the approved policies of the Education Department (Section 4.2 of the Employment of Education Act No. 76 of 1998).

Both principals and chairpersons wanted training in fundraising. They pointed out the aspects they would like to be trained in. Today, schools operated according to business principles, that is, they provided a need-satisfying service in exchange for fees. Principals and chairpersons of governing bodies were aware that they must attract pupils to their schools. Principals and chairpersons of governing bodies were conscious of public relations in order to create a favourable image to attract donors and sponsors.

## 2.6 SUMMARY

Structured interviews were conducted in three schools in the Newlands West area. From the responses of the three chairpersons of the governing bodies and three principals the researcher was able to plan recommendations to make fundraising more effective at school. After a review of relevant literature on fundraising in Chapter Three, recommendations will be made in Chapter Four.

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## CHAPTER THREE

### THE FUNDRAISING PROCESS

#### 3.1 INTRODUCTION

Before fundraising, Ritchie (1999:44) recommends an organisation ask itself if it will survive a forensic audit. If the answer is “no”, then the organisation should forget about fundraising. In case the answer is “no”, proper financial controls will have to be instituted. With proper financial controls in place money may be saved, which of course means less money has to be raised.

Before a school embarks on fundraising, a complete analysis of how every cent was spent previously should be undertaken. Included in this analysis should be information concerning whether the school had paid the quoted price for goods and services or had negotiated the best deal or had tried to obtain sponsorship. Schools should practise the philosophy of spending the least amount of money for the greatest benefit and encouraged to do this. Once the analysis is completed, it is time to focus on the donor community and plan an appropriate strategy for optimal fundraising (Ritchie, 1999:45).

Chapter Three will review relevant literature on fundraising.

#### 3.2 RESPONSIBILITY FOR FUNDRAISING AT A PUBLIC SCHOOL

Chapter One explained that the principal needed funds to manage a school effectively and efficiently. The responsibility for fundraising at a public school rested on the shoulder of the principal, as he/she needed funds to run a school. However, equal responsibility was also placed on the governing body regarding the funding of a public school. Section 36 of the South African Schools’ Act No. 84 of 1996 entrusted the governing body with the responsibility of taking reasonable measures to supplement the resources supplied by the state in order to improve the quality of



education provided at the school. Therefore the chairperson of the governing body of a public school was responsible for school funds, budget deficit and for the raising of funds to reduce the school deficit. In practice the principal took on the responsibility of fundraising “by default” on the part of the parent governors to supplement the funds provided by the state. No mention was made in the Employment of Educators Act No. 76 of 1998 concerning fundraising duties of a principal. The principal’s position as fundraiser was not spelled out in the South African Schools’ Act No. 84 of 1996, but as an ex-officio member of a school’s governing body he/she could find himself/herself involved in fundraising. It was a fact that in reality principals tended to be chief fundraisers in many schools (response of principal C to Question 1 in Appendix 2).

From the writer’s experience and observation in the Newlands West area, parent governors were apathetic and lacked ability concerning fundraising in their schools. Maharaj’s findings (2001:25) were similar concerning parent governors in the Trenance Park area. Parents in the Trenance Park area actually resigned from the school governing body because of the time and work required of them by the school. As parents had a negative attitude towards and little ability for fundraising, principals bore a greater proportion of the responsibility for fundraising in the Newlands West area than did school governing bodies. We may conclude that the principal and the chairperson of the governing body should equally share the task of fundraising at a public school.

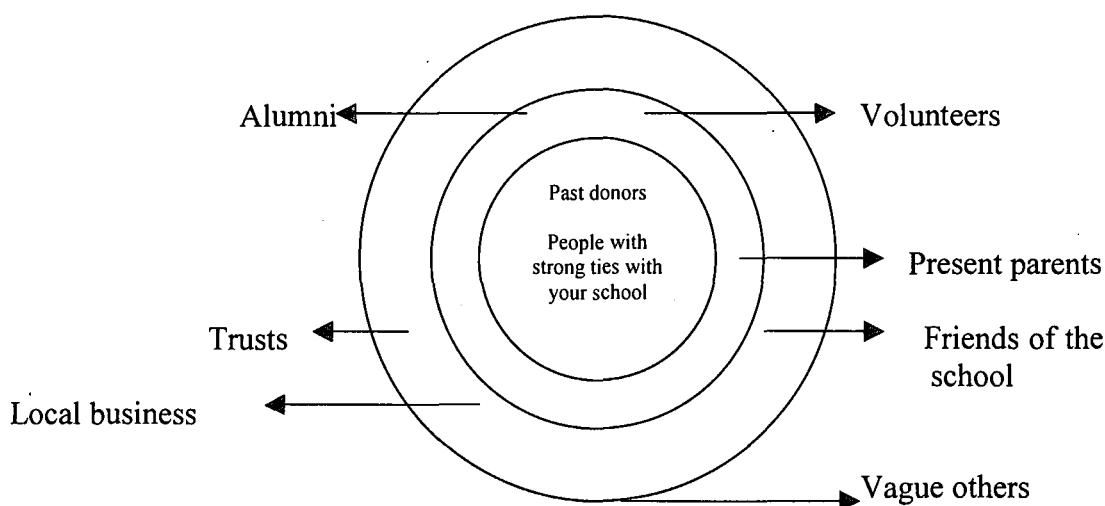
### 3.3 PLANNING

As so many organisations compete for public attention and money, obtaining donations and sponsorship from individuals and businesses has become increasingly difficult. This has been exacerbated by the poor economy and rising unemployment.

For these reasons careful planning was necessary to persuade the public to donate money to schools.

One of the first tasks in planning is to develop a donor prospect target (Steele and Elder, 1992:28). The donor prospect target is illustrated by a series of concentric rings indicating who is “most likely to support”, “less likely to support” and “least likely to support” a school. In the “bull’s eye” or the centre are “your best prospects” while moving outward through successive rings, prospects become less likely to respond to appeals for donations. Illustration 11 depicts this.

**Illustration 11**



### ***DONOR PROSPECT TARGET***

*Source: Adapted from Steele and Elder (1992:29)*

Past donors and people with strong ties with your school are people that approve the way a school is operating. They want to be associated with a school in a special way and will certainly donate money to the school if they have the means to do so. Past donors and people with strong ties to a school are the best source of donations for a school and must be nurtured and cared for by the principal and chairperson of the governing body. Flanagan (1991:16) explains that rich people can buy what they want with one payment and similarly would donate one large sum

when asked to do so. Further, Flanagan (1991:16) explains that poor people buy what they want by stretching out payments as long as possible. Hence, principals and governing body chairpersons must arrange for these donors to make pledges by which they, for example, contribute monthly and become part of the great work a school does.

The second group of people that have allegiance to a school are the school's past learners who are now employed, volunteers and present parents. Present parents donate money because they want their children to benefit. Volunteers, by virtue of the fact that they have an interest in a school, donate money within their means, when asked. Past pupils are likely to contribute in recognition of their *alma mater* which helped them to secure their present occupations.

Trusts, local businesses and "friends of the school" belong to the third category, which will donate money to a school if their planned total charitable donation for the year can accommodate the request of the school. If they cannot satisfy a school in one year they often will consider giving the school a donation the following year. Blume (1977:57) says that trusts usually reject appeals for donations because they do not have sufficient funds to distribute because their capital is held in property or shares that fluctuate in value. This in turn affects their income for donations. However, principals and chairpersons of governing bodies should not give up on making requests to trusts, unless they are convinced that a trust is not interested in education.

Thus, school fundraisers mainly look to people who believe in the cause of the school. In addition however, a school's fundraisers attempt to bring into the funding fold those who have demonstrated an interest in their school. The essential task of the principal and the governing body chairperson is to find the right donors, who are

interested in what the school is doing and to hold on to them (Cuthbert, 1992:26). A donor prospect target such as devised by Steele and Elder (1992:29) will provide them with a focus for their activities.

### 3.4 CULTURE OF THE SCHOOL

Fundraising projects are generally successful if they follow the culture of a school. Owens (1998:90) explains that organisational culture “refers to the norms that inform people about what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumptions and beliefs that are shared by members of the organization, the ‘rules’ of the game that must be observed if one is to get along and be accepted as a member, the philosophy that guides the organization in dealing with its employees and its clients”. Working against the culture of an organisation breeds resistance.

If a school has a creative culture, then, it may, for instance, embark on funfairs and stalls spanning over three days. If a school has a cautious but purposeful culture, then its fundraising projects will have these qualities. It may, for instance, prefer to hold *débutante* balls and fun-runs. One approach is no better than the other. What is important is being aware of the culture of a school and launching its fundraising projects accordingly. Principals and chairpersons of governing bodies should be aware of the culture of a school for fundraising purposes.

A school that excels in its academic activities should emphasise this in fundraising programmes. If, for instance, the school has a high level of distinction pass rates in subjects like physical science and mathematics, a school should make this known to prospective donors. Chemical and technological industries will show an interest in the school through donations and sponsorships in the hope of attracting talented students to their companies for employment. The staff in the physical science

and mathematics department will probably favour this as it reflects well on their teaching and so they will support a fundraising programme. Similarly, if a school excels in sport, it should use its position of strength to embark on a fundraising programme by attracting support from firms that sponsor certain sport, for instance the mobile cellular phone company, MTN, which sponsors cricket.

One should identify the needs of the community and see how these match the strengths of the school and its donor capacity. The residents of the Newlands West area are lower middle-class and many live in one room sub-economic housing. It is not likely that many of the pupils in the Newlands West schools will follow an academic career or seek employment in engineering, medicine and the economic sciences. These pupils are given subject packages in school that will enable them to create their own employment. Thus, home economics, woodwork, metalwork, travel and tourism, hotel-keeping and computyping are offered. When a school has matched its strengths to the needs of the community, it has a basis to approach businesses that have social concerns as a criteria for donations.

The principal and the chairperson of the governing body have the task of convincing doubting members of staff and parents that a fundraising strategy will be successful. To do this they should highlight the primary and the secondary benefits of fundraising. The primary benefit of fundraising is to raise money and the secondary benefit of fundraising is to improve the facilities at school and help deliver a better quality education. The principal should encourage members of the school staff to participate in school fundraising.

### 3.5 RESOURCES FOR FUNDRAISING

Morris (2000:26) finds that school fundraising requires four types of resources: they are time, motivation, experience and for certain types of fundraising, initial finance.

#### 3.5.1 TIME

The writer has observed that public schools in the Newlands West area draw approximately 50 % of their learners from very poor communities such as Westridge, Lindilani and Richmond Farm. Meeting the needs of these learners was time consuming as a lot of remedial teaching had to be done. An educator, when preparing lessons and assessing pupils in Outcomes Based Education uses a significant amount of time. Time had become a scarce resource for teachers. The stresses and strains in public school education leave little time for educators to participate in fundraising. Hence, it has become the duty of the principal and governing body chairperson to provide leadership in fundraising, because staff members are fully occupied with their classroom duties.

If a school wishes to obtain the primary and secondary benefits of fundraising mentioned above, investment in time will be worthwhile. Principals and governing body chairpersons have to recognise the need to allocate time for the purposes of fundraising (Morris, 2000:27).

#### 3.5.2 MOTIVATION

Steele and Elder (1992:10) write of the fears of fundraisers, which are as follows:

- the fear of failing to raise money;
- the fear of being turned down when asking for money;

- the fear of not being socially accepted by donors with whom they will be in contact; and/or,
- the fear of begging for donations.

Steele and Elder (1992:11) say that an individual must be motivated enough to believe that he/she can successfully raise funds, and the principal and governing body chairperson should remind individuals that they solicit funds as “institutional” representatives. Steele and Elder (1992:11) encourage fundraisers by pointing out that even the most skilled fundraisers are frequently turned down for funds. They also suggest that the fear of “begging” for funds may be overcome by remembering that fundraising seeks consonance between a donor’s wishes and the school’s needs (as will be discussed in Section 4.2.5 of Chapter Four). The target group for fundraising at school is that a special group of people with resources, want to exchange these resources for the satisfaction of knowing that something good will result from their help. Hence, fundraising may proceed in an open, ethical, balanced and “win-win” way.

### 3.5.3 INITIAL COSTS

Large fundraising projects may require initial funding in the form of advertising, printing, postage and travelling costs. The ability of a school to raise minor sums is often the acid test of its competence to undertake a larger fundraising scheme. Therefore the principal and chairperson of the governing body should encourage parents, educators and learners to raise money by, for example, cake sales, for initial funding.

### 3.6 FUNDRAISING AUDIENCE

A fundraising audience comprises individuals or groups that participate in fundraising. These include the following:

- the school's governing body;
- the staff at school;
- parents and learners;
- the local community; and,
- local and national commercial organisations.

The principal and the governing body chairperson, if they wish to secure support, should ensure that all these groups clearly understand a school's purpose in fundraising (Morris, 2000:29). Cuthbert (1992:50) discusses sources of money for today, tomorrow and the future under headings of current income, assets and estates. The writer will adapt Cuthbert's (1992:50-51) ideas and make it relevant for school fundraising.

### 3.6.1 CURRENT INCOME

Most people receive a regular monthly income in the form of wages, salaries, pension benefits and investment incomes. The major part of these incomes is used for food, clothing and accommodation. Some goes into savings and people may have some to donate to a worthy cause. Companies also have a regular monthly turnover but they plan what they will give to worthy causes only at the end of a financial year.

Schools have regular monthly income needs: expenses such as water and electricity, salaries and routine supplies. Therefore they should plan events and appeals to attract money from people who receive regular monthly incomes. A weekly Saturday morning cake sale at the local garage or shopping centre and a monthly jumble sale are good methods to attract money from regular income earners.

### 3.6.2 ASSETS

Regular income earners also accumulate assets in the form of shares, property and savings in the long term. Money is tied up in shares, property and long-term



savings. Schools have extraordinary financial needs such as computers, laboratory equipment, reference books and textbooks. For these expenses principals and chairpersons of governing bodies should endeavour to tap into people's assets by requesting large amounts in the form of a big single gift.

### 3.6.3 ESTATES

The largest donation most individuals make is a bequest in a will. If a school has "nurtured" donors over a long period, it can expect to receive a large lump sum donation. Building a trust fund with bequests is a good way of planning a regular future income for the school. The money received as bequests is placed in an account. The capital itself is not used for the operation of the school. Only the interest generated from the capital invested is used for a specific function, for example, the promotion of science education.

### 3.6.4 THE FUNDRAISING MIX

Fundraising methods employed by the school must attempt to tap into all three sources of funds, which are current income, assets and estates. The following table presents a good guide on the sources of funds:

### Illustration 12

Method of fundraising	Individuals	Businesses/Companies	Foundations and Trusts	Interest groups	Government
Annual giving	Yes	Maybe	Maybe	Maybe	No
Direct appeal	Yes	No	No	No	No
Special events	Yes	Sponsor	No	No	No
A big gift	Yes	Yes	Yes	Yes	Yes
Project funding	Yes	Yes	Yes	Yes	Yes

Yes : Definitely approach this source

No : Definitely not approach this source

Maybe : Approach this source under certain circumstances

Sponsor : Ask this source to sponsor costs

### ***SOURCES OF FUNDS FOR SCHOOL FUNDRAISING***

*Source: Adapted from Cuthbert (1992:52)*

#### **3.7 FUNDRAISING METHODS**

##### **3.7.1 BUSINESS FUNDING OF EDUCATION**

Cuthbert (1992:81) found that over a period of time South African companies have adopted a pattern for funding needy organisations. Illustration 13 depicts this.

### Illustration 13

Education	66 %
Housing	11 %
Environment	7 %
Welfare	6 %
Cultural activities	3 %
Health	6 %
Other*	1 %

\*Inserted to round off to 100 %.

### ***SOUTH AFRICAN BUSINESS SUPPORT FOR NEEDY ORGANISATIONS***

*Source: Information adapted from Cuthbert (1992:81)*

Companies, on average, give a large percentage to education and it will save a school and a company time when a school finds out which companies are interested in funding education. In addition, if a school knows the special concerns of the company, it can shape its motivation document (case statement as will be dealt with in Chapter Four) accordingly. Schools should accommodate donors, who have pet projects and special interests. It is a school's duty to discover this information and approach interested donors.

Parents, whether governors or not, are good contacts with organisations which may become donors. The three secondary schools in Newlands West have on average a pupil population of 1 200 each. These pupils may provide a school with contacts through parents or relatives who work for local or national companies.

The curriculum of a school may also provide a school with useful contacts. For example, schools organise field trips to factories. The local sweet and match factories are frequent choices for field trips for the schools in Newlands West. Also Grade 11 pupils spend one week a year working at local businesses. Field trips and businesses, which employ pupils for a week, may also provide a school with useful contacts in the community for fundraising.

Another important source of donations is those stores that supply education materials. Maintenance contracts may also be a conduit for funds: maintenance firms are often willing to contribute to a school's funds.

Morris (2000:36) says that the information on contacts must not be used by individuals but by principals, chairpersons of governing bodies or volunteers who should approach firms. It should be pointed out to firms that as they are employers of a large percentage of the parents of children at a school, donations and/or

sponsorships to it will, in many cases, assist the children of their own staff. Useful contacts that the school discovers should be put onto a database.

Cuthbert (1992:80) provides the following hints for finding additional sources of donations:

- in publications, especially newspaper reports on successful companies;
  - annual audited financial reports which are also a good source of information, as well as in-house newsletters, which often indicate a company's social investment programme, if this includes education then an approach may be made;
  - in journals and publications of the South African Chambers of Commerce which are also good sources for information about possible donors;
  - by the cultivation of company executives and members of boards;
  - through "friends of the school" associated with investment, for example, Old Mutual and Sanlam, could advise the principal and school governing body chairperson whom to approach for donations;
  - by consulting the Yellow Pages, local business directory or telephone directory for firms selling school products which operate in the community; and also
  - intertrust which provides a list of South African foundations and trusts
- (Cuthbert, 1992:80).

### 3.7.2 OTHER METHODS

- **Sponsored events**

Walking, sitting, dancing, not talking, singing, fasting and working on some socially desirable project can be sponsored. Family, friends and colleagues pay a specific amount per hour or kilometre.

The principal and chairperson of the governing body should ensure that an official sponsorship form is prepared (illustration 14) . This form would ensure that there is financial control over the event (financial control will be dealt with in Chapter Four).

#### **Illustration 14**

SPECIMEN SPONSORSHIP FORM:	
NAME OF SCHOOL _____	
Name of participant: _____	
Grade : _____	
Sponsored by: _____	
Name and address of sponsor	Amount sponsored per hour/kilometre
The above participant walked _____ kilometres in aid of _____ (NAME OF SCHOOL)	
Signed _____ Official steward	

#### ***SPECIMEN SPONSORSHIP FORM***

*Source: Adapted from Blume (1977:42)*

- **Jumble sales, bazaars and fetes**

Jumble sales attract two different types of customers (Blume, 1977:27). The first category of customers seeks second-hand clothing: for them a jumble sale is a real service. The second category of customers are the browsers who are hoping to spot a “1970 gold wristwatch for R50”. The writer has recently observed that people are frequenting jumble sales, bazaars and fêtes to purchase home-made goods.

The principal, together with the chairperson of the governing body, should write a letter of appeal to the community, distributed through pupils and directly to businesses, for sponsored items to be sold at these events. The sales should be held in a church hall or a school hall. If a school does not have a hall, the principal and chairperson of a school governing body should visit halls and choose the best venue. The date of the sale should not clash with other important local events or holidays. The venue should be convenient to most members of the community. The hall should be booked well in advance to ensure that a school gets a suitable date.

- **Re-cycling collections**

Many household items that are discarded can be sold for re-cycling. These include paper, bottles, metal and egg cartons. A principal and the chairperson of a governing body should decide what they wish to collect. Glass bottles could be dangerous to children as they could injure themselves if the bottles break. Scrap metal could also injure school children and is cumbersome to handle and store. The writer suggests that schools should avoid collecting glass bottles and scrap metal although there are number of scrap metal and bottle merchants around the Newlands West area. Paper and board collected in the Newlands West area can be

easily sold directly to the paper mill (Mondi Paper Company), which has branches in Durban.

- **Raffles**

From the writer's experience raffles are usually held in conjunction with special events at school. Blume (1977:34) believes that raffles can be a good way of generating income. Successful raffles need attractive prizes to tempt people to try their luck and also willing ticket sellers. It is preferable to have prizes for the raffles donated by businesses or members of the community. This frees a school from purchasing prizes from the income raised through raffle ticket sale, so that the income generated from the raffle is increased. Principals and chairpersons of governing bodies should arrange with local shopkeepers, garages and estate agents for the donation of prizes. Principals and chairpersons of governing bodies should try not to have one big prize but a large number of small ones. The idea is to spread the prizes among the ticket holders. People will buy school raffle tickets if they won last time or if they know someone else who has won.

- **Débutante balls**

Débutante balls are a good source of funds. The writer has found that secondary schools in the Newlands West area raised, on average, R40 000 per annum from these balls. It is an easy method of raising funds. The principal and chairperson of the governing body should ensure that the timing of the débutante ball does not hinder the academic progress of pupils. Therefore the sale of the tickets and requests for donations and sponsorships should be completed in December and January and the ball held early in February. In this way the principal and chairperson of the governing body ensure that the learning programme of pupils is not disrupted.

- **Cake sales**

Cake sales are an ongoing method of raising funds. The principal should arrange to have a cake sale calendar incorporated into the calendar of the school. Classes at school should be allocated a date to supply home-made cakes, tarts and biscuits. The fundraising volunteers should package these cakes, price them and sell them on a Saturday morning at a local shopping centre or garage. The writer suggests a fortnightly cake sale.

### 3.8 CONCLUSION

The poor economy in South Africa and competition among organisations to attract public attention and money requires principals and chairpersons of governing bodies to plan fundraising. Fundraising is a major event in a school and needs resources such as time, motivation, experience and initial finance. Funds can be elicited from individuals, businesses, trusts, interest groups and government. Principals and chairpersons of governing bodies should ensure that they solicit many of these sources in order to collect the greatest amount of money.

### 3.9 SUMMARY

Chapter Three discussed the areas a principal and a chairperson of a governing body should focus on in order to elicit funds. In pursuing these areas they should prepare themselves and their school with the recommendations proposed in Chapter Four. Implementing the recommendations in Chapter Four such as strategic planning, training volunteers and preparing a case statement for the school will enable the principal and chairperson of the governing body to be successful in implementing fundraising, as discussed in Chapter Three. In Chapter Four the writer will conclude the examination of the fundraising duties of public school principals and governing



body chairpersons in three schools in the Newlands West Circuit in the Kwa-Mashu District by presenting his recommendations to make fundraising effective at a school.

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## CHAPTER FOUR

### CONCLUSION AND RECOMMENDATIONS

#### 4.1 INTRODUCTION

Chapter Three explained that it is not the task of a principal to undertake fundraising at school, yet he/she cannot divorce himself/herself from these duties because many members of a school governing body are inadequate in this respect. Structured interviews with the chairpersons of governing bodies and principals revealed that both chairpersons and principals accepted responsibility for fundraising at a public school. Chapter Three presented a review of literature on fundraising. In Chapter Four the writer will conclude the examination of the fundraising duties of the principal and governing body chairperson by presenting recommendations, based on the data collected from structured interviews with principals of public schools and chairpersons of governing bodies, to make fundraising at a public school successful.

#### 4.2 RECOMMENDATIONS

##### 4.2.1 STRATEGIC PLANNING FOR FUNDRAISING

According to illustration 9, 100 % of the governing body chairpersons wanted training in analysing the needs of the school and planning the delivery of education. Public schools operate like a business. Schools advertise their educational services and the facilities they offer. They should offer quality education and market themselves in order to attract pupils. Therefore governing bodies need strategies to make their schools attractive. A leader in business will have strategies to distinguish his/her business from competitors, for example, by introducing new products.

“Without a strategy, there is no established course to follow, no roadmap to manage by, no cohesive action plan to produce the intended results” (Thompson and Strickland, 1992:2). Strategic planning ensures that a school states its aims and

objectives clearly and “assists in identifying how these goals can be achieved” (Morris, 2000:11). Nanus and Dobbs (1999:100) write that strategies “form the basis for relationships, both internal and external, because leaders can’t foster collaboration unless people know where they’re headed and how they’re getting there”. Thus a school would need an up to date mission statement with goals and objectives in order to plan its delivery of education.

#### 4.2.1.1 PREPARING A MISSION STATEMENT, GOALS AND OBJECTIVES

Steele and Elder (1992:34) say that the most important factor motivating people to give money to an institution is belief in the mission of the institution. Every organisation must have a purpose for existing. The mission of an organisation states what the organisation is about. de Saez (1993:9) states that a, “mission is a strong, clear statement of an organization’s beliefs about its own nature and distinctive competence.”

From the mission statement, a potential donor should be able to obtain answers to the following questions:

- what is the school doing?
- who is the school doing it for?
- why is the school doing it?
- what should the school be doing?

A school mission statement must say something about its uniqueness. It must show how the educational needs and problems are being addressed and how a school addresses it differently from other schools. The mission statement is the key statement about a school and should be re-examined at least once a year. From the mission statement should flow the goals and objectives that make the school work. A

mission statement should enable potential donors to identify with the mission of the school and for the school to find donors that are interested in its mission.

Goals tell fundraisers where the school had to be (Cuthbert, 1992:29). Goals enable fundraisers to calculate how many resources will be needed to accomplish the mission of a school. If, for example, the goal of a school is to improve the results in mathematics by supplying every pupil of mathematics with a textbook, then the fundraisers will have to calculate how much of their funds will be needed to purchase these textbooks. If the school is currently providing textbooks to 50 % of the pupils, then the exact amount of funds that will be needed to purchase more textbooks can be estimated. The goals therefore express the need, problem and/or intention of the school. The need, problem and/or intention of the school is used to develop an action plan for fundraising. A sponsored walk could, for example, be arranged to raise the funds needed to purchase the textbooks.

Objectives are measurable steps on the way to reaching a goal. At school it is easier to plan for twelve months. Fundraising objectives should have qualities of *timing*, *quantities* and *costs* built into them. An example of an objective would be:

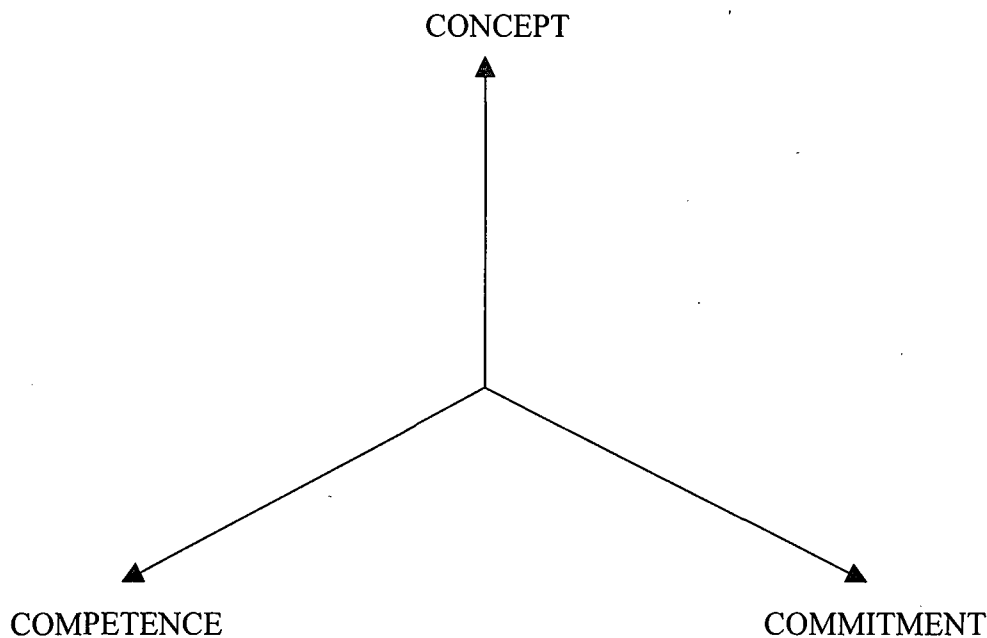
*Raise R40 000 by August to purchase a copy duplicator and spend R2 000 on promotion costs for the project.* The funds have to be raised by August, which indicates *timing*; R40 000 is the *quantity* to be raised to purchase the copy duplicator; R2 000 is the *cost* of raising R40 000.

#### 4.2.1.2 NEEDS ANALYSIS

The direction-setting question a principal and chairperson of a governing body should ask is: "What is our business and what will it be?". Developing answers to this question pushes a principal and chairperson of a governing body to consider what the school's makeup should be and to develop a clearer vision of where the school

needs to be heading over the next five to ten years. A principal leads his school to where it should be. He uses his staff, plant and technology (such as textbooks, computers and chalkboards) to achieve the mission of the school. To make the best use of his staff, plant and technology he needs to know them very well. The writer recommends that principals and chairpersons of governing bodies conduct a need analysis of the school. The principal should meet his staff and obtain information about his staff, plant and technology. The school staff should be given the following exercise in which teachers plot on the ray their opinion of the three areas to be investigated.

#### **Illustration 15**



#### **STAFF EVALUATION EXERCISE**

*Source: Howe, C. (2002:21)*

The “concept” of a school is to develop a child through academic, physical and cultural activities. “Competence” measures the ability of the staff of the school to actualize the “concept” of the school. “Commitment” measures resolution of the staff to achieve the “concept” of the school. A teacher could plot his/her opinion of the three areas anywhere on the continuum. If a teacher plots his/her mark midway on the

ray, he/she would need to explain why he/she did so. In explanations of the teachers the principal could gather information of what is lacking in the school and develop a list of needs for it.

Another group, whom the principal must take into consideration, comprises parents and pupils. Parents and pupils must also be involved in a needs analysis of a school, which should be directed at gathering information from not only parents, but also pupils. Parents and pupils should fill in their opinions on different forms (Illustration 16).

#### **Illustration 16**

<b>NAME OF SCHOOL</b>	
<b>HOW WE CAN BECOME EVEN BETTER THAN WE ARE:</b>	
1. What do you like best about our school?	
	-----
	-----
	-----
	-----
2. What would you change if you could?	
	-----
	-----
	-----
	-----
3. Suggest two new ideas to improve our school:	
	-----
	-----
	-----
	-----

#### ***SCHOOL NEEDS ANALYSIS FORM FOR PUPIL AND PARENT***

The principal and chairperson of the governing body will have to analyse the responses and list the common areas of concern, according to frequency. The

information gathered from teachers, parents and pupils has to be taken to a fundraising strategy-planning workshop.

Currently schools have many unmet needs, resulting, mainly, from insufficient state school funding. Hence, there will be many fundraising objectives. Not all these objectives will be met, as resources are scarce. Therefore a priority list of what is essential should be drawn up. Only the most urgent needs should be selected for the fundraising campaign.

Morris (2000:12) notes that this type of planning for fundraising encourages schools to communicate their objectives to parents, staff, governors and the school community.

#### 4.2.1.3 STRATEGY-PLANNING WORKSHOP

It would not be proper for a principal or the chairperson of a governing body to prepare a fundraising strategy without reference to the people who have to help make the strategy work. Governing body members, volunteer school staff and people who are interested in the aims of a school should be invited to this workshop. It would be ideal for the principal and the governing body chairperson to conduct this workshop on a Saturday so that there is sufficient time to examine matters. Saturday is in keeping with the response to Question 4 (Appendix 1). Chairpersons wanted training on Saturday for fundraising.

A principal or chairperson of a governing body should not impose his/her will on the volunteers who are assisting the school (Cuthbert, 1992:30). A volunteer had "no superior in the formal view of the word and can walk away from his role at any time" (Soroker, 1974:30). Lyn Madeley in Cuthbert (1992:121) defines a volunteer as, "someone who undertakes a job for no monetary gain, and of his own free will". Hence, a principal or chairperson of a governing body should be careful in their



relationship with a volunteer. A principal and a chairperson of a school's governing body should attempt, wherever possible, to obtain consensus decisions from fundraising volunteers. This will encourage them to pursue their task of fundraising with dedication.

The fundraising workshop should begin with a discussion of the mission statement of the school. This statement must be prominently displayed on the wall during the workshop. This may be followed by an analysis of the school's strengths, weaknesses, opportunities and threats (SWOT analysis). The group could analyse the school and list the strengths and weaknesses of internal issues at school and opportunities and threats of external issues at school. The following are examples of a school's strengths, weaknesses, opportunities and threats (adapted from Morris 2000:12-14):

#### 4.2.1.3.1 SOME STRENGTHS OF A SCHOOL

- Consistently good examination results in key subjects, for example, physical science and mathematics.
- The professionalism and long service of the staff, which is a strong indication of the commitment and proficiency available to pupils.
- Easy access to local transportation.
- Large and pleasant sports fields, which are advantageous from both the educational and community points of view.

#### 4.2.1.3.2 RELEVANT WEAKNESSES TO BE CONSIDERED

- Building in disrepair.
- Fragmented management structure with disagreement between school's management team and the governing body.

#### 4.2.1.3.3 RELEVANT OPPORTUNITIES FOR THE SCHOOL'S EXPANSION

- A major housing development is being undertaken in the catchment area of a school.
- The school has facilities to specialise in technical subjects such as, metalwork, woodwork and computyping.

#### 4.2.1.3.4 RELATED DRAWBACKS

- School could be enrolling pupils significantly less than its capacity and producing poor results. The poor results and the under-subscription of the school in comparison to its carrying capacity could keep other pupils away from the school.
- School is close to another school, which is perceived to provide better education.

By a consensus decision, the participants of the fundraising workshop should rate the strengths, weaknesses, opportunities and threats in four lists and in order of priority. The delegates of the fundraising strategy-planning workshop should take all these SWOT factors into account when selecting needs to be addressed. de Saez (1993:129) says that it seems odd to admit a school's weaknesses in a plan to raise funds. Admitting weaknesses is done to show objectivity. When management plans to remedy the weaknesses, they see at the same time the need for resources in these areas. If only the strengths are emphasised, then there could be a danger of resource reduction. The school could then get worse because donors are turned away. A school should admit its weakness and approach donors for funds to improve. When an area of weakness is turned to strength, donors are willing to assist a school even further. On the other hand if a school hides its weakness and becomes progressively worse, donors become hesitant in supporting a school that is not improving.

#### 4.2.2 BASIC ACCOUNTING PROCEDURE AND DOCUMENTATION

According to Illustration 9 chairpersons of governing bodies, who were interviewed, wanted training in controlling cash. In response to Question 3 in Appendix 1, they wanted to be trained in how to put checks and balances in place when collecting and disbursing money. Principals, in response to Question Two (Appendix 2), also wanted training in keeping control over receipts and payments and putting checks and balances in place, because they were working with money drawn from the public and would need to be accountable to the public for both its collection and use.

The writer recommends that principals and chairpersons adhere to the following basic accounting control mechanisms (outlined below) when engaged in school fundraising.

##### 4.2.2.1 PAYMENTS

In Chapter Three, the writer suggested that with proper financial controls in place much money could be saved, which meant that less money had to be raised. KZNDEC has complete instructions on the handling of school funds in a document entitled, "School Fund Departmental Instructions", issued as a Second Edition in 1998. Paragraph 6.19.1 of the "School Fund Departmental Instructions" (1998:25) requires governing bodies to make all payments from school fund monies. These payments (other than petty cash expenditure) must be made by drawing a cheque against the school fund current account and not from cash receipts on hand. Principals and chairpersons of governing bodies must ensure that all payments from school funds must be made according to the approved budget. To ensure that money at school is spent according to the budget, Paragraph 6.19.3 of the "School Fund Departmental Instructions" (1998:25) requires that a list of all payments drawn

against the school fund current account must be made available to the governing body for ratification at a following meeting. Paragraph 6.19.4 (ii) of the “School Fund Departmental Instructions” (1998:26) requires all payments to be supported by a relevant voucher such as an original tax invoice, original receipt or original cash register slip, just as is the practice in the commercial world. In addition to this, no payment is to be made without the approval and signature of the principal (“School Fund Departmental Instructions” – 6.19.4 [vii]: 1998:27).

Adherence to these instructions, by which, the principal approves all payments and the chairperson of the governing body receives a list of all payments for ratification at a governing body meeting, ensures that money is well managed at a school. With proper management of school funds the principal and the governing body chairperson can determine the exact amount the school needs to raise through fundraising in order to meet the goals of the school and fulfil the mission of the school.

#### 4.2.2.2 RECEIPTS

From the writer’s experience in fundraising, control of receipts is crucial for maximising the income of a school. Taylor *et. al.* (1983:89) suggest two requirements for effective control over receipts. Firstly, all receipts must be promptly recorded; secondly, the receipted money must be deposited intact and timeously in a banking account. Taylor *et. al.* (1983:89) say that misappropriation of cash is by far the most common type of defalcation. Therefore it is imperative for the principal and the chairperson of the governing body to have an effective check on individuals who handle money and record receipts.

Paragraph 6.22.8 of the “School Fund Departmental Instructions” (1998:30) provides the principal and the chairperson of the governing body with clear

instructions on how receipts from the sale of tickets for fundraising be controlled. Although the principal may not physically handle this task, he should instruct an individual, for instance the school clerk, to do so. The number and value of tickets printed is the opening stock of tickets. Record of the following details must be made:

- person to whom the tickets have been allocated for sale;
- the number of tickets;
- the value of the tickets.

Tickets must be issued in consecutive number order. Tickets returned unsold must be entered against the respective person's name and the amount of money of the value of tickets sold must be collected, receipted and deposited into the school's current account. At the conclusion of the project a reconciliation of tickets returned, tickets sold and the balance on hand must be prepared. This will ensure that there is control over all sold tickets and the collection of money.

Sometimes when volunteers and pupils do a bulk collection of money, it is not possible to issue individual receipts. This includes events such as fun-runs and payment for school photographs. Paragraph 6.24.3 of the "School Fund Departmental Instructions" (1998:32) requires money collection sheets to be printed and numbered in consecutive numerical sequence. The total number of sheets must be recorded in a "Collection Sheet Register". The principal must ensure that his signature, or a person nominated in writing by the principal, together with the original school rubber stamp appears on each sheet. The Collection Sheet Register must contain the following columns:

- collection sheet number in numerical sequence;
- to whom issued;
- signature of recipient;

- date;
- nature of collection;
- name of issuing officer;
- date returned;
- amount collected;
- school fund receipt number;
- signature of official receiving Collection Sheet.

The principal and chairperson of the governing body must plan the collection of receipts in order to ensure that all funds are received and banked by the school. The principal and the chairperson of the governing body should provide no opportunity for individuals to collect money using the name of the school and not return documents and money collected.

#### 4.2.3 RECEIPTS AND PAYMENTS ACCOUNT VERSUS INCOME AND EXPENDITURE ACCOUNT

33 % of the chairpersons of governing bodies in response to Question Three (Appendix 1) wanted training in preparing financial statements. Principals in response to Question 2 and 3 (Appendix 2) also wanted training in the preparation and reading of financial statements.

On the left hand side an account has a debit column and on the right, a credit column. In most cases, the difference between the totals of both columns leaves a figure called a “balance”. The Receipts and Payments Account (Illustration 17) is nothing more than a summary of the cash and bank transactions over a certain period (Pickles 1977:1201). All the receipts are entered in the debit column and all the payments are entered in the credit column. The opening cash balance is placed in the debit column, being the Cash on Hand, unless there is a Bank Overdraft (Pickles,

1977:1201). The difference between the debit and credit columns will be entered on the lower column after all entries have been completed. If the difference has to be entered on the credit column, it would be a favourable cash balance and if the difference has to be entered on the debit column, then it is an unfavourable cash balance or Bank Overdraft.

### Illustration 17

#### Receipts and Payments Account of School Fête - 2002

<u>Receipts</u>		<u>Payments</u>	
Cash on hand (1.1.2002)	1 000	Wages	200
Stall income	5 000	Hire of band	1 500
Donations	500	General expenses	2 500
Raffle income	250	Cash at bank (31.12.2002)	2 550
	6 750		6 750

#### ***RECEIPTS AND PAYMENT ACCOUNT OF A SCHOOL FÊTE***

Pickles (1977:1202) points out that the Receipts and Payments Account neither takes into account income in arrears, received in advance nor expenses accrued or paid in advance. In order to remedy the defective results disclosed, Pickles (1977:1202) recommends that it is necessary to prepare an Income and Expenditure Account. The Income and Expenditure Account is constructed using the double entry system, in which case the Income and Expenditure Account will be supported by a Balance Sheet drawn up at the date of the close of the period in question.

The Income and Expenditure account may be described as the equivalent of the Profit and Loss Account of a business undertaking. It records losses and expenses

in the debit column and gains in the credit column. The difference between the debit and credit columns will be added to or subtracted from the Capital Fund Account, depending on whether it is a net gain or net loss.

### Illustration 18

#### Income and Expenditure Account of School Fête – 2002

Wages	200	Stall income <sup>1</sup>	7 000
Hire of band	1 500	Donations <sup>2</sup>	900
General expenses <sup>4</sup>	3 250	Raffle income <sup>3</sup>	400
Surplus transferred to capital fund	3 350		
	<b>8 300</b>		<b>8 300</b>

#### Notes:

<sup>1</sup> R2 000 stall income still to be collected

<sup>2</sup> R400 donation pledged not yet received

<sup>3</sup> R150 raffle income outstanding. 6 forms outstanding. R25 minimum on return of raffle form

<sup>4</sup> General expenses still to be paid:

Flowers	R150
Décor lights	R250
Refreshments	R350
<i>Total</i>	<i>R750</i>

#### ***INCOME AND EXPENDITURE STATEMENT OF A SCHOOL FÊTE***



The writer recommends that principals and chairpersons of governing bodies request an Income and Expenditure Account be prepared for each fundraising event so that the net amount raised may be calculated. This information is more useful than the opening bank balance and closing bank balance provided by the Receipts and Payments Account. Principals and chairpersons of the governing bodies can evaluate whether a fundraising event was successful by examining the net amount raised and by comparing it with the amount spent and received through fundraising. It is not advisable to expend large sums of money for a small net return. The risk of losing funds is great if large sums are expended and fundraising does not work according to plan.

Furthermore, the Income and Expenditure Account is supported by a Balance Sheet. The Balance Sheet contains information on balances to be collected or to be paid. The writer has substituted the Balance Sheet by presenting notes in Illustration 18. These notes were extracted from a Balance Sheet. The principal and chairperson of the governing body should follow the information in the Balance Sheet and so ensure that outstanding money has been retrieved and outstanding accounts settled. For example, if deposits were paid and expenses were prepaid but not actualized, the principal and chairperson will have information on what money they can request.

#### 4.2.4 STOCK REGISTER

Chairpersons of governing bodies in response to Question 1 and 3 (Appendix 1) wanted money raised to be used for items that would directly benefit the pupils of the school. Principals in response to Question 1 (Appendix 2) wanted textbooks, stationery and furniture for managing the education of pupils. The writer recommends that principals care for the stock they acquired in order to extend the life of these items. With a stock register, parent governors can monitor the use and

location of these items. If an item, which cost the school a lot to purchase, is rarely used, this indicates to the school governing body that pupils are not deriving maximum benefit from this investment. A decision made without planning and needs analysis may have resulted in this purchase.

The chairperson of the governing body, with the assistance of the principal, must keep a register of all inventory items purchased from school funds, donated to school or purchased with funds donated to school (Paragraph 9 of School Fund Departmental Instructions). In addition to this, the chairperson of the governing body and the principal must ensure that all items in stock are properly maintained. In this manner the school will obtain the maximum use of inventory items and will not need to replace them frequently. Not having to replace items frequently will result in less money needed to operate the school and hence less money to be raised.

Furthermore, there will be evidence for the public that proper care was taken of school inventory and funds were not abused. When a school needs sponsors in the future, the governing body and principal will be favourably received when making appeals for funds.

#### 4.2.5 AWARENESS OF MARKETING PRINCIPLES

Illustration 10 indicates that 100 % of the principals agreed to marketing the school to attract donors (Question 6: Appendix 2). The analysis in Illustration 10 revealed that all the principals interviewed emphasized academic results (100 %) followed by sporting achievements (67 %), when marketing their schools. Illustration 10 also showed other aspects that a principal would use to market his school. These are success in public examinations, discipline, the mission statement, the professionalism of teachers, their delivery of quality education and a safe environment.

Fundraising requires an awareness of marketing principles. Van der Walt *et al* (1997:32) sees marketing as, “consisting of management tasks and decisions directed at successfully meeting opportunities and threats in a dynamic environment by effectively developing and transferring a *need-satisfying* market offering to consumers, in such a way that the objectives of the enterprise, the consumer and society will be achieved.” McCarthy and Perreault (1991:8) define marketing as, “the performance of activities that seek to accomplish an organisation’s objectives by anticipating customer or client needs and directing a flow of *need-satisfying* goods and services from producer to customer or client.” The market for a fundraising event at school is that special group of people with resources, who want to exchange these resources for the satisfaction of knowing that something good will result from their help.

Ritchie (1999:153) defines marketing in fundraising as, “the *link* between your organization and its donors.” The *link* between the producer and consumer is *need-satisfying* goods. The two parties in school fundraising are the school and the donors. School fundraisers need to be donor orientated. Donors’ needs must be met in the form of donors receiving adequate and timeous recognition for their contributions. The school must conduct its affairs in a manner that donors are proud to be associated with it. The objectives of marketing in a school’s fundraising are to obtain maximum donations and satisfy donors by making them proud to be associated with it. Interviews with the principals revealed that they knew that for their schools to be marketed successfully they must show that their schools were growing and meeting the needs of the community. Chairpersons of governing bodies said in the interviews that to market schools, schools should publicise their successful pass rates and sporting achievements. Once a principal and chairperson of a governing body

understood the relationship between the donors and themselves in terms of marketing principles, they should prepare a case explaining why their school should be supported.

#### 4.2.5.1 CASE STATEMENT

##### 4.2.5.1.1 INTRODUCTION

The case statement includes a summary of the resources of a school and its future plans. Cuthbert (1992:27) regards the case statement as an essential basic ingredient for fundraising. Parents and staff of a public school should contribute to the contents of the case statement. It should be in an easy-to-read style and approximately five pages. The case statement will become the focus in all verbal and written communication with potential donors.

##### 4.2.5.1.2 CONTENTS OF A CASE STATEMENT

The contents of the case statement should answer the following questions for the fundraiser:

- does a school meet the educational needs of the community it serves?
- what evidence is there (that can be independently confirmed) that the community your school serves needs the educational services rendered by your school?
- does your school have clear and precise objectives, relating to meeting the educational needs of the community it serves?
- does your school have the staff to meet the educational objectives of your school?
- does your school have a sufficiently detailed budget designed to achieve the objectives of your school?

- does your school have a method of measuring effectiveness of its educational programmes?

In answering the above questions the case statement of a school should include the following information:

- an analysis of a school's service ambit: does it provide its pupils with, for example, woodwork, metalwork, computer and computyping skills or is it science or humanities orientated?
- socio-economic factors affecting your school's area of service: in Newlands West there is a poor socio-economic settlement called Westridge in which people live in one room dwellings and many parents or guardians are unemployed and collection of school fees becomes a problem;
- specific plans of a school with goals and objectives for each year;
- a statement of current and future capital needs and long-term funding requirements;
- a list of personnel, including both key staff and governing body members associated with your school;
- a donation history for the past five years which includes names of donors and the amount of their donations;
- a history of a school, including major educational accomplishments and contributions to the welfare of the community;
- a financial history for the past two years with the most recently audited financial report and a detailed current budget

(adapted from Cuthbert 1992:27-28).

When a case statement is prepared a school will have a firm foundation from which fundraising can be launched. The case statement also serves as a training

document for new staff and fundraising volunteers. The case statement is used to approach donors for support.

#### 4.2.5.2 PUBLIC RELATIONS AND PUBLICATIONS

The writer recommends good public relations as the first step in marketing a school. This should be followed by regular publication of newsletters and an annual magazine by the school. In the newsletters, weekly sports and other special events (with pictures, if possible) should be published. The magazine should be an annual report of the operations of the school. These publications help keep the school “on the map”.

Ritchie (1999:139) summarises public relations as being a deliberate, planned and sustained effort to establish and maintain understanding between an organisation and its public. Public relations is the combination of many “little” activities. The “little” activities include the manner in which the telephone is answered, visitors received, complaints handled and how regret or appreciation is expressed in an organisation. Since a school is not a large enough organisation to employ a public relations officer, good public relations have to be maintained by the principal.

Effective public relations in fundraising serves to advance the financial development of an organisation. This is illustrated in the following tabulation:

#### **Illustration 19**

<i>Public relations</i>	<i>Development</i>
1. Promotes good image	1. Raises money
2. Seeks a wide and diverse audience	2. Focuses on donors
3. Uses mass media	3. Uses personal contact
4. Goal is awareness	4. Goal is donating or sponsoring

#### **COMPARISON BETWEEN PUBLIC RELATIONS AND DEVELOPMENT**

*Source: Adapted from Steele and Elder (1992:115)*

The objective of public relations at school is to promote a good image for the school and this helps in fundraising. It is easier to obtain a donation if the school is seen to have a good image. Public relations covers a wide audience and not only of potential donors but it makes a school known to a wide group of people and provides fundraisers a larger “pool” of donors to target. Fundraising development uses the awareness created by public relations and attempts to obtain donations and sponsorship by personal contact. Public relations and development are the opposite sides of the same “fundraising coin”.

A regular newsletter from a school is a good public relations exercise that assists the development of fundraising. Publication and distribution of this newsletter will not entail an expense for the school if it is able to get a local supplier to sponsor stationery and printing. Local suppliers will agree to this kind of sponsorship if the newsletter carries their advertisements. Therefore to assist fundraising at school, the principal and chairperson of the governing body should ensure that a regular newsletter is published.

Principals in response to Question 6 of the Structured Interview (Appendix 2) would like to publicise the academic success and sporting achievements of their schools. A newsletter should show that the school is a worthwhile cause by publishing its accomplishments (Blume, 1977:144). The public must be shown how the money was used and how the pupils benefitted. de Saez (1993:71) advises that carefully chosen photographs, a good layout and well designed typefaces make newsletters more attractive. With the technology of the digital camera and desk-top publishing software, schools can produce very effective public relations newsletters that will assist their fundraising. Morris (2000:101) says that if the initiatives of a

school are poorly publicised and kept within the confines of a school, then fundraising “luck” is less likely to come its way.

#### 4.2.6 VOLUNTEERS

Principals in response to Question 4 (Appendix 2) wanted educators to voluntarily participate in fundraising. Chairpersons of governing bodies would also need volunteers to assist in fundraising activities. The writer recommends that principals and chairpersons of governing bodies be trained in recruiting and managing volunteer fundraisers.

The principal should get to know the school community through the pupils in his school. The principal should ensure that his school is recognised as being well organised in order to attract worthwhile volunteers, who would like to be attached to a worthwhile school. The writer has observed that volunteers, who respond to a school in response to personal approaches from family, friends and neighbours, are more successful than volunteers responding to a call from a principal. These volunteers act because they identify with the benefits the school is providing to the community. In order to assist the volunteers to fundraise, the principal and the chairperson of the governing body should use the case statement that sets out the needs of a school and why a school should be supported (discussed above in Section 4.2.5.1).

##### 4.2.6.1 USING VOLUNTEERS

Volunteers may be used for administrative assistance in the fundraising office. The volunteers should build a database of donors, including the donors’ areas of interest. The chairperson, together with the rest of the members of the governing body, should do all the groundwork in fundraising and brief volunteers on the actual soliciting of funds. Volunteers may have to render services such as sorting out items for a jumble sale. In setting tasks for volunteers, it is important to be realistic and set



achievable goals, taking into account the time available to each volunteer. Volunteers must be encouraged to share their ideas and take the initiative.

#### 4.2.6.2 ORIENTATION AND TRAINING OF VOLUNTEERS

Proper training should be given to those volunteers who represent your school in fundraising. A principal or governing body chairperson cannot leave a volunteer to flounder when the volunteer is negotiating a gift. Volunteers should be invited to a special orientation session to learn about the school.

Orientation and training should cover the following:

- volunteer skills should be identified and directed to tasks that will reap the greatest benefit for the school's fundraising and the greatest satisfaction for the volunteer;
- the principal should produce an information or procedure manual. This folder should contain all the important documents such as the school budget, the previous year's financial statement and literature pertaining to the school and its work;
- the principal should take the volunteers on a tour of the school and explain to them the extent to which the facilities of the school are used or not (due to a lack of funds for repairs and maintenance);
- have a new volunteer work side by side with an experienced volunteer for a while. If, for example, the volunteer is being trained to run the jumble sale stall, he/she should learn the procedure of collection, pricing and storing of items for sale;
- once goals are set, encourage volunteers to produce a work schedule. This will help the principal and chairperson of a governing body to co-ordinate the

volunteers' services and help the volunteers to plan their work according to the times they are available;

- invite volunteers to at least two staff social functions per year. The reason is to build team spirit and bring them up to date with the latest developments at the school by having contact with teachers;
- encourage volunteers to write reports on their work. This enables volunteers to measure how far they have progressed towards achieving their goals. It also shows the volunteers that the principal and the members of the school governing body are interested in their accomplishments;
- a principal needs to take time at regular intervals to check the activities of the volunteers. Volunteers need the principal's presence and encouragement.

#### 4.2.6.3 SHOWING APPRECIATION TO VOLUNTEERS

The principal and the chairperson of the governing body must not vex important volunteers with trivial matters. The principal must pay careful attention to all details concerning volunteers. They appreciate it when their names are correctly spelt and when they receive all agendas, minutes and important papers well ahead of meetings.

Volunteers respond positively when they are given letters of appreciation, certificates or plaques (Cuthbert, 1992:126). Organising thanksgiving dinners at the end of the year and showing recognition in the local media help to build a warm partnership between the volunteers and the school. These are reminders of their service.

#### 4.2.7 THE ROLE OF THE NATIONAL MINISTRY AND KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE

KZN spent 5,1 % of its total provincial education budget for year 2001/02 on textbooks, stationery and other teaching aids (non-personnel, non-capital expenditure in Illustration 4). In this same period Gauteng spent 14,2 % and the Western Cape 11,7 % of their total provincial education budgets on non-personnel, non-capital expenses. This translated to R57 per pupil in KZN, R240 per pupil in Gauteng and R354 per pupil in the Western Cape (Illustration 5). Chapter One pointed out that the expenditure per pupil in KZN was extremely low when compared to the other two provinces.

The pupil enrolments (public ordinary schools and independent schools) per province for the year 2002 were as follows:

**Illustration 20**

Province	<i>Number of pupils: year 2002</i>
Gauteng	1 613 779
KwaZulu-Natal	2 757 278
Western Cape	945 239

#### ***PUPIL ENROLMENT (PUBLIC ORDINARY SCHOOLS AND INDEPENDENT SCHOOLS) FOR YEAR 2002***

*Source: Intergovernmental Fiscal Review 2003 (2003:68)*

Illustration 21 shows the education expenditure for three provinces and the education expenditure as a percentage of provincial expenditure for the 2001/02 financial year.

**Illustration 21**

Provinces	Actual expenditure	Percentage of Provincial Expenditure
Gauteng	R7 268 million	36 %
KwaZulu-Natal	R9 261 million	37 %
Western Cape	R4 334 million	34,6 %

***EXPENDITURE FOR EDUCATION IN THREE PROVINCES AND THE EDUCATION EXPENDITURE AS A PERCENTAGE OF PROVINCIAL EXPENDITURE FOR YEAR 2001/02***

*Source: Intergovernmental Fiscal Review 2003 (2003:53)*

Although KwaZulu-Natal provided 37 % of its provincial budget for education which was higher than Gauteng and Western Cape (Intergovernmental Fiscal Review 2003, 2003:53), the expenditure per pupil was far less than that in Gauteng and Western Cape (see Illustration 1). The writer concludes that the allocation of funds to administer KZN from the Central Treasury was insufficient. The writer recommends that the National Government attend to this deficiency to at least get KZN in line with Gauteng and Western Cape. With improved school-funding in KZN, KZN schools will be in a healthier and better condition. The writer believes that teachers would be more content in the improved working environment and teacher attendance would improve.

The writer recommends that KZNDEC train chairpersons of governing bodies and principals in the procedure of collecting and disbursing school funds. The writer found that in schools in KZN official receipt books were missing, principals used cash from school fees to purchase items for their schools without first depositing the funds and then writing a cheque; principals purchased personal items with school funds and

were not questioned on these items; a large sum of money was collected at a fundraising event but no receipt issued to the person handing over the money; large sums of cash were missing from school safes and KZNDEC is unaware of this; school financial statements were prepared and audited by the same individual. Moreover, this individual prepared the school budget, a task for which he was not qualified, since he was neither an accounting teacher nor had training in the administration of education. In this situation, fundraising does not have a focus.

The writer recommends that KZNDEC takes steps to ensure that school principals and chairpersons of governing bodies follow basic accounting procedures in managing school funds. When this is in place, principals and chairpersons of governing bodies will know how to use school funds and when to fundraise to attain the teaching and learning objectives of the school.

#### 4.3 CONCLUSION

The survey of literature on fundraising, data from principals and chairpersons of governing bodies and experience of the writer with regard to school finances, reveal that a need exists at public schools to clarify who should undertake the fundraising duties at a public school. Section 36 of the South African Schools' Act No. 84 of 1996 entrusts the governing body with the responsibility of taking reasonable measures to supplement the resources supplied by the state in order to improve the quality of education provided at the school. The principal, on the other hand, has to manage the school satisfactorily and ensure that the education of learners is promoted in accordance with approved policies (Employment of Educators Act No. 76 of 1998: Section 4.2).

To enable the principal to perform this task, the principal needs funds. Funds supplied by the state are not sufficient to operate many urban schools even for a

month. Chairpersons of governing bodies have to levy school fees and fundraise in order to supplement the funds supplied by the state. Since principals need funds to promote education at schools, principals share the responsibility for fundraising with the chairpersons of the governing bodies.

The writer found that principals were not trained in fundraising during their initial teacher training and subsequent in-service courses in school management and chairpersons of governing bodies lacked training in fundraising. The writer presented a survey of relevant literature on fundraising focusing on the duties of a principal and chairperson of a governing body.

This dissertation concluded with recommendations to make fundraising effective at a school.

#### 4.4 SUMMARY

Chapter Four presented the recommendations based on observation and data collected in interviews with principals and chairpersons of governing bodies. This Chapter concluded with a brief summary of the dissertation.

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## **APPENDIX 1**



## INTERVIEW WITH A GOVERNING BODY CHAIRMAN

1. Under the S A Schools Act 1996, a public school's governing body is charged with taking "all reasonable measures within its means to supplement resources supplied by the State ..."

Do you agree that this should be a duty of the governing body?

2. As the Department of Education has charged governing bodies with this duty, should it provide training in fundraising for their chairmen?
3. I should like to hear your ideas on what form this training should take.
4. As chairmen are busy persons with interests outside the school, when and for how long should there be training?
5. Do you agree with the strategy of marketing schools in order to attract donors?
6. What role in fund raising do you envisage for the principal of the school?
7. Should the educators of the school be involved in fundraising?

## **APPENDIX 2**

## INTERVIEW WITH A SCHOOL PRINCIPAL

1. Should fundraising be a regular duty of principals?

If you disagree what are your reasons?

2. If principals are to be involved in fund raising, is training necessary?
3. Who should provide this training?
4. Should educators be compelled to take part in fundraising?
5. Some independent schools and American schools employ professional fundraisers. Would you prefer this approach for your school?
6. Do you think it is a good idea to market your school in order to attract funding?

What aspect of your school would you emphasize to attract donors?

## **APPENDIX 3**

## LETTER TO CHAIRPERSONS OF GOVERNING BODIES

DEPARTMENT OF EDUCATION  
DURBAN INSTITUTE OF TECHNOLOGY

Title of Research Project:

An examination of the fundraising duties of public school principals and governing body chairperson in three schools in the Newland-West Circuit in the KwaMashu District.

Name of Student: P. Perumal

Name of Supervisor: Mrs J. Prosser

Dear Participant,

I should like to interview you on your views concerning fund raising by schools and the role of governing body chairmen in the process. Your views are important for my research which, when completed, I believe will be of benefit to our public schools.

The interview will not take more than 30 minutes of your time and an appointment can be set up to suit your convenience.

Strict adherence to the rule of anonymity and confidentiality will be enforced. All records of the interview will be shredded once the information has been collated.

Thank you in anticipation of your help.

Yours faithfully

## **APPENDIX 4**

## LETTER TO PRINCIPALS OF SCHOOLS

DEPARTMENT OF EDUCATION  
DURBAN INSTITUTE OF TECHNOLOGY

Title of Research Project:

An examination of the fundraising duties of public school principals and governing body chairperson in three schools in the Newland-West Circuit in the KwaMashu District.

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Dear Participant,

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Strict adherence to the rule of anonymity and confidentiality will be enforced. All records of the interview will be shredded once the information has been collated.

Thank you in anticipation of your help.

Yours faithfully

## **APPENDIX 5**



## INFORMED CONSENT FORM

(To be completed by subject)

Date: \_\_\_\_\_

\_\_\_\_\_

Title of Research Project: \_\_\_\_\_

\_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

\_\_\_\_\_

- | Please circle the appropriate answer                                     | YES | NO |
|--|-----|----|
| 1. Have you read the research information sheet?                         | Yes | No |
| 2. Have you had an opportunity to ask questions regarding<br>this study? | Yes | No |
| 3. Have you received satisfactory answers to your questions?             | Yes | No |
| 4. Have you had an opportunity to discuss this study?                    | Yes | No |
| 5. Have you received enough information about this study?                | Yes | No |
| 6. Do you understand that you are free to withdraw from this<br>study?   | Yes | No |
| a) at any time   |     |    |
| b) without having to give any reasons for withdrawing                    |     |    |
| 7. Do you agree to voluntarily participate in this study?.               | Yes | No |

If you have answered no to any of the above, please obtain the necessary information before signing.

Please print in block letters:

Subject name \_\_\_\_\_ Signature \_\_\_\_\_

Subject/Guardian \_\_\_\_\_ Signature \_\_\_\_\_

Witness name \_\_\_\_\_ Signature \_\_\_\_\_

Research student name \_\_\_\_\_ Signature \_\_\_\_\_