

STRATEGIES TOWARDS A SUSTAINABLE FUNDRAISING MODEL IN
SCHOOLS : LEBOWAKGOMO CIRCUIT FOCUS

by

MANGOASHE VICTORIA PUDI

Submitted in partial fulfillment of the requirements for the degree
Master of Business Administration (MBA),

in the Turfloop Graduate School of Leadership,

Faculty of Management and Law,

at The University of Limpopo: South Africa

Supervisor: Prof. J.T. van Niekerk

February 2008

ABSTRACT

Author: Mangoashe Victoria Pudi
Degree: Masters of Business Administration
Institution: University of Limpopo
Supervisor: Prof. J.T van Niekerk

Fundraising is operationally feasible in schools. Schools are allowed to solicit investors in terms of the South African School Act. The research was conducted at Lebowakgomo Circuit, Capricorn District. It was the purpose of this study to develop a sustainable fundraising model for schools through perceptions and experiences of the school principals.

The researcher used a survey questionnaire to collect data. Statistical analysis were followed in order to derive information from the data. A key finding was that fundraising takes place at schools mostly when there is insufficient funds, organizing for school events or there is an urgent need of resources. Most of the schools do not allocate a budget for fundraising. A fundraising plan is not included in the school developmental plan. The plan for fundraising is done periodically when a need arises. The purpose and the size of the project determine the type of fundraising.

Most of the businesses are willing to give as part of their social responsibility or tax cut. However, schools should market and sell themselves to potential donors and follow more aggressive strategies towards fundraising.

Recommendations made include a sustainable fundraising model for schools and the steps to be followed when applying the model.

DECLARATION

I, the undersigned, hereby declare that this research report is my own unaided work. It is being submitted in partial fulfillment of the requirements of the degree of Master of Business Administration at the University of Limpopo.

Mangoashe Victoria Pudi

DECLARATION

I, the undersigned, hereby declare that this research report was under my supervision and guidance.

Prof. J.T. van Niekerk

DEDICATION AND ACKNOWLEDGEMENT

Thanks to my husband Monnapula, daughter Gontse and son Tefo, for their understanding and motivation; my mother, Kegaugetswe Mpe for her support and Matome Anias Mafokoane for his inspiration. Kea leboga Bahlaping ba Marumo.

Sincere thanks also to my supervisor, Prof J.T. van Niekerk, for the guidance and supervision provided through this challenging work.

Thanks to Mr. N. Nel for his efforts in editing this challenging work.

Special thanks go to Limpopo Department of Education for allowing me to use the schools in Lebowakgomo Circuit for my research.

Many, many thanks to friends and colleagues, too many to mention by name. Your contribution in your own different ways was meaningful.

Mangoashe Victoria Pudi

TABLE OF CONTENT

	Page
Chapter 1 Introduction, Methodology and Contextualization	
1.1 Introduction	1
1.2 Motivation for the study	2
1.3 Research objectives	2
1.4 Research Problem	2
1.5 Outcomes of the research	3
1.6 Background	3
1.7 Research Methodology	6
1.8 Limitation of Study	9
1.9 Contextualization	10
Chapter 2 Literature Review	
2.1 Introduction	12
2.2 Fundraising	
2.2.1 Defining Fundraising	12
2.2.2 Who are the donors?	14
2.2.3 Objectives of Fundraising	16
2.3 Fundraising operations	
2.3.1 Strategic planning to fundraising	19
2.3.2 Preparing a Proposal	31
2.3.3 Preparing for Special Events	35
2.3.4 Test for Fundraising Readiness	37
2.3.5 Nurturing the relationship with the donors	39
2.4 Summary	39

Chapter 3	Data Analysis Presentation, Interpretation and Implications of Research Data	
3.1	Introduction	40
3.2	Presentation of findings	
3.2.1	Summary of the key findings	40
3.3	Findings on Fundraising operations at schools	
3.3.1	Findings on reasons for fundraising	
3.3.2	Findings on resources available at schools	43
3.3.3	Findings on fundraising planning	44
3.3.4	Findings on methods applied for fundraising	48
3.3.5	Findings on the relationship between the schools and the donors	48
3.4	Interpretation of findings and their implications	
3.4.1	Findings in relation to the research problem and the hypotheses	51
3.4.2	Other related findings	54
3.5	Summary	54
Chapter 4	Summary, Conclusion and Recommendations	
4.1	Introduction	55
4.2	Summary	55
4.3	Conclusion	56
4.3.1	There are benefits gained by schools from Fundraising	56
4.3.2	There are gaps in planning for fundraising in schools	56
4.3.3	There are potential donors for schools	56
4.3.4	Fundraising mechanisms applicable at schools	57
4.3.5	Relationship between the schools and the donors	57

4.4	Recommendations	58
4.4.1	Sustainable Fundraising model for schools	59
4.4.2	Steps to be followed in implementing the model	60
	Bibliography	66
	Annexure	
	A. Survey Questionnaire	

FIGURES

2.1 Three categories of donors	15
2.2 Fundraising cycle	20
3.1 Reasons for fundraising	43
3.2 Resource level at schools	44
3.3 Budget allocation for fundraising	45
3.4 People involved in fundraising	45
3.5 Identification of school needs	46
3.6 The attraction of donors to school	46
3.7 Compilation of donation proposals	47
3.8 Fundraising methods in order of their effectiveness	48
3.9 Distribution channels for donation proposals	49
3.10 The appropriate time to approach donors	50
3.11 Ways of building the relationship with the donors	50
4.1 Sustainable Fundraising Model for Schools	59

TABLES

2.1 Test for Fundraising Readiness	38
3.1 Summary of the key findings	40
4.1 Recommended test for fundraising readiness in schools	63

Acronyms and Glossary

MTEF	Medium term Expenditure Framework
NSFRE	National Society of Fundraising Executive
NGO	Non Governmental Organization
RCL	Representative Council for Learners
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
SWOT	Strength, Weaknesses, Opportunities and Threats
USAID	United State Agency for International Development

CHAPTER 1

INTRODUCTION, METHODOLOGY AND COTEXTUALISATION

1.1 INTRODUCTION

This study aims at developing a sustainable fundraising model for schools to supplement and add to the resources provided by the state. The study was conducted at the Lebowakgomo circuit, Capricorn district, Limpopo Province.

According to the South African Schools Act (SASA) No.84 of 1996, it is the responsibility of all public schools and school governing bodies to do their utmost to improve the quality of education in schools by raising additional resources to supplement those which the state provides from public funds(Section 36). The Act provides that a school governing body takes all reasonable measures, within its means, to supplement the resources provided by the state, in order to improve the quality of education provided by the school to all learners at the school (Section 36). As in most countries, the South African government does not have enough money to pay for everything that is necessary to provide a good education for everyone in the country. For this reason, the SASA bestows certain duties and responsibilities on the governing bodies of schools (in Section 36 of the Act No.84). Each school governing body must make plans to obtain more funding and other facilities to improve the quality of education at the school.

According to Potgieter et al (1997:37) it is expensive to build and maintain schools, pay teachers and buy everything else that is necessary to provide a good education.

After all, these funds come from the state, that gets it from tax payers. The state must take into account the rights of all learners to receive education as well as the need to redress inequalities. Therefore, schools are allowed to solicit potential investors.

1.2 MOTIVATION FOR THE STUDY

The day to day work of the researcher, as an educator, in the rural, disadvantaged communities and the South African School Act which makes it possible for a school governing body to make plans to generate additional funds for facilities to improve the quality of education at school level, prompted this study. However, the exemption of parents from paying school fees due to personal circumstances, the no fees schools and the Non Profit Organization Act of 1997, which aims at providing for the environment in which non-profit organizations can flourish, also served as motivation.

1.3 RESEARCH OBJECTIVES

The main objectives of the study are:

- To develop a sustainable fundraising model for schools.
- To attract investors to invest in school projects.

1.4 RESEARCH PROBLEM

1.4.1 Main Problem

The purpose of the study was to develop a sustainable fundraising model for schools. There is no sustainable fundraising model for schools, and schools are not raising enough funds from potential investors. There is an acute shortage of Science Laboratories, Computer Laboratories, Libraries and Sports facilities. As a result, the potential of learners are not fully unleashed. Skills and knowledge acquired through education can benefit the economy of South Africa. Although there is an abundance of unskilled and semi - skilled labourers, this impacts negatively on the South African

economy. According to Haydam (2004:8) the changing global environment, has experienced a sharp decline in the demand for unskilled and semi- skilled labour, mainly because technology (mostly imported from first world countries) has replaced unskilled labour in certain production processes.

1.4.2 Research questions

Research questions derived from the research problem are:

- How do schools embark on fundraising campaigns?
- Which fundraising mechanisms are effective at schools?

1.4.3 Hypotheses

- Fundraising is operationally feasible at schools.
- Benefits derived from fundraising at schools will generate money to buy the required facilities.
- Views and perceptions of principals towards fundraising are positive.

1.5 OUTCOMES OF THE RESEARCH

The study was intended to contribute to fundraising practices at schools, as schools are allowed to solicit investors in terms of the South African School Act. It was also expected that this research will contribute to fundraising planning, proposal, implementation and evaluation in schools as well as provide a platform for further intensive research on fundraising in South African Schools.

1.6 BACKGROUND

The inadequacy of the resources in most schools resulted from the legacy of the past.

1.6.1 Pre- 1994

In the past, schools were classified according to racial groups. All the schools were well resourced except the so called black community schools. Only a few, out of the black schools were well resourced, the so-called model C schools. According to United States Agency for International Development (USAID 2004:1), many years ago, schools of South African learners and educators were deprived of a decent education due to apartheid. Past education policies discriminated against South African children in terms of race and gender. So there are still many challenges facing education in this country, including lack of funds, teachers, classrooms, training and learning materials.

1.6.2 Post 1994

South Africa became a democratic country in 1994 when South Africa held its first democratic elections in April of that year. Under the leadership of President Nelson Mandela, education was identified as one of central pillars of the Reconstruction and Development Programme. Education Africa set out to assist in whichever way possible to help establish a culture of learning and teaching in South Africa. In 1999 Mr. Thabo Mbeki was elected as South African's second democratically elected president and Education Africa's mission broadened to assist in whichever way possible to deliver Africa's Education Renaissance. This is done in the following ways:

- By helping to create an awareness of the need for quality education.
- By raising funds both locally and internationally for worthwhile Education Africa projects, and then ensuring the sustainability of these projects.
- By acting as a catalyst in bringing various parties and experts together to ensure the best possible solution to a community and country's educational needs (Education Africa, 1994:1).

The vision of former President Nelson Mandela and Mr. Thabo Mbeki, is the need for quality education and to invite both local and international enterprise to invest in education.

The state is doing its best to improve school infrastructure. According to the Limpopo Department of Education budget speech, delivered by the MEC for Education, Dr Aaron Motswaledi for the financial year 2005/2006 (2005:12), from as early as February that year, they have painstakingly audited and verified the phenomenon of learners under trees and in shacks. Not only did they audit, they also tried to verify some of the factors around such schools as RDP settlements, population growth patterns, and patterns of migration. They have reached the conclusion that they will be able to construct new classrooms in all such schools and finish by the end of the financial year.

They have classified their needs into seven identifiable categories. Some of the seven categories will be dealt with this financial year. Others will cover the Medium Term Expenditure Framework (MTEF) period while some will still be continuing up to the end of the total budget. The seven categories of infrastructural needs mentioned are as follows :

R455 million for financial year 2005/2006

R375 million for financial year 2006/2007

R393 million for financial year 2007/2008

Hence the total for the MTEF period is R1223 million.

There are many enterprises that take part in investing in school projects. Unfortunately these investments reach only a few schools in rural areas. According to the School Needs Register, telecommunication access to schools has improved by 24 % mainly due to the cellular phone revolution. There have been improvements in access to technology, but these improvements vary from province to province and school to school. Just over 70 % of schools are still without computers, mainly in the more rural areas of some provinces. The average ratio of learners to computers for teaching and learning has declined from 725: 1 in 1996 to 164:1 in 2000 (Asmal speech: ICTE 2002 Conference:4).

There are many donors that have funded school projects recently. Here is an example of one such project. A school which was funded by the city of Vienna is Masibambane College. Phases one and two of the school is currently up and running. The City of

Vienna has provided funding for both phases of the school and have just committed further funding for phase three. Masibambane is a quality education institution situated in Orange farm in Gauteng Province, one of the poorest communities in South Africa and one of the fastest growing informal settlements.

According to Potgieter et al (1997:38) each governing body must make plans to obtain more money and other facilities to improve the quality of education at the school. The governing body must take all reasonable steps within its means to supplement the amount of money that the state can afford to give to their school. The schools can increase their stock depending on their needs. All assets acquired by a public school on or after the commencement of SASA are the property of the school (SASA, Section 37).

1.7 RESEARCH METHODOLOGY

This section describes the method followed in carrying out the study, identifies the population of this study, discusses how the sample was selected and how the data was gathered and analysed. According to Hussey and Hussey (1998:54) a methodology refers to the overall approach to the research process, from the theoretical underpinning to the collection and analysis of data. These procedures are presented hereunder:

1.7.1 Type of research

One learns more about the research problem that needs to be solved when both qualitative and quantitative data is considered, than when the research is limited to one approach only. This study used both qualitative and quantitative research to achieve its objective. According to Hussey et al (1998:74) it is perfectly possible and even advantageous to use both qualitative and quantitative methods for collecting data. The quantitative approach was selected to collect data on frequency of the occurrence of phenomena. The qualitative research was selected because of its characteristics to express commitment to the viewing of events, actions and values from the perspective of

the people who are studied. Qualitative researchers are often described as being the research instrument because the bulk of the data collection is dependent on their personal involvement (interview, observations) in the setting (Leedy, 2001:102).

1.7.2 Population

According to Hussey et al (1998:55) a population is any precisely defined set of people or collection of items which is under consideration. The populations for this study comprised of primary and secondary schools in Lebowakgomo circuit. Schools were the target group as they were allowed to solicit investors.

1.7.3 Sample Technique

Stratified sampling was used in case of schools. Stratified sampling overcomes the problem of under or overrepresentation, as each identifiable stratum of the population is taken into account (Hussey et al, 1998:146). The schools are classified into quintiles 01,02,03,04 and 05 according to government funding. Lebowakgomo Circuit consists of 27 schools. The classification is as follows:

Category	Number of schools
Quintile 01	3
Quintile 02	0
Quintile 03	8
Quintile 04	2
Quintile 05	11
Special School	2
Private School	1
TOTAL	27

Quintiles 01 to 03 are classified as no fees schools. Quintile 04 to 05, learners are obliged to pay school fees. Every category was sampled to avoid over and under representation. The universe of quintile 01 is small. 70% of the schools were represented. For quintile

03, 50% of the sample was represented. Quintile 04 is small, so 100% of the sample was represented. Quintile 05 is the biggest group, 50% of the group was represented. The sample size was as follows:

Category	Sample size	Percentage
Quintile 01	= 2	70%
Quintile 02	= 0	0%
Quintile 03	= 4	50%
Quintile 04	= 2	100%
Quintile 05	= 6	50%
Special school	= 2	100%
Private schools	= 1	100%

TOTAL

17

According to Leedy (2002:215) stratified random sampling has the advantage of guaranteeing equal representation of each of the identified strata.

1.7.4 Research Methods

1.7.4.1 The initial stage of research was to review the existing literature on funding of schools, donation proposals in organizations, fundraising mechanisms and other related information.

1.7.4.2 Interview

According to Hussey et al (1998:156), the interview method collects data by interviewing selected participants and asking questions in order to find out what they do,

think and feel. For the purpose of this study, Interview were conducted with the headmasters of schools through structured questionnaires. The researcher received permission from the Director General of Limpopo Department of Education to interview the respondents.

1.7.4.3 The Questionnaire

A questionnaire was prepared for school principals. The questionnaires were given to the respondents to complete. Hussey et al (1998:163) claims that this method offers the advantage that the response rate tends to be high and comprehensive data can be collected. Close-ended and open-ended format questions were formulated to allow for the collection of both subjective and objective responses.

1.7.4.4 Planned data analysis

Both qualitative and quantitative methods were employed. Qualitative data were quantified to examine repetitive behaviours. Hussey et al (1998:249) states that mixed methodologies of data collection lead the researcher to quantifying methods of qualitative data analysis. Qualitative data collected will be analysed quantitatively to draw a conclusion about the population. According to Leedy (2002:103), most researchers reason in a continual cyclic fashion using an inductive process, and then moving into a deductive mode to verify or modify the data with additional data. Furthermore, the extent to which analysis is structured depends on the extent to which analysis is structured in the collection of data.

1.8 LIMITATION OF STUDY

Not all the schools were reached due to time and financial constraints. The focus of study

centered on sampled schools in the Lebowakgomo Circuit . The results drawn from the study are suggestive rather than definitive. The researcher paid more attention to fundraising mechanisms and funding proposals in schools.

1.9 CONTEXTUALIZATION

The study is divided into selected chapters as outlined below:

Chapter 1 – Research Proposal

The chapter outlines the background of the study, the research problem and thereafter the objectives of the study, the research problem, the research questions, the researcher's hypotheses relating to the research problem and its limitations. The chapter also includes research methodology, (target group, sampling technique and planned data analysis), clarification of concepts, as well as the structure of the research.

Chapter 2 –Literature Review

The literature selected provides the background of funding of schools in South Africa, donation proposals and the mechanisms of raising funds in schools. The reviewed literature assists in identifying the gaps.

Chapter 3 – Data Analysis

This chapter analyses data collected from literature reviewed, and the targeted respondents. It also presents and interprets the data and draws attention to the implication of the findings.

Chapter 4 – Summary, Conclusion and Recommendations

The final chapter summarises the research report, draws conclusions and offers recommendations. It also offers a sustainable fundraising model.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The researcher looked at fundraising as defined by various authors, the objectives of fundraising and fundraising operations. The literature review helps to improve knowledge on fundraising strategies and serves as a guide and research facilitator. According to Hussey and Hussey (1998:109) the literature review helps to gain knowledge on the chosen research topic.

Elisher (1997:42) schools are increasingly involved in raising funds for themselves. Schools, like any organisation, embark on fundraising campaigns to supplement, sustain and add to the resources provided by the state. This chapter offers a broad discussion of the concept fundraising which includes the different approaches followed in fundraising.

2.2 FUNDRAISING

2.2.1 Defining Fundraising

The American National Society of Fundraising Executives (NSFRE) describes fundraising as an event conducted for the purpose of generating money. Elisher (1993:3) explains fundraising as “the art of getting people to give to you what you want, where and when you want it, for the purpose you have identified”.

Fundraising is done for a specific purpose as stated by the authors. The purpose can either be to generate money or to get what you want. According to Loewenberg

(1995:4) fundraising is defined as “ the process of acquiring and allocating financial and other resources for purposes traditionally considered philanthropic (i.e. health, education and welfare)”. Elisher (1997:7) identified four types of funding available in fundraising :

- from gifts
- from grants
- from activities
- from investment

Loewenberg and Elisher share the same sentiment in terms of fundraising.

Fundraising from gifts might be in the form of resources, whereas fundraising from grants, activities and investment might be in the form of funding.

Ritchie (2002:32) perceives fundraising and sponsorship differently. In case of fundraising, the company, trust, foreign embassy or individual is requested to give to a non profit venture, a gift, such a donation comes from the donor’s social investment budget. The donation does not depend on what the receiver can offer in return. On the other hand, sponsorship hail from the advertising and marketing budget of the sponsor, which is normally larger. In most cases, two different departments are dealt with when applying for either a donation or sponsorship. In case of sponsorship the donor expects something back. This usually means promoting, the strategic use of the sponsor and his product and services at all possible opportunities (Ritchie, 2002 : 3). The researcher argues that either sponsorship or donation is proposed by a fundraiser for a specific purpose. If the fundraising is successful, something is received, either in the form of cash or an item. Both of these increase the assets of the school, and as such, they are part of fundraising. However, it is agreed that in the donor’s perspective, sponsorship and fundraising are different, because they are performed by different departments, but in the eyes of the recipient, the school, they are the same. Money is used either as donation or sponsorship. Nothing is valueless.

According to Flanagan (1992:9), “good fundraising is good business”. The idea

behind good business practices is that the most money is made by providing the best product efficiently. The product is the schools marketing programme. The marketing programme includes preparing long-range plans, making the most money in the least time, and keeping clear records. He further perceives fundraising as actually selling. There is a psychological advantage in selling the positives of the programme: you are getting away from the feeling that you are begging (Flanagan, 1992:18). The researcher supports the idea that the programme serves as the product. The term product is defined as a tangible good, a service, an idea or more often some combination of these that, through the exchange process, satisfies consumer or business customer needs (Strydom et al., 2004:180). In terms of fundraising, the customer is the donor, buying the idea of the fundraiser. The programme is an idea (the purpose of raising funds). A well structured programme satisfies the donors. A programme might be in the form of donation proposal, sponsorship proposal or a programme for an event.

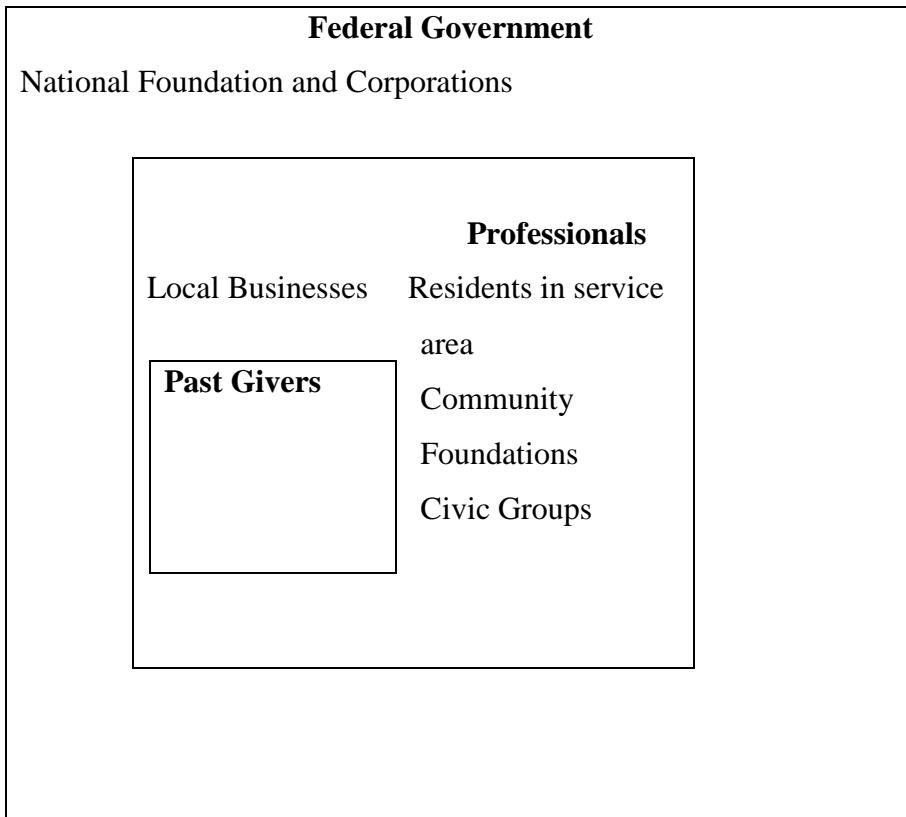
According to Ritchie (2002: 127), you should market your organization in fundraising. “Let them know what you do, who you serve and that your organization is a marketable commodity. Use it”.

2.2.2 Who are the donors?

According to Mixer, (1993: 4) people who give to non – profit organisations represent the market that can be identified, understood and approached. They are both prospects and donors. Prospects are those individuals, foundations and corporations who have already contributed to other non-profit organizations. The researcher supports the idea that the donors represent the market in the sense that the fundraiser should identify potential donors. The S.A Donor Directory, which lists over 700 major donors in South Africa and outline geographical preferences and focus of support entities such as AIDS, environment, arts, sports development, education, housing, heart diseases, etc, could be used to identify donors. To access it visit www.papillonpress.co.za.

Dolnick (1987: 26) classifies donors in three categories. The diagram below indicates those most likely to give, those less likely to give, and those people you should test to see if you can meet your fundraising goals.

Figure 2.1 Three categories of donors



Source: Dolnick, 1987:26

To find and evaluate donors ask the staff, board members and friends, check telephone directories, city directories, annual reports of banks, organizations and business chambers of commerce , programme bulletin of symphonies, art , public television and radio, and other civic and social organizations and church bulletins to add your starter list (Dolnick,1987 : 27).

According to Flanagan (1992:73), “a believer is someone who wants the organization to succeed and gives money but little or no time. Asking money from the believers allows the people who have more, to give more money; the goal in designing a strategy to get money from believers is to get the most money in least amount of time and to get it from sources that can give year after year”.

2.2.3 Objectives of Fundraising

The notion that giving and getting is a social relationship involving interaction between donors and recipients is just emerged during the nineties (Brittingham and Pezzullo 1990; Ostrander and Schervish, 1990; Kelly, 1991). Their explanations range from religious beliefs and willingness to react to pride and peer pressure. During the research conducted by Mixer (1993:6) presented to the interviewees received the following responses: giving back to society some benefit derived from it (39 %); being asked to contribute or volunteer by a personal friend or business associate (36 %); ensuring the continuation of activities or institutions that they, or their family benefit from (34 %); serving as an example to others (31%); fulfilling a business or community obligation (19 %); creating a remembrance of oneself or one ‘s family (17 %); obtaining tax considerations and deductions (12 %) and being encouraged by an employer (10 %).

According to Elisher (1997:98) the benefits and returns a company will look for in sponsorship may be:

16

- Corporate image enhancement

- Product awareness
- Hospitality opportunities
- Employee loyalty and interest
- Improved contact with opinion formers
- Part of the product launch initiative
- Targeting the specific consumers and reaching new materials

People usually give to people who ask and for different reasons. It is well to reflect on why people give (Dolnick, 1987:27). People give:

- because it makes them feel good
- for recognition
- because they have money
- out of feeling for a competitive spirit
- in memory of someone
- to create, or out of a sense of belonging
- out of pity
- because they believe in what the library does for people
- because they feel privileged and a pride in giving
- for the tax benefit
- because it benefits them to have the opportunity to reinforce their self- image as a person in helping to solve a problem.
- for investment – a donor wants to know that their gift will make a big difference.

According to the Sunday Sun, 1 April 2007 (Sun Correspondent: 34) donation is one of the seven ways to cut the tax bill. Donation is not the same thing as giving to a charity: it's the tax break that encourages you to give money to other individuals. The tax neutral limit (i.e. the beneficiary is exempted from the 20 percent donations tax) is currently R50 000 per tax payer . Some of the donors are giving for a tax benefit. From the researcher's perspective this is a challenge to all businesses. The school should solicit

investors, let them know the purpose, the school profile and the school community (learners, parents and teachers). According to Flanagan (1992:13), what makes fundraising exciting is that each person gives for a different reason. “Put the donor first and you will understand more about them, why they support you”. For instance, Oprah Winfrey this year, 2007, introduced her landmark girl’s school for 152 girls from families earning below R5000 a month, to receive education that money cannot buy. She pledged \$10 – million to Mandela six years ago for the school. She is building a home at the sprawling girls school in Henley – on – Klip South of Johannesburg (Shanthini Naidoo, A dream come true for 152 lucky school girls, Sunday Times 07/01/2007). The donor Oprah Winfrey supports education because she has a deep sense of compassion for the disadvantaged children.

According to Curthberth (1995:42), if there were no fundraising, donors would still identify needs in society and choose to give, but fundraisers are the agents of change in marketing these needs. Marketing is the link between the organization and its donors.

South African tax implications for fundraising have helped donors with access to tax deductions and rebates. Income Tax Act, No. 58 of 1962 provides donors:

SECTION 18A: A taxpayer may deduct the value of donations from their taxable income:

- In the case of individuals up to R500 or two per cent of their taxable income.
- In the case of a company, up to five per cent of its taxable income.

Provided the donation is made to a university, college, certain education funds set up to provide training in South Africa, or the Bible Society of South Africa.

SECTION 18B: Any taxpayer who incurs sponsorship payments, is allowed to deduct an allowance equal to eighty percent of the sponsorship expenditure.

- Provided it is a cultural, educational or sporting “international event” held in the Republic of South Africa.

DONATION TAX: A donation tax is paid on the value of any property disposed of where directly or indirectly and whether in trust or not. However, tax is not paid on donations that total up to R20 000 during the tax year.

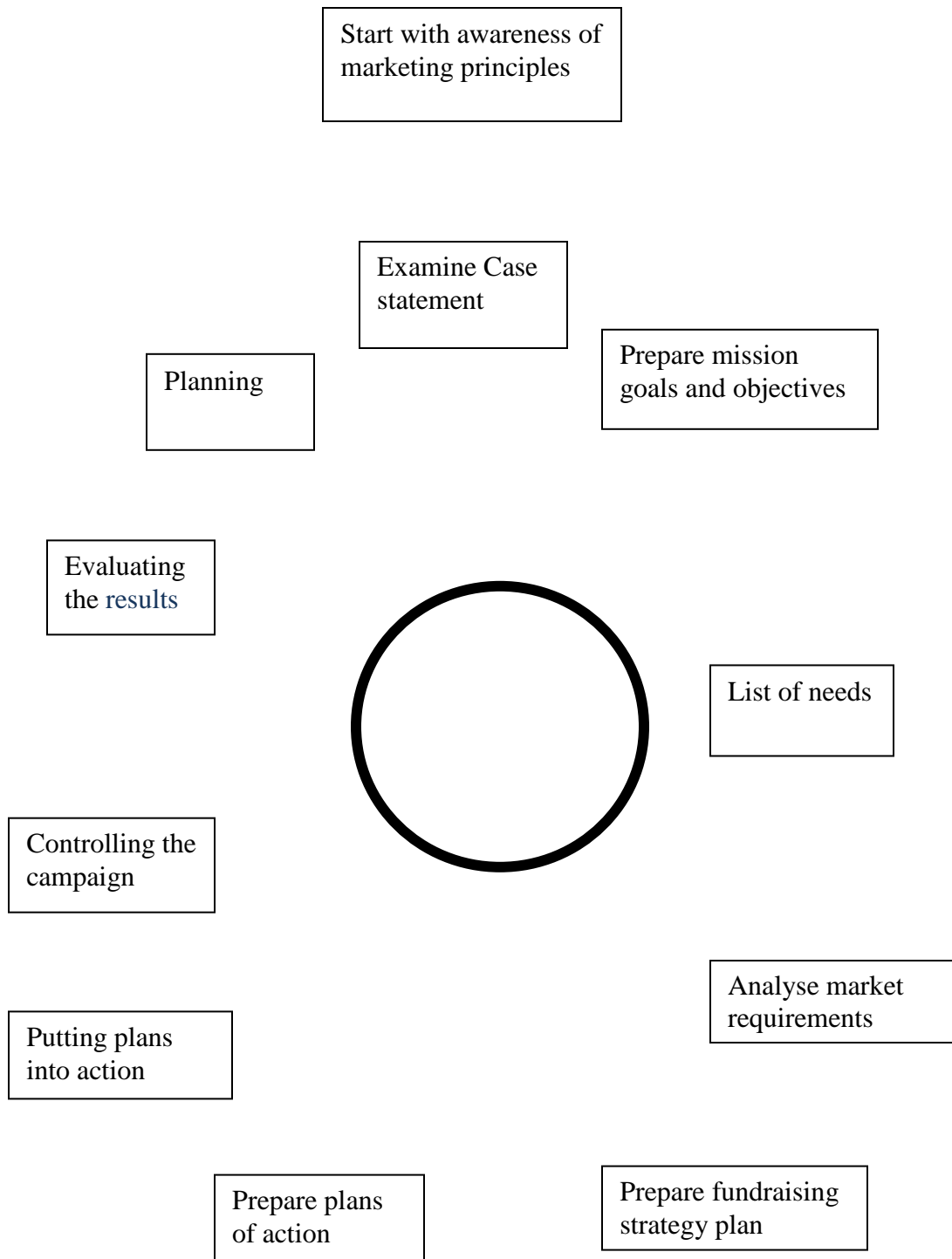
2.3 Fundraising Operation

2.3.1 Strategic planning to fundraising

Strategic planning examines the strengths and weaknesses of the organization and the opportunities and threats it faces in its operating environment (Mixer, 1993:244).

According to Cuthbert (1995: 29), effective fundraising is eighty percent preparation, followed by twenty percent action. Planning is critical and having a plan of action, a strategic plan, of how you intend to go about raising the required money for the organization is imperative (Ritchie, 2002:15).

Figure 2.2 Fundraising Cycle



Source: Curthberth, 1995:28

The first three steps are part of the organization or committee's overall planning process. The governing body and staff together have to: write the case statement; agree to the mission, goals and objectives and prepare a list of needs. From this point the entire steps for planning move to fundraising. Cuthbert (1995:29) indicates that a case statement clarifies the organization's positioning and objectives, and is used to provide the heart of verbal and written fundraising and public relations communication. The case statement embodies the organization's planning. That is mission, long term goals, objectives, strategies, plans of action and internal environment.

The mission statement must say something about the uniqueness of the organization, about why and how the need and problem is addressed, or the way in which your address is different from other organizations (Cuthbert, 1995:32). From the mission statement will flow the goals and objectives that make the organization function. Goals should tell as where we have to be, what is expected in raising resources to accomplish the mission. Fundraising objectives describe the size of the fundraising task.

- o Planning the strategies

According to Cuthbert the fundraiser, with the selected staff, start with a strategy workshop wherein the following steps are outlined:

- i) The mission statement
- ii) SWOT analysis – The group brainstorm and list the strengths and weaknesses of the organization (internal issues), followed by opportunities and threats (external issues).
- iii) Using a democratic process, rate the items in order of importance.
- iv) From the items that score the highest marks, produce a list of critical issues and opportunities. From the list of opportunities, fundraising strategies can be produced.

Curthbert (1995: 34) notes the following information to be included in a fundraising plan:

- i) Introduction-state the specific needs for funds and refer to the changes

listed in the case statement.

- ii) Environment - explain the internal and external issues that will influence the strategy.
- iii) List of fundraising objectives-these come from either your strategy workshop, or from the case statement, or from the fundraising committee you have appointed or from the organization's management.
- iv) Target market - who are the potential donors.
- v) Income targets - how much money do you plan to raise by each fundraising method over the period of the plan.
- vi) Plan of action - this will include the time of the campaign, method to raise funds and the cost of raising funds for each of the methods.
- vii) Income and expenditure budget - summaries all the income forecast, together with costs of raising that income.
- viii) Measuring the results - explain how the performance of each fundraising activity will be measured. Usually cost compared to income.
- ix) Executive summary - finally write one page summary which becomes the first page of the strategy plan.

- o Running the campaign

Once it is approved, you implement the strategy. After each activity, or at least once a month, examine the progress of the strategy and report to management.

- o Evaluating the results and move on to measure which strategy is cost effective and which is not, which delivers the most money to the programmer and which does not. The fundraising cycle (Figure2.2) completes the circle and planning process starts all over again for the next year.

Cuthberth's ongoing fundraising cycle is supported. For the school to sustain its resources, fundraising should be continuous. At the end of the year excellent fundraising strategies are identified and used in the next cycle.

Elisher (1995:20) share the same sentiment with Curthbeth in terms of strategic planning. He noted the following:

- Review the mission and vision, identify the needs and modify the mission and vision.
- Environment - the plan should review the environment and the general market place in which the organization is operating.
- Shop analysis - this is a universally used technique for testing and developing a strategic plan.
- Objectives - defining the key objectives of the plan relating to the mission and vision.
- Set a timetable of activities

Unlike Curthberth, Elisher did not see the need for evaluation at the end of the timetable of activities.

According to Mixer (1993:91) strategic planning, in particular, focuses on the organization's obligation to accomplish its purpose in the context of external forces. Mixer further perceives strategic planning as vision oriented, market driven and concern with clients, resources and competition. Mixer begins strategic planning with a situational analysis. Financial resources and constraints are to be examined by looking at: all sources of income and allocations of expenditures; ratios of services to costs; actual cash flow versus organizational needs; and budgeting effectiveness (Mixer, 1993: 99). Mixer's (1993 : 99) review of the fundraising functions requires the teams to analyse factors such as: cost and returns of fundraising programme; reliability of donor and prospect lists; volunteer and staff time expended; and growth of fundraising activities.

Environmental trends embrace demographic changes (age, ethnicity, family and socio-economic status), economic conditions (disposable income, the effects of recession or growth , and regional variations), governmental acts (taxes , expenditures, funding programs and regulations), cultural attitudes (orientation towards spending or saving,

helping others or self - centeredness), and technological innovations (computers, facsimile machines, videocassette recorders, and electronic media) and affect the public awareness and the number of donors allocated to various service groups (Mixer,1993:100). Mixer (1993:4) further states that demographic factors such as location, age, income, gender, play an import role in indicating who is likely to give and how much they will give. The researcher supports Mixer’s idea of demographic factor as a determinant of how much to give and who is likely to give because most of the businesses face a challenge in terms of social responsibility.

Increasingly, business organisations are recognizing their responsibility to local communities by helping to promote their economic well-being. It also means sharing responsibility for other groups and organizations within the community, such as schools, hospitals, groups representing special interests , and so on (Slack et al., 2001 : 713). Schools that are likely to receive donations are those located close to the businesses. Where the business operation generates good profits, the business is likely to contribute more. Schools situated far from the business centers are likely to receive donation in terms of their performance. According to Chester Manaka, (Sowetan, 3 April 2007:7): “Results earn school R5m centre, mining company Anglo Platinum opened a R5 million science centre at Mbilwi secondary school in Sibasa, Limpopo”. The company said it had been immensely impressed by the performance of Mbilwi as the top school in the province, producing good results without resources. Anglo’s Cycle Oakes said: “ As part of our social responsibilities we are investing in education that will boost and empower students who were disadvantaged”.

Mixer (1993:106) included the following in his strategic planning:

- Resources planning

Resources planning decisions rest on several factors:

Stability of the source, known policies of source’s fund allocation, costs of obtaining funds, impressions created by the source, ethical values , expertise and time of staff and volunteers to manage nontraditional enterprises, and the resultant effect of these

enterprises on the agency's mission and public relations. A resource planning process proposed by Flanagan (1992:32) allows organizations to select various fundraising methods based on statistical relationships among the method's costs, resulting income, and the degree to which the method enhances institutional and fundraising missions.

- The Development Plan

The elements of the development plan are the capacity of the organization, the need for funds, the availability of resources and other external factors. Depending on these elements, fundraising methods are selected for implementation at designated times and in coordination with each other to achieve the desired results (Mixer 1993: 107).

Mixer identified fourteen basic methods to be employed in raising funds. They are as follows:

- Annual Campaigns
- Personal solicitations
- Gift clubs
- Membership drives
- Phonathons
- Direct mail
- Special events
- Neighbourhood canvassing
- Small business solicitations
- Corporate foundation solicitations
- Project funding
- Capital campaigns
- Major gifts
- Planned giving

According to Mixer the effectiveness of these methods requires careful consideration for strategic criteria plus aspects unique to each one. The strategic criteria for fundraising methods are:

- The purpose of funds to be raised determine the fundraising method

- Appropriateness of the fundraising case is an issue because the methods of fundraising must be aligned with the needs described by the organization.
- A source of funds will determine the selection of fundraising methods
- The cash flow needs that will transpire from the fundraising are determined by the anticipated expenditures.
- The related time, effort and costs of the various fundraising methods influence selection.
- Frequency or scheduling requirements to determine whether the fundraising effort will be undertaken continuously through such methods as ongoing major gift campaigns and planned giving programs, or whether efforts will be made periodically through such methods as special events and project funding.
- Personnel requirements apply to board members. Volunteers and staff who will be needed for a successful fundraising effort.
- Integration and co-ordination considerations concerning the effect each fundraising method has on the other.

Mixer's idea that fundraising methods are determined by the purpose of funds to be raised, the source of funds, the cost, time, scheduling and personnel requirements is supported. For instance, a big project like establishing a school laboratory will be of high costs, will need more time, need personnel with expertise to compile donation proposals unlike raising money to purchase a school facsimile machine. For a big project you request directly from the prospective donor, whereas for a small project you may organize a school event.

Curthberth (1995:170) identifies ten steps which he has proven successful in fundraising:

- Start with an organization plan
Fundraising works for those organizations that have a clear and current mission, long term goals, and workable short term goals and strategies.
- A written fundraising strategy
This must be based on what the organization will need to achieve its objectives

- for at least the next twelve month.
- A balanced funding programme
The funding strategy must contain planning for income to cover current or operating costs, special or capital projects and future funding
 - A committed governing body
Governing body members have to take the lead in giving and raising funds
 - Appoint a fundraising committee
This committee is involved in planning, implementing supervising and evaluating the fundraising strategies.
 - Appoint a fundraising co-ordinator
One of the members of the fundraising committee should be the fundraising co-ordinator, the person who takes day to day responsibility for implementing the fundraising programme.
 - Fundraisers must receive training. Staff and volunteers directly or indirectly involved in the fundraising process must be trained.
 - Research current and prospective donor market. If you do not have information about donors' linkages, interests and abilities you will not be able to make successful approaches to them.
 - Donor base management
An effective data entry and report writing system must be installed.
 - Evaluate fundraising progress and results
This means measuring the progress of each funding method. By keeping good monitoring records you will be able to plan ahead more efficiently, and reduce the cost of raising funds.

Ritchie (2002: 52) also supports the idea of strategic planning and conducting a SWOT analysis. Conducting a SWOT analysis session is an excellent exercise for both the organization as a whole as well as the separate initiatives focusing on fundraising. Mullin (1976:39) is of the opinion that planning the document is an important vehicle of achieving. This explains the organization's role, aims, targets and fundraising proposals.

According to Elisher (1997:23), getting people to give you what you want, the following should be considered.

- The purpose you have identified:
The cause motivates your need to raise funds and therefore, must lead your fundraising at all times.
Therefore, as a fundraiser, you are an enabler, a catalyst affording people (donors), the opportunities to realize their ambitions, goals, life needs and purposes.
- When and where you ask:
Realistically, sound and successful fundraising is always planned with sufficient lead time, and time for plans to take effect and produce the required funds.
- The approach:
Is it good time to approach potential donors?
- The need to fundraise:
The need must be explored in detail and clearly defined. Having defined the need you have to reassure yourself that the money given by donors is essential to the cause and that it will be wisely spent.
- Collection:
There are many fundraising techniques, from collection to capital campaigns, from selling to trading. All the techniques rely on one or a combination of three factors- time, money and goods (Elisher, 1997: 30).
- Time:
People can give their time to help raise funds for your cause or to save expenditure. They can among other things:
 - ◆ Act as a steward at an event.
 - ◆ Stand on a street corner with a collecting tin
 - ◆ Sell tickets for an event or raffle.
 - ◆ Serve at a stall or in a charity shop.

- ◆ Be a member of an organizing committee.
 - ◆ Help in a professional capacity
 - ◆ Participate in a sponsored event.
- Money :
- People can among many things:
- ◆ Put money in a collection.
 - ◆ Buy an item from a stall, shop or catalogue.
 - ◆ Leave a legacy.
 - ◆ Make a covenant .
 - ◆ Sponsor someone to participate in an event.
 - ◆ Participate in a payroll giving scheme.
- Goods (gift in kind):
- There are kinds of gifts. The donor can among other things
- ◆ Provide an item to be sold in a shop or stall , either by donating money or making an item.
 - ◆ Give prizes for a raffle, tombola, etc.
 - ◆ Donate the use of facilities for an event,
 - Provide office space, equipment or services e.g. printing.
 - Provide an equipment for use of an event, public address system, bouncing castle.
 - Provide items to be used by the cause, e.g. furniture for a day, car center ,toys for a playgroup.

According to Flanagan (1992:11) the most efficient way to boost your profiles is to schedule your big fundraisers so that they can become your annual events. Then you do not have to start from scratch every year. The first time you hold an event is really training time. Your goal in designing a strategy to get money from believers is to get it from the sources that can give to you year after year (Flanagan, 1992: 74). All the

methods below will enable your organization to ask for renewable money every year (Flanagan , 1992 : 74-76):

- The first method of fundraising from people who want your program is door - to - door canvassing. It is a very profitable way to make money in dense urban areas for high visibility organizations.
- A second dependable source of money from believers is donations from the high-profit businesses and corporations in your area. Many older organizations received donations from local businesses for years.
- The third way to ask your believers for money is through the direct mail. Direct mail fundraising is a business that uses a volume approach to find the people who like what you do, then ask them for money.
- The fourth sector is called major donors. These are simply people who like your organization so much that they will give you large amounts of money when you ask for it.
- The fifth vehicle for getting money from people who like your work is by selling newsletter for the organization and make money through subscription, advertising and direct mail techniques.
- The sixth example is payroll deductions. The employer takes the designated amount from each paycheque, and then forward your part to you.

According to Curthbeth (1995:27) , he still finds that most non - profit organizations do not have a fundraising plan. Whether you are a fundraiser for a school's parent association, or to raise support for a new community organization, whether you are responsible for a service club's charitable programme, or you are a development director for a major university, you need to plan. If you do not know where you are going and how you are going to get there, you will waste time and money getting to nowhere. The effective fundraising has everything to do with satisfying donors. Your task is to find the right donors who are interested in what you are doing and to hold onto them.

For instance, Wise Up Magazine (March 2007: 6) states that Legalwise has partnered with the National Business Initiative and sponsored five schools in Diepsloot over a three year period in order to improve the management of these schools with the goal of improving overall results in the schools. Legalwise had sponsored the delivery of 30 newspapers per school per day in order to assist educators and pupils in the learning process. Legalwise was inspired with the improvement in the matric pass rates at all the schools they had sponsored. Following are the results:

	2005	2006
Kwena Malapo Secondary	40%	95%
Itirele Zenzele secondary	47%	74%
St Ansgars Combined	31%	52%

If the performance keeps on improving, the relationship between the donor and the schools will be sustained. The reason being that the donor is interested in what the schools are doing and the results of their sponsoring efforts.

2.3.2 Preparing a proposal

According to Mixer (1993:107) the development plan or fundraising plan contains goals, objective and action steps for securing private funds and it is an integral part of the overall strategic plan.

Ritchie (2002: 60) states, when planning for a proposal you have to be certain that you know exactly how much money you are seeking and what will be spent on it. Without knowing the amount of money you will be seeking, you cannot begin to plan or write a proposal.

Fundraising must be project-specific: A proportion of the budget can include running costs. Plan who you intend to approach, and for how much. Donors will ask where you intend to find the balance of the funds required, should they fund a part of your budget.

Ensure that there are no spelling or grammatical errors: The ideal proposal consists of a covering letter (written last but placed on top to be read first), proposal cover (usually your letterhead containing the words: “ funding proposal”), the body of the proposal (not longer than three pages, preferably one to two pages), the budget and enclosures such as the letter of endorsement, photographs and media cuttings. Also send a copy of your latest annual report and financial statements (2002:63).The following should be noted when preparing the fundraising proposal:

- Cover letter - It should be written last to sum up everything contained in the proposal, namely what your organization does and what you are asking the funder to donate.
- Proposal – the shorter a proposal, the better chance you have of it being read. Use clear compelling language and do not waste valuable space to describe the plight of those whom you serve.
- Budget – An organization that lays open its financial plan, to a potential funder, immediately appears not to have things to hide. The budget must be factual and all figures must be verifiable.

Elisher (1997:98), refers to a fundraising plan as a sponsorship proposal. Different people in different organization require individuals approaches. Two keys to success are:

- Believe in the package you are selling.
- Put yourself in place of the person you are targeting.

Look carefully at the project you want to be sponsored, as part of the sponsor, exactly what will the company get as part of the sponsorship for an event (Elisher, 1997: 99).

- Can the company’s name and logo appear on invitations, posters, leaflets, tickets, score cards?
- Could an exhibition be mounted at the events?
- What opportunities are available for hospitality; are there sampling opportunities?
- What advertising will be done prior to the event and could the sponsor’s name be included?

Elisher share the same sentiment as Curthbert. They both consider donor's satisfaction. Putting yourself in place of the person you are targeting infers what the donor will be getting in return.

According to Curthbert (1995:78), the following contents and order of presentation that has always worked in writing the project proposal. It even works better when you include photographs of the projects, or architectural drawings of, say, a proposed building are included.

- Proposal summary: This is a single page of : who you are, your track record and skills, the need and scope of the project and its cost.
- Introduction: This can be a summary of the main arguments from your internal case statement. If you have any independent endorsements about your work from the media and local businesses or social leaders, include copies of cuttings or letters.
- Problem statement: Next, explain the specific problems of need your project proposes to address.
- Programme objectives: Talk about what you plan to achieve. Donors see objectives as the criteria by which the programme is evaluated.
- Methods: Now talk about the method you will use to reach the objectives. Introduce the key staff for the project, with a little of their professional background. Describe what you are prepared to offer.
- Evaluation: Assure the prospect that there is a monitoring and evaluation process built into the programme.
- Future funding, of your fundraising strategy and growing donor base.
- Budget: The budget should reflect the expected expenditures that conform with the objectives. Describe the method of accountability: financial records, bankers and auditors. Explain how expenditure for the program will be monitored and by whom. It is a good plan to attach a copy of the last audited financial statement for the organization. This gives the donor an opportunity to see how well you

- manage the money you have already received.
- Reporting and monitoring: Find out what the donor will need by way of accountability and build this into the proposal. A donor could come back to you with a demand for an auditor's report.

Dolnick (1987:36-38), suggested the following to improve the fundraisers chances

- Think before you write
Know exactly what you want to achieve and how you plan to achieve the goal.
- Structure your proposal around answers for seven basic questions.
 - i) Who? Identify yourself or your organization, the project staff and their credentials. Establish your credibility.
 - ii) What? Outline the project and its objectives.
 - iii) How? Give a clear plan of action and describe the methods you will use to achieve the goals of the project.
 - iv) How much? Provide an accurate and believable budget. Relate budget lines to your narrative.
 - v) Why? Describe the impact of the programme. Show how it will meet a need in your community. Describe the benefits.
 - vi) When? Outline the timetable for the project.
 - vii) Where? Describe the location.
- Evaluation plan:
In your proposal, show how the success of your project will be measured and the extent to which the goal set out for yourself will be achieved.
- Stress your assets:
Emphasize your uniqueness and how it will benefit the donors.
- Be clear, concise and specific:
Make your proposal easy to read and to comprehend.
- Proofread your proposal:
Have a third party read your proposal.

2.3.3. Preparing for Special Events

Some events, in fact the majority, are aimed at fundraising, however, events may be planned into a fundraising year for purposes as varied as awareness of the work and mission of an organization, recruiting volunteers, seeking NGO partners, marketing its paid - for services to potential beneficiaries, celebrating an anniversary, participating in international days, weeks or months to create awareness of a changed mission (Ritchie, 2002:11).

Ritchie (2002: 12-26) noted the following as being critical for fundraising events:

- A year plan : It is vital to plan events into the fundraising cycle for the coming year.
- Keep a calendar: The vital reason for planning events as far in advance as possible and recording them on the mainstream activities of the organization and in the fundraising year cycle, is not to forget.

- Know the goals:

Set realistic target amounts and back these up with a comprehensive budget

- Ticket sales:

It is vital to know the number of tickets required to break - even, particularly if there is no sponsorship. A clear plan of how many people will be involved in selling tickets, who are they, what contacts they have and what passed success they have had, must be in place.

- Business plan:

Such a plan should clearly state the objective of the event as well as the secondary goals such as raising the profile of the charity and creating awareness.

- The budget :

The cornerstone of such a plan should be the budget, laying out all projected expenses and a conservative but realistic potential income. Once the budget has been drawn up, begin by identifying items that could be donated.

- Sponsorship:

The business plan should list companies likely to sponsor such an event and explain why they are likely to do so.

Critical path:

A critical path is an action plan outlining each function with dates attached.

Functions and Areas of Responsibility:

The business plan should clearly spell out who is responsible for what and this must be strictly adhered to.

Event programme:

The contents of the event must be detailed on a business plan.

- The event committee:

A committee should be formed and portfolios established, with committee members identified to handle each portfolio.

According to Elisher (1997: 74-76), putting on any kind of event from scratch requires considerable planning and organization. You also need to do some research on the event to decide the answers to the questions why, what, when and where.

- Why are you putting your event on?
- What event is most appropriate?
- Where are you going to hold your event?
- When is the most appropriate time for your event?

There is huge variety of events that can be organised to raise funds, but all of them fall into one or more of 4 categories:

- Sponsored:

Where people are sponsored by individuals to participate in any activity.

- Ticket:

Where people pay an entry fee or buy a ticket to attend an event.

- Sale:

Where people attended an event to buy items.

- Integrated:

Intergrate those campaigns based on a common theme, around which many different types of events and media support can be organised.

Ritchie (2002: 102) support the idea of 4 categories of events, although there are thousands of different event ideas and new and innovative ones are devised constantly, they all fit into 4 basic concepts.

- Ticket sales- this encompasses any event to which people pay to attend, such as dance, theatre or a sport match
- Sales - events such as bazaars, auctions or book sales where the public support the organization by purchases.
- Sponsored events- these include walks, cycle tours or any other initiative in which participants are sponsored per hour, kilometer, kilogram, etc
- Theme campaigns- in this method which includes much awareness and media coverage, various integrated events are arranged. Such initiatives often last a week and many include a number of events.

In terms of school events the ticket sales is feasible for events such as a concert, a beauty contest, a raffle to mention a few. Sale events may include school entrepreneurs' day where food and sweets could be organized for the public to support the organization by purchases. Sponsored events may be applicable to school marathons, beauty contest, and award giving ceremonies. Theme campaigns may include school celebrations such as National Water day, Heritage day, Arbor day, World Environmental day, Readathon week, etc.

2.3.4 Test for Fundraising Readiness.

Curthbeth (1995:152) made a simple test to reveal what important components should be in place if the organization is to meet its funding goals. The questions should be asked at least once a year where the answers highlight action that you need to take to prepare the way of implementing successful long term strategies. High rated scores are given for the "people involvement" in the fundraising programme. An organization score is rated using

the following table:

Table 2.1 Test for Fundraising Readiness

YOUR SCORE	IDEAL SCORE	RATED AGAINST
1	5	A sound long term organization plan
2	5	A prepared case statement
3	5	Analysis of need for at least 12 months
4	5	Identified funding constituencies
4	5	A history of broad donor support
6	5	A database of donors and prospects
7	5	An efficient record keeping system
8	5	A fundraising expenditure budget
9	10	A prepared fundraising strategy
10	15	Competent fundraising staff
11	15	Fundraising Committee
12	20	Involved, concern/ contributing board
TOTAL	100	

Source: Curthberth, 1995:152

If the total score adds up to 75 or more, your organization is ready for a successful fundraising campaign. Anything less, you must attend to the weak spots.

The test for readiness is regarded an effective way for implementing fundraising strategies. The test is perceived as a way of conducting a SWOT analysis specifically for fundraising. If the scores are low, it means the school should review and improve the

fundraising plan and if the scores are high, it means the fundraising plan could be implemented. The test for readiness avoids a situation where schools embark on an ineffective fundraising programme.

2.3.5 Nurturing the Relationship with the Donors

According to Ritchie (2002:37), good fundraisers know the value of nurturing donors in the interest of receiving future support. An event may be so successful that it becomes an annual source of income. What a pleasure if the sponsor could support it year after year. This will depend on whether the sponsoring company had value for money. Did they receive publicity, brand exposure and media coverage as promised?

Relationship with donors, like other friendships, take time to establish, and must be nurtured in order to grow and strengthen. Contacts to be made are:

- a request for money;
- a formal letter of thanks;
- a receipt or maybe a report back (Ritchie, 2002:47).

2.4 SUMMARY

Fundraising is practiced between the proposer/fundraiser and the donor for the purpose of generating an income. The money is generated for a specific purpose. The purposes serve as a motivation to the donors. There are various methods applicable for raising funds. The method of raising funds is determined by the purpose. More time is spend in fundraising planning than on implementation.

Flanagan's idea that effective fundraising is good business is supported. Fundraising is synonymous selling. The seller being the school in need of funds, selling the purpose of raising funds to the market. The target markets being the potential donors. Donors like the customers respond according to their needs. Schools should structure their proposals in such a way that it satisfies the donors, and in turn retain the good relationship such as customers' loyalty.

CHAPTER 3

DATA ANALYSIS : PRESENTATION, INTERPRETATION AND IMPLICATIONS OF RESEARCH DATA

3.1 INTRODUCTION

The research findings presented in this chapter are a mix of the results of both quantitative and qualitative research methodology. Where applicable, results from the survey are presented, compared and contrasted to assure consistency and to gain perspective and insight into the research problem. The survey met a high response rate on data collection and even though four questionnaires were incomplete, the response rate was still 76%.

This chapter further outlines the meaning and implications of the findings in terms of the hypotheses set and research questions raised in Chapter 1. The research also considers the findings that deal directly with the main problem and further elucidates other related findings.

3.2 PRESENTATIONS OF FINDINGS

Table 3.1 Summary of the key findings

Fundraising operations in schools	<ul style="list-style-type: none">▪ All the schools that responded embark on fundraising campaigns. The majority of the schools engage in fundraising as a result of insufficient funds in the school's coffers.
--	--

<p>Resources at schools</p>	<ul style="list-style-type: none"> ▪ All the schools at Lebowakgomo Circuit are electrified; have toilet facilities and fences are in place. Only 35% of the fence have been financed through fundraising, the rest have been financed by the government.
<p>Fundraising mechanisms applicable to schools</p>	<ul style="list-style-type: none"> ▪ The most commonly used method of fundraising is casual day contributions(27%),door to door donations(17%), donation from proposed businesses(16%), ticket sales for raffle events(14%), ticket sales for school concerts(9%), recycling (9%) ,theme campaigns (2%) and sponsored events (2%)
<p>Planning for fundraising</p>	<ul style="list-style-type: none"> ▪ The majority of the schools (78%) do not allocate money for fundraising in their annual budget. ▪ In most of the schools, the School Management Team is responsible for identifying the needs of the school. ▪ As with the finding of reviewing the fundraising plan, 47% of the schools review when a need arises, 20% yearly, 13% on semester basis and 13% monthly. ▪ The majority indicated that the purpose of fundraising attract donors.

	<ul style="list-style-type: none"> ▪ As with the finding on how the success of fundraising is evaluated, most of the participants share the same sentiments. The responses revolve around achieving the set target.
<p>The relationships of the schools with the donors</p>	<ul style="list-style-type: none"> ▪ Respondents offered a number of perspectives on identification of potential donors. That is through donor enquiry, media, parents, teachers and SMT. ▪ The distribution channel for donation proposal to donors, 52% distribute personally, 24% through postage and 24% through fax. No on-line distribution. ▪ Suitable time to approach donors as according to the respondents is at the end of school year (37%), at the beginning of school year (32%), the beginning of business financial year (21%) and at the end of business financial year. ▪ 90% of the schools build the relationship with the donors. Most prefer to send formal letters of thanks, whilst others through report back, keeping donors billboard and inviting donors to school events. Few schools manage to organize handing over celebration, media

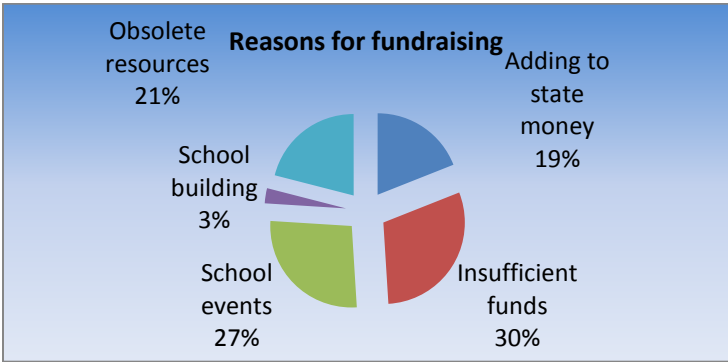
	coverage or naming the project after the donor.
--	---

3.3 FINDINGS ON FUNDRAISING OPERATIONS AT SCHOOLS

3.3.1 FINDINGS ON REASONS FOR FUNDRAISING

All the schools in Lebowakgomo are aware of fundraising and all the participants did engage in fundraising. Reasons for engaging in fundraising are clearly indicated by the figure.

Figure 3.1 Reasons for fundraising



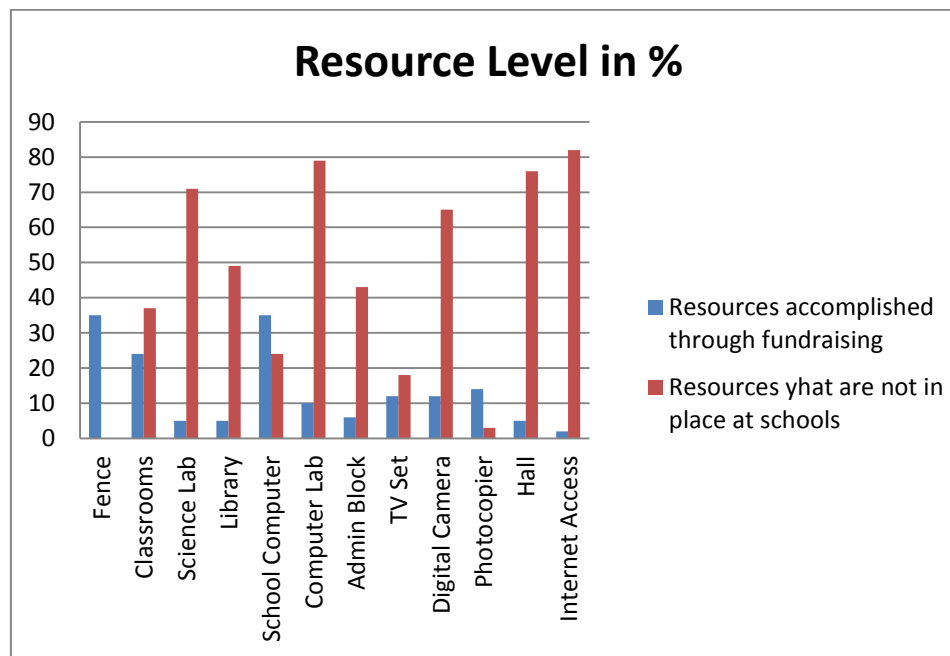
- Insufficient funds in the school’s coffers 30%
- Organizing School events 27%
- Supplementing obsolete resources 21%
- Adding to the money provided by the state 19%
- School building 3%

3.3.2 FINDINGS ON RESOURCES AVAILABLE AT SCHOOLS

An interesting observation in this research is that there is no school without a

fence and no learning is taking place under the trees. In cases where overcrowding is severe, government prefabricated buildings are used. In some schools there are resources established by fundraising. According to the findings as presented in table 3.1, schools are still running short of the following:37% of classrooms, 71 % of Science Laboratories, 49% of Libraries, only 24% of schools are without a single computer,79% of Computer Laboratories,43% of administration blocks,18% of TV sets,65% of Digital Cameras, 3% of Photocopier,76% of Halls and 82% of Internet Access.

Figure 3.2 Resource level in percentage

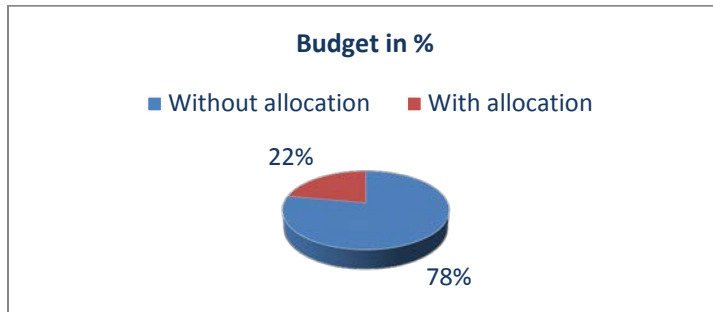


3.3.3 FINDINGS ON FUNDRAISING PLANNING

- Budget allocation for fundraising

The majority of the schools (78%) do not allocate money for fundraising in their budget. Only 22% has budget allocations for fundraising.

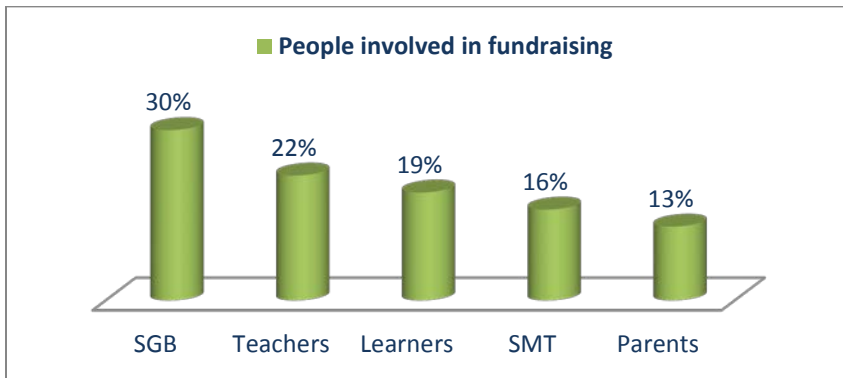
Figure 3.3 Budget in percentage



- People involved in fundraising

According to the findings, 20% of fundraising is from teachers involvement, 19% from learners, 16% SMT, 10% SGB and 9% parental involvement.

Figure 3.4 People involved in fundraising

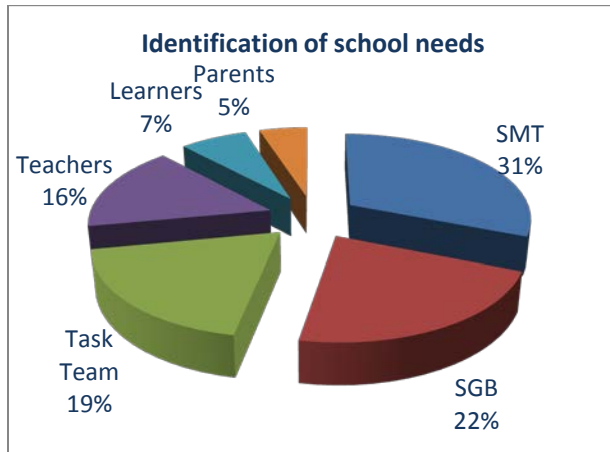


- Identifying the school needs

With regard to the identification of needs of the school, in most cases the following the respondents were involved:

SMT (31%), SGB 22%, the Task team 19%, Teachers 16%, learners 7% and the parent component 5%.

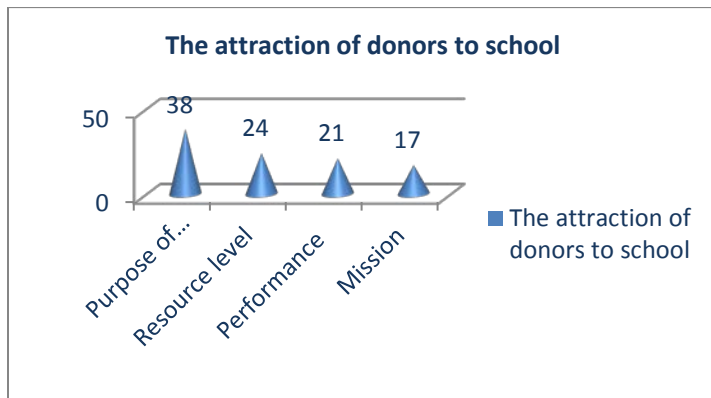
Figure 3.5 Identification of school needs



- Attraction of donors to schools

When asked about what attract donors to schools, the choice being, “the purpose of fundraising”, “performance of the school”, “resource level of the school” or “the mission of the school”, 38% indicated the purpose of fundraising, 24% resource level, 21% performance and 17% the mission of the school.

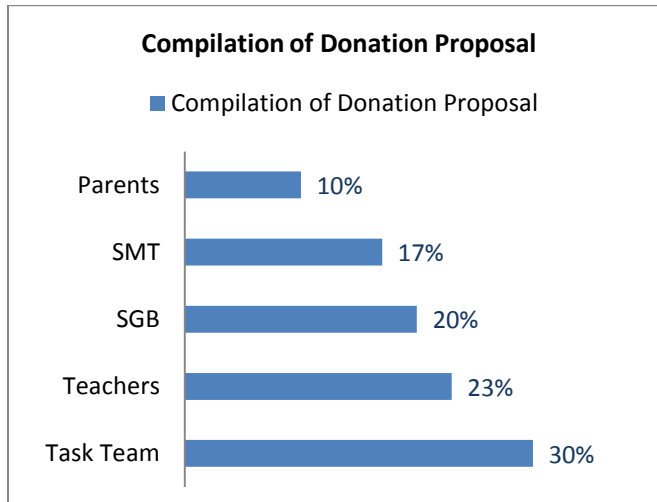
Figure 3.6 The attraction of donors to schools



- Compilation of donation proposal

The following statistics show the statistics relating to questionnaire item “Who is responsible for compiling donation proposal?”

Figure 3.7 Compilation of donation proposal



- Structure of a donation proposal

The following are the inclusive of donation proposals as indicated by the sample:

Proposal summary, purpose of the proposal, project plan, school profile, proposed budget, quotations, benefits of the proposed project to the school, benefits of the proposed project to the donors, latest annual report and financial statement.

- Fundraising Evaluation

In terms of evaluating the success of fundraising, the findings were captured by the following sentiments of the respondents:

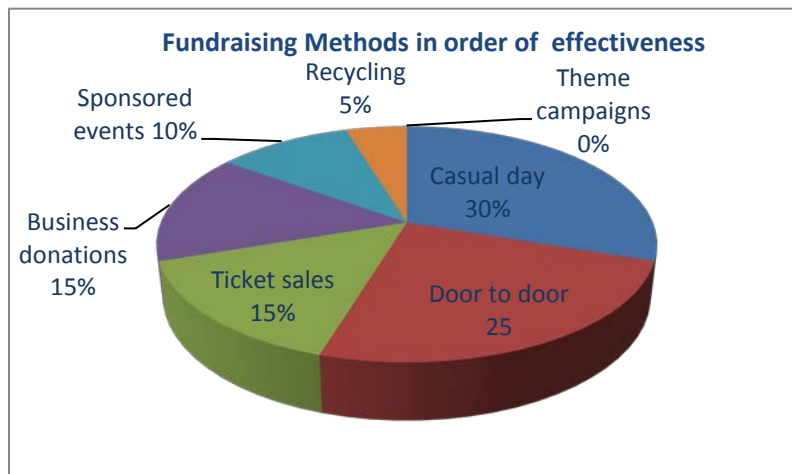
- the success of the event or a goal set for fundraising if achieved;
- at the end of the contribution, when the target aimed at is reached;
- when the contribution is good;
- by how much money is collected for the purpose;
- by the contribution;
- whether the set target is reached or not;
- we measure according to the success of the project;
- positive response from donors;

- if the funds raised are enough to complete the project; and
- cover the cost of the proposed project.

3.3.4 FINDINGS ON METHODS APPLIED FOR FUNDRAISING

Ranking fundraising in order of its effectiveness, 32% ranked casual day contribution as most effective, 26% for door to door donations, 16% for ticket sales for events such as concert, 16% for donations from businesses, 11% for sponsored events, 5% for recycling and 0% for theme Campaigns.

Figure 3.8 Fundraising methods in order of effectiveness



3.3.5 FINDINGS ON THE RELATIONSHIP BETWEEN THE SCHOOLS AND THE DONORS

- Identifying the donors

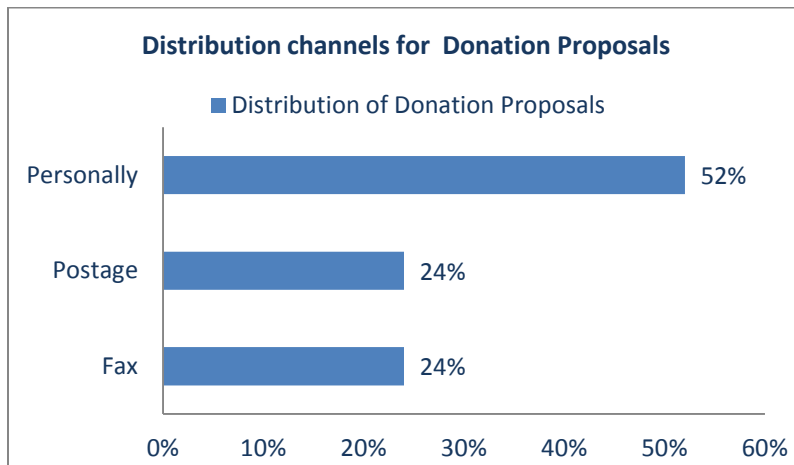
The respondents offered a number of perspectives on how the schools identify donors which include:

- randomly and through media adverts;
- through newspapers;
- through television;
- through the parents;

- from local businesses;
- through teachers and SMT;
- task team enquire from businesses people and private sectors and from donor enquiry at the 700 addresses that we got from the S.A. Donor directory;
- the principal enquires; and
- all the stakeholders help each other by identifying the known donors who can become potential funders.
- Distribution of donation proposal

In terms of distribution of donation proposals to the donors, the majority of the schools (52%) distribute them personally, 24% through postage, 24% through fax and no schools use on-line as a distribution channel.

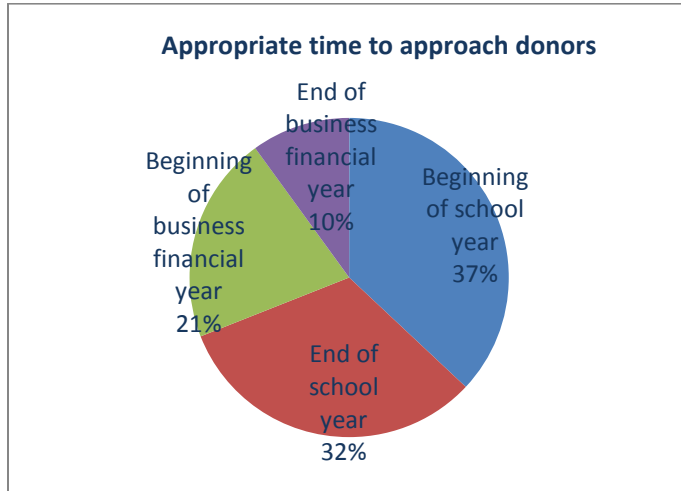
Figure 3.9 Distribution channels for donation proposals



- The appropriate time to approach potential donors

The best time to approach donors according to the participants is as follows:

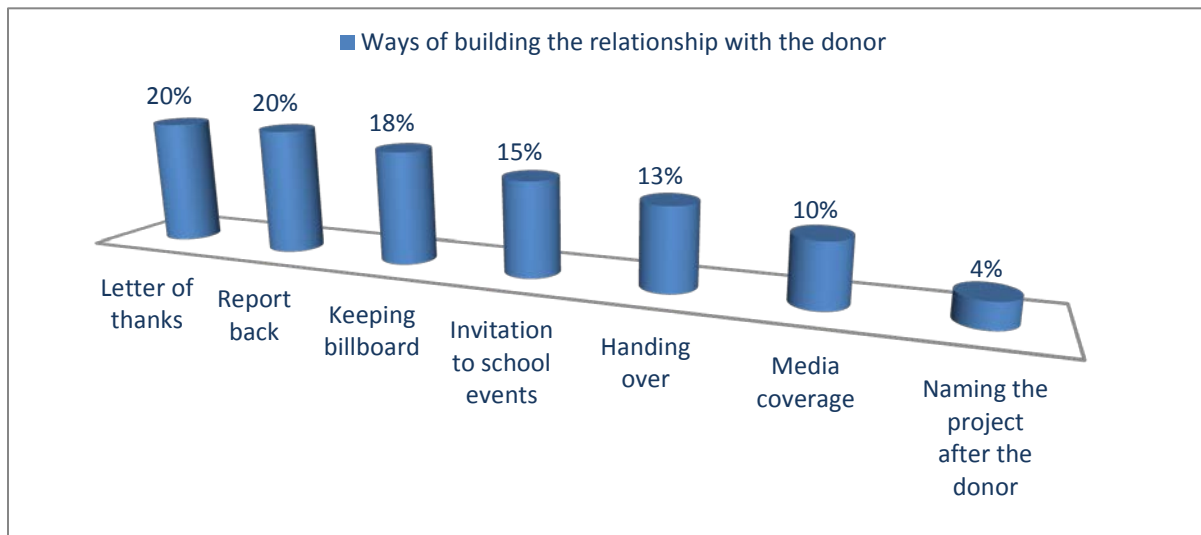
Figure 3.10 The appropriate time to approach donors



- Building the relationship with the donor

90% of the schools build the relationship with the donors; only 10% of the respondents do not build a relationship. The way in which the relationship is built is indicated by the figure below:

Figure 3.11 Ways of building the relationship with the donor



3.4 INTREPRETATION OF FINDINGS AND THEIR IMPLICATIONS

3.4.1 FINDINGS IN RELATION TO THE RESEARCH QUESTIONS AND HYPOTHESES

3.4.1.1 THE FUNDRAISING OPERATIONS IN SCHOOLS

The researcher explored the findings and found that fundraising takes place at schools. Most of the schools engage in fundraising when a need arises. The bigger part of the sample engages in fundraising when there are insufficient funds. This could be partly due to the effect that school fees and money provided by the state were insufficient to fulfil the school needs or because there is a lack of knowledge on budget development or fundraising capabilities. Schools that did not budget for fundraising, gave the following reason: fundraising is not included when the school's planning is done; planning for fundraising is done when a need arises; fundraising takes place only for organizing school events such as the matric dances; award giving ceremonies; and school concerts, to mention a few.

Findings have revealed that in fundraising planning, all the stakeholders in schools should be involved. In terms of identifying the needs of the school the SMT and the SGB should put in more effort, but teachers, learners and parents should be considered. When a need has been identified, the people to be involved in running the project are the SGB (30%), teachers (22%), learners (19%), SMT(16%) and parents(13%). A positive finding in this involvement is that all the stakeholders should be involved. Meaning that the project team (fundraising committee) should comprise of representatives from all stakeholders. This could potentially increase team efforts and participative decision making unlike when it is perceived as an SGB's responsibility.

According to the respondents, donors are attracted mostly by the purpose of fundraising. This could be due to their benefits in terms of the purpose. The perspectives in which the schools identify donors are through media advertisement, parents' consultation, teachers,

SMT and SGB, donor enquiry and enquiries from local businesses about their suppliers. The following are the inclusive of donation proposals as shared by the respondents: Proposal summary, purpose of the proposal, project plan, school profile, proposed budget, quotations, benefits of the proposed budget to the school, benefits of the proposed budget to the donor, latest annual report and financial statements. These inclusions could help the donor to realize the ambition of the goal.

The participants' perceived time to propose donations differently. This could be influenced by the time at which the schools engage in the whole school planning or not knowing the suitable time at which donors consider to whom to give. The beginning of school year (37%) was perceived by most of the respondents as the best time and the end of school year by (32%). In terms of businesses, 21% preferred the beginning of the business financial year and 10% end of the financial year. The greater part of the sample prefers to send the donation proposal personally. Personal expressions might serve as an opportunity for the donor to realize how much the donation is needed.

The respondents shared the same sentiments in evaluating the success of fundraising. The emphasis was when a need is achieved. When a target is not reached it implies that a project plan is reviewed and another fundraising plan implemented to reach the target. The schools build the relationship with the donors as indicated in most of the samples. This could be a way of sustaining mutual benefits and giving the donors recognition. The letter of thanks (20%) and report back (20%) are commonly used. Another way of building relationship is by marketing the donor by keeping a billboard with donor's name, media coverage and naming the project after the donor.

3.4.1.2 FUNDRAISING MECHANISMS THAT ARE EFFECTIVE AT SCHOOLS

Casual Day Contributions is ranked the most effective. The reasons could be that it is cost effective, easily managed and involves only the school community. The school learners contribute through the support of the parents and there is no money required to run the campaign.

Door to door is ranked the second most effective. The reason might be that it is cost effective but time consuming. It extends from the school community to the outsiders. There is a correlation in terms of Ticket Sales and Donations proposed from businesses. The reasons might be the time and costs of the preparations. In terms of ticket sales a budget is needed to organize the tickets and for publicity. Time is also needed to identify the clients, sell the ticket, host the events and for reconciliation. In case of business donations, more time and efforts is needed to design an appealing donation proposal and transport costs for submission to businesses.

Sponsored events were ranked the fourth because it is time consuming and costly, because it takes time to organize a sponsor and involves transport arrangements.

Recycling was ranked last. The reason could be that there are few recycling centers, and although it cost nothing to collect tins, bottles and papers, transport is costly due to long hauling distance to the recycling centers.

3.4.1.3 BENEFITS DERIVED FROM FUNDRAISING AT SCHOOLS GENERATE MONEY TO BUY THE REGUIRED FACILITIES

The schools accomplished some of the resources through fundraising. When resources become obsolete, fundraising is necessary to align the facilities of the school such as computers, TV, photocopier, fax, internet access, and others with the environmental trends. 2% of the schools have internet access which is sponsored by the donors. School halls were built through fundraising. School events such as matric dance, award giving ceremony and national days celebration succeeded through fundraising campaigns.

3.4.2 OTHER RELATED FINDINGS

The repeated donors of most schools are the local businesses. Local businesses are more likely to give. This likelihood results from their social responsibility to donate and from their desire reduce income tax. The classifications of schools are not according to their level of resources, but in terms of their municipal ward location. Schools in the same quintile are often not equally equipped in terms of resources.

3.4 SUMMARY

In this chapter, the main findings were interpreted in relation to the research questions and the hypotheses. Implications of the findings on fundraising in schools were outlined. The totality of findings indicate that fundraising is essential to fulfil schools' needs, for resources. Therefore it was found that most schools engage in fundraising. However, fundraising at school level is a continuous process. When one need is satisfied, the next one requires urgent attention.

CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

As outlined in the introductory chapter of this report, the purpose of this study was to develop a sustainable fundraising model for schools, to add to or supplement the resources provided by the government. The researcher analyzed fundraising in schools at the Lebowakgomo Circuit. There was a high response rate on the survey data, but some of the questionnaire items were not completed. However, based on the findings and their interpretations, conclusions were drawn and recommendations offered.

4.2 SUMMARY

The research was conducted at Lebowakgomo Circuit, Capricorn District in Limpopo Province. It was the purpose of this study to develop a sustainable fundraising model for schools through perceptions and experiences of school principals and other stakeholders. Fundraising is applicable in schools. Schools are allowed to solicit investors in terms of the South African Schools Act.

The researcher used a survey questionnaire to collect data. Statistical analysis were followed to derive information from the data. A key finding was that fundraising takes place at schools mostly when there are insufficient funds, or when funds need to be raised for school events or when there is a shortage of resources. However, it was found that there is no budget allocated for fundraising in schools. In totality, the findings indicate that fundraising is essential to fulfil in some of the needs of schools. However, when one need is fulfilled a new one emerges.

Recommendations made include a sustainable fundraising model for schools. Businesses are facing a challenge with regard to their social responsibility which creates an

opportunity for schools to propose donations. Fundraising increases the resources in schools, in turn, it improves the culture of teaching and learning. If fundraising is properly managed, the needs of the schools which are not met by the money provided by the government, will be met from funds generated through fundraising.

4.3 CONCLUSION

4.3.1 There are benefits gained by schools from fundraising

Although fundraising takes place in schools when a need arises, those schools which do embarked on fundraising, benefited. According to the respondents there are resources that have been obtained through fundraising and events organized through fundraising. For the schools to align their output to the changing global environment and market requirements, resources should be in place. When one need is fulfilled, another one emerges. These means that fundraising should be continuous.

4.3.2 There are gaps in planning for fundraising in schools

Fundraising is not planned properly at schools. There is no plan in place. Most of the schools plan for fundraising only when a need arises. A fundraising plan is not included in the school's developmental plan. If it was included fundraising would be continuous. There is no budget allocation for fundraising. A significant finding from fundraising planning, is that no training is provided to teachers on fundraising proposals, except in a special schools. As such there are no short term or long term plans for fundraising, only periodic plans when a need arises. A plan for a minimum of twelve months should be in place.

4.3.3 There are potential donors for schools.

The regular donors for schools are the local businesses. Most of the schools are not aware

of the S.A.Donor Directory which outlines major donors in the country in order of their geographic preference and support focus. Apart from the local businesses, they do not know who to ask. Parents, teachers, SMT and SGB should be involved when identifying the potential donors for a particular project. Most of the businesses are willing to give as part of their social responsibility or for tax cut.

4.3.4 Fundraising Mechanisms applicable at schools

Based on the findings, the researcher identified basic methods that could be used to raise funds at schools. The purpose and the size of the project determine the type of fundraising. The basics fundraising methods are stated below:

- Casual day contributions
- Door to door donations
- Ticket sales for a raffle
- Ticket sales for events such as concert
- Donations from businesses
- Theme campaigns such as Heritage day ,Water day, Readathon, etc
- Recycling of tins, bottles and papers

4.3.5 Relationship between the schools and the donors

From the findings, it can be concluded that schools build relationships with donors. Building the relationship through formal letters of thanks, report back, organizing handover celebrations, brand exposure and media coverage is a short term relationship in the sense that it is a once-off. Everlasting relationship is build by naming the project after the donor or displaying the donor's billboard.

4.4 RECOMMENDATIONS

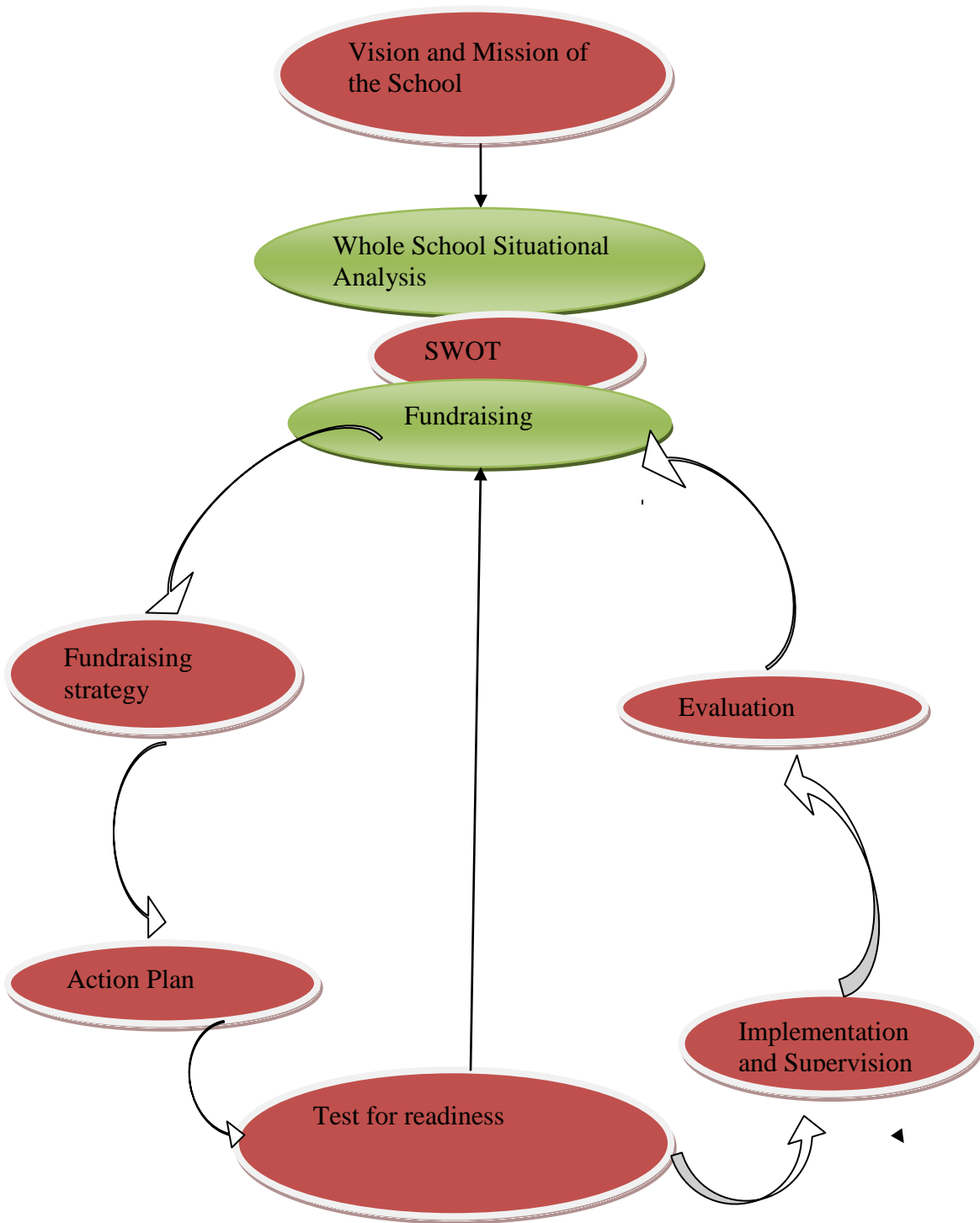
In line with the main aim of the study as identified at the outset of the research project, the researcher presents the recommendations on strategies towards a sustainable fundraising effort in schools and how to implement fundraising.

The school should regard fundraising as one of their responsibilities to add to the resources provided by the state. Most of the businesses are investing in school projects as part of their social responsibility. They are more likely to donate to the neighbouring schools and the best performing schools. The schools far from the potential donors should sell themselves, selling the idea, that is the purpose of raising funds from potential donors.

The researcher perceives fundraising as marketing. The school begins with a complete analysis of the school's situation, find attractive opportunities, analyse the school strengths and weaknesses and thereafter, identify and prioritise the needs. Marketing the needs of the school is done through designing the donation proposal. Defining the needs and the benefits of both the school and the donor, the project plan and the total cost of the whole project are essential in designing a donation proposal.

Based on findings, the literature review and the researcher's experience as member of a Fundraising Committee at Serokolo Secondary School, the researcher designed a sustainable fundraising model below as a useful guide for fundraising at schools.

Figure 4.1 Sustainable Fundraising Model



4.4.1 Steps to be followed in implementing the model.

Step 1 Mission and Vision of the school

The school should review the mission and vision through collectivism, by involving all the stakeholders. Their participation will make them integrate and translate the mission and vision into their everyday life. The mission and vision would be such that it aligns the school with the economy, population, demographics, technology, societal value and lifestyle, and also legislation and regulation.

Step 2 Situational analysis in school

The school analyses itself in relation to the microenvironment. The school identifies the external demands that affect the delivery of education and devise a means of responding to the environmental trends. Environmental trends embrace the sociocultural (family and socioeconomic status, age, ethnicity), economic conditions(inflation, disposable income) government act (funding program, expenditure, regulation) technology, ecological and international factors.

Step 3 SWOT analysis

- A SWOT analysis is another form of situational analysis, analyzing the strength and weaknesses (internal issues), opportunities and threats (external issues). A SWOT analysis provides the basis for crafting a strategy that capitalizes on the company's resources, aims squarely at capturing the company's best opportunities and defends against the threat of its well being(Thompson et al.2005: 89). The SGB, SMT and the teachers brainstorm and list strength and weaknesses, followed by opportunities and threats. Then, rate the items in each of the four list in order of their importance. As a joint decision, rating is done through a democratic process.

- A SWOT analysis for fundraising

A separate initiative focusing on fundraising based on the whole school's SWOT analysis is conducted. The items rated on top are regarded as critical issues. The critical issues from strengths, weaknesses and threats together with all listed opportunities can be used to produce fundraising strategies. Elisher supports the idea that a SWOT analysis is a universally used technique for testing and developing strategic plans.

STEP 4 Fundraising strategies

The fundraising Committee continues with the strategy to get the resources. Fundraising strategies include:

- Identify the needs of the school
Involve all the stakeholders in identifying the needs of the school. Thereafter, prioritise them in order of importance.
- Identify the potential donors
Consultation is made with the various stakeholders in identifying the potential donors. Local business is consulted to find out their suppliers, former students, parents, media coverage and the S.A. Donor Directory.
- Fundraising Proposal
This is the marketing tool, at which the school sells itself to potential donors. The school should let the organization know what they do, who they serve and that the school is a marketable commodity. The following are the inclusive:
 - I. Proposal Summary
 - II. Purpose of the proposal
 - III. Plan of the project
 - IV. School profile
 - V. Proposed budget
 - VI. Quotations
 - VII. Benefits of the proposed project to the school
 - VIII. Benefits of the proposed project to the donors

IX. Latest annual report and financial statement

Step 5 Action plan

The plan should be for 12 months. It entails the following:

- Short summary of the objectives and scope of the project
- A list of all fundraising activities for the year
- Date for each activity
- Who to assign for each fundraising activity
- Who to target in raising the funds for every activity
- Expenditure for each fundraising activity
- Expected income from each activity

Step 6 Test for fundraising readiness

Test for readiness validate whether the plan should be implemented or not. The test avoids a situation where the plan is implemented for ineffective fundraising. The SGB and the SMT check whether the fundraising plan has been properly developed to meet the goals of the organization. A final approval is given to the Fundraising Committee.

A recommended test for Fundraising readiness is indicated below:

Table 4.1 Recommended test for Fundraising readiness in schools

CRITERIA	TICK
Purpose for fundraising	
Fundraising Budget	
Committed Fundraising Committee	
Identified Potential donors in place	
Time	
Record keeping	
Risk analysis	
Monitoring tool	
Approved plan	
Evaluation tool	

If the ticks are more than 7, the chances for success are high. The plan can be evaluated.

Below 7, it predicts the high uncertainties. The plan should be reviewed.

- Purpose of fundraising
 - The purpose leads fundraising all the times and motivates the need to raise funds.
 - The purpose should be clearly defined in details.
- Fundraising budget
 - The budget serves as a control mechanism. The Fundraising Committee will operate within the limitations. The budget serves as the standard for comparison, a baseline from which to measure the difference between the actual and uses of the resources (Meredith et al., 2003:333).
- Committed Fundraising Committee
 - A committed Fundraising Committee is seen through regular meeting, allocation of responsibilities to committee members, meeting deadlines and giving feedback

- to the stakeholders.
- Identified Potential Donors
Information about who to ask should be in place.
 - Time
For fundraising to succeed sufficient lead time is used for planning. The relevant time to approach the relevant givers. In terms of the events, the suitable time to host the events is required.
 - Record Keeping
Evidence of record keeping for future reference and financial reconciliation is necessary.
 - Risk Analysis
Analysis of uncertainties about the timing, the cash flow expected to generate, uncertainties about what fundraising will accomplish and uncertainties about its unforeseen circumstances.
 - Monitoring tool
The fundraising Committee should design a monitoring tool to ensure thorough implementation and supervision of the action plan.
 - Approved plan
The post planning review is done by the SGB and the SMT, to give a final approval.
 - Evaluation tool
Evaluation tool should indicate how the performance of each fundraising activity would be evaluated. That is cost reconciliation.

Step 7 Implementation and Supervision

A plan of action is implemented. The monitoring tool is used for supervision to control the uncertainties and the deviations. The performance indicators will determine the progress if they are in line with the monitoring tool.

Step 8 Evaluation

The cost of running the fundraising is compared to the income generated during fundraising to know whether the target has been reached. Whether the target has been reached or not, a SWOT analysis is done to improve the weaknesses and develop the strengths.

Bibliography

- Anonymous**, *Sunday Sun*, 1 April 2007, Sun Correspondent.
- Anonymous**, *Wipe-up Magazine*, 2007 March
- Asmal**, Kader Prof (5 April 2002) *Closing Address at the ICTE 2002 Conference: Information Society Development in education*, Potchefstroom
- Bengu**, S.M.E. Prof (5 *Speech at Media Conference to mark the launch of the organization, Governance and funding of schools* (Education white paper 2) Pochefstroom
- Curthberth**, D.L.(1995) *Money that matters: An introduction to fundraising in South Africa*, 2nd edition. Cape Town: CTP Printers.
- Dolnick**, S.F. (1987) *Fundraising for Nonprofit Institution*, 1st edition. London: Jai Press.
- Elisher**, T. (1999) *Fund Raising*, 10th edition. London: Cox and Wynman Ltd.
- Education Law and Policy Hand book* (1999) Kenwood: Juta and Co. Ltd
- Flanagan**, J. (1992) *The Grass Roots Fundraising: How to raise money in your community*, 1st edition. Chicago: Contemporary Books.
- Haydam**, N.(2004) *The Principles of Microeconomic*. Bloemfontein: Van Schaik.
- Howard**, K., and Peters J.(1990) *Managing Management Research*. Bradford: MCB University Press
- Hussey**, J. and Hussey, R.(1998) *Business Research: Practice Guide for Undergraduate and Postgraduate Students*. New York: Palgrave.
- Kotler**, P. and Armstrong, G.(2001) *Principles of marketing*, 9th edition. New Jersey: Prentice Hall International Inc.
- Leedy**, P.D. and Ormrod, J.E.(2001) *Practical Research*, 7th edition. New Jersey Merrill Prentice Hall.
- Loewenberg**, F.M. (1975) *Professional Components in Education for Fundraising*. New York: Council for Social work Education.
- Manaka**, C.(3 April 2007) *Results earn school R5 million science center at Mbilwi Secondary School in Sibasa, Limpopo*. Sowetan.

- Meredith, I.R. and Manter, S.J.**(2003) Project Management, 5th edition. United States of America: Lehigh Press.
- Mixer, J.R.**(1993) Principles of Professional Fundraising, 1st edition. San Francisco: Jossey-Bass Publishers
- Motsoaledi, A.Dr.** (2005) *Limpopo Department of Education, Budget Speech* (Vote No.3)
- Mullin, R.**(1976) *The Fund Raising handbook*, 1st edition. Great Britain: A.R.Mowbray and Co, Ltd.
- Naidoo S.**(07 January 2007) A dream come true for 152 lucky school girls, Sunday Times.
- Palma, C.** USAID, 19 October 2004, *Mindset Primary School Channel Signing Ceremony*.
- Potgieter, J.M.** (1997) *Understanding the South African Schools Act*. Pretoria: Department of Education.
- Ritchie, J.** (2002) Successful Fundraising Events. South Africa: Papillon Press
- Slack, N., Chambers, S. and Johnston, R.**(2001) *Operations Management*, 3rd edition. England: Pearson Education Limited.
- Smit, P.J. and Cronje G.J.**(2002) *Management Principles*, 3rd edition. Kenwood: Juta and Co.Ltd.
- Strydom, J.W., Cant, M.C. and Jooste, C.J.** (2004) *Marketing Management*, 5th edition. Cape Town: Juta and Co. Ltd.
- Thompson, A.Jr., Strickland, A.J. and Gamble, J.E.**(2005) *Crafting and Executing Strategy*, 14th edition. United States: Mcgraw Hill International Edition.

ANNEXURE

SURVEY QUESTIONNAIRE – SCHOOL PRINCIPAL

The purpose of the interview is to develop a sustainable fundraising model, to attract investors and suggest strategies to keep fundraising on-going in schools.

1. Does the school normally engage in fundraising?

(Tick)

YES	NO
-----	----

2. What were the reasons for engaging in fundraising?

(Tick as many reasons as apply)

- To add on money provided by the state
- Insufficient funds in school coffers
- Organizing school events
- School buildings
- Supplementing the outdated/obsolete resources
- Other (*please state*)

3. Who are the people/businesses that have historically supported your school in fundraising?

4. Thinking about fundraising at the school, indicate which of the following school properties have been financed through fundraising.

- Fence F
- School Classrooms SC
- Science Laboratory SL
- Laboratory Equipment LE
- School Library SL
- Library books LB
- Administration furniture AF
- Computer laboratory CL
- School Computer/s SC

Internet Access	IA	<input type="checkbox"/>
Parking	P	<input type="checkbox"/>
Toilets	T	<input type="checkbox"/>
Sports facilities	SF	<input type="checkbox"/>
Television	TV	<input type="checkbox"/>
Digital Camera	DC	<input type="checkbox"/>
Photocopying Machine	PM	<input type="checkbox"/>
Video Cassette Recorder	VCR	<input type="checkbox"/>
School Hall		
Others (<i>Please state</i>) _____		

5. Indicate which of the following resources are in place in the school
(*Please Tick*)

Fence	F	<input type="checkbox"/>
School Classrooms	S	<input type="checkbox"/>
Science Laboratory	SL	<input type="checkbox"/>
Laboratory Equipment	LE	<input type="checkbox"/>
School Library	SL	<input type="checkbox"/>
Library books	LB	<input type="checkbox"/>
Administration block	AB	<input type="checkbox"/>
Administration furniture	AF	<input type="checkbox"/>
Computer Laboratory	CL	<input type="checkbox"/>
School Computer/s	SC	<input type="checkbox"/>
Internet Access	IA	<input type="checkbox"/>
Parking	P	<input type="checkbox"/>
Toilets	T	<input type="checkbox"/>
Sports facilities	SF	<input type="checkbox"/>
Television	T	<input type="checkbox"/>
Digital Camera	DC	<input type="checkbox"/>
Photocopying Machine	PM	<input type="checkbox"/>
Video Cassette Recorder	VCR	<input type="checkbox"/>
School Hall	SH	<input type="checkbox"/>
Others (<i>Please state</i>) _____		

6. What is the classification of the school in terms of government funding?
(*Tick one box only*)

Quintile 1	<input type="checkbox"/>
Quintile 2	<input type="checkbox"/>
Quintile 3	<input type="checkbox"/>
Quintile 4	<input type="checkbox"/>
Quintile 5	<input type="checkbox"/>

7. Who are your repeated/regular donors?

8. Does the school have a budget allocation for fundraising?

(Tick)

YES	NO
-----	----

9. What fundraising events and or methods have the school used that have been effective.

(Tick as many methods as apply)

- ❖ Door to door donation DD
 - ❖ Ticket sales for raffle event TR
 - ❖ Donation proposal from businesses DB
 - ❖ Contributions by learners for Casual day CD
 - ❖ Ticket sales for school event such as concert, beauty contest TE
 - ❖ Theme campaigns such as heritage, water day TC
 - ❖ Recycling R
 - ❖ Sponsored events such as award giving, marathon, inter-match SE
 - ❖ Others (please state) _____
-

10. Rank the following fundraising events/methods in order of their effectiveness using the values

1 to 9 where

1= most effective

9 = least effective

- ❖ Door to door donation DD
 - ❖ Ticket sales for raffle event TR
 - ❖ Ticket sales for school event such as concert, beauty contest TS
 - ❖ Donation proposed from businesses DB
 - ❖ Contributions by learners for casual day CD
 - ❖ Theme campaigns such as heritage, water day, TC
 - ❖ Recycling R
 - ❖ Sponsored events such as award giving, marathon, inter match SE
 - ❖ Others (Please state) _____
-

11. Who are involved in fundraising activities in the school
(Tick)

SGB
Principal
SMT
Teachers
Learners
Task team/Committee
Parents

SGB
P
SMT
T
L
TC
P

12. How often is the fundraising plan reviewed?
(Please Tick)

Weekly
Monthly
Quarterly
Once per Semester
Yearly
When the need arise

W
M
Q
OS
Y
W

13. Who take part in identifying the school needs?
(Tick)

SGB
Principal
SMT
Teachers
Learners
Task/Committee
Parents

SGB
P
SMT
T
L
TC
P

14. How do you measure/evaluate the success of fundraising? _____

15. When is the best time for hosting fundraising events?

16. What attract donors to support the school?

(Tick)

- | | | |
|--|----|--------------------------|
| Purpose of fundraising | PF | <input type="checkbox"/> |
| Performance of the school | PS | <input type="checkbox"/> |
| Resource level of the school | RS | <input type="checkbox"/> |
| Mission of the school discipline in the school | MS | <input type="checkbox"/> |

17. Who is responsible for compiling donation sponsorship proposal?

(Tick)

- | | | |
|---------------------|-----|--------------------------|
| SGB | SGB | <input type="checkbox"/> |
| Principal | P | <input type="checkbox"/> |
| SMT | SMT | <input type="checkbox"/> |
| Teachers | T | <input type="checkbox"/> |
| Learners | L | <input type="checkbox"/> |
| Task Team/Committee | TC | <input type="checkbox"/> |
| Parents | P | <input type="checkbox"/> |

18. How does the school identify potential donors?

19. Indicate, which of the following should be included in a well structured donation proposal.

(Tick as many as they apply)

- | | | |
|--|----|--------------------------|
| Proposal summary | PS | <input type="checkbox"/> |
| Purpose objective of the proposal | PP | <input type="checkbox"/> |
| Architectural plan of the project | AP | <input type="checkbox"/> |
| School profile | SP | <input type="checkbox"/> |
| Proposed budget | PB | <input type="checkbox"/> |
| Quotations | Q | <input type="checkbox"/> |
| Benefits of the proposed project to the school | BS | <input type="checkbox"/> |
| Benefits of the proposed project to the donors | BD | <input type="checkbox"/> |
| Latest annual report and financial statement | LS | <input type="checkbox"/> |

20. How do you distribute the donation proposals to the donors?

(Tick)

- | | | |
|-----------------------|----|--------------------------|
| Postage | P | <input type="checkbox"/> |
| Fax | F | <input type="checkbox"/> |
| Personally | P | <input type="checkbox"/> |
| On-line | OL | <input type="checkbox"/> |
| Others (Please state) | | <input type="checkbox"/> |
-

21. When is the right time to approach potential donors?

(Tick)

Beginning of the school year	BS	<input type="checkbox"/>
End of the school year	ES	<input type="checkbox"/>
Beginning of the business' financial year	BB	<input type="checkbox"/>
End of the business' financial year	EF	<input type="checkbox"/>

22. Do you build relationships with your donors?

(Tick)

YES NO

23. How do you build the relationship with your donors?

(Tick)

Formal letter of thanks	FL	<input type="checkbox"/>
Receipts or report back	RB	<input type="checkbox"/>
Organizing handover celebration	HO	<input type="checkbox"/>
Brand exposure	BE	<input type="checkbox"/>
Media coverage	MC	<input type="checkbox"/>
Naming the project after the donor	NP	<input type="checkbox"/>
Keeping the donor's billboard	BB	<input type="checkbox"/>
Inviting donors to school events	ID	<input type="checkbox"/>
Others (<i>please state</i>) _____		

Thank you for your time and contribution

