

**INVESTIGATING THE EFFECTIVENESS OF FUNDRAISING IN THE RURAL
SCHOOLS OF GROOT LETABA CIRCUIT IN THE LIMPOPO PROVINCE**

by

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DECLARATION

I hereby declare that the research topic “*Investigating the effectiveness of fundraising in the rural schools of Groot Letaba Circuit in Limpopo Province*”, hereby submitted to the University of Limpopo, for the degree of Master of Education in Educational Management, is my own original work. The work has not previously been submitted by me for a degree at this or any other University; and the work is an original version by me and all material used has been duly acknowledged.

DR Ngobeni (Mr)

Date

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ABSTRACT

The Constitution, Act 108(1996:14) states that “everyone has the right to basic education”. This means that all the children of South Africa will be given education at primary level which will be funded by the state. The success, therefore, of both the nation and the state will depend on its education system. Historically, South African education is characterised by two eras of education systems, namely, apartheid education and democratic education. Apartheid education which was racially grounded resulted in poverty, degradation and imbalanced funding in black rural schools. The democratic principles in the new education system have created a space for the redress of inequality in South African schools. This is evidenced in the establishment of the school governing body (SGB) as the legitimate body to take the issue of “redress” forward (SASA, Act 84 of 1996). According to Section 36 of SASA, the state acknowledges its failure to provide sufficient funding to public schools, and mandated the SGB to obtain additional resources in order to improve the quality of education. The money allocated by the state to schools is clearly not enough. Many principals and SGBs are placed under tremendous pressure to manage and raise funds for their schools, because they are unable to work out practical solutions to financial problems, on account of their lack of financial knowledge, skills and expertise (Mestry, 2006:8).

This study investigated the effectiveness of fundraising in the rural schools of Groot Letaba Circuit in Limpopo in order to find out whether fundraising is being done, different strategies employed and problems encountered in raising funds in unique rural public school settings. The literature revealed that there are various fundraising strategies that may be used to raise money for schools to improve the quality of education. The study also focused on Potterton et al.’s (2002) theory of formulation for successful fundraising. The theory discusses how school fundraising can be done through the partnerships of the following stakeholders: school community, members of the broader community and the business community.

The methodology used in this study was a qualitative approach. Phenomenological research design was adopted; and in terms of the data collection tool, semi-structured (open-ended) interviews were conducted for both the primary and secondary principals, SGB chairpersons and SGB treasurers.

The findings of this study revealed that fundraising in the rural schools of Groot Letaba Circuit in Limpopo Province was not successfully done to cater for the needs of the schools. Recommendations and guidelines were given with the intention of eliminating or minimising fundraising problems so that schools can function to their maximum potential.

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CHAPTER 1

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

In the South African Schools Act (South Africa, 1996) (SASA), school governing bodies (SGBs) are mandated to manage and raise funds for their schools. The SASA Act provides guidelines for the SGB and the principal on the roles and responsibilities in managing the finances of the school, but very little is said about the strategies that the SGBs may apply in raising funds for their schools. The money allocated to schools is clearly not enough and this has been noted and acknowledged by the government. Furthermore, according to the SASA Act, it is the responsibility of the SGB of a public school to obtain additional financial resources in order to improve the quality of education. However, many principals and SGB members are placed under tremendous pressure to manage and raise funds for their schools because they are unable to work out practical solutions to financial problems, on account of their lack of financial knowledge, skills and expertise (Mestry, 2006:28).

The history of education in South Africa was characterized by two eras of education systems: namely, apartheid education and democratic education. This research study sought to understand how fundraising was done in public schools, how funds were managed and how fundraising was done in both eras. The point of departure was the democratic education in its redress of the past education system which was characterized by the unbalanced representation of stakeholders in school governance in which parents played a minor role in South African schools (financial management in particular), (Potterton, Winkler, McKay & MacGregor, 2002:05).

The 1994 general election marked a paradigm shift in education. The goal for one free education system in a non-racial democratic society was achieved. Educational partnerships with the internal and external environments were introduced. New school structures were introduced: namely Parents Teachers Students Association (PTSA) in secondary schools and Parent Teachers Association (PTA) in primary schools. In the previous education system, school committees comprised of parents only. These were introduced as the legitimate governing bodies. In previous 'whites only' schools, school committees had additional roles like receiving and discussing inspection reports with the School Boards and Committee Boards.

The education policy for Black rural schools differed with the education policy for the white schools and it was characterized by racial and ethical considerations (Department of Bantu Education, undated: 2). The PTSA or PTA was responsible for the control of school finances, but their roles did not include raising funds to supplement the insufficient funding by the State, hence the lack of progress in rural schools.

The democratic principles in the new education system created a space for 'redress' of the inequality in South African schools. According to the SASA Act, the SGB is the legitimate body to take the issue of 'redress for quality education' forward. Marishane and Botha (2004:96) explain the principles of redress and quality as follows: redress was the improvement of financial resource allocation by targeting the specific needs of the poor and previously disadvantaged, and quality refers to the provision of (financial) resources in such a way that resulting improvements are sustained.

The post 1994 government introduced new models/approaches of funding public schools in trying to balance education in South Africa. According to the National Education Policy Act (South Africa, 1996:6) and the Northern Province Department of Education (2000:2), different methods of funding based on democratic principles were introduced and outlined as follows:

- Funding according to Norms and Standards

Funds could only be spent on the following recurrent cost items: immovable capital improvements and repairs, such as non-routine and emergency improvements and repairs, easily separable recurrent costs such as supplies and services and other recurrent and small capital equipment cost such as school books, stationery, equipment and media.

The main thrust of the Norms and Standards is funding according to quintiles. For funding of the public schools, priority was given to the 'poorest of the poor' as follows: schools were graded into five quintiles, the poorest schools were regarded as quintile 1 and more funds were allocated to them. Funds were allocated according to the physical condition, facilities and crowding of schools, such as learner/teacher ratio and allocation was also done according to the relative funding around the school, such as the availability of piped water.

- Funding according to ‘no fee schools’

According to Department of Education’s (2007:4) prescripts for management of funds at public schools, all public schools which were declared ‘no fee schools’ should not charge mandatory school fees from any learner as defined by SASA. They would all have the following minimum standard requirement of facilities which could be funded from the allocation received: proper security fencing, provision of clean water or borehole, repairs of all broken windows and some ‘no fee schools’ were allocated Section 21 status within the limit of their previous school fee collection.

- Funding according to ‘Section 21 status’ and ‘non-Section 21 status’

According to SASA, all schools already have section 20 functions. Section 20 or non-section 21 status is a function in which SGBs of all public schools receive paper budgets which is money that schools can only access by completing requisition forms and submitting to District offices for processing.

On the other hand, section 21 schools are self-managing schools (Department of Education, 2000:19). In addition to section 20 functions, the SGB of section 21 schools are allocated functions such as maintaining and improving school property, building and grounds, determining extra-mural curriculum of school, purchase of textbooks and other educational equipment, pay for services and providing adult education (Davies, in Mestry, 2006:28). Subject to the Act, a governing body may apply in writing to be allocated any of the above-mentioned functions. The Head of Department (HoD) allocates section 21 status only if the school has the proven capacity. The provincial department deposits the school’s allocation directly to the school’s banking account. Both section 21 and non-section 21 schools are required to spend the allocation prescribed by the provincial department of education. For example: 60% on learning materials, 28% on services, and 12% on repairs and maintenance (Mestry, 2004:130). The following were the advantages for schools applying for section 21 functions: the SGB might select its own suppliers when purchasing school materials and the money allocated remains in the school account to be spent in the next financial year.

Despite all these efforts, schools still struggle to raise their own funds, because each school is unique with different demands. What is not known therefore, is how effectively rural schools

and in particular those of Groot Letaba Circuit in Limpopo Province, are handling fundraising.

1.2 AIM OF THE STUDY

The aim of the study is to investigate the effectiveness of fundraising in the rural schools of Groot Letaba Circuit in Limpopo Province.

1.3 OBJECTIVES

The study addresses the following objectives:

- To examine the current fundraising structures and programmes being implemented in rural schools.
- To investigate the problems associated with fundraising in rural schools.
- Develop guidelines for fundraising in rural schools.

This study is not aimed at generalizing. The investigation was mainly focused on the rural schools of Groot Letaba Circuit in Limpopo Province.

1.4 PROBLEM STATEMENT

From the researcher's observations, rural schools are poorly resourced in terms of infrastructure, equipment and learner support materials (LSM), which affects the level of teaching. Most parents withdraw their children from rural public schools to private schools. Rural schools have a great need in terms of funds to fill the gap. The money allocated to schools is clearly not enough and this is noted and acknowledged by the State. Several methods of fundraising are employed by schools across the world, including South Africa. However, despite several studies conducted on this topic, it is still unclear whether these methods are effective, especially in rural schools.

1.5 RESEARCH QUESTIONS

Although the SASA aimed at ensuring that SGBs did fundraising to supplement the State funding, it was evident from the preceding discussion that it is not always the case. Against this background, the research problem was encapsulated by means of the following questions because research starts with questions in the mind of people (Fox et al., 1991:300):

Main question:

How effective are fundraising strategies employed by rural schools of Groot Letaba Circuit in Limpopo?

Sub-questions are:

- What programmes and structures are responsible for fundraising and what are their roles in the rural schools of Groot Letaba Circuit in the Limpopo Province?
- What are the problems (challenges) related to fundraising in rural schools of Groot Letaba Circuit?
- Which strategies (methods) are used by the identified fundraising structures?

1.6 THEORETICAL FRAMEWORK

The study is based on Potterton et al.'s 2002 theory of formulation for successful fundraising. This theory states that the success of fundraising at schools, especially the rural public schools depends on the involvement of the learners, parents, teachers and members of the broader community in working together. The theory gives a historical background about how funding of public schools was done in the old education system as compared to the democratic education system and how the government had developed a policy on school funding in order to redress some of the historical imbalances (Potterton et al., 2002:5).

That theory also describes how the relevant committees can be formed, such as a fundraising committee and what their responsibilities are. Fundraising projects together with the participants and the methods to be used are explicitly explained as follows:

- **School community project**

According to Potterton, et al. (2002:23), school community project refers to fundraising which usually draws on the immediate resources of parents, teachers and learners. These stakeholders could embark on small fundraising projects which are suitable to their school. For example, stationery packs fundraising project: the school could buy exercise books in bulk from retailers and get a school discount and parents would be able to buy stationery for their children at a competitive price. The profit would go the school. Other examples of

school community fundraising projects include the following: school tuck shop (both formal and informal tuck shops), school fête, mini-enterprise ideas, family braai and raffles.

- **Raising money by involving the broader community**

Another basic tenet for the theory is that fundraising can take place by involving the broader community. Broader community could be defined as the immediate neighbours, local businesses, the municipality and other forms of local government, as well as the general public which forms part of the social network that surrounds the school (Potterton, et al., 2002:52). This theory describes among other things, the following fundraising strategies in the broader community: ‘Celebration foods’ as a small fundraising project that the school could offer to the community by preparing cakes, snacks and puddings to order; ‘Soccer tournament project’ in which the whole community becomes involved and the school has many opportunities to set up partnership with business in the broader community; ‘jumble sale as a fundraising project in which the school asks all families in the school to collect second-hand clothes that are still in a fairly good condition and that have recently been washed to be sold at school and; ‘rent-a-hall’ fundraising project is when the school governing body decides to rent out the school hall or other venues to the community to raise the money for the school (Potterton, et al., 2002:55; Section 20 (2) SASA, 1996).

- **Raising money in the business community**

Raising money in the business community is when schools get funding (donation) from big companies and funding agencies. Potterton et al.’s (2002) theory of successful fundraising outlines how a funding proposal can be written when applying for funds from donors. According to this theory, raising money from the business community includes among other things the following: getting donations from local businesses such as farmers to donate an animal for a special event and local petrol stations, supermarkets, taxi associations to offer any form of donation. Secondly, schools can generate funds through advertising because sometimes local businesses or retailers are willing to sponsor sports uniforms if their logo is attached. For example, Coca Cola runs a scheme in which the school tuck shop committee can enter into a contract with the company.

This theory motivated the researcher to undertake a qualitative research project on fundraising in rural schools because the strategies presented in this theory are able to assist

the researcher to develop guidelines and recommendations based on the research findings. This theory forms the basis for the literature review that the researcher undertook on fundraising strategies in rural schools.

1.7 ETHICAL CONSIDERATIONS

According to McMillan and Schumacher (1993:182), “ethics generally are considered to deal with beliefs about what is right or wrong, proper or improper, good or bad”. Ethics is a crucial consideration throughout the research process. Confidentiality is of utmost importance when dealing with transcripts (Burgess in Mestry, 2006:30). Ethical measures are important in all research. In this study, permission was requested in writing from all targeted schools. The researcher also obtained permission from all participants. All parties were informed about the aims of the research project, research methods, and nature of participation, confidentiality and possible publication of the results (Burgess, 1989:6). Participants were informed that they could withdraw their participation at any time. Participants’ anonymity as well as voluntary participation in this research was assured. Lastly, ethical standards also included honesty in reporting, an aspect that was dealt with in this research.

1.8 RESEARCH METHODOLOGY

1.8.1 Qualitative Research

In order to investigate the effectiveness of fundraising in rural schools, a qualitative research design that is exploratory was used. According to Aaker and Day (1990:121), the qualitative method has a longer, more flexible relationship with the respondents so that the resulting data have more depth and riches of the context, the number of respondents were small and only partially representative of any target population. Qualitative research is primarily concerned with the view that individuals interacting with the social world construct reality. Qualitative researchers are interested in understanding the meaning people have constructed in making sense of the world and the experiences they have in it (Merriam in Mestry, 2004:124).

In support of the above information, Denzin and Lincoln (2000:8) state that the essence of qualitative research design turned on the use of a set of procedures that are simultaneously open-ended and rigorous and that do justice to the complexity of the social setting under

study. Thus, the researcher selected qualitative research because through it the participants were directly involved in this research project and personally experienced the process in their daily lives. Bryman (1988:61) added that qualitative research enables the researcher to see through the eyes of the people they are studying. Furthermore, based on the study, the quest for objectivity in qualitative research means that the researcher understood the experiences and meaning of words provided by participants as to how they managed fundraising in their respective rural schools of Groot Letaba circuit in the Limpopo Province. The researcher understood that in qualitative study, less emphasis is placed on generalization.

1.8.2 Design of the study

The research was based on multi-sited case study. The interviews were conducted at eight schools on different occasions. Participants were interviewed at different sites in which a single case is studied in-depth. According to Stake, in Denzin and Lincoln (2000:435), case study is not a methodological choice, but a choice of what is to be studied and it has become one of the most common ways to do qualitative inquiry.

1.8.3 Sampling

The researcher used non-probability sampling. Participants were selected on the basis of convenience or judgement or by some other means rather than chance. The advantage of non-probability sampling is that drawing data is usually very cheap (Kervin, 1992:1).

According to Patton (in McMillan et al., 1993:378) purposeful sampling, in contrast to probability sampling, is “selecting information rich cases to study in-depth” when one wanted to understand something about those cases without needing or desiring to generalize to all such cases. In other words, these samples were chosen because they were likely to be knowledgeable and informative about the phenomena the researcher was investigating.

For the purpose of this research the site selection and the sample size (participants) were decided as follows:

- Four primary schools and four secondary schools of Groot Letaba circuit in rural areas in Limpopo Province. These focused schools have diverse ethnicity and very different infrastructure and levels of funding.

- One principal each from four primary schools and one principal each from four secondary schools of Groot Letaba circuit in rural areas in Limpopo Province were selected for interviewing. This means that eight principals were interviewed.
- One SGB treasurer each from four primary schools and one treasurer each from four secondary schools of Groot Letaba circuit were interviewed. This means that eight treasurers were interviewed.
- One SGB member each (parent component) from four rural primary schools and SGB member parent component from four rural secondary schools were interviewed. It means that eight (8) SGB members (parent component) were interviewed.

Therefore, the targeted sample for this research project was twenty four (24) people from eight rural public schools of Groot Letaba circuit in Limpopo Province. This number enabled the researcher to complete timeously and to minimize the costs in this research project. The researcher's main reason to choose the principal, the treasurer and one parent serving on SGB was to validate data (triangulation and authenticity of information). According to Merriam (in Mestry, 2004:126), the purpose of interviewing is to find out what is on someone else's mind and since this cannot be directly observed or measured, the interviewer has to ask questions in order to obtain meaningful information. That is why the researcher chose the participants from a specific target group whose opinions and ideas are of particular interest to this investigation.

1.8.4 Data collection

1.8.4.1 Instruments for data collection

The researcher opted to use an interview schedule to collect data from the respondents. According to McMillan et al. (1993:251), once the researcher makes the decision to use an interview to collect data he or she constructs an interview schedule. The schedule listed all the questions that were asked, giving room for the interviewer to write answers. Guided by this viewpoint, the researcher used individual in-depth interviews focusing on semi-structured questions only. Semi-structured questions had no choices from which the respondent selects an answer; rather the question was phrased according to the respondents' responses (McMillan et al., 1993:251). The researcher could use a general interview guide but not a set of specific questions worded precisely the same for every interviewee as a follow-up

question. In-depth interviews were selected in this research project because it enabled the researcher to obtain the specific kind of information that assisted him to understand the viewpoint of the participants, to disclose the meaning of people's experience so that the researcher could describe how the SGB would manage fundraising in public schools to supplement the insufficient funding by the State.

The researcher was aware about some of the limitations that this technique might contribute towards this research, such as unwillingness of the interviewees to share their notions. The success of this project depended on how far the researcher disclosed the overall purpose of this research. The researcher used different interview schedules for each group.

1.8.5 Data Analysis

According to Tesch (1990) in Denzin and Lincoln (2000:769), the sociological tradition treats text as a window into human experiences. Coding is the heart and soul of whole-text analysis; therefore the researcher focuses on the fundamental tasks associated with coding as follows:

- Sampling coding: the different participants were coded to avoid the disclosure of their identities.
- Finding themes: data was analysed according to Tesch's (1990) method of open coding in order to identify themes and categories; in this case the transcriptions of the interviews with principals, treasurers and parents serving in SGB were analysed.
- Building codebooks: codebooks are simple organized lists of codes, often in hierarchies (Denzin & Lincoln, 2000:781). A good codebook should include a detailed description of each code, inclusion and exclusion criteria, and exemplars of real text for each theme. The researcher provided an example of the themes' boundaries and some cases that were closely related, but not included within the theme.
- Different interview schedules for each group were analysed.
- The data was analysed by the researcher as well as an independent coder in order to achieve triangulation. Identified themes and categories were compared to determine the degree of consensus between the researcher and the independent coder. The researcher compared the information resulting from the analysis of data with the existing literature (Burns & Grove 1993, in Mestry, 2004:30). The information which

was relevant to the literature was used to formulate guidelines for schools to manage fundraising effectively and efficiently.

1.9 SIGNIFICANCE OF THE STUDY

High proportions of the world's children live in rural areas and attend rural schools. Despite this, educational and social welfare provision in rural areas often remains a low national priority. Thus, the study is very important because it investigates the effectiveness of fundraising in the previously disadvantaged rural schools. The school community or stakeholders are likely to benefit by accessing the results of the study. It is also likely to impact positively on learners as fundraisers because they will apply fundraising strategies in a creative way. Fundraising is a skill that many are likely to use in their careers.

1.10 SUMMARY

Due to the budgetary constraints, the current Department of Education is forced to seek alternative sources of funding. Additional money is needed for the 'extras' such as music and art, and that enrich the basic curriculum and ensure a quality education (Bauer, 2000:1). Former Model C schools received greater state funding than black rural schools in Limpopo Province. Notwithstanding its critical role, the government's funding remained a very modest portion of the total education expenditures during apartheid era, hence the imbalance and inequality in education. Since fundraising appears to be a necessary evil that will not go away, it is worthwhile to make a positive learning experiences for students, teachers, parents and those who have interest in education.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

In contrast to the previous chapter, which gave a background of the study, this chapter is aimed at discussing literature pertaining to the historical background on how funding of public schools was done in the apartheid (old) education system as compared to the democratic education system and how the South African government has developed a policy on school funding in order to address and redress some of the historical imbalances. Although it is the prerogative of the government to supply schools with sufficient funding, it has become increasingly difficult to do so. Thus, each school under the guidance of the principal and school governing body has to develop an on-going culture to raise extra funds (Campher, Du Preez, Grobler&Loock(2003:60). This idea is supported by Bauer (2000:1) in a recent study that showed how just a few hundred extra dollars can produce changes in a classroom. Potterton, Winkler, Mckay and MacGregor's (2002) theory for successful fundraising states that the success of fundraising at school, especially the rural public schools depends on the collaboration of the stakeholders in the school community and the broader community. Therefore, due to its relevancy to the topic, this theory is used as a base for much of the discussions in this chapter.

According to Mouton, (2001:48), literature review is the part of the proposal which should provide evidence of some preliminary reading on the topic, to prove that the initial ideas have been developed and also provide, where appropriate, information concerning the theoretical literature on the topic. Mouton (2001:87) adds that literature review as the reviewing of the existing scholarship or available body of knowledge helps the researcher to see how other scholars have investigated the research problem that s/he is interested in. According to Lichtman (2006:103), a literature review is "an accounting of what is out there on a particular topic." Lichtman's (2003:103) point of view is that one should not make one's literature review "something that has to be done" and when it is done say, "well now that is done". A literature review must connect with the rest of what you are writing about in your research; hence it represents a synthesis and critical assessment related to a particular topic (Lichtman, 2006:104).

Historically, South African education is characterized by two eras of education systems; namely, apartheid education and democratic education. The apartheid education system which lasted for centuries, resulted in poverty, degradation, unbalanced funding in black rural schools, hence it was racially grounded. The first democratic election of 1994 produced terms such as 'redress' and 'desegregation' of education systems (Fourie, 2001:28).

According to Potterton et al. (2002:23), a school community project refers to fundraising which usually draws on the immediate resources of parents, teachers and learners. These stakeholders could embark on small fundraising projects which are suitable to their school. For instance, in the stationery packs fundraising project, the school could buy exercise books in bulk from retailers and get a school discount and parents would be able to buy stationery for their children at a competitive price. The profit would go to the school. Other examples of school community projects include the following: school tuck shop (both formal and informal tuck shops), school fête, mini-enterprise ideas, family braai and raffles.

Fundraising as key concept here, will come forth timeously as the chapter unfolds due to the inequality of resources which has resulted from segregated education systems. According to SASA, SGBs were mandated and given the 'juristic' status to obtain additional resources in order to improve the quality of education (South Africa, 1996). The election of the SGBs marked a paradigm shift in a new dispensation with democratic principles in its nature. The representation of the SGB is much broader than the school committee and the PTSA's. The chairperson of the SGB has to be a parent component not the principal as it was in the school fund committee duty of the apartheid era. Chapter 4 of SASA, deals with funding of public schools and it contains relevant sections which mandate what SGBs must do, for example, administer school funds and assets of public schools and the annual budget of public schools.

The concept of 'rural school' is also important in this context. Rural schools are vulnerable because they imitate the reform standards of national and urban schools. Rural students face many challenges in gaining a sound education, but one of the advantages they have is that their schools are set in a community context that values a sense of community and education. According to Hargreaves et al. (2009:80), there is a high proportion of children worldwide living in rural areas attending rural schools, even in highly developed Western nation states. They further say that rural schools are often perceived as low quality schools when judged

using urban criteria. This situation is similar to that of South Africa's black rural schools due to apartheid education system.

2.2. FUNDRAISING THEORY

The study is based on Potterton, Winkler, McKay and MacGregor's (2002) theory of formulation for successful fundraising. Potterton et al.'s (2002) theory states that the success of fundraising at school, especially the rural public schools, depends on the involvement of the learners, parents, teachers and members of the broader community in working together. The theory gives the historical background about how funding of public schools was done in the apartheid education system as compared to the democratic education system and how the South African government had developed a policy on school funding in order to redress some of the historical imbalances. The theory also describes how the relevant committees can be formed, such as a fundraising committee and finance committee and what their responsibilities are. Potterton et al.'s (2002) theory concurs with Section 30(1) of SASA which states that "a governing body may establish committees, including an executive committee; and appoint persons who are not members of the governing body to such committees on grounds of expertise, but a member of the governing body must chair each committee." Furthermore, this theory outlines five ways to ensure successful fundraising projects as follows:

- **Formation of an effective fundraising committee**

Members are drawn from the SGBs and the school community stakeholders such as teachers, parents and learners. Potterton et al. (2002:10) identifies the roles of the fundraising committee, inter alia: meetings of the fundraising committee (especially the first meeting is very important as members are getting to know each other and what their strength is). It is usually decided at the first meeting who the chairperson and the secretary will be. The fundraising committee examines the school development plan; they get to know the resources of the school and the accountability of the committee. This can be described under five principles, namely, be concerned, be honest, be open, be accountable to the school and be exemplary by providing good leadership and lastly, members of this committee may do administrative work at home or from work.

- **Planning a fundraising project carefully**

Involvement of the following steps is important according to Potterton et al's (2002) theory: setting goals which are achievable, selection of suitable fundraising activities like stationery and equipment, preparing a budget that shows the balance between the income and expenditure and the creation of an action plan.

- **Publicize the fundraising project widely**

Potterton et al. (2002:17) defined publicity as a means of letting people know about a fundraising project and what it is that it needs to achieve. Good publicity is necessary to convince people that a particular school is worth supporting, but it does not just happen, it has to be planned. When planning a publicity campaign, the following should be considered: brainstorming different ways of attracting the people choosing few ideas which are suitable for the community, establishing the cost of the budget, trying to get donations, appointing someone from the fundraising committee to be responsible from the start, and advertising close to the event so that people do not forget.

- **Implement and monitor closely**

During the implementation of the project, the fundraising team must keep the helpers focused on crucial jobs and not ask them to do extra jobs that they cannot afford. Furthermore, they emphasize that budget monitoring is key to avoid confusion, overspending and possible corruption, and the following tasks must be done: ensuring that all stakeholders are aware of the total cost involved; keeping a cash book to record all money received and spent; keeping all money for the project in a separate account from the school fund account; having regular assessment meetings and finally to prepare a detailed account ready for an audit (Potterton et al., 2002:19).

- **Evaluate the fundraising project carefully**

Evaluating a fundraising event is a good way to end off a project before starting on something new, hence it provides an opportunity to acknowledge people's contribution and hard work, as well as for evaluating the successes and failures (Potterton et al., 2002:19). Thanking all participants is an important step in the lifecycle of a project, in order to secure their help in a future project. This is a brief account of Potterton et al.'s (2002) theory of fundraising that could be used by SGB's.

Potterton et al's. (2002) theory of fundraising is directly related to this study as it outlines how fundraising should be done in rural schools. It also outlines the processes involved in fundraising in this context. Therefore, this research is based against the background of Potterton et al's. (2002) theory. The next section examines the historical background of the SGB and its role in fundraising for the school.

2.3. HISTORICAL BACKGROUND OF SGB AND FUNDRAISING

2.3.1. South Africa's history of SGBs

The 1994 general election marked a paradigm shift in education. The goal for one free education system in a non-racial democratic society was achieved. The new school structures that were introduced comprised of educational partnership with the internal and external environments. The name of the parent structure in schools was Parents Teachers Students Association (PTSA) in secondary schools and Parents Teachers Association (PTA) in primary schools. In the previous education system, school committees comprised only of parents. These were introduced as legitimate governing bodies. According to Karlsson (2002:328), the ideal of democratic governing bodies in South Africa, in which different stakeholders in a school community are involved, came out after the 1976 Soweto school uprising. Furthermore, this vision shed light when the National Education Coordinating Committee (NECC) supported the establishment of PTSAs in schools to substitute the previous governance structures of the apartheid education system. In previous 'whites only' schools, school committees had additional roles like receiving and discussing inspection reports with the School Boards and Committee Boards (Department of Bantu Education: Guide for Principal of schools, undated:2).

The education policy for formerly black rural schools differed with the education policy for formerly white schools, and it was characterized by racial and ethical considerations (Department of Bantu Education: Guide for Principals of schools, undated:2). The PTSA or PTA was responsible for control in school finances, but their roles did not include raising funds to supplement the insufficient funding by the State, hence the lack of progress in rural schools.

The democratic principles in the new education system created a space for the redress of the inequality in South African schools, hence the establishment of the school governing body as the legitimate body to take the issue of 'redress for quality education' forward (South Africa, 1996). Karlsson (2002:329) concurs with SASA, giving a representation of SGBs which is much broader than the school committees of the apartheid-era and PTSAs. The committee consists of elected members from the following categories:

- parents
- educators
- non-educator staff and
- learners in the case of secondary schools only [South Africa, 1996: Section 23(1) (a) – (c) and subsection (2) (a)-(d)].

Furthermore, parents always hold majority status through a 50% plus one clause, regardless of the size of the school, and the chairperson must be from the parent component. The rationale behind this power balance is that parents of learners have more say in the school's development and the quality of teaching and learning within the school. Moreover, parents are school fees payers. According to South Africa, 1996, 'parent' is defined broadly as including a guardian, a person entitled to custody of a learner. A governing body may co-opt members of the community but they may not have voting rights. The principal is an ex-officio member. According to Campher et al. (2003:37), the principal should work closely with the chairperson of the financial committee regarding the everyday finances of the school. The term of office of members other than a learner is three years as determined by the MEC of Education, while learners are restricted to one year.

According to Sections 20 and 21 of the South African Schools Act of 1996, the power and functions of the school governing body are categorized into two, namely: the allocated functions (mandatory functions) and responsibilities. Mandatory roles or functions of the SGBs are functions in Section 20 of SASA, which all schools are expected to adhere to. Section 21 functions are available on application to the Head of Provincial Education Department. Section 20 requires the SGB to do the following: adopt a constitution, to develop a mission statement and a code of conduct for learners and support staff in the performance of their professional duties, to determine time of the school day, to administer and control school property, to encourage volunteering to serve the school, to make recommendations

about staff appointments and to allow reasonable use of school facilities for other education programmes. Section 21 requires the SGBs to: maintain and improve the school's property, buildings and grounds; determining the extra-mural curriculum and choice of subject options within provincial curriculum policy; purchasing textbooks, learning materials or equipment; and paying for services to the school (Karlsson, 2002:330).

2.3.2. Segregated School System

As already mentioned, education in South Africa is characterized by two eras of education systems, namely apartheid education and democratic education. The apartheid system which lasted for 50 years before the attainment of democracy in 1994 created a legacy of racial imbalances. According to Bantu Education system, black rural schools were under-funded. Nkomo, Weber and Malada (2007:1) state that after the Nationalist Party won the all-white elections in 1948, it implemented a system of apartheid that divided the country according to racial and ethnic lines in which black people were deprived of their democratic rights and promoted ethnic division and territorial separation among blacks, and also between whites and blacks. Thus, a space was created for a segregated and unequal education system which gave blacks no say in governance and which aimed at negative indoctrination.

During the apartheid era, the Department of Bantu Education introduced school committees as the legitimate school governing bodies. One of the roles of school committees was to control school funds. According to Potterton et al. (2002:05), the education system of that time was characterized by unbalanced representation of stakeholders in school governance. Potterton et al. (2002:05) further contend, "During the apartheid era parents played a minor role in South African schools."

The school committees were formed by parents of the learners only and that was purposefully done to cater for the needs of the Committee Boards and School Boards which were designed for white schools (Department of Bantu Education: Guide for Principals of Schools, undated:2). A school committee was subordinate to a school board and committee board, and consequently had inferior authority and power than them. The most important functions of the school committees, committee boards and school boards in white areas were inter alia: to establish, maintain and control community schools and to serve as liaison between the parent and the school. In comparison, in homelands the Territorial Authorities and Legislative

Councils assumed the functions and duties of school boards and committee boards, but greater duties were laid on the school committees (Department of Bantu Education: Guide for Principals of schools, undated:2). In former white schools, funds were controlled by the school committees, committee boards and school boards and they advised the Department of Education on school matters, whereas in former black rural schools, school committees were responsible for supervision over and administration of school funds and tribal hostels. Unlike in former white schools where committee boards and school boards had powers to appoint and transfer educators, the school committees in former black schools only recommended the appointment of educators to the circuit inspector. According to Department of Bantu Education (Guide for Principals of schools, undated:2), there was an office of the circuit inspector on both the former white areas and in the former homelands. The circuit inspector specifically dealt with the professional duties while the clerks assisted him/her with administrative work including financial matters.

Nkomo et al. (2007) commented about the policy background and contexts of South Africa by indicating that South Africa's new constitution and Bill of Rights provided the broad context for the transformation of the apartheid education system. In their analysis of policy and context issues to transform the apartheid education system, Nkomo et al. (2007) found that the degree to which conflict inside classroom and in regard to the curricula subject matter and content was dependent on the degree to which policies and actions were free from belligerence, military aggression, and the degree to which social justice is obtained. Furthermore, they highlighted the following three important policies derived from the South African Constitution (South Africa, 1996c) aimed at the transformation of the education system: the National Education Policy Act (NEPA), SASA and a focus on the role of values in education.

The National Education Policy Act (NEPA) Act No.27 of 1996

This policy document is fundamentally a foundation through which many educational policies were promulgated. It is based on democratic principles which stress the goal and advancement of democracy versus the apartheid laws which distinguished characteristics like differentiated and discriminatory expenditure on education for whites as compared to blacks that resulted in massive inequalities along racial lines. According to Nkomo et al. (2007), apartheid education was based on the ideological background that there was no single nation in South Africa, but different racial, ethnic and language groups that had to be separated

according to their residential areas and it was from this background that each group had to develop culturally, socio-economically and politically so as to have its own separate education bureaucracy, schools, curricula and syllabi. It is within this context that the National Education Policy Act's fundamental aim is to redress those challenges.

South African Schools Act No.84 of 1996

SASA, as quoted in (NDoE, 1996B) by Nkomo et al. (2007), seeks to give theoretical expression to the principles of access, equity, redress, democratic governance and national development. This Act provides for the establishment of SGBs with considerable powers at all public schools to govern and control their finances. According to SASA, membership of SGBs is elected representatives of parents, teachers, and non-teaching staff, and in the secondary and high schools from the students. SASA, in collaboration with NEPA, seeks to further the national goals of democratization and the rights of citizens as enshrined in the new constitution of South Africa.

Values in Education

Various reports from a number of commissions which was appointed by the first Minister of Education, Kader Asmal in February 2000, listed several 'values' that ought to be promoted and encouraged in the current education arena, to redress the problems of inequality and injustice as created by apartheid, inter alia: equity and equal rights, tolerance, multilingualism, openness, accountability and social honour. The Values in Education Working Group Commission which was appointed by the then Minister of Education, produced a report entitled Values, Education and Democracy, followed by another report called Freedom and Obligation: A Report on the Moral Regeneration Workshop I and II. Furthermore, the commissions recommended pre-service and in-service training for teachers in human rights pertaining to the appointment of a working class of social scientists to strengthen, inter alia: the teaching of history, promoting debating societies in schools, stronger action against discrimination in schools and growing South African national symbols.

According to Nkomo et al. (2007), the report highlighted the need for all South African citizens to understand human development to challenge racial prejudice; to study the history of all South Africans; showing their relationships with other parts of the world; focusing on violation of human rights and oppression. However, the report noted that it has historically

been expected of Africans to master the 'white' languages, English and Afrikaans, which led to an assimilation of black culture into the white culture. During the apartheid era, English and Afrikaans were declared as the two official languages in South Africa.

The Freedom and Obligation Report proposed a weekly pledge at school assemblies in which learners should pledge their commitment to the democratic ideals of the country. The pledge as quoted by Nkomo et al. (2007), in Vally et al. (2003:712) reads thus: *I promise to be loyal to my country, South Africa, and to do my best to promote its welfare and the wellbeing of all its citizens and all our various traditions. Let us work for the peace, friendship and reconciliation and heal the scars left by the past conflicts, and let us build a common destiny together.*

2.3.3. Handling of finances by School Governing Bodies

According to Clarke and McCallum (2008:278), the management of the school's finance can give more challenges on the principal's responsibilities because for many it is an area in which they have little or no training or expertise. They further say that it is also likely that the elected members of the SGB may be equally ill-equipped for the task. The day-to-day management of school finances is often delegated to the teacher of accounting and the school secretary (Clarke, 2008:278). According to Clarke (2008:283), the employment policy stipulates how the costs of salaries of teachers and non-teaching staff employed by the school are budgeted by the SGB. Furthermore, the contract of an educator employed by the school must clearly indicate the total cost of employment, and care should be taken to ensure that other conditions included with the contract do not have unforeseen cost implications for the school, such as things as paid to maternity, study and sick leave.

2.3.4. The need for fundraising in South African schools

The State acknowledged its failure to provide sufficient funding and this is contained in Section 36 of the SASA of 1996, where it says "The governing body of a public school is responsible for obtaining additional resources in order to improve the quality of education." The above quotation proves that indeed there is a need for fundraising; due to inadequate funding by the State. The problem of unbalanced funding started during and before the apartheid era, especially in black rural schools. Fourie (2001:28) states that the history of

South Africa is a bitter one dominated by colonialism, racism, apartheid, sexism and repressive labour policies which resulted to poverty and degradation. There was an inequality of resources, especially in the black rural public schools. Fourie (2001:28) pointed out that the South African government sought alternative funding to facilitate the training needs that could not be addressed through the normal line item budget. Van der Linde (2000), as quoted in (Fourie, 2001:38), notes that current legislation allows creativity and innovation in the management of public funds and thus allows for fundraising.

2.4. SOUTH AFRICAN SCHOOLS ACT (SASA) OF 1996

2.4.1. Provisions of the South African Schools Act (SASA)

The SASA of 1996 is a policy document which seeks to give expression, in theory, to the principles of access, equity, redress, democratic governance and national development. This Act provides for a uniform system for the organization, governance and funding of schools, to amend and repeal certain laws relating to schools, and to provide for matters connected therewith.

In terms of its preamble, SASA came about as a result of the achievement of democracy in South Africa to redress the past education system which was based on racial inequality and segregation. It indicates that South Africa is a multicultural society which needs new education system based on democratic principles in order to provide an education of progressively high quality for all learners. Furthermore, the Act indicates that the stakeholders like teachers and parents must accept responsibility for the organization, governance and raising of additional funds to supplement the State's funding (South Africa, 1996:17).

The SASA of 1996 provides for the establishment of governing bodies with considerable powers at all public schools. SGBs consist of the principal and elected representatives of parents, teachers, non-teaching staff, and in secondary and high schools, learners as well. In terms of section 16 (1) of the SASA of 1996, the "governance" of every public school is vested in its governing body. This means that the SGBs hold a legal status in public schools. The implication is that since the SGB is authorized by the law to act as 'policy maker', the

school policy tends to reflect their preferences rather than the preferences of staff and learners. SGBs have power, inter alia, to:

- Develop the school's mission
- Determine the school's admissions and language policies
- Make recommendations on teaching and non-teaching staff appointments, and
- Determine financial management and school fees

The powers of SGBs do not extend to the school's operational management and teaching and learning practices, but it is aimed at giving schools greater autonomy to manage and control resources, decide on the delivery of educational resources, and extend democracy and local control of education decision-making. According to Lewis et al. (2002:8), the SASA favours consensual politics and decision-making, hence it is assumed that all stakeholders will enthusiastically embrace their moral responsibilities and by working together build an efficient governing structure.

The SASA supports and takes forward the national goals of democratization of the rights of South African citizen as enshrined in the constitution and the National Education Policy Act (NEPA). The elections of SGB members at schools can be viewed as an extension of, and an addition to the national and provincial political structures. There are three sets of elections held throughout South Africa: elections for parliament, provincial government and SGBs. According to the former Minister of Education, Kader Asmal, the SGBs are the third largest democratic process in South Africa which took place after the national and municipal elections. As a result of these elections over 200000 people are elected and presided over a period of more than three years on their local governing body (Naidoo, 2004:290).

2.4.2. Finance section of SASA

The finance section of the South African Schools Act (SASA) is based on the democratic principles aimed at redressing the question of inequality of public schools funding created by the previous government. According to SASA, the SGBs and the State have special roles to play as far as school finances are concerned. This is clearly stipulated in the following sections of South African Schools Act:

2.4.2.1. Section 34: Responsibility of State

In terms of section 34, subsections 1 and 2 of the South African Schools Act, 84 of 1996, it is the responsibility of the State and therefore the provincial government to fund the public schools from public revenue on an equitable basis in order to guarantee the rights of learners to education and the redress of the past inequality in education provision. The State must on an annual basis, provide information to public schools regarding funding to enable public schools to prepare their budgets for the next financial year.

2.4.2.2. Section 35: Norms and standards for school funding

This section states that the government introduce new styles of funding public schools. In terms of subsection (1) the Minister must determine the quintiles for public schools and the national norms and standards for school funding after consultation with the Council of Education Ministers and the Minister of Finance, whilst the Constitution and this Act serve as guides in this matter. The National Education Policy Act, of 1996 (NEPA) and the Northern Province Department of Education (2000:2) also state that different methods of funding based on democratic principles have been introduced and are outlined as follows:

- Funding according to Norms and Standards

Norms and Standards funds can only be spent on the following recurrent cost items; immovable capital improvements and repairs such as non-routine and emergency improvements and repairs, easily separable recurrent costs such as supplies and services and other recurrent and small capital equipment cost such as school books, stationery, equipment and media.

For funding according to quintiles, priority is given to the 'poorest of the poor' schools as follows: schools are graded into five quintiles, the poorest are regarded as quintile one and more funds are allocated to these schools, allocation of funds with regard to the physical condition, facilities and crowding of schools such as learner/teacher ratio and funding according to the relative facilities around the school such as the availability of piped water.

- Funding according to ‘no fee school’

According to the Department of Education: Prescripts for Management of funds at public schools (2007:4), all public schools which have been declared ‘no fee schools’ must not charge mandatory school fees from any learner as defined by SASA (as amended). They will all have the following minimum standard requirement of facilities which should be funded from the allocation received: proper security fencing, provision of clean water or borehole, repairs of all broken windows and some ‘no fee schools’ are allocated part Section 21 status within the limit of their previous school fee collection.

- Funding according to ‘Section 21’ status and ‘non-Section 21’ status

According to SASA, all schools already have Section 20 functions. Non-Section 21 schools receive paper budgets from the Department of Education and only access their budgets by completing requisition forms, which are submitted to their district for processing. On the other hand, Section 21 schools are self-managing schools (Department of Education: School Funding Norms, September 2000:19). In addition to Section 20 functions, the SGB of Section 21 schools may be allocated functions such as maintaining and improving school property, buildings and grounds, determining extra-mural curriculum of the school, purchase of textbooks and other educational equipment, pay for services and provide adult education (Davies, in Mestry 2006:28). Subject to the Act, a governing body may apply in writing to be allocated any of the above-mentioned functions. The HoD will allocate Section 21 status only if the school has proven capacity. The provincial department then deposits the school’s allocation directly to the school banking account. Both Section 21 and non-section 21 schools are required to spend the allocation as follows: 60% on learning materials, 28% on services, and 12% on repairs and maintenance (Mestry, 2004:130). The following are the advantages for applying for Section 21 status: the SGB may elect its own suppliers when purchasing school materials and the money allocated remains in the school account to be spent in the next financial year.

In the light of the above information, the government has already made efforts in trying to balance the funding of public schools, but the gap is not yet closed because each school is unique with different demands.

2.4.2.3 Section 36: Responsibility of the governing body

In terms of Section 36 of SASA, Act 84 of 1996, SGBs have been given the responsibility of taking all reasonable action within its means to supplement the resources supplied by the State to improve the quality of education provided by the schools to all learners at a school. The SGBs must ensure that the additional funds have not been spent on unnecessary things for educational purposes, but to the benefit of all learners. Despite subsection (1) as indicated above, a school governing body may obtain an overdraft agreement so as to supplement their funds with the approval of the Member of the Executive Council (MEC). This section clearly indicates that no person should lend or grant an overdraft to a public school without the written approval of the MEC, and if this happens, such agreement will not bind the State and the public school.

2.4.2.4. Section 37: School funds and assets of public schools

According to SASA, the SGB of a public school must establish and administer an account for school funds as per the directions of the HOD [section 37(1)]. The SGB must deposit all monies received including school fees and voluntary contributions into the school fund account. They SGB must open and maintain one banking account, but with the approval of the MEC, they may invest surplus in another account. Subsections (5) of this Act, stipulates that all assets received by a public school on or after its commencement are the property of the school. In terms of subsection (6) the school funds, all proceeds thereafter and any other assets of the public school must be used for:

- educational purposes, at or in connection with the school
- educational purposes, at or in connection with another public school, by agreement between the two and with the consent of the HoD
- performance of the functions of the SGB, or
- another educational purpose agreed between the SGB and the HoD

Sub-section (7) states that money from the school fund of a public school may not be paid into a trust or be used to establish a trust. This section nullifies trust funds which were established from a school fund before 1 January 2002 and insist that the money must be paid back into the school fund.

2.4.2.5. Section 38: Annual budget of public schools

In terms of Section 38 of SASA, of 1996, the SGB must prepare a budget each year according to the guidelines determined by the MEC. This budget will show the estimated income and expenditure for the following year and it must be presented to the general meeting of parents for which 30 days' notice has to be given. The notice must also inform parents that the budget is available for inspection at the school at least 14 days before the meeting.

2.4.2.6 Section 38A: Prohibition of payment of unauthorized remuneration

According to SASA of 1996, Section 38A (1), a governing body may not pay or give state employees who are employed in terms of EEA (1998) any unauthorized remuneration, other financial benefit, or benefit of any kind. A governing body may apply to the employer for approval to pay a state employee any payment contemplated in section (1). Subsection (3) states that the application referred above must be lodged in writing in the office of the employer, and it must satisfy the following requirements: full details of the nature and extent of the payment, the process and resources that will be used to compensate or remunerate the state employee and lastly the extent of compliance with section 20(5) to (9). The SGB must ensure that the application for approval is done at least four months before the school budget is finalized. South African Schools Act, Section 38A (10), further stipulates that a governing body may appeal to the MEC against the following: the refusal by the employer to approve the application and the employer's failure to provide a decision on an application.

2.4.2.7. Section 39: School fees at public schools

Section 39(1) of SASA states that the SGB of a public school may levy and collect school fees according to the prescribed provisions. A school governing body must establish rules and procedures whereby certain parents are exempted fully or partially from the payment of school fees. The SGB may enforce the payment of school fees by means of legal process after the approval is made in the parent meeting. According to this section the following must be adhered to: no public school may charge any registration administration or other fee except school fees as defined in section (1). A public school may not charge a parent of a learner at that school different school fees based on curriculum or extramural curriculum within the same grade and that the right of the school to charge school fees is limited to an amount equal to the sum obtained if the actual amount received from the State is deducted from the no fee threshold (subsection 12).

2.4.2.8. Section 40: Parent's liability for payment of school fees

In terms of Section 40 of SASA, a parent is liable to pay the school fees unless he or she has been exempted from payment by this Act. Furthermore, a parent may appeal to the HOD against the decision of the SGB. The HoD must follow procedures which cater for the interests of both the parent and the SGB.

2.4.2.9 Section 41: Enforcement of payment of school fees

An SGB may by legal process, force the liable parents to pay school fees and the exemption must be done according to the regulations contained in Section 39(4). Subsection (3) stipulates that the exemption in terms of this Act is calculated tracing back from the date on which the parent qualifies for the exemption. In terms of subsection (4) a public school may only enforce payment of school fees if it has satisfy the following conditions: the parent does not qualify for exemption of payment of school fees, if deductions have been made for parents who qualify for partial exemption and lastly if the parent has completed and signed the form prescribed in the regulations contained in Section 39(4) of the South African Schools Act of 1996.

A public school may enforce payment of school fees despite those conditions as indicated above, if a school can provide a proof of a written notice that was delivered by hand or registered post to the parent who failed to apply for exemption in terms of Section 39, and despite the notice as indicated above, the parent fails to pay the school fees after a period of three months from the date of notification. Furthermore a public school may not attach the home in which a parent live resulting from his or her failure to comply, subsection 6.

Subsection (7) of SASA states that despite the non-payment of school fees by his or her parent, a learner may not be deprived of his or her right to participate in all school programmes and may not be victimized in any manner, including but not limited to the following conduct: suspension from classes, verbal or non-verbal abuse, refusing a learner to participate in cultural, sporting or social activities of the school, and refusing to give a learner a school report or transfer certificate.

2.4.2.10. Section 42: Financial records and statements of public schools

According to Section 42(1) of SASA, the governing body of a public school must keep records of income and expenditure of the public school and of its assets, liabilities and

financial transactions. A SGB must draw up annual financial statements according to the guidelines determined by the MEC not later than three months after the end of each financial year.

2.4.2.11. Section 43: Audit or examination of financial records and statements

Section 43(1) of SASA confers that the SGB of a public school must appoint a person registered as an accountant and auditor to audit the records and financial statements. Furthermore, the SGB must appoint a person to examine and report on records and financial statements if the audit is not reasonably practicable, Section 43(2). The person to be appointed in terms of this Act must be approved by the MEC. The SGB must submit to the HoD, a copy of the annual financial statements for inspection within six months after the end of each financial year.

2.4.2.12. Section 44: Financial year of a public school

Section 44 of the South African Schools Act, 84 of 1996 states that the financial year of the public school starts on the first January and ends on the last day of December of each year.

2.4.3 Fundraising according to SASA

Section 36 of SASA, Act 84 of 1996 states that the SGBs have been given the responsibility of taking all reasonable steps within its means to supplement the resources supplied by the State to improve the quality of education provided by the public schools to all learners at a school. The SGBs must ensure that the additional funds have not been spent on unnecessary things, but to the benefit of all learners. SGBs are envisaged as playing a crucial role in fundraising, because one of their specified roles is to determine school financial management including school fees. Looking at the nature of rural versus ex-Model C schools, fundraising in rural schools are considerably more difficult in many ways: many parents of learners from rural areas are unemployed, thus they could only decide on a low school fees that can suit them, whereas parents of learners who are attending ex-Model C schools can charge a reasonable amount of school fees. Despite the fact that the rural schools are benefiting more from the norms and standards given by the government in its redress for public school funding, there is still a huge gap in terms of resources and facilities to enhance teaching and learning.

2.5. RURAL SCHOOLS

2. 5.1. Uniqueness of rural schools

The modern industrial city and its peculiar pathological conditions, has commanded both public and professional interest, but the rural community and the rural school have been neglected. This idea is supported by Bauch (2001:204) when she says, “Rural schools are vulnerable to imitating the reform standards of national and urban school”. She further indicates that much of the research was done on urban schools than on rural schools. Hodgkinson and Obarakpor (1994) in Bauch, (2001:204) declare that rural poverty is not the same as urban poverty in a different setting, rather, the context of rural has its own set of community identifiers that make rural schools dramatically different from the metropolitan counterpart. In South Africa, however, because of the apartheid education system, backed up by racial political ideologies, the interests of the black rural sector, the poor and the dispossessed, the politically and economically powerless, have been systematically neglected (Bauch, 2001:204)

The introduction of the homeland system during the apartheid regime in South Africa has also provided light for the State to concentrate more on the issues in white areas. Rural students face many challenges in gaining quality education, but one of the advantages they have is that their schools are set in a community context that values a sense of place and offers a unique set of conditions for building the social capital important for helping learners succeed in school (Bauch, 2001:204-205). According to Gjelten (1982) in (Bauch, 2001:210), it is obvious that not all rural school communities are the same due to its topographic classification based primarily on economy and demography. In South Africa, rural schools are conversely more economically and educationally disadvantaged and have difficulty in attracting high quality teachers which results in the hiring of foreign teachers by the Department of Education especially for their scarce skills. Many schools in rural areas are dilapidated, more Adult Basic Education and Training (ABET) centres are found to cater for the dropouts, and only few schools have libraries. The researcher is in a good position to observe the inequality of resources when comparing the rural schools and the urban schools because of his experience in both sectors.

2.5.2. How fundraising was done in rural schools

According to the Department of Bantu Education (Guide for Principal of schools, undated:8) there were various ways of obtaining contributions for the school fund which included organizing functions and selling fruits and vegetables grown on the school premises. Schools also received donations from the discounts that were given for books and stationery from suppliers. Collecting school fees from learners was done privately, because they knew that getting money from pupils who did not have money was wrong (Department of Bantu Education: Guide for Principals, undated:9).

A compulsory payment of school fees was one rand (R1.00) per quarter; ten rand (R10.00) per annum was contributed by learners attending in 'pot-primary' Government Bantu schools (Department of Bantu Education: Guide for Principal of Schools, undated:8). The period under review was the apartheid era, when the Bantu Education System was introduced for black rural schools. The main fundraising effort was school fees which were controlled by the school committee in community schools whereas in the Government Bantu schools this was the responsibility of a school fund committee whose chairman was the principal.

Bauch (2001:215) asserts that; banks, businesses, local industries, cooperatives, and other interested groups work with local schools to provide resources both in a form of money and volunteering of staff with special skills for teaching, technology, construction, repairs, and other physical needs of the school. Bauch (2001:215) puts more emphasis on the importance of school-business-agency relationships by giving an example of one white rural community principal who grew up and went to school with most of the local business people. This principal reported that when she needed funds for the project, she "gets on the phone" indicating the school's needs. Soon the school gets assisted. This is as a result of the healthy relationships between the principal and the business people. In comparison, the nature of the rural schools as indicated in the former and the latter paragraphs differs.

2.6. FUNDRAISING

2.6.1. Fundraising in general

By definition, fundraising is an organised activity of soliciting and collecting funds for a non-profitmaking organisation (Bloomsbury's Concise English Dictionary, 2005:580). According

to the above definition any non-profitmaking organisation like public schools can do fundraising. The current trend in defining 'school community partnerships', according to Bauch (2001:215) is to examine the connections among schools, local businesses, and community service agencies, like banks, local industries, cooperatives and other venture groups that work with local schools to provide resources both in the form of needed funds and personnel volunteers who have special skills for teaching. Thus, the researcher entirely agrees with the definition and would like to add that schools and non-governmental organisations (NGOs) have distinctive features that make them active participants in fundraising. As the general crisis in education unfolded, external aid agencies have increasingly come to provide development advice as well as finance (Samoff, 2001:8).

2.6.2. Fundraising in organisations (NGOs and Welfare)

According to Frimpong (2003:190), non-profit organisations, by definition, depend upon external (donor funds) to run their operations and there is strong competition between non-profit organisations for a slice of the same cake. This section is included intentionally so as to give some historical background on how fundraising was done in NPOs in juxtaposition with the rural public schools' fundraising which was fundamentally depended on internal donors that could only donate undesired funds. However, foreign donors remain the major sources of funding for several non-profit organizations (NPOs) in developing countries. The following are the possible sources of funding for NPOs: government tenders, contracts and grants are given to organizations; international donors, focus on projects and core funding; general public community fundraising events, membership fees, individual donors and volunteers; national and local trust and foundations; corporate sector which provide grants, partnership, skills, volunteers, equipment donations; income generation, fees for service, contracting and business interest income. Other sectors of civil society are universities, religious organisations and trade unions, volunteers, funds and equipment (Frimpong, 2003:191). Janet, 1998 (in Frimpong, 2003:191) spells out the following rights and obligations in relation to donor funding: The rights include inter alia; the right to use money creatively to achieve the agreed upon objectives; the right to consideration in terms of time and availability of donors; the right to confidentiality and dignity and the right to a degree of financial security within the agreed upon limits. The obligations include: to use the money for the purpose for which it is given, to account for money spent in the agreed upon way, to meet with the representatives of the donors to discuss issues of common interest and to treat the

donors with respect. The above indicated rights and obligations shed light on the premise which says that a good track record of an organisation helps in fundraising, because development NPOs work together as a family and almost invariably know what goes on in other organizations. Donors also get informed about what goes on in other organizations, for instance, attributes sought by donors include the following: a good track record of doing what you say you will do in the time you say could take to do it; the proof of the previous impact that your organization has had; a detailed plan for achieving your short and medium term goals; a detailed income and expenditure budget showing a proof of sound financial management skills; and good interpersonal relationship between NPO leadership and funders.

According to Campher et al. (2003:67), the non-profit organisations Act No 71 of 1997 (RSA 1997) which is administered by the Department of Welfare, automatically recognizes public schools as non-profit organisations. Furthermore, it implies that any donation to a school is regarded as a donation towards a non-profit organisation, thus public schools must adhere to all regulations pertaining to non-profit organizations. Independent schools, unlike public schools have to apply for their non-profit organisation registration number.

2.7. SCHOOL FUNDRAISING

2.7.1. Definition

The concept of ‘school fundraising’ refers to all monies which is raised in the context of school by the SGBs through its financial committee (Campher et al., 2003:37). Furthermore, school fundraising involves any activities carried out by a person or people in order to raise money for an organisation (school). Shofar, Cassandra, News-Herald and Willoughby(2010) emphasise ‘student or learner fundraising’ as one aspect of school fundraising which plays a prominent role because it is done by classes, by athletics and by clubs and the money is used by students or learners to find success in other areas that school funding does not provide for.

2.7.2. The need for fundraising

According to Brewer (2008: xxvii), funds for a project may support new equipment, books or other resources, and it may provide salaries for some additional personal like teaching assistants. When writing about the funding in USA, Brewer (2008:xxvii) outlined the

negative and the positive aspects of receiving external funding as follows: negative aspects include among other things the following; managerial and legal responsibilities, priority shift may cause disharmony, lack of strong internal support and personalities clashes due to jealousy. Positive aspects of receiving external funding is that foundations and individual donors are becoming more interested in helping the public schools because they believe in the schools, and have ideas on how to improve public education (Brewer, 2008:2). In the USA, a company called Big Time Fundraising concentrated on the needs of the learners as a driving force in obtaining large and small grants and gifts from a variety of funding sources, which include corporations, foundations, the government and individual donors (Brewer et al. 2008:6). Another strategy that can win or make a fundraising project successful is to form a local education foundation on an individual school basis, where prominent members of the community may be invited to be members of the foundation (Brewer et al., 2003:9).

2.7.3. Fundraising committee

According to Campher et al. (2003:62), the fundraising committee should be established where members to be elected must have a vested interest in the school, and nominations are usually received from the SGB, educators and parents. In support of the above, Levenson et al. (2003:10) gives the following categories of people who are involved in a Big Time Fundraising venture: superintendents, principals, classroom teachers, subject matter specialists, coaches, parents, volunteers, and people with money. According to them, people who should be involved in the fundraising committee are more specified. This committee should be re-elected at the beginning of each year, the nominator should motivate when s\he nominates a person, each person nominated needs to commit himself or herself in writing about his or her availability for at least one year, and the principal has to send the closing date for the nomination and the letter of that nature should explain the importance of fundraising and what would be expected from committee members (Campher et al., 2003:62).The researcher made an intentional comparison of the formation of fundraising committee to indicate that there is no clear-cut indication about the number of people who are involved in the committee. According to Campher et al. (2003:63), the following portfolios are recommended: chairperson, secretary, treasurer, advertising, project manager and two additional members. The manner in which Brewer (2008) and Campher (2003) described the roles of the members of the fundraising committee is that they should supplement each other. In the USA, superintendents of schools, with the approval of their school boards establish

development offices in their school districts and become personally involved in the overall fundraising effort just as college and university presidents do (Levenson et al., 2007:6). It is the responsibility of the SGB to appoint the members of the fundraising committee, thus, it oversees its functions, performance and compile the duties of different portfolios (Campher et al., 2003:63). Furthermore, they point out that the SGB may delegate some tasks related to the fundraising committee to its chairperson such as submitting a concept strategy that includes each project.

The role of fundraising committee members is crucial in the context of fundraising in rural schools. This is because rural contexts lend themselves to unique situations, for example, the principal is seen as a leader of all efforts within the school and often has to function in many roles. This research focuses on the South African context and describes the roles and functions of the following fundraising committee members:

- *The role of the principal*

Levenson (2007) and Campher (2003) state that the following roles and functions of principals participating in schools' fundraising projects: the more the principal is involved the more money will flow in, because s\he will make personal visits together with the superintendent (District Senior Manager) to wealthy people. Principals are key players in the overall fundraising projects who can make or break a programme by their attitudes and their involvement, because they are the leaders of their schools (Levenson et al., 2007:11).

- *The role of the classroom teacher*

The roles of classroom teachers including learners, specialists, and coaches are as follows: they are the people on the firing line each and every day, because they are the heart of a school's fundraising efforts. More importantly, they represent all the good that is going on in the schools, because donors know these people through the learners (Levenson et al., 2007:12). In supporting these ideas (Campher et al., 2003:73) indicate that educators are one of the most valuable resources that have a full time commitment to the school who could be tasked to drive certain activities, supervise learner involvement and co-ordinate the involvement of voluntary participants such as parents.

- *The role of learners*

According to Potterton et al. (2002:6), teachers should encourage the learners to participate in fundraising activities and so to develop some useful problem solving skills. This is supported by Campher et al. (2003:73) when they say: 'by learners being involved in all facets of each project and incorporating learning outcomes, they not only become actively involved in the project, but could be assessed as well. According to the latter, the fundraising vision and mission clearly states that the fundraising basically benefits the learners.

- *The role of the parents and volunteers*

The role of the parents and volunteers is that most of the parents want to help the school that their children attend. Parents have the contacts of wealthy people in the community, and they can be invited to make personal visits to prospects along with other members of solicitation team. They should be encouraged to make contributions as well (Levenson et al., 2007:12).

- *The role of donors*

Wealthy people, especially those who are graduates of the public schools should take an active role in both giving to the school and in helping to access grants and gifts from their friends and family. Many of them have children and grandchildren in the schools; therefore, the SGB should invite, involve and ask them to assume leadership positions such as chairperson of fundraising project. If they contribute large sums of money, consider naming a facility in their honour (Levenson et al., 2007:12).

2.7.4. Fundraising strategies

According to Potterton et al. (2002:6-7), the goal of every school is the same (to educate its learners to the fullest), however, each school has different needs which must be identified and prioritized carefully as they will affect the fundraising strategy adopted. One of the first tasks of the fundraising committee would be to submit a fundraising strategy, because it is basically an aerial view of what the fundraising plans for the year (Campher et al., 2002:77).

2.7.4.1. School community projects

According to Potterton et al. (2002:23), a school community project refers to fundraising which usually draws on the immediate resources of parents, teachers, and learners. These stakeholders could embark on small fundraising projects which are suitable to their school. It

is often a low key, on-going affair, where smaller sums of money are raised. For example, all learners need stationery at the beginning of the year. Potterton et al. (2002:35) describe ideas for raising money in the school community as follows:

- *Stationery packs fundraising*

The SGB can buy exercise books in bulk from retailers and get a school discount and parents can buy stationery for their children in a competitive price. The profit will go to the school. Participates are learners, parents and the teachers as versatile components of raising money in a school community.

- *Car wash*

If it is relevant within a particular community, sports teams can hold car washes or golf outings. This fundraising project can take place at school on a particular day. Teachers and parents can bring their cars to be washed at a competitive price. The money raised can go to the sport team, like soccer.

- *Raffles*

Raffles are also one example of small fundraising projects which takes place within the school environment. In this project, the school organizes a prize and prepares the raffle sheets. The participants are the teachers, parents and learners. The class teacher then distributes raffle sheets to learners and uses a tracking number on each sheet to keep a careful recording of the number of tickets each learner is responsible.

Other community projects which can be useful sources of funding schools which can be a way of providing cheap and healthy nutrition to learners are tuck shops, both formal and informal (Potterton et al., 2002:40). They describe a formal tuck shop as a fundraising project which the school owns, buys the goods and allows parent volunteers to run it, but all the profit goes to the school. Informal tuck shops, on the other hand, operate in many schools where hawkers from the community pay the school a small amount to sell food in the school grounds during breaks. The researcher's observation is that in many schools no tuck shops are operating, except the individual local people are selling food to learners in schools for their own benefit.

2.7.4.2. Raising money involving the broader community

Another basic principle in Potterton et al.'s theory is that school fundraising can take place in the community it serves. According to Potterton et al. (2002:52), the community refers to the immediate neighbours, local businesses, the municipality and other forms of local

government, as well as the general public which forms part of the social network that surrounds the school. Fundraising can open new opportunities for a school to interact with local businesses and organizations and together they can develop ways in which the school will supplement the development of the entire community. This theory describes inter alia, the following fundraising strategies in the broader community:

- *Soccer tournament project*

According to Potterton et al. (2002:59), a school soccer tournament is one of the fundraising projects in which the whole community becomes involved and the school has many opportunities to establish relationships with business people and the society at large. This project usually involves parents, teachers and learners, local soccer clubs and sports officials and as such the school has to delegate a competent co-ordinator for a successful tournament.

- *Rent-a-hall*

‘Rent-a-hall fundraising project’ takes place when the school governing body decides to rent out the school hall or other venues to the community to raise money for the school (Potterton et al., 2002:55; Section 20(2) SASA, 1996). According to SASA, schools are the juristic body who have the power and authority of controlling school properties which include school buildings.

Other fundraising projects in the broader community include the following: ‘jumble sale’ in which the school asks all families in the school to collect second-hand clothes that are still in a fairly good condition and that have recently been washed to be sold at school, and ‘celebration food fundraising project’ that the school could offer to the community by preparing cakes, snacks and puddings and other food.

2.7.4.3. Raising money in the business community

Raising money in the business community is when schools get funding (donation) from big companies and funding agencies. Potterton et al’s. (2002) theory of successful fundraising outlines strategies that schools need to use to raise money in the business community as follows:

- *Applying for donation*

A funding proposal which is short, simple and without omitting important information is a prerequisite for getting donation from donors or businesses. According to Potterton et al. (2002:62) the following are the elements of funding proposal: covering letter which is a

separate page and not to be stapled to the rest of the proposal, title page on a separate page, summary on a separate page, introduction, problem statement, project objectives, methods, budget, evidence of sustainability and mechanism for evaluation.

- *Getting donations from local businesses*

Schools can contact donors for the purpose of donation in the following manner: the SGB can start looking for donors and their contacts within the parent body, visiting the local businesses, taking along the covering letter from the school explaining exactly what the donation will be used for. The SGB can get donations such as an animal for a special event from a farmer and a local petrol station, supermarkets, taxi associations to offer any form of donation.

- *Generating funds through advertising*

Schools can generate funds through advertising, because sometimes local businesses or retailers are willing to sponsor sports uniforms if their logo is attached. Furthermore, schools can be good places to advertise because many people (parents, students, teachers and visitors) pass by the schools' gates (Potterton et al., 2002:67).

Other fundraising strategies that can be employed to raise money from business community include partners and skill sharing in which some companies and organisations are willing to establish a stable relationship with schools that lead to the exchange of skills. In this strategy companies could use their experts to give guidance and assistance to teachers and learners for the school projects to improve the quality of teaching and learning.

2.7.4.4. Recycling and saving

Potterton et al. (2002:41) believes that schools can save a lot of money by cutting down the cost of electricity and water or raising new funds through recycling. Therefore, if schools use their resources sparingly and efficiently, they will spend less on the day-to-day activities of the school. The strongest argument for fundraising through recycling and saving is that it teaches responsibility and care for the earth and its resources. A recycling committee of parents, educators and learners that will be responsible for this task could be established. Competitions between classes could be organized to see who brings in the most waste and to turn the recycling campaign into a fun and interesting activity (Potterton et al., 2002:41). A school can be engaged in the following recycling campaigns or ideas:

- *Collect-a-can recycling campaign*

According to Potterton et al. (2002:42) this kind of fundraising campaign involves parents, learners, teachers and a recycling business like Collect-a-Can. A school may contact a local recycling agency in order to get information which includes among other things: the type of cans to be collected (steel or aluminium), and the price that would be paid for each kilogram of metal and also who would be in charge of transporting the old cans to the recycling depot. The money for each load of old cans is normally paid directly to the school.

- *Paper recycling*

Paper recycling is an on-going fundraising activity which involves parents, learners, teachers and the recycling agency. The school can set up a collection point on the school premises and encourage everybody in the community to bring old paper to the school for recycling. The school must make sure that the following structures are in place: a teacher or parent to coordinate storage and collection of recycled materials as well as follow up on payment and a recycling sub-committee to organize the sorting (Potterton et al., 2002:43).

Recycling can provide cash for the school on a regular basis, if it is well managed. The agency's role is to collect the paper, weigh it and then pay the school. The price will differ from area to area. Potterton et al. (2002:43) indicate that learners may sometimes fail to put the paper in the paper bank, instead leave the paper lying around the school and make the school look ugly. Therefore the school could institute a fine system for learners caught littering or organize a party to students to clean up the school ground which will serve as incentive for the students not to litter.

- *Creating a food garden*

A school can bring in extra funds by growing fruit and vegetables for sale to the community. It can also be used as a laboratory for biology classes. Potterton et al., (2002:45) advice that one particular class can be started with as a pilot project which can be managed by one or two teachers. At the beginning of this fundraising project there is usually no money to be collected until one starts selling the product.

2.7.5. Steps to fundraise successfully

Fundraising is a planned and on-going process, thus the following steps among other things need to be considered in order to secure a major gifts:

- preparing a case statement which indicates what the fundraising committee needs the money for and highlight the staff's competency and ability to deliver.
- preparing many copies of the statement to be disseminated to potential donors.
- training the staff and volunteers on how to use the materials to achieve maximum results.
- recruit prominent citizens who are well known to work in the fundraising committee.
- invite these people to an orientation meeting held by some of the key people in the school like the circuit manager and principal.
- to communicate this message the presenter should use PowerPoint Presentations or other powerful audio visual means.
- the presenter must answer all questions and concerns in an efficient manner.
- make sure that the volunteers donate first before they approach the prospective donors.
- the committee should identify the names of wealthy parents, teachers (including retired teachers), staff, friends, politicians, and others who resides in the school community.
- try to match up the lists of prospective donors with people on the fundraising committee who might know the prospects as friends, relatives, and so on.
- asking those committee members to have contact numbers of the potential donors and see them after training.
- prospective donors should be contacted by at least two or more people.
- the team might include a volunteer and a principal, a teacher, a volunteer and the circuit manager.
- visits to prospective donors should take place in a quiet, peaceful atmosphere which is not disturbed by telephone calls, interruptions, and extraneous conversations and noise.
- the first choice to visit the potential donor would be at his/her home or his/her office.
- the second choice would be in a meeting room at the school or district office.
- the duration of the meeting with the prospective donors should not last for more than 35-45 minutes, however, if additional time is needed, let the prospect donor decide to extend the meeting.
- thorough research must first be done before visiting the donor who is not known.
- the potential donors' educational and business backgrounds should be identified.

- when visiting a potential donor, ensure that you break the ice by talking about areas of mutual interest that you have discovered in your prospect research.
- during the first meeting, no request of money should take place, it is time to be a good listener, and it is time to create rapport with your prospective donor.
- during the second and third visit, one can ask for the money, after explaining the purpose of the visit.
- provide the prospective donor with a copy of the case statement and watch closely his/her signs of approval and disapproval, including his/her body language and never let their objection to lead to an argument.

2.8 SUMMARY

This chapter has shed light on the understanding of how funding of public schools takes place in South Africa, especially in the black rural schools. From the researcher's observations, rural schools are poorly resourced in terms of infra-structure, equipment and learner support materials, which negatively affects the level of teaching and learning. Most parents withdraw their children from rural schools in favour of private schools. Hargreaves et al. (2009:83) state that, "Rural schools are often perceived as low quality schools when judged on urban criteria ... in several of the countries in this review we can observe a persistent policy bias which seems to assume that rural schools are, by definition, deficient, despite evident".

The preceding quotation depicts the general ability of the rural schools' inequality in the education arena worldwide as revealed by the literature reviewed. Rural schools have a great need in terms of funds to fill the gap, because the money allocated to schools is clearly not enough and this has been noted and acknowledged by the state (South Africa, 1996). Several methods of fundraising are employed by schools across the world, including South Africa. However, despite several studies conducted on this topic, it is unclear whether these methods are effective, especially in rural schools. The next chapter will focus on research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter provides a description of the research design for this study. It also gives a detailed explanation of the research approach (qualitative), sampling and includes data collection methods provided. This study is aimed at answering the following questions:

Main question:

- How effective are fundraising strategies employed by rural schools of Groot Letaba Circuit in Limpopo Province.

Sub-questions:

- What structures are responsible for fundraising and what are the roles in the rural schools of Groot Letaba Circuit in the Limpopo Province?
- What are the problems (challenges) related to fundraising in rural schools?
- Which strategies (methods) are used by the identified fundraising structures?

This study focuses on sampling of the sites and participants are indicated as follows: four rural primary schools and four rural secondary schools of Groot Letaba circuit in rural areas in Limpopo Province. These sampled schools have diverse ethnicity and very different infrastructure and levels of funding. Sample sizes (participants) were decided from the SGBs of all participating schools wherein the following components were interviewed: principals, treasurers and SGB chairpersons of all selected schools. The researcher chose the respondents from a specific target group whose opinions and ideas are of particular interest to this investigation.

3.2 QUALITATIVE RESEARCH APPROACH

The researcher selected the qualitative research approach to collect data in order to investigate the effectiveness of fundraising in rural schools of Groot Letaba Circuit in Limpopo Province. The aims of qualitative research methods are to establish the socially constructed nature of reality, to stress the relationship between the researcher and the object of study, as well as to emphasis the value-laden nature of the inquiry (Welman, Kruger

& Mitchell, 2005:8). In support of this, qualitative researchers are interested in understanding the meaning people have constructed in making sense of the world and the experiences they have in it (Merriam, in Mestry, 2004:124).

In support of the above information, Denzin and Lincoln (2000:8), state that the essence of qualitative research design focuses on the use of a set of procedures that are simultaneously open-ended and rigorous and that did justice to the complexity of the social setting under study. Thus, the researcher selected qualitative research because through it the participants were directly involved in this research project and personally experienced the process in their daily lives. Furthermore, based on the study the quest for objectivity in qualitative research means that the researcher understood the experiences and meaning of words provided by participants as to how they managed fundraising in their respective rural schools of Groot Letaba circuit in the Limpopo Province. The researcher understood that in qualitative study, less emphasis is placed on generalization.

According to Leedy and Ormrod (2010:135), qualitative researchers rarely try to simplify what they observe because they believe that their observations should be influenced as little as possible by any perceptions, impressions, and biases they may have. Maykut and Morehouse (2003:17) concur with the above quotation by indicating that qualitative research places emphasis on understanding through looking closely at people's words, actions and records. The emphasis here is that people are versatile participants in the qualitative research in face to face interactions during primary data collection and also during secondary data collection that can be taken from records that already exist as the information has been previously gathered for some other purpose.

The researcher believes that in this research project the collecting of data can be twofold; primary and secondary. The secondary data sources were finance record books used by the former SGBs. There are six basic aspects that researchers and users of external secondary data should consider when evaluating the data (Wiid&Diggenes, 2011:79):

- Purpose

Secondary data was not gathered for the immediate study at hand but for some other purpose, therefore the data must be evaluated to see how it relates to the current study.

- Accuracy

Researchers need to keep in mind what was actually measured and assess the generalization of the data as they need to consider the suitability of data.

- Consistency

According to Wiid and Diggenes (2011:79) when evaluating secondary data, researchers should seek multiple sources of the same data to ensure consistency.

- Credibility

Researchers should always question the credibility of the source. The status of the publication and the quality of the data source as well as the enterprise (institutions) that collected the data should be evaluated.

- Methodology

The quality of data is as good as the methodology used. The researcher should always consider the best method of collecting data that is good in producing high quality data.

3.2.1 Characteristics of Qualitative Research

Bogdan and Biklen (2003:4), in Maluleke (2008:47) outline the essential features of qualitative research as follows:

Naturalistic – Qualitative research has actual settings as the direct source of data and the researcher is the key instrument of data collection. It implies therefore that qualitative researchers feel that action can be best understood when it is in the setting in which it occurs. Thus the effectiveness of fundraising in rural schools of Groot Letaba circuit can only be measured within the school context.

Descriptive – Qualitative research is descriptive, hence data collected take the form of words or pictures rather than numbers. The data include interview transcripts, field notes, photographs, videotapes, personal documents, memos, and other official records. Furthermore, the written results of the research include quotations from the data to show and substantiate the presentations. In this study the researcher took field notes during the interviews conducted and recorded all data for transcribing and analysis at a later stage.

Concerns with process –qualitative researchers are concerned with process rather than simply with results. In this regard they are mainly concerned with how people negotiate meaning; application of certain terminologies and the historical background of the activities or events under review. It is from this background that the researcher was concerned with how fundraising as key concept here was perceived by SGBs of rural schools of Groot Letaba circuit as mandated by SASA(South Africa,1996) to obtain additional resources in order to improve the quality of education.

Inductive –Qualitative researchers do not search out data or evidence to prove or disprove hypotheses they hold before engaging into the research project, rather, the abstractions are built as the particulars that have been gathered are categorized together. The researcher in this study used the data that has been collected to clarify and to answer questions for the study.

Meaning – it must be noted that qualitative researchers consider “meaning” as an imperative research approach hence they are interested in how different people make sense of their lives. In other words what qualitative researchers are concerned with is called the participants’ perspective. In the same note the researcher was interested in how SGB members conceptualize the effectiveness of fundraising in their schools.

3.2.2 Ethics in Qualitative Research

Denzin and Lincoln (2000:138) admit that the two issues that dominate the traditional official guidelines of the code of ethics in research with human subjects are informed consent and the protection of subjects. Thus, they describe four prominent guidelines or code of ethics for professional and academic associations taking place in value-free social science:

a. Informed consent

Concerning this code or principle the subjects enter research projects voluntarily; understanding the nature of the study and the danger and obligations that they are involved in. Their agreement must be based on full and open information and the following quotation substantiates this idea: ‘The Articles of the Nuremberg Tribunal and the Declaration of Helsinki both state that subjects must be told the duration, methods, possible risks, and the purpose or aim of the experiment’ (Denzin& Lincoln 2000:139). Subjects are not exposed to risks that are greater than the gains they might derive.

b. Deception

This code of ethics has been suggested to be a useful guideline for qualitative researchers in their attempt to support ethical approaches to fieldwork research sites where respondents may feel coerced to participate in the research because they can hide the truth, especially to get an advantage. For instance, the researcher may avoid conducting the study with teachers and SGBs of their own schools, unless they can guarantee that the participants' co-operation is authentic.

The researcher conducted this study in both his school and other schools for two valid reasons: the researcher's own school served as pilot study. Other rural schools of Groot Letaba circuit in Limpopo Province were used in order to avoid the appearance of coercion.

c. Privacy and confidentiality

The respondent's privacy should be honoured. The privacy of the informants should under no circumstances be violated. Confidentiality must be assured as the primary safeguard against unwanted exposure (Denzin & Lincoln, 2000:139). Burgess, in Mestry (2006:30) substantiated these ideas by indicating that confidentiality is of utmost importance when dealing with transcripts. In this study, permission was requested in writing from all targeted schools. Thus, in the letter requesting for permission to conduct the research, the researcher stated both the modes of data collection and the time it will take for each data collection session.

Researchers should make it clear to those with whom they negotiate permission what the terms of the agreement are, and they should abide by that contract. If the researchers agree to do something in return for permission granted, they should follow through and do it. It is unethical to violate the terms of the agreement; hence it will result in the respondents losing trust and confidence in the researcher.

d. Accuracy

Researchers should never present the truth in a biased manner. Denzin and Lincoln (2000:140) point out that fabrications, fraudulent materials, omissions and contrivances are both non-scientific and unethical. Researchers should tell the truth when writing up and

reporting research findings. They should be aware that the truth can be verified by checking whether a specific document does exist, and if what is being reported is indeed the true reflection of a particular document.

3.3 DESIGN OF STUDY

A research design is the plan according to which we obtain research participants (subjects) and collect information from them (Welman, et al., 2005:52). Furthermore, they describe what they are going to do with the participants, with a view of reaching conclusions about the research problem. According to Flick, Von Kardorff and Steinke (2004:46) the research design is a plan for collecting and analysing evidence that will make it possible for the investigator to answer the questions he or she has posed. Supplementary to the above ideas Mark (2001:38) added that a research design is a 'general plan' through which the researcher could use when running and organizing her/his research investigation.

3.3.1 Case Study

The research was based on multi-sited case study. The interviews were conducted at eight schools on different occasions. Participants were interviewed at different sites in which a single case is studied in-depth. According to Stake, in Denzin and Lincoln (2000: 435), case study is not a methodological choice, but a choice of what is to be studied and it has become one of the most common ways to do qualitative inquiry.

According to case study method, an acquirer gathers data concerning a given phenomenon, with a view to analysing, synthesizing and evaluating the data, so that effective remedies could be put in place (Nkatini, 2005:6). The researcher admitted that the two quotations as indicated above are supportive and relevant to the multi-sited case study chosen, because each school is unique and has its own unique financial problems. Therefore the selected schools for the study might have different fundraising strategies. Welman, et al. (2005:25) also concur with the above notion concerning case study research method when they say that 'case study research' is directed at understanding the uniqueness and idiosyncrasy of a particular case in all its complexity because the objective is to investigate the dynamics of some single bounded system, typically of social nature, such as a family group, community and so forth.

3.4 SAMPLING

The researcher used non-probability sampling. Participants were selected on the basis of convenience or judgement or by some other means rather than chance. Welman, et al. (2005:69) confirm the relevancy of purposive sampling to this study by indicating that it is the most important type of non-probability sampling in which researchers rely on their experience, ingenuity and previous research findings to deliberately obtain units of analysis in a manner that the sample they obtain may be regarded as being representative of the relevant population. In other words, these samples were chosen because they were likely to be knowledgeable and informative about the phenomena the researcher was investigating.

The five districts that constitute the Limpopo Department of Education are as follows: Capricorn district consists of 33 circuits, Mopani district comprises 24 circuits, Greater Sekhukhune consists of 33 circuits, Vhembe district consists of 27 circuits and Waterberg is formed by 18 circuits. There are 135 circuits across the 5 districts in the province. Groot Letaba is one of the circuits. For the purpose of this research the site selection and the sample size (participants) was decided as follows:

- Four primary schools and four secondary schools of Groot Letaba circuit in rural areas in Limpopo Province. These focused schools had diverse ethnicity and very different infrastructure and levels of funding.
- One principal each from four primary schools and one principal each from four secondary schools of Groot Letaba circuit in rural areas in Limpopo Province were selected for interviewing. This means that eight principals were interviewed.
- One SGB treasurer each from four primary schools and one treasurer each from four secondary schools of Groot Letaba circuit were interviewed. This means that eight treasurers were interviewed.
- One SGB member each (parent component) from four rural primary schools and SGB member parent component from four rural secondary schools were interviewed. It means that eight (8) SGB members each (parent component) were interviewed.

Therefore, the targeted sample for this research project was twenty four (24) people from eight rural public schools of Groot Letaba circuit in Limpopo Province. This number enabled the researcher to complete timeously and to minimize the costs in this research project. The researcher's main reason to choose the principal, the treasurer and one parent serving on SGB

was to validate data (triangulation and authenticity of information). According to Merriam (in Mestry, 2004:126), the purpose of interviewing is to find out what is on someone else's mind and since this cannot be directly observed or measured, the interviewer has to ask questions in order to obtain meaningful information. That is why the researcher chose the participants from a specific target group whose opinions and ideas are of particular interest to this investigation.

3.5 DATA COLLECTION

3.5.1 Instruments for data collection

The researcher used an interview schedule to collect data from the respondents. Once the researcher makes the decision to use an interview to collect data he or she constructs an interview schedule. The schedule listed all the questions that were asked, giving room for the interviewer to write answers. Guided by this viewpoint, the researcher used individual in-depth interviews focusing on semi-structured questions only. The researcher used a general interview guide but not a set of specific questions worded precisely the same for every interviewee as a follow-up questions. The in-depth interviews were selected in this research project because it enabled the researcher to obtain the specific kind of information that assisted him/her to understand the viewpoint of the participants, to disclose the meaning of people's experience so that the researcher could describe how the SGB would manage fundraising in public schools to supplement the insufficient funding by the state.

The researcher was aware about some of the limitations that this technique might contribute towards this research, such as unwillingness of the interviewees to share their notions. The success of this project depended on how far the researcher disclosed the overall purpose of this research. The researcher used different interview schedules for each group. This idea is further clarified by Wiid and Diggins (2011:92), when they state that 'in-depth interviews are relatively unstructured, extensive interviews which the interviewer asks many questions and probes for in-depth answers'. Furthermore, they argued that no further questions are consciously formulated during in-depth interviews, but the interviewer may diplomatically guides the respondent back to the research subject when necessary and she or he must ensure that the research subject still be structured, although this type of interview takes place in an informal basis.

In supporting the above views (Nkatini, 2005:30) defined 'semi-structured interviews' as follows: The interviewer poses open-ended questions that allow both the interviewer and the interviewee (respondent) to discuss the given topic in detail.

Walsh (2001:65) on the other hand outlined semi-structured interviews in more detail by giving inter alia the advantages and disadvantages of it as follows:

- Advantages of semi-structured interviews

The interviewer (researcher) obtained the interviewees' real views and beliefs. Semi-structured interviewees gave the researcher an opportunity to 'probe' meaning to interrogate what the interviewees were saying. The researcher also discovered and made use of unexpected and unforeseen information as it's revealed (Walsh et al., 2001:66).

- Disadvantages of semi-structured interviews

The validity of data is always a suspect, in the sense that it is never be 100% sure that an interviewee is not either deliberately lying or that they can recall the truth correctly (Walsh et al., 2001:90).

3.6 RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENTS

3.6.1 Reliability

According to Welman, et al. (2005:145) reliability is concerned with the findings of the research and relate to the credibility of the findings. In support to this Dempsey & Pieters (2005:77) indicated that when evaluating sources for reliability, you can't judge a source until you read it, even if there are signs of its reliability. Reliability refers to the consistency of a measure of a concept (Bryman & Bell, 2007:162). Furthermore they described the following three prominent factors involved when considering whether a measure is reliable or non-reliable:

- a. Stability

Stability reliability is asking whether or not measure is stable over time, so that we can be confident that the results for a sample of respondents do fluctuate (Bryman et al., 2007:163).

b. Internal reliability

According to (Bryman et al., 2007:163), in internal reliability the key issue is whether or not the indicators that make up the scale or index are consistent that is whether the respondents scores on any one indicator tend to be related to the results obtained.

c. Inter-observer-consistency

It seeks to ask whether there is great deal of subjectivity in the judgment when recording the observation or translation of data into categories or where more than observers are involved in such an activity.

3.6.2 Validity

According to Wiid et al. (2011:152), external validity refers to the applicability of the results to the actual marketing situation, and thus how representative the results are of the population, whereas on the other hand internal validity to the extent to which the results can be ascribed to the effect of the treatment than to the influence of extraneous forces. Paul et al. (2005:100) contended that for validity in qualitative research as noted earlier, qualitative researchers frequently use triangulation when comparing multiple data sources in search of common themes to support the validity of their findings. The researcher finds the above quotation to be very close to the study; hence various SGB members in a particular school were subjected to in-depth interviews in different settings for the purpose of triangulation. In other words, these samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating.

3.7 DATA ANALYSIS

According to Tesch (1990) in Denzin and Lincoln (2000:769),the sociological tradition treats text as a window into human experiences. Coding is the heart and soul of whole-text analysis; therefore the researcher focuses on the fundamental tasks associated with coding as follows:

- Sampling coding: the different participants were coded to avoid the disclosure of their identities. The researcher made a purposive selection of samples in order to get first-hand information.
- Finding themes: data was analysed according to Tesch's method of open coding in order to identify themes and categories; in this case the transcriptions of the interviews with principals, treasurers and parents serving in SGB were analysed.

- Building codebooks: codebooks are simple organized lists of codes, often in hierarchies (Denzin& Lincoln, 2000:781). A good codebook should include a detailed description of each code, inclusion and exclusion criteria, and exemplars of real text for each theme. The researcher provided an example of the themes' boundaries and some cases that were closely related, but not included within the theme.
- Different interview schedule for each group was analysed.
- The data was analysed by the researcher as well as an independent coder in order to achieve triangulation. Identified themes and categories were compared to determine the degree of consensus between the researcher and the independent coder. The researcher compared the information resulting from the analysis of data with the existing literature (Burns & Grove, 1993, in Mestry, 2004:30). The information which was relevant to the literature was used to formulate guidelines for schools to manage fundraising effectively and efficiently.

3.8SUMMARY

Due to the budgetary constraints, the current Department of Education is forced to seek alternative sources of funding. Additional money is needed for the 'extras' such as music and art, and that enrich the basic curriculum and ensure a quality education (Bauer, 2000:1). The literature review found that the former white schools received greater state funding than black rural schools in Limpopo Province. Notwithstanding its critical role, the government's funding remained a very modest portion of the total education expenditures during apartheid era, hence the imbalance and inequality in education. Since fundraising appears to be a necessary evil that will not go away, why not make a positive learning experience for students, teachers, parents and those who have interest in education?

CHAPTER 4

DATA PRESENTATION AND ANALYSIS (DISCUSSIONS OF FINDINGS)

4.1. INTRODUCTION

In this chapter the results of the data gathered from focus interviews with principals, SGB chairpersons and SGB treasurers of the selected schools of Groot Letaba Circuit in Limpopo Province are discussed. Although focus group interviews were conducted with school governing bodies of different schools to explore and describe their experiences of managing fundraising in disadvantaged (rural) communities, common themes did emerge.

These themes directly address the researcher's initial research objectives. Although the themes overlap to some extent they are grouped together to provide a comprehensive overview of the researcher's interpretations using qualitative research methods. The words 'participants' and 'interviewees' are used interchangeably throughout the chapter, the inference being that they bear the same meaning.

4.2 PRESENTATION AND DISCUSSION OF FINDINGS

Table 4.1: Codified primary schools and participants

SCHOOLS	1 ST PRIMARY SCHOOL	2 ND PRIMARY SCHOOL	3 RD PRIMARY SCHOOL	4 TH PRIMARY SCHOOL
SCHOOLS' CODES	01P	02P	03P	04P
PRINCIPALS' CODES	01PP	02PP	03PP	04PP
SGB CHAIRPERSONS' CODES	01PC	02PC	03PC	04PC
SGB TREASURERS' CODES	01PT	02PT	03PT	04PT

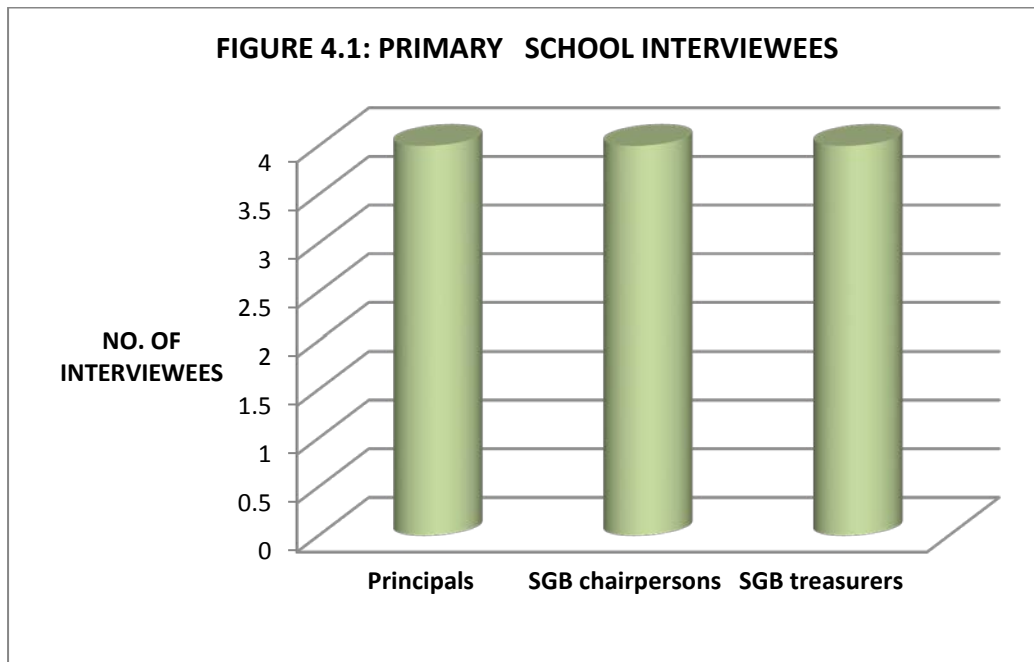
According to Table 4.1 twelve interviews were conducted (Four primary principals: 01PP-04PP, four primary SGB chairpersons: 01PC-04PC and four primary SGB treasurers: 01PT-04PT). In this section the researcher presented the findings that were captured during interviews into words, tables or graphs to enable the discussions and analysis to read well. School codes and participants' codes were used to present data which were collected from participants in primary schools. The researcher has done so because this is what the ethics in the qualitative research dictates.

The following table clearly indicates how secondary schools and participants were coded in order to comply with qualitative research ethics.

Table 4.2: Codified secondary schools and participants

SCHOOLS	1 ST SECONDARY SCHOOL	2 ND PRIMARY SCHOOL	3 RD PRIMARY SCHOOL	4 TH PRIMARY SCHOOL
SCHOOLS' CODES	01S	02S	03S	04S
PRINCIPALS' CODES	01SP	02SP	03SP	04SP
SGB CHAIRPERSONS' CODES	01SC	02SC	03SC	04SC
SGB TREASURERS' CODES	01ST	02ST	03ST	04ST

The following graph indicates clearly the SGB members who were interviewed:



According to figure 4.1 the researcher interviewed three participants from each selected primary school, namely; the principal, the chairperson and the treasurer of the SGB. This presentation indicates the nature of the sampled schools (primary schools) and the number of interviewees in each school. It shows that in all four sampled primary schools, four principals, four chairpersons and four treasurers were interviewed. Primary schools refer to lower primary, higher and / or a combination of both.

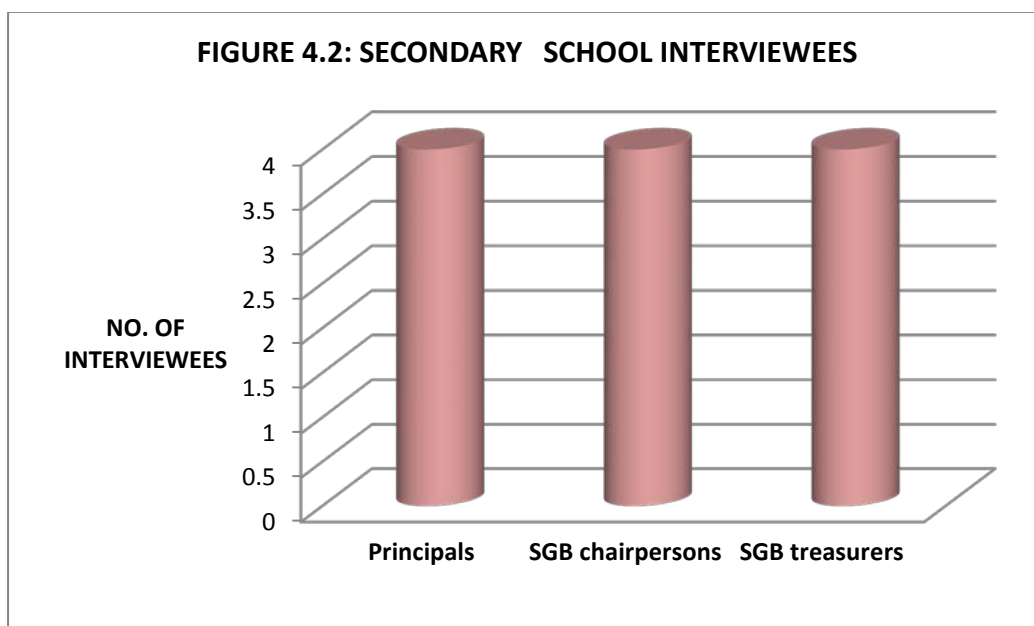


Figure 4.2 indicates the secondary school interviewees and how many of them are interviewed as per sampled individual school. Like in the primary schools, the following participants were interviewed: four principals, four SGB chairpersons and four SGB treasurers from the four sampled secondary schools. Secondary Schools refer to Junior Secondary, Senior Secondary or High Schools. Comparatively, figure 4.1 and 4.2 present the nature of the sampled schools in two groups that are classified as primary and secondary schools.

For the purpose of this study it was not necessary to treat them independently, as primary schools on the one hand and secondary schools on the other. Hence similar research questions were used for all interviews. They (primary and secondary schools) were treated as rural public schools under Groot Letaba Circuit in Limpopo Province to serve a common goal. Fox and Bayat (2007:71) support this idea when they say “the researcher’s phenomenological research means that the concept of site selection refers to the fact that the participants could be located at a single site, and they are all likely to be individuals who have experienced the phenomenon being investigated”.

4.2.1 Principal interviews

School principals are ex-officio members of the SGB in their respective schools. Furthermore, according to SASA they are accounting officers with regards to school funds. Each principal of the four selected primary schools and four secondary schools was interviewed on different occasions. Similar research questions were asked to each principal. ‘The classification and description of such data may be supplemented by means of figures, graphs, maps, tables and so on’ (Nkatini, 2005:57). The focus in this section is about how primary schools’ principals and secondary schools’ principals responded to various research questions during interviews. Each interview was analysed according to the interviewee’s responses based on the research topic.

Each interview was analysed in terms of exposing relevant answers based on the research topic, investigating the effectiveness of fundraising in rural schools of Groot Letaba Circuit in Limpopo Province. The researcher classified the research questions according to the following themes or subheadings:

- Personal particulars of all participants

- To give a demographic background of SGBs of primary and secondary schools
- In order to determine the capacity of the SGBs.
- School information
- Due to the fact that participants have been selected according to their positions they hold, the researcher will get first-hand information.
- Fundraising information
- This part is key to this study in order to determine the effectiveness of fundraising in the rural schools of Groot Letaba circuit in Limpopo Province.

4.2.1.1 Personal particulars for primary and secondary principals

First question: what is your name?

The researcher is familiar with the qualitative research ethics; this is why instead of presenting the participants' names as they were given he/she was obliged to present the codified names of the primary and the secondary principals(see table 4.1 and 4.2)

Second question: What is your highest qualification?

▪ PRIMARY SCHOOL PRINCIPALS

(a) Interview 1: 01PP

- B.ED. Honours in Educational Management Law and Policy

(b) Interview 2: 02PP

- B.A. Honours in African Languages

(c) Interview 3: 03PP

- B.ED. Educational Management Law and Policy

(d) Interview 4: 04PP

- B.A. Degree

- **SECONDARY SCHOOL PRINCIPALS**

- (a) **Interview 1: 01SP**

- B.ED. Educational Management Law and Policy

- (b) **Interview 2: 02SP**

- B.A. degree

- (c) **Interview 3: 03SP**

- B.ED. Educational Management Law and policy

- (d) **Interview 4: 04SP**

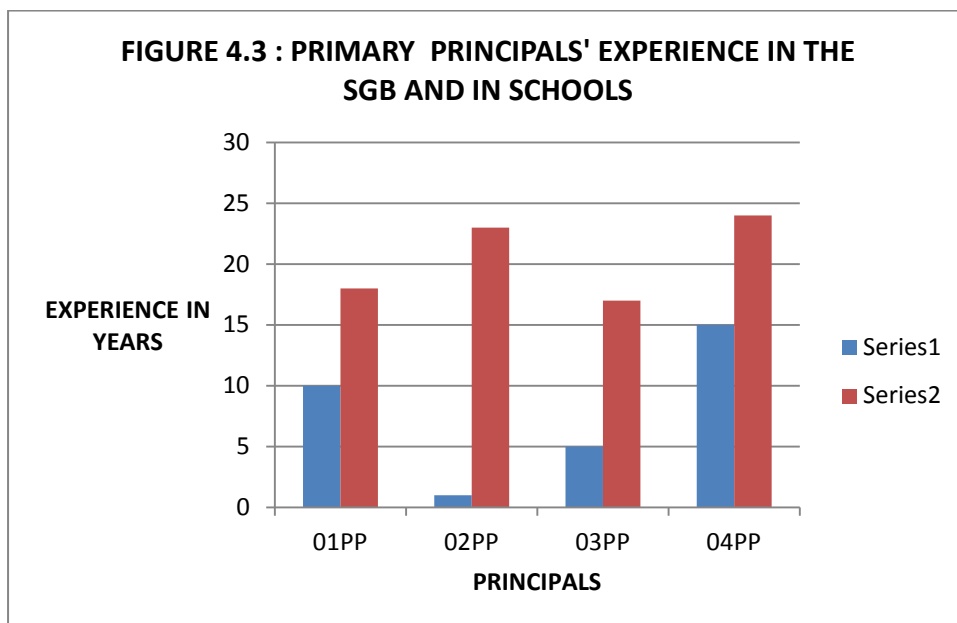
- B.ED. Educational Management Law and Policy

Third question: Briefly explain your SGB experience and school experience.

- **PRIMARY SCHOOL PRINCIPALS**

The researcher used a graph to present the data collected from interviews of the primary principals, namely: interviews (a) – (d).

Figure 4.3 clearly indicates the experiences of primary school principals’ experience as members of the SGB and as staff members.



According to the graph the blue colour (series 1) represents the participants' experiences in the SGBs while the red colour (series 2) represents their experiences as members of staff. The researcher interviewed four primary school principals on different occasions. The majority of participants had between 18 and 24 years of teaching experience. Their experience in the SGB ranges from 1 to 15 years. This means that they have a good capacity to start with fundraising projects in their respective schools.

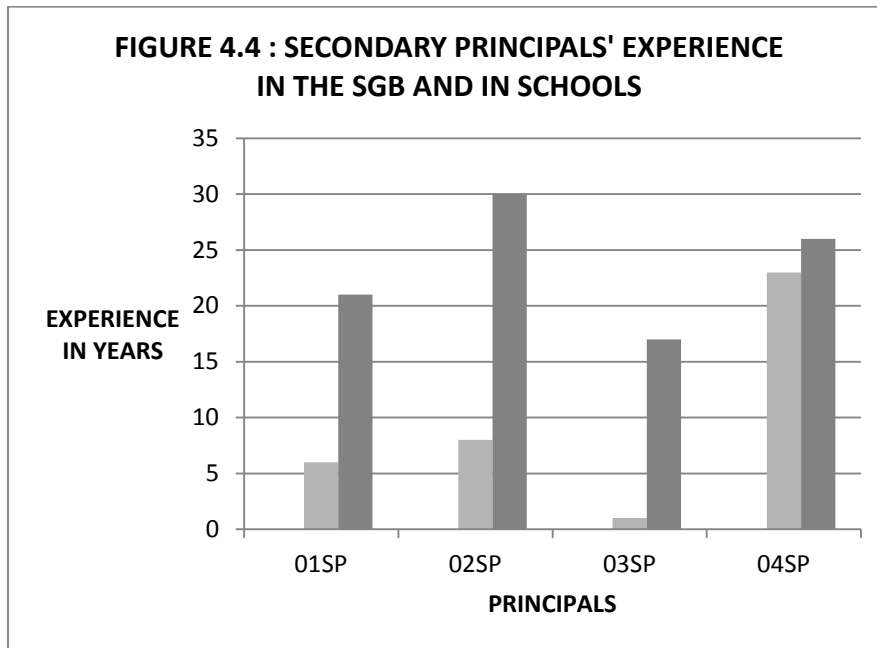


Figure 4.4 indicates the interviewees' responses regarding their experience in the SGB and as members of staff. Grey and black shading is used to present participants' experience in SGB and as members of staff respectively. The researcher conducted interviews with four secondary school principals in order to examine their experience in the SGB and in the schools. According to the graph (figure 4.4) the participants' experience in the SGB and as a member of staff reveal that their experience is between five (5) years and thirty (30) years except for one principal who only has one year of experience as an SGB member.

4.2.1.2 School information for primary and secondary principals

This section covers the responses by the primary and secondary school principals with regard to their respective schools. Not all the data is presented, only the relevant data was extracted for presentation. The following interviews indicate the interviewees' responses:

Fourth question: Does your school have a banking account?

▪ PRIMARY SCHOOL PRINCIPALS

According to all the interviews (interview 1- 4) conducted by the researcher with the primary schools principals, all indicated that their schools do have banking accounts. According to SASA, the school governing body of a public school must establish and administer an account for school funds as per the directions of the Head of Department (HOD) (section 37(1).

▪ SECONDARY SCHOOL PRINCIPALS

All the secondary school principals indicated that they have a banking account.

Fifth question: Who are the signatories?

▪ PRIMARY SCHOOL PRINCIPALS

The following presentation indicates how the primary school principals responded:

(a) **Interview 1: 01PP**

- treasurer (parent component)
- secretary (parent)
- teacher body

(b) **Interview 2: 02PP**

- deputy chairperson who is a parent
- treasurer (teacher body)
- deputy secretary (parent)

(c) **Interview 3: 03PP**

- deputy chairperson who is parent
- treasurer who is a parent
- parent component

(d) **Interview 4: 04PP**

- treasurer (parent)
- deputy chairperson(parent)
- secretary (teacher)

According to the above interviews, all the sampled primary schools elected the treasurer as signatory.

▪ **SECONDARY SCHOOL PRINCIPALS**

(a) Interview 1 : 01SP

- Treasurer(parent)
- deputy secretary(teacher)
- parent body

(b) Interview 2 : 02SP

- deputy chairperson who is a parent
- secretary who is teacher component
- treasurer (teacher)

(c) Interview 3: 03SP

- deputy chairperson(parent)
- treasurer(teacher)
- additional member (parent)

(d) Interview 4 : 04SP

- chairperson (parent)
- secretary (parent)
- treasurer(parent)

According to the secondary school principals, parents are highly involved in the management of schools finances. From three interviews as indicated above, the parent components constitute 90% in the composition of SGBs' signatories. According to the participant for interview 4: 04SP, the signatories are "chairperson (parent), secretary (parent) and treasurer (parent)". Furthermore, it was indicated in interview 4 that the chairperson of the SGB is the signatory of the school governing body, unlike for the other schools. It is for this reason that

the researcher sought to find out whether the SGB signatories have the capacity to handle schools funds, including fundraising.

Sixth question: Are there subcommittees which assist the SGB?

The researcher organized the data into a manageable format so that the ‘meaning’ that the respondents intended to give in their responses is retained. The researcher intentionally left out some responses because he observed that not all answers fit neatly into the categories.

- PRIMARY SCHOOL PRINCIPALS’ INTERVIEWS

Question 6.1: are there subcommittees which assist the SGB?

All participants answered ‘yes’ to this question. The follow-up question indicates the subcommittees.

The following table (see table 4.3) indicates how the primary school principals responded to the questions:

Table 4.3: Primary school principals’ responses on school based questions

QUESTIONS	1 ST PRIMARY PRINCIPAL	2 ND PRIMARY PRINCIPAL	3 RD PRIMARY PRINCIPAL	4 TH PRIMARY PRINCIPAL
6.2 What are these subcommittees?	Finance committee Fundraising committee	Finance committee Fundraising committee	Fundraising committee Finance committee	Finance committee
6.3 Which structure assists the SGB?	Finance committee	Finance committee	Finance committee	Finance committee
6.4 What is the role of finance committee?	Ensuring that school funds are used according to budget.	Monitoring and ensuring that purchases are according to budget.	To approve the quotations.	Ensuring the budget is followed and to draft the budget.
6.5 What is your role as principal?	Ensuring that school funds are managed properly	The principal advises the SGB concerning school finance	Ensuring that school’s finances are used according to the budget.	To advise the SGB regarding school funds and to approve some purchases.

The above table indicates that primary school principals are knowledgeable about how schools’ finances are managed. Concerning the question about the subcommittees which assist the SGB regarding school finances, they all answered “finance committee”. According to these interviews, the participants know the relevant subcommittees, the roles of finance

committees and their roles as principals. In other words the researcher is convinced that generally they know what SASA dictates. Through these questions, the researcher was still unsure whether the principals know the answers because they studied relevant legislation to boost their qualifications or because they are implementing the policy in their schools. This is a reason why the research study also focuses on triangulation of data.

▪ **SECONDARY SCHOOL PRINCIPALS' INTERVIEWS**

After reading the responses of the primary school principals and the secondary school principals several times and thinking about possible similarities between them that could justly group them into distinct categories, the researcher concluded to use table 4.3 to discuss the secondary school principals' responses. Like primary school principals, secondary school principals indicated the subcommittees which assist the SGBs as "finance committees and fundraising committees". They included gardening committee and School Management Team (SMT) to the list. From the researcher's analysis of the data collected from both the primary and secondary principals, they are in agreement that the finance committee is chaired by the SGB treasurer and the schools' financial books are audited by independent auditors. According to Potterton et al. (2002:40) a school tuck shop can be a useful source of funding for schools. It is for this reason that the researcher sought to find out whether a tuck shop is used as fundraising strategy either formally or informally. However, all interviews revealed that no school is using tuck shop to raise additional funds and as such there is no need to form tuck shop committee.

4.2.1.3 Fundraising information for primary and secondary principals

The researcher considers this part as the most crucial section for this research study because the focal point is to investigate how fundraising is done in various schools of Groot Letaba Circuit in Limpopo Province. In order to give a clear presentation, the researcher will use tables to present the data collected from the interviews.

Seventh question: Does your school do fundraising?

Table 4.4: Primary school principals interviews based on fundraising

QUESTIONS	1 ST SCHOOL PRINCIPAL:01PP	2 ND SCHOOL PRINCIPAL:02PP	3 RD SCHOOL PRINCIPAL:03PP	4 TH SCHOOL PRINCIPAL:04PP
7.1 Does your school do fundraising?	Yes	Yes	Yes	No
7.2 Which committee is responsible for fundraising?	Fundraising committee	Fundraising committee	Fundraising committee	N/A

According to table 4.4 the interviews reveal that three participants indicated that fundraising is done in their respective schools. They have established fundraising committees to run the fundraising projects. On the other hand, the fourth primary school principal indicated that fundraising is not done and therefore no fundraising committee is in place.

Questions 7.3 and 7.4: primary schools principals’ responses on questions based on fundraising

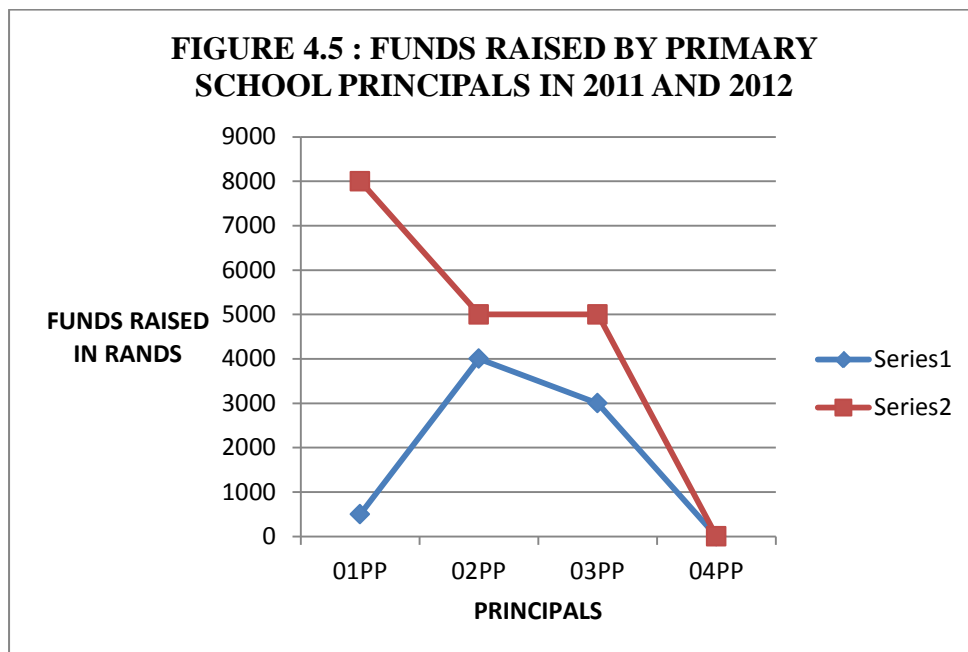


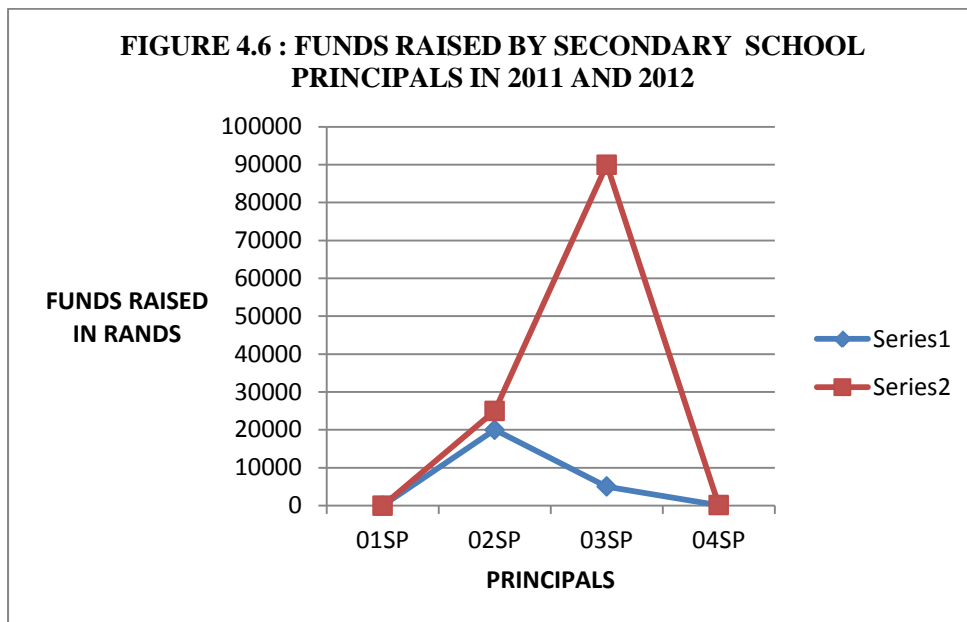
Figure 4.5 indicates how funds were raised in primary schools in 2011 and 2012 according to the responses given by the principals. In SASA section 36, it was categorically stated that ‘a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school’. Series 1 (blue colour) of the above graph represents funds raised last year in 2011. Series 2 (red colour) represents the estimated funds

to be raised at the end of 2012. The researcher’s exposition of the graph (see figure 4.5) can be summarized as follows:

- The first primary school principal indicated that their school raised approximately five hundred rand in 2011 and approximately eight thousand rand in 2012.
- The second primary school principal said ‘plus minus four thousand rand raised in 2011, this increased by one thousand rand in 2012’.
- The third primary school principal said they raised two thousand rand more from their three thousand rand for 2011.
- The fourth primary school confirmed that no fundraising was done in 2011 and 2012.

Question 7.3 and 7.4: secondary school principals’ responses on questions based on fundraising

The researcher will use a graph (figure 4.6) to present the secondary school principals’ responses to questions based on fundraising.



In figure 4.6; Series 1 (blue colour) represents all the funds that were raised by the sampled secondary schools in 2011. Similarly, series 2 (red colour) is for the same participants’ responses but for the year 2012. The researcher uses a similar approach in analysing the data collected from the primary and secondary principals because of the nature of the site selection of the participants. Comparably, tables 4.5 and 4.6 indicate that secondary schools were

likely to have more cumulative fundraising scores (raised funds) than primary schools. It is evident from the above graph that secondary schools are on track in terms of fundraising because all participants confirmed that fundraising is done. Furthermore, it shows that all secondary school participants are aware that adequate resources are needed to enhance the quality of education. They (participants) explained their fundraising efforts as follows:

- participant 1 stated that they raised ± R2000 in 2011 and ± R2500 in 2012.
- participant 2 stated that they raised ± R20000 in 2011 and ± R25000 in 2012.
- participant 3 stated that they raised ± R5000 in 2011 and ± R90 000 in 2012.
- participant 4 stated that they raised ± R3000 in 2011 and ± RR3000 in 2012.

Table 4.5: primary school principals’ responses on questions based on fundraising

QUESTIONS	1 ST SCHOOL PRINCIPAL:01PP	2 ND SCHOOL PRINCIPAL:02PP	3 RD SCHOOL PRINCIPAL:03PP	4 TH SCHOOL PRINCIPAL:04PP
7.5 Did last year’s school funds satisfy the needs of your school? Give reasons for your answer. 7.6 What methods are used for fundraising (strategies)?	No, because the Department only deposited half of the allocated amount. We show learners movies and on casual day’s learners pay specified amounts	No, because the Department deposited only 50% of the allocated amount On fun days, learners wear casually and pay some monies.	No, because the Norms and Standard was cut. Public phones, Photocopying and typing documents for the community.	No, because the Department allocation was reduced to 50%. N\A
8. What are other sources of income in your school?	Parents agreed to donate R40.00 per child to the school. We sell school uniform to the parents.	We sell vegetables; We sell water to the community and hiring chairs.	None	N\A
9. Do learners pay school fees as an additional source of income?	No	No	No	No
9.1 If yes, explain how is being done 9.2 If no, explain why it is not being done	N\A We are quintile one school which is declared a no fee school	N\A The school is a quintile one category which has been declared a no fee school.	N\A Our school is a no fee school and falls under section 21, but depend on state allocation	N\A The school is under quintile one which is declared no fee school

Table 4.5 indicates the responses of primary schools principals on fundraising which is a crucial part of this research study. The researcher argues that the primary school is the

foundation on which formal education is built, and if this phase is to be neglected, efforts in pursuing the higher levels of education will be wasted. However, in order to realize the objective of giving primary schools a solid foundation, sufficient funds are essential.

Question 7.5: Did last year school funds satisfy the needs of your school? Give reasons for your answer.

All participants (principals) stated: “No, because the Department only deposited 50% of the allocated amount”. The State failed to provide sufficient funding to public schools and it further states that “the governing body of a public school is responsible for obtaining additional resources in order to improve the quality of education”. The researcher believes that the above quotation proves that indeed there is a need for fundraising due to inadequate funding by the State. From the researcher’s analysis of the data regarding question 7.6; ‘strategies’ to be used in fundraising, three participants (principals) stated various methods of fundraising. The fourth school principal indicated that fundraising is not applicable to that school.

The interview with regard to question (7.6) - what methods are used for fundraising, came up with the following fundraising programmes, namely; showing learners movies, on fun days learners wear casually and pay some monies, public phones, photocopying and typing documents. The interviews reveal that in some schools there are other sources of income. One participant (first principal) explained:

“Parents agreed to donate R40.00 per child to the school. We sell school uniform to the parents”.

Another participant (second principal) in support gave the following: “we sell vegetables, water and hire chairs to the community”.

According to the respondents, the above-mentioned fundraising programmes (strategies) were employed in the primary schools in order to raise extra funds. These programmes focused mainly on the school community fundraising projects with the following school stakeholders, namely; the parents, the learners and the teachers who are always in the best position to see what their schools need. In other words, schools are able to develop if enough funds are raised. These funds would be used to raise the standard of that school. Parents, teachers and learners are indispensable stakeholders during fundraising periods, although interviews (see figure 4.5) revealed that they raised funds between five hundred and eight thousand rand in

2011 and 2012. The researcher maintains that each fundraising strategy should be evaluated according to its purpose, for instance if the goal is to raise as much money as possible, then face-to-face solicitation is the best method. According to the participants' responses (see table 4.5) this is not provided as a result the fundraising programmes employed yielded inadequate funds. However, if the goal is to create public awareness of a school's needs, a special event may be more appropriate. Even then, be sure to relate the event to your particular needs and goals. Unfortunately, most schools copy programmes (events) that others have done and do not benefit from the potential advantages of creating their own, unique events. These methods, drawn from the interview suggest that it is the responsibility and commitment of individual public primary schools to produce ways and means of raising funds.

Table 4.6: secondary school principals' responses about fundraising

QUESTIONS	1 ST school principal: 01SP	2 ND school principal: 02SP	3 RD school principal: 03SP	4 TH school principal: 4SP
7.5 Did last year' school funds satisfy the needs of your school? Give reasons for your answer.	No, because the Department allocation was reduced to 50%	No, because the Department deposited only 50% of the allocated amount.	No, because the Norms and Standard was cut.	No, because there was a reduction on the allocation
7.6 What methods are used on fundraising (strategies)?	Requesting donation from parents, cultural day activities and vegetable garden	The school has established a Trust Fund to assist the best student to register at tertiary	Paying of school fees, Fun days for learners and asking donations	Bashes, Music festival
8. What are other sources of income in your school?	Selling school uniforms	Some parents agreed to donate money to buy learner support materials(LSM)	Vegetable garden, school trips	N\A
9. Do learners pay school fees as an additional source of income? 9.1 If yes, explain how is being done: 9.2 If No, explain why it is not being done:	No N\A Our school is a quintile one which is declared a No Fee School	No N\A The school is quintile one and it is declared a No fee school	Yes It is only done when the school has financial challenges like now. Class teachers collect the amount of R80.00 from learners and gave to the finance officer who issues a receipt	No N\A The school is a quintile one which is classified as No fee school

Table 4.6 shows how the principals of the secondary schools responded to questions 7.6 to 9.2 based on fundraising. Like in the primary schools, the secondary schools' funds did not satisfy their needs during the previous year. All schools have one common reason why the previous year's school funds were not enough. They indicated that the department's allocations were reduced to 50%. This is an indication that there is little effort made regarding fundraising despite funding cuts.

According to the tables (see table 4.5 and 4.6) above it is clear that principals from the two groups of schools utilize different fundraising strategies (methods). Among others, they mentioned the following: requesting donations from parents, establishment of a trust fund to assist best performing students to register at tertiary institutions, fun days for learners where they are requested to make donations and organizing bashes and music festivals. According to table 4.6, participants realized how important it is to improve the physical appearance of the school, thus they (secondary school principals) reflected:

“Selling school uniforms, some parents agreed to donate money to buy learner support materials (LSM), from vegetable garden and school trips”.

In only the fourth school additional funds were not raised by the school. In the majority of schools (both primary and secondary), learners do not pay school fees as an additional source of income, because their schools are quintile one and have “No fee” status. The concept of “No fee” schools which is discussed below was identified by the researcher from the literature review of this study to have been misunderstood by the minority of parents. Some of those parents mistook it for free education and argued against paying school fees based on this misunderstanding. According to the Department of Education: Prescripts for Management of funds at public schools (2007:4), all public schools which have been declared “No fee schools” must not charge mandatory school fees from any learner as defined by SASA (as amended). Therefore the researcher argues that the “No fee schools” status does not mean that school should not do any fundraising of their own. However, schools in these areas need to think more about where, outside of their communities, they can find potential donors. For example, a wealthy individual outside of the area may give to his\her local school but still be interested in supporting yours. The researcher noticed from both the primary and secondary principals that their fundraising strategies were based on school community projects which Potterton et al. (2002:23) refers to as: “fundraising which usually draws on

the immediate resources of parents, teachers and learners which could embark on small fundraising projects which are suitable to their school, which is often a low key, on-going affair, where smaller sums of money are used”.

In support of this idea Clarke (2008:179) says, “if one is involved in fundraising activities involving parents, it is best to have a clear policy not only about financial controls and the handling of monies, but also about processes, procedure, authority to use the school’s name and its letterhead, and the type of activities that will or will not be permitted”. In commenting on the question of the fundraisers focusing on school community fundraising projects, the researcher supports the idea brought by Bauch (2001:215) when he says that the school SGBs must promote healthy relationship with the banks, businesses, local industries, cooperatives, and other interested groups to work with local schools to provide resources both in a form of money and volunteering of staff with special skills for teaching and, technology construction, repairs, and other physical needs of the school. In other words business can make a contribution by donating funds to a particular institution or it can adopt a training project.

4.2.2 SGB chairpersons’ interviews

The SGB chairpersons of the four primary schools were interviewed by the researcher using similar interview schedule which has one notable question which differs from that of the principals and the treasurers. This (notable question) is question number 6.5 which requires every principal, chairperson and the treasurer to describe his/her role regarding school funds. The researcher used tables and graphs to indicate the comparable responses from the SGB chairpersons from the four sampled primary schools. However the researcher is willing to use graphs and tables sparingly in favour of discussing the responses of the primary and secondary chairpersons respectively against those that have already been given by the principals of primary and secondary schools.

4.2.2.1 Personal particulars for primary and secondary SGB chairpersons

First question: what is your name?

- PRIMARY SCHOOL SGB CHAIRPERSONS

Interviews (1-4) of the primary school SGB chairpersons responded to the first question by giving their surnames and initials which will not be disclosed. The researcher has already presented the codified names in table 4.1.

- **SECONDARY SCHOOL SGB CHAIRPERSONS**

Table 4.2 represents coded names of the secondary school SGB chairpersons. The purpose of this question in all the interviews was another way of creating a rapport by the interviewer before the actual interviews could start.

Second question: what is your highest qualification?

- **PRIMARY SCHOOL SGB CHAIRPERSONS**

- (a) **Interview 1: 01PC**

- I passed grade 11

- (b) **Interview 2: 02PC**

- I passed grade 9

- (c) **Interview 3: 03PC**

- B.A. Degree

- (d) **Interview 4: 04PC**

- Secondary Teachers Diploma (SDT)

The responses above indicate how the chairpersons of the sampled primary schools responded. They form the parent component that is democratically elected as SGB members and then designated as chairpersons. According to SASA, 29(2), only a parent member of a school governing body who is not employed at the public school may serve as the chairperson of the governing body. The researcher found that amongst the SGB chairpersons, two received professional qualifications (they were teachers). The other two interviewees are lesser qualified as their highest qualifications are below matric (grade 12).

- **SECONDARY SCHOOL SGB CHAIRPERSONS**

The researcher presents below the responses of the interviewed SGB chairpersons with regard to their highest qualifications:

(a) Interview 1: 01SC

- Grade 11

(b) Interview 2: 02SC

- I have National Professional Diploma in Education(NPDE)

(c) Interview 3: 03SC

- B.A. Degree plus Diploma in Education Management

(d) Interview 4 : 04SC

- I passed grade 12

According to the above interviews, it was found that the secondary school SGB chairpersons represent both parent and teacher components although they come from different schools. Interviewees 2 (02SC) and 3 (03SC) both are professionally qualified and they are currently educators in other schools where they are not SGB chairpersons. They (interviewees 2 and 3) have tertiary qualifications. On the other hand, interviewees 1 and 4 passed grade 11 and 12 respectively, the researcher regards them as under-qualified.

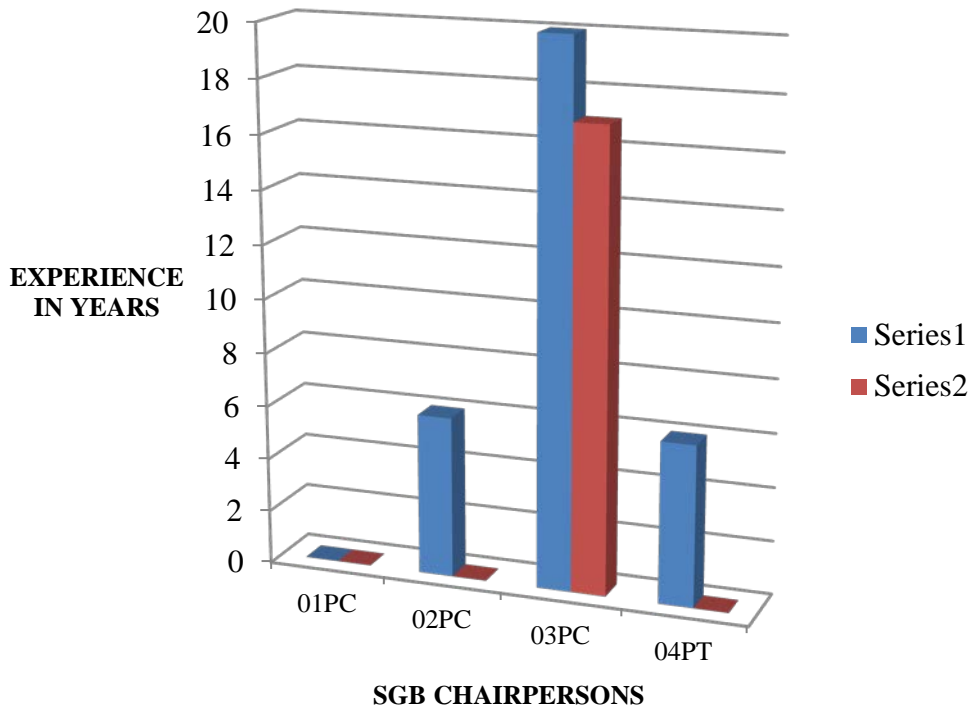
Mestry (2004:127-8) reports that some principals “use the information obtained from delegated tasks to usurp power and authority from the SGB by using information to pursue their own objectives at the expense of the school when the members of the SGB are either illiterate or have little knowledge regarding school finance”.

Third question: Briefly explain your SGB experience and school experience

▪ PRIMARY SCHOOLS SGB CHAIRPERSONS

The figure below indicates the responses of primary school SGB chairpersons regarding their experiences in the SGBs and school experience:

FIGURE 4.7 : PRIMARY SCHOOL SGB CHAIRPERSONS' EXPERIENCE IN THE SGB AND IN SCHOOLS



Interpretations of colours used in the graph:

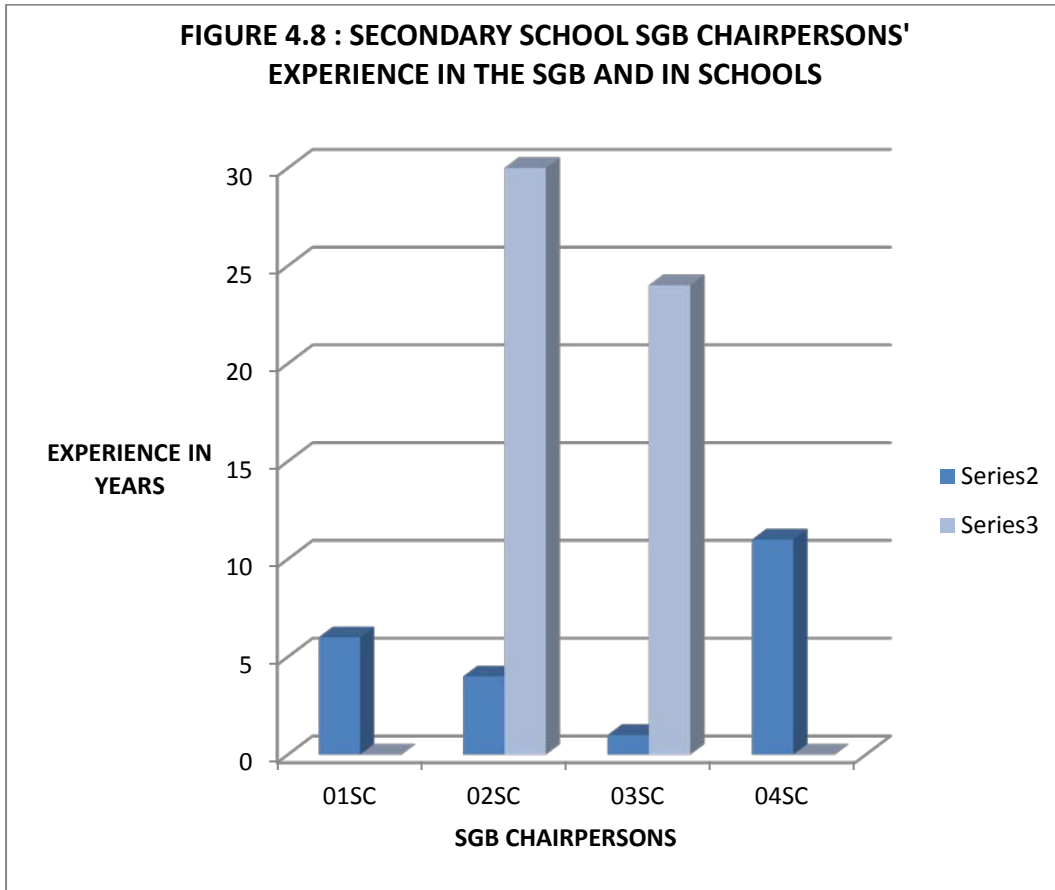
- Blue (series 1) represents experiences in the SGB
- Red (series 2) represents work(school) experience

The presentation above indicates those primary school SGB chairpersons who have both SGB experience and school (teaching) experience which is lower. Participant 03PC explained: “I have twenty years of experience as SGB member and I have worked for ten (10) years as CS 1 educator and seven years as a school principal which bring my total teaching experience to seventeen (17) years”.

It is also clear from the presentation that some parents are elected to be members of the SGB because of their popularity. For instance, participant 01PC lacks both SGB and school experience. The participant’s experience in the SGB is only seven months and a variety of work experience in different fields. Two other participants (02PC and 04PC) currently have six years of experiences as members of SGBs. Their experience proves that they are willing to serve the community diligently.

- **SECONDARY SCHOOL SGB CHAIRPERSONS' EXPERIENCE**

Figure 4.8 presents the responses of secondary school SGB chairpersons regarding their experience in the SGB and school experience:



Interpretations of colours used in the graph:

- Dark blue(series 1) experience in the SGB
- Light blue(series 2) experience in schools

Figure 4.8 indicates that some participants are teachers and have been elected in the positions of the SGB chairpersons in other schools where their children are schooling. They have a lot of school experience but very little experience in the SGB. Two participants (01SC and 04SC) have no school experience, but they have many years in the SGB. From the researcher’s analysis of the participants’ responses, it is clear that there is varying levels of SGB knowledge among the members.

4.2.2.2 School information for primary and secondary SGB chairpersons

Fourth question: does your school have a banking account?

The SGB chairpersons in all sampled primary and secondary schools indicated that their schools have banking account as per SASA. This interview question requires participants to give answers with regard to their schools' financial control measures.

Fifth question: who are signatories?

The presentation below presents the responses given by primary and secondary school SGB chairpersons during interviews conducted by the researcher.

▪ PRIMARY SCHOOL SGB CHAIRPERSONS

The following members were elected as the signatories:

(a) **Interview 1:** 01PC

- treasurer (parent)
- deputy secretary (teacher)
- additional member (parent)

(b) **Interview 2 :** 02PC

- treasurer (teacher)
- deputy chairperson(parent)
- secretary (teacher)

(c) **Interview 3:** 03PC

- treasurer (teacher)
- deputy chairperson(parent)
- additional member(parent)

(d) **Interview 4 :** 04PC

- treasurer (parent)
- deputy chairperson(parent)
- secretary (teacher)

It is clear from the above presentation that the majority of the signatories according to the primary schools' SGB chairpersons are the office bearers, namely; deputy chairpersons, treasurers, secretaries and their deputies. In certain schools additional members are considered as signatories. All interviews conducted by the researcher revealed that the chairpersons were excluded from being signatories. Furthermore they belong to the parent component of the SGB.

▪ **SECONDARY SCHOOL SGB CHAIRPERSONS**

The secondary school SGB chairpersons responded as follows:

(a) **Interview 1**: 01SC

- treasurer (parent)
- deputy chairperson(teacher)
- additional member(parent)

(b) **Interview 2** : 02SC

- treasurer (teacher)
- deputy chairperson(parent)
- secretary (teacher)

(c) **Interview 3** : 03SC

- treasurer who is from teacher component
- deputy chairperson who is a parent
- secretary a teacher

(d) **Interview 4** : 04SC

- treasurer (parent)
- secretary who is a parent
- additional member who is teacher

The above presentation indicates that the secondary and the primary schools use similar patterns of electing the SGB signatories. The elected members were deputy chairpersons, deputy secretaries, treasurers and the additional members of the SGB either from the parent or teacher component. According to Section 23(9) of SASA (South Africa, 1996:18), the number of parent members who have voting rights must comprise one more than the combined total of other members of a governing body. This is done to ensure sufficient representation of the needs and the aspirations of the community being served by the school, and to get more parents being involved in the activities of the school.

Sixth question: Are there subcommittees which assist the SGB?

- PRIMARY SCHOOL SGB CHAIRPERSONS

The primary and the secondary SGB chairpersons responded to the above question in different manner. The table below indicates how the primary school chairpersons responded to the interview question. Question 6.1 has been omitted because it is of lesser significance to the study.

Table 4.7: Primary School SGB chairpersons’ interviews on school based questions

QUESTIONS	1 ST SCHOOL'S CHAIRPERSON :01PC	2 ND SCHOOL'S CHAIRPERSON:02PC	3 RD SCHOOL'S CHAIRPERSON :03PC	4 TH SCHOOL'S CHAIRPERSON :04PC
6.2 What are these subcommittees?	N\A	SMT Finance committee	Finance committee Fundraising committee and Trip committee	Finance committee
6.3 Which structure assists the SGBs?	Finance committee	Finance committee	Finance committee	Finance committee
6.4 What is the role of this structure (finance committee)	N\A	Drafting of school budget and ensuring that procurements are done according to the budget	Recommends quotations and suppliers to the SGB	To draw the school budget
6.5 What is your role as the chairperson regarding school funds?	To ensure that school funds are used according to the budget	Ensuring that the school vision is considered	Approves requisitions for payment	To monitor school's finances

Table 4.7 indicates that some primary school SGB chairpersons lack knowledge about the subcommittees which assist the school governing body with regard to school funds. The following statement is evidence of this idea: participant 1: 01PC did not respond when s\he was asked to mention the subcommittees which assist the SGB regarding school funds and to

explain the role of the finance committee. On the other hand, the principal of the very same school (see table 4.3) answered these questions. The researcher came to the conclusion that the chairperson, unlike the principal, lacks knowledge about SASA in this regard. Therefore, the researcher believes that the chairperson's (illiterate parent) response was based on what s/he experienced as the chairperson. The principal's responses might be based on the knowledge that s/he had about SASA from formal training received.

In accordance with table 4.7 participants were asked to explain their roles as chairpersons of the SGB, however, none of them indicated that they chair all the SGB meetings. As SGB chairpersons, they are accountable for the schools' finances.

- SECONDARY SCHOOL SGB CHAIRPERSONS

Table 4.8: Secondary School SGB chairpersons' interviews

QUESTIONS	1 ST SCHOOL CHAIRPERSON 01SC	2 ND SCHOOL CHAIRPERSON: 02SC	3 RD SCHOOL CHAIRPERSON: 03SC	4 TH SCHOOL CHAIRPERSON: 04SC
6.2 What are these subcommittees?	Finance committee	Sports committee	Finance committee Fundraising committee	Finance committee
6.3 Which structure assists SGBs with regard to school funds?	Finance committee	N\A	Finance committee	Finance committee
6.4 What is the role of this structure (finance com)	To draft the school budget and ensuring that school finances are used according to the budget	N\A	To approve quotations when making procurements	To identify the needs of the school and ensuring that budget is followed
6.5 What is your role as the chairperson regarding school funds?	To authorize purchases and chairing the SGB meetings	Monitoring of school funds and ensuring that it is used according to the budget	To ensure that the school's monies are used according to the budget	To authorize the cheques on procurements

Even though table 4.7 shows that the majority of parent participants lack knowledge about SASA requirements, it does not imply that the teacher participants in both primary and secondary schools acquired the necessary skills as determined by SASA regarding effective use of school funds by the SGB. Table 4.8 illustrates the respondents' responses by which one respondent's (respondent 02SC) reply confirms his/her honesty. The respondent is quoted as follows:

“The only subcommittee in my school which assists the SGB regarding school funds is sports committee; it keeps the record for the learners who paid bus fare for specific sporting codes”. The respondent added that s/he does not want to speak lies by saying something which is not done in her/his school. These comments convinced the researcher that the respondent knew that the financial committee is the legitimate structure responsible to assist the SGB regarding school funds. The researcher believes that the chairperson was at liberty to give a true reflection of how things were at the school.

4.2.2.3 Fundraising information for primary and secondary SGB chairpersons

Seventh question: Does your school do fundraising?

In this section, the researcher gives data presentation on how the chairpersons of the sampled primary and secondary schools have answered questions related to fundraising. The researcher presents a written discussion by using short verbatim quotes of what participants said about fundraising. In addition, the researcher describes and reports on key themes and patterns that are found from the interviews of the principals and the SGB chairpersons on this particular interview question. Presentation, discussion and analysis of data on questions 7.1 to 9.2 will be summarized together.

- **PRIMARY SCHOOL SGB CHAIRPERSONS**

According to the interviews conducted, participant 1 (01PC) explained:

“Yes, fundraising is done in our school by the SGB”

This quotation shows that the structure for fundraising is not formed, because legally the SGB is not an effective fundraising committee. The researcher agrees with Potterton et al (2002: 9) when they say:

“Fundraising can be an empowering tools that improves the physical and human resources of your school, or it can be a negative process that leads to disillusionment and unhappiness”.

Furthermore, they say that an effective school fundraising committee whose members are usually drawn from the governing body, the parent community of the school, learners and teachers should be formed. The researcher beliefs that it is a big mistake for the education system in South Africa to introduce the concept of ‘fundraising’ in schools, but never educate them understanding and valuing the cause for which they are raising money. Participant

1(01PC) further indicates that “no cent (money) was raised last year, but was hoping to raise plus minus eleven thousand rand this year”.

Another participant (participant 03PC) answered:

“Yes, fundraising committee is elected to organize all fundraising activities in my school.”

The above quotation fully supports the above written discussion. This participant disclosed the amount of twenty thousand rand (\pm R20 000) which they raised the previous year and plus minus twenty five thousand rand (\pm R25000) that they raise in the current year. The interviews also revealed that two participants (primary school chairpersons) indicated that nothing has been done on the following issues: fundraising, fundraising committee and raising money.

According to the researcher’s knowledge the training provided to the SGBs is inadequate. The fact that ‘fundraising’ remains optional in schools has an influence to non-establishment of fundraising committees and become dysfunctional where they have been established. All the interviewees indicated that the previous year’s school funds (Department allocation and fundraising) did not satisfy the needs of their schools, because the Department of Education deposited only 50 % of the allocated budget. This resulted from the provincial financial crises which caused five departments to be put under administration by the National Executive Committee. According to Bauch (2001:204), much of the research was done on urban schools than on rural schools. It is for this reason, according to the researcher, these problems still exist. All participants, with an exception of participant 4, indicated various fundraising methods (strategies) they use in their schools. Inter alia: requesting donation, selling old broken desks, selling vegetables from school gardens, casual days for learners and school public phones. In addition, participant 02PC indicated that another source of income is monthly renting of R1700.00 for Cell C pole which was erected in the school yard.

The interviews revealed that no school fees are paid in all public schools under Groot Letaba Circuit in Limpopo Province. This is because these schools are quintile one (1) and they are declared No fee schools. The South African Schools Act, 1996 section 12(1) defines the public school as an institution which is funded by the government (provincial legislature). The reason for the Department of Education to introduce the quintile system and declaring some schools including all public schools in Groot Letaba Circuit in Limpopo Province ‘No

fee schools' was to redress the issue of poverty which is a legacy of apartheid in South Africa.

▪ SECONDARY SCHOOL SGB CHAIRPERSONS

This written discussion is very brief to avoid duplication of statements. This is because two participants from the same school were already been interviewed using the same interview questions to check for the validity of the data collected. The researcher comments only on what was different between respondents, or what was lacking from the data from questions 7.1 to 9.2.

The interviews with the secondary school chairpersons reveal that one participant (see 02SC) stated that no fundraising was done in the previous year. The participant was reluctant to give any amount that the school would raise in the current year. The researcher noticed that the response given by the secondary school chairperson (02SC) is contrary to the one given by the secondary school principal (02SP). The two of them represent one school SGB, but different information was given.

Participants 1 and 4 affirmed that they did fundraising in their schools, but their fundraising projects are run by the SGBs not by the fundraising committees. From all the interviews with the secondary school SGB chairpersons, it was revealed that all schools were not satisfied about the funding from the state and the fundraising in their schools, because the previous year the Department of Education deposited only 50% of the allocated monies. The researcher argues that the fact that the Department failed to deposit all the monies allocated to schools is not the only reason that caused schools to be not dissatisfied, because each school is unique. This is reason why the State proclaimed through SASA that the SGB as a legitimate body shall look for other means to supplement the funds provided by the State in order to improve the quality of education.

Participant 2(02SC) remarked:

“The other source of income is a trust fund for the school, which assist the best students to register at tertiary (universities) when they have passed matric”.

Campher, et al. (2003:65) defined 'Trust Fund account' as “an account that may be opened by schools for a specific purpose”. Furthermore they say that the income Tax Act No. 58 of 1962 (RSA 1962) exempts this funds from income tax. The participant's quotation is

supported by the definition. According to the definition there is no problem in opening a trust fund account as long as it is aimed at assisting in developing a financial base for the school.

The interviews revealed that all the sampled secondary schools do not let the learners pay school fees because their schools are quintile one which have a 'No fee' status. On the other hand, participant 3(03SC) explained:

“Yes, learners pay school fees as an additional source of income because parents agreed to pay R80.00 for each learner to fight against the current financial crisis”.

This is because the schools were given half of their allocation which worsened the situation in schools regarding schools finances. The interviews revealed that fundraising was done in some schools in the secondary schools in the similar way it was done in the primary schools. It is a proven truth that fundraisers were not knowledgeable on how to choose successful fundraising strategies, because after realizing that the Department of Education's allocation did not satisfy the needs of their schools they requested parents to pay school fees. The researcher's view point on payment of school fees is that the socio-economic background of parents of learners plays a significant role in the success or failure in fundraising. It means that a school can raise double the amount if it is situated in a high income area than in a low income area such as a rural black public school. All public schools in Groot Letaba Circuit are rural orientated, therefore, many communities in poor rural areas have citizens who value education, but have little extra cash to devote to the cause. This is why it is necessary for the rural public schools to look beyond school community fundraising projects when choosing fundraising strategies in order to raise sufficient money.

4.2.3 SGB treasurers' interviews

This is the last group of interviews conducted where the treasurers of sampled primary and secondary schools were interviewed. Participants (for primary and secondary) have answered interview questions which are categorized into three groups; namely, personal particulars, school information and fundraising. The treasurers' interviews, like the chairpersons interviews ensued trustworthiness of the research findings because three participants from the same school had responded to similar questions.

4.2.3.1 Personal particulars for primary and secondary treasurers

- PRIMARY SCHOOL SGB TREASURERS

- Personal particulars embrace questions 1-3.2 which were answered by four participants (treasurers) of four sampled schools. The researcher prefers to give more written discussion than graphs and tables in this section to avoid the research's exemplification from its qualitative character.

First question: what is your name?

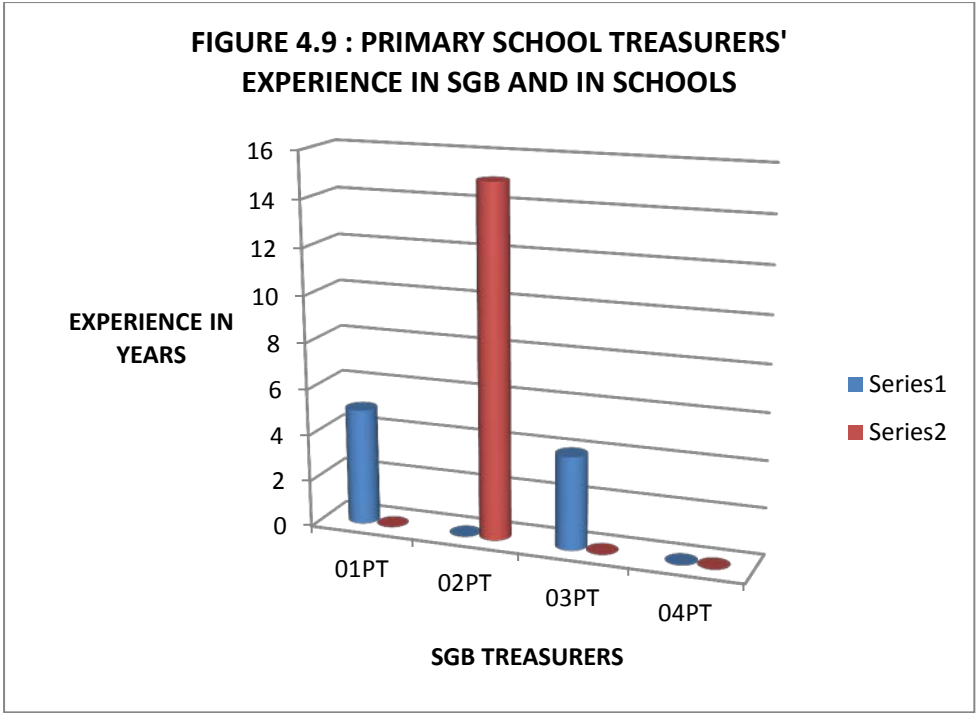
Like for the other interviews, participants gave their names, but the researcher could only refer the readers to table 4.1 (primary schools codified names) and table 4.2 for (secondary schools codified names). The purpose of including this question was for the researcher's identification of the participants during interviews and when recording collected data.

Second question: what is your highest qualification?

The interviews of the primary schools treasurers show that participant 1(01PT) and participant 4(04PT) are not well educated. These are parents whose highest qualifications are grade 5 and grade 11 respectively. Again it is noted that the literacy levels of the chairpersons (parents) and the treasurers (parents) are on par with each other. This could be a contributing factor to their lack of skills in fundraising. Interviews 2 and 3 clearly indicate that treasurers that are from the teacher component have good qualifications.

Third question: Participants' work experience

Figure 4.9: Primary School SGB treasurers

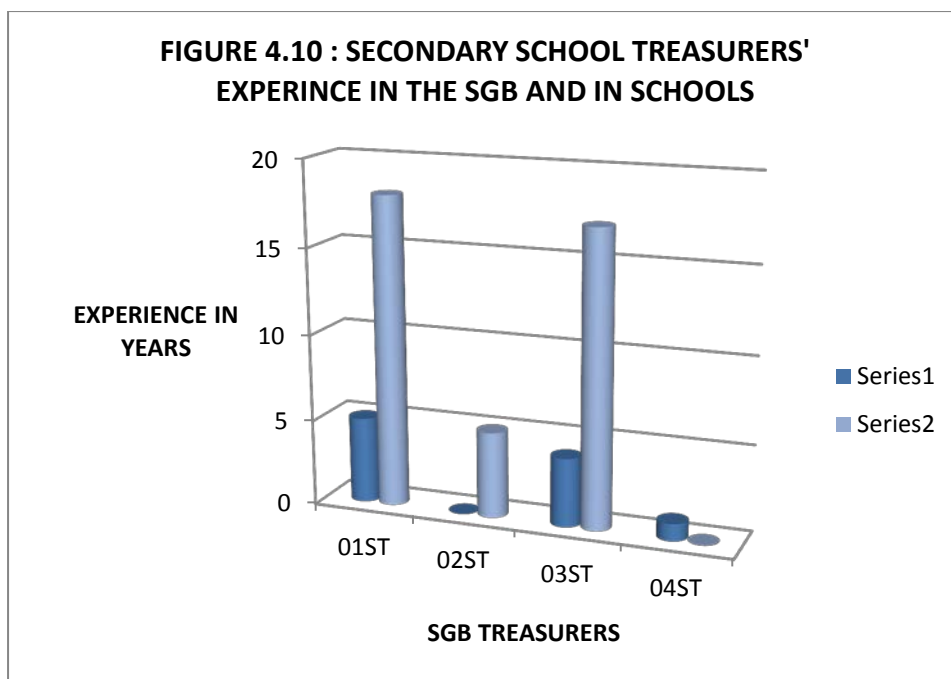


Interpretation of colours used in the graph

- Blue represents experience in the SGB
- Red represents experience in schools

The above graph indicates that treasurers who come from teacher component have more school experiences than SGB experience (see interview 02PT). The majority of participants have four years and above experience in the SGB, which according to the researcher, was enough time for them to acquire the necessary knowledge by the SGB in order to handle school finances properly. The researcher believes that parents seemed to have absolute trust in the school management and governance regarding the handling of schools finance such that they saw fit to leave things in the hands of such structures.

Figure 4.10: Secondary School SGB treasurers' experience



Interpretation of colours used in the graph

- Dark blue represents the experience in the SGB
- Light blue represents experience in the school

Figure 4.10 shows that some SGB treasurers in the secondary schools are highly experienced as teachers. Interview 01SP and 03ST indicated that the treasurers eighteen (18) and seventeen (17) years' experience respectively as educators. Both figures 4.9 and 4.10 (for primary and secondary treasurers) revealed that SGB treasures of various schools are formed by old and novice members with different experience.

4.2.3.2 School information for primary and secondary treasurers

This section encompasses the interviews of the primary and secondary school SGBs treasurers' responses on school-related interview questions. These are questions from 4 to 6.8.2. Below is a written discussion focusing only on data which revealed the differences or the similarities among the three groups of interviews:

- **PRIMARY SCHOOL SGB TREASURERS' INTERVIEWS**

All interviews (01PT to 04PT) indicate that all sampled schools have opened a banking account. This is in accordance with SASA requirements so that all the monies that a school

receives have to be deposited before it is used. The interviews indicated that the majority of the signatories are drawn from the office bearers of the SGB such as the deputy chairpersons (parents), the treasurers (either parents or teachers) and the secretaries or deputy secretaries. According to this presentation parents are at the majority.

Participant 1 (01PT) explained:

“Subcommittees which assist the SGB are feeding scheme and finance committees”.

Furthermore the participant declined knowing the structure which assists the SGB regarding school funds. In other words, this reveals that the participant is honest in disclosure of personal knowledge. In actual fact, there is no finance committee in this school. This is why participant 1(01PT) does not know that finance committee is chaired by the treasurer.

Majority of the participants know their roles as treasurers, as they mentioned inter alia:

To monitor and advise the SGBs regarding school funds, ensuring that the procurements are done according to school budget and signing the cheques. However, the researcher argues that the treasurer may not always sign the cheques, because it is not compulsory that the treasurer becomes a signatory. Also, it will be good for accounting purposes if the treasurer is not one of the signatories. Interviews revealed that there was a lack of organizational structures in financial management in most public schools, such as financial committees and fundraising committees. Other participants do not know these structures (see participant 1: 01PT’s quotation). The researcher is of the view that there was a lack of transparency in the SGBs of some schools. For instance the treasurer of one school indicated that s\he does not know the structure which assists the SGB regarding school funds (finance committee), meanwhile the treasurer was supposed to be the chairperson. The principal of the same school indicated that his school was having finance committee. Mestry (2006:34) indicated that the educator of school 2 explained that in his school the principal and the chairperson take all the decision regarding finances. They do not have finance committee. The principal phones the chairperson if he wants to purchase any item. The chairperson merely rubber-stamps what the principal wants.

Interviews revealed that none of the schools were using either an informal or formal tuck shop in their schools. It is clear that school community participants such as parents, learners and educators are marginalized in fundraising campaigns.

- SECONDARY SCHOOL SGB TREASURERS’ INTERVIEWS

The secondary schools SGB treasurers responded to the same interview questions as the primary schools SGB treasurers. The questions embrace questions 4 up to 6.8.2. From the researcher’s analysis, it was found that all that is important to the study has already been captured in the above written discussion. It is for this reason that the researcher decided not to continue with the discussion in order to avoid duplication of statements.

4.2.3.3 Fundraising information for primary and secondary treasurers

In this section the researcher presents data on how the treasurers of the sampled primary and secondary schools answered questions related to fundraising. The researcher would like to emphasize the fact that this section is fundamental to this research project. However, it should be noted that this part has already been answered by principals and SGB chairpersons during their interviews.

- **SECONDARY SCHOOL SGB TREASURERS’ INTERVIEWS**

The interviews revealed that all the schools were doing fundraising. Like in the previous discussion, the interviewees indicated irrelevant structures as the ones that assist the SGB regarding school finances. Interviews 1(01ST) and 4 (04ST) could not give the relevant structure for fundraising. They indicated that the SGB is the relevant structures to organize fundraising activities.

The following presentation indicates how fundraising was done the previous year and how much was done during the current year.

Table 4.9: Secondary School SGB treasurers’ interviews

Participants	Funds raised in 2011	Funds raised in 2012
01 ST	R350	R2000
02ST	NIL	R25000
03ST	R2200	R1900
04ST	R5000	R4500

The interviews (see table 4.9) revealed that they are not yet ready to put more efforts into fundraising. The researcher believes that majority of participants do not maximize the needs

for their schools, because of the little money raised in 2012. Participant 04ST explained that in 2011, they raised R5000, surprisingly in 2012, they expect to raise R4500. This implies that there is a reduction of the school needs. The main purpose of fundraising is to improve the quality of education. These participants have indicated that the previous year's allocation and fundraising did not satisfy the needs of their schools. Participants might have been inconvenienced to run the school with inadequate funds; hence one school's projection is from zero to R25000 which is a reasonable amount to raise during one year.

Participant 03ST responded in another interview question that their learners are paying school fees this year because of the financial challenges that exist although the school is No fee school. The researcher is of the opinion that this participant is on the right track to uplift the school's finances. Furthermore the school must encourage parental participation in order to feel the ownership of their schools. The researcher feels that even if the 50% of the allocation was not cut to the schools in Groot Letaba Circuit there would still be insufficient funds to satisfy the needs of their schools. Furthermore, in the White paper on Education and Training (Republic of South Africa, 1995:59) it is stated that even if all state funds earmarked for education are distributed equally, public schools in disadvantaged communities must still receive more funding to render education of high quality.

4.3 THEMES EMERGING FROM THE DATA COLLECTED

The following themes were identified through data analysis:

- 'No Fee' schools
- Participants' lack of commitment
- Management of fundraising

The researcher hereafter discusses each theme and examples are given in the context of interviews.

4.3.1 Theme one: 'no fee' Schools

The concept of 'No fee' schools is the government's tool in an attempt to reduce the burden of school fees from the poor families countrywide. This came as a positive gesture towards impoverished schools that battled with non-payment of school fees. The researcher has identified from the findings of the study that this concept was misunderstood by the majority

of participants on both the primary and secondary interviews, because they mistook it as free education. They (participants) indicated that 2011 school funds did not satisfy the needs of their schools because the Department of Education allocation was reduce by 50%. They consider this point as if without the allocation, schools will not function. According to Norms and Standard policy that govern the funding of disadvantaged rural public schools, 'no fee' schools would receive an allocation of R500 a learner that would cover the school fees plus additional funds for books and stationery. From the interviews conducted the researcher comments that the biggest challenge those schools were still facing was the ability to handle finances. It is for this reason that the then Limpopo MEC for Education, Dr Aaron Motsoaledi said, not all impoverished schools had been granted Section 21 status because of concerns over lack of capacity to manage their own finances. Instead, the department preferred to handle the financial affairs of the poorer schools and only make available a few thousand rand as petty cash to principals. This move by the department supports the findings of this study on lack of competence for handling of school funds (fundraising in particular) by many SGBs and SMTs of schools in Groot Letaba Circuit.

From the participants' responses, the researcher is convinced that enough evidence was provided to say that; 'no fee' schools negatively impacted on fundraising activities. The fact that schools could raise inadequate amount of money signified that there was lack of parental participation in fundraising programmes, because many parents believed that the introduction of 'no fee' schools was another way of providing free education by the state. Children have a right to basic quality education and this can only be achieved through adequate school funding. When the state funds schools fully, more children will receive quality education.

The interviews revealed that the minority of schools were still paying school fees although their schools have been declared 'no fee' schools. This happened because the Limpopo Department of Education failed to pay schools their allocations fully. There are socio-economic factors which affect fundraising, namely; poverty of parents. As a result of this factor schools generated a very small income from school fees and other fundraising strategies employed. Looking at the nature of schools (rural), the researcher points out the following factors which might cause parents not paying school fees: unemployment, low salaries, they are not the parents of the child and/or if are granted full exemption.

4.3.2 Theme Two: Participants' lack of commitment

De-motivation of the participants: this category has been identified from the responses given by the primary and secondary school principals, chairpersons and treasurers. It was evident from the interviews that the participants, especially the parent component, lack motivation in their respective structures to execute their work efficiently and effectively. Determining factors may include their illiteracy levels as revealed by the study. Grobler, Warnich, Carnell and Hatfield (2002:105) defined the term motivation as “the force that energizes behaviour, gives direction to behaviour and underlines the tendency to persist, even in the face to face of one or more obstacles.”

Commenting on the questions of literacy levels and de-motivation of contributors (parents) in fundraising activities, the researcher remarks as follow: interviews exposed that the majority of participants’ (SGB chairpersons and treasurers) highest qualifications on both primary and secondary schools ranges between grade 9 and 12. The participants (SGB chairpersons and treasurers) referred to, are interviewees who are parent components which constitute 50% of the total interviewees. This literacy levels could be a contributing factor which might have caused the primary and secondary schools to raise inadequate funds for their schools. From this scenario, the researcher deduced that parents seemed to have absolute trust in the school management (principal) regarding the handling of schools finances and fundraising, such that they saw fit to leave things in the hands of the school management structures. The fact that there was a lack of commitment on the participants has showed that there was also a lack of commitments on the contributors (parents, learners and educators) with regard to school fundraising. These contributors are not committed to core values and they do not work collaboratively and collegially with others who also share the same goal.

Proceeding from the above discussion, the researcher is able to pick up and additional category called ‘lack of parental support’ which is derived from parents’ apathy contributed to the problem of managing fundraising in primary and secondary schools in disadvantaged communities (rural areas).In situations where parents are uncooperative as far as fundraising is concerned, they can even stop their children from attending schools during fundraising days: they may write letters saying they have lost donation lists or that money collected was lost, where the learners contributed towards fundraising activities, parents may ask the school for a refund claiming that the learner stole the money used and lacking support which may be as result of mistrust that the funds raised are going to be misused. Van Wyk (2001:198) says that parental involvement in many schools has been lacking. Furthermore, SGBs in rural

schools may experience lack of support from parents, especially towards fundraising when most parents or guardians do not even bother to attend planning meetings or feedback meetings.

Potterton et al. (2000:9) state that the SGB should be enthusiastic and committed towards managing fundraising. In other words the SGB would motivate contributors to be actively involved in fundraising activities. SGBs would start by motivating the staff to work harder in helping towards fundraising since this extra money will help them. Teachers will then motivate pupils and when both are motivated schools will produce good results. Good results will attract donors. Although it is difficult to motivate parents, the SGB must make them realize that they (parents) are raising money for their children.

4.3.3 Theme Three: Management of fundraising

The interviews revealed that fundraising needs to be managed in order for SGBs, especially in rural areas, to function effectively. From the researcher's analysis, fundraising is done in many schools, but the effectiveness is questionable. One category has been identified, namely: incapacity of some SGB members. The interviews revealed that some members of the SGBs are illiterate and they cannot execute the tasks as per requirements. The Department of Education should provide the necessary training to the stakeholders, especially the parent component. The researcher distinguished the following three categories; namely, poor planning, lack of accountability and training.

Poor planning- interviews conducted in the sampled primary and secondary schools confirmed that there are possible causes of negative effects on fundraising; namely, poor planning of fundraising projects, timing, fundraising methods (strategies). The researcher found that the majority of schools were engaged in fundraising programmes, but very few if not all were successful. It is as a result of poor planning that the fundraising committees of the sampled rural schools lack knowledge, commitment, lack of interest and lack of financial skills which made fundraising projects to be unable to generate adequate funds. In the South African context, the rural schools are characterized by racial political ideologies brought about by apartheid education system. Rural schools are conversely more economically and educationally disadvantaged and have difficulty in attracting high quality teachers.

Another fundraising problem in rural schools is that at times the contributors (parents and educators) might have a brilliant idea of fundraising but due to poor planning by fundraising committee fundraising projects fail to generate funds. If there is no fundraising monitoring mechanism fundraising programme which has been drawn up are not implemented. Potterton et al. (2002:9) say that in order to manage fundraising effectively, parents, educators and public service staff should be involved in all planning and fundraising activities.

Lack of accountability- based on interviews, the researcher is convinced that SGBs ignored the fact that they (SGBs) are accountable to the parents and the fundraising committee must also report to the SGBs in order to have successful fundraising projects that can raise funds for their rural schools. The SGBs must have a clear and thorough understanding of their roles, duties and functions, unlike what were revealed in the interviews. For instance, some treasurers did not know who the chairpersons of the fundraising committee are.

Training schools in disadvantaged (rural) communities who are experiencing problems in managing finances, including fundraising is problematic because the training provided by the Districts in the Department of Education is insufficient. Despite the education department's numerous on-going training efforts to empower the SGBs, they still lack the necessary knowledge, skills and attributes to manage fundraising effectively which is basically the aim of the study. The SGBs including the fundraising committee in rural schools including the schools in Groot Letaba Circuit in Limpopo Province do not benefit one day trainings in which some of the training facilitators distribute unexplained pamphlets to SGBs often in a language not clearly understood by the members. According to the researcher's perspective, the SGBs including the fundraising committees of the primary and secondary schools did not get proper training. The researcher therefore, argues that it is the responsibility of the Departmental officials who have a thorough knowledge in financial matters to train both the SGBs and the fundraising committees.

4.4 SUMMARY

Fundraising is a major concern to the majority of public schools in South Africa especially the disadvantaged rural schools. Public schools are facing a perpetual shortage of funds therefore participants need motivation and skills in order do fundraising effectively in their institutions. This chapter is also linked to chapter 2 (literature review) and chapter 3 (research

methodology). The final link will be reflected in chapter 5 where the findings and the conclusion of findings will be discussed; and guidelines for fundraising in rural schools are presented.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter centres on the summary of findings, recommendations and guidelines for fundraising in rural schools. The findings were discussed in detail in the previous chapter. They are included in this chapter to draw emphasis to them in order to bring the study to a conclusion. The recommendations presented are based on the findings and are unique in that they address fundraising in a rural context. The guidelines for fundraising are presented as a means of addressing the fundraising challenges that rural schools face.

5.2 SUMMARY OF FINDINGS

In respect of the literature reviews and responses from focus group interviews, the following findings were obtained: illiteracy of SGB parents, little fundraising activities, fundraising problems, unfair funding programme (no-fee schools) and irrelevant fundraising structures (committees).

5.2.1 Illiteracy of SGB parents

Section 36 of SASA (South Africa, 1996), prescribes that SGBs should supplement the funds allocated by the state to public schools. It was pointed out in chapter one that the state contributes insufficient funding to schools. Now that the state requires partnerships for the whole school system to be complete, schools need to begin to accommodate the burden of involving parents more than they ever did before.

Bauch (2001:208) asserts that educationally, rural residents generally achieve lower formal levels of education than urban residents. Interviews revealed that participants, especially the parent component are illiterate, and as such they lack confidence and are de-motivated to execute their tasks effectively and efficiently. The fact that there was a lack of commitment from the participants has proved that there was also a lack of commitment on the side of the school community (parents, learners and educators) regarding school fundraising.

However, schools have to take note of certain barriers to parent involvement so that they could slowly and gently dismantle them to promote a viable and enduring partnership:

- Both parents and school staff have limited skills and knowledge.
- Disadvantaged parents are likely to feel threatened by the authority of teachers.
- Educational jargon makes relationships difficult.

5.2.2 Little fundraising activities

Where the state did not provide mechanisms to SGBs to supplement resources, the SGBs developed the following fundraising activities:

- Parents agreed to pay fees in a form of donation, irrespective of all schools being declared ‘no fee schools,’
- Fun days where learners dress casually and pay prescribed monies,
- Selling vegetables from school gardens,
- Films or drama shown to learners,
- Bashes and music festivals, and
- Photocopying and typing documents for the community.

All the fundraising strategies were focused on school community projects whose participants (contributors) are the parents, learners and teachers. Ultimately, they raised little monies and this did not satisfy the needs of their schools.

5.2.3 Fundraising problems

Although SGBs are tasked with the responsibility of raising additional funds (resources), there are factors which affect fundraising negatively. These problems can be summed up as follows:

- Poverty of parents,
- Lack of commitment from contributors,
- Lack of intensive training,

- Parents using past political strategies such as no fee schools to avoid the payment of school fees,
- Poor family socio-economic background,
- Reluctance of private enterprise to fully assist schools with funds, and
- Limited financial support from the government.

5.2.4 Unfair funding programmes by the state

The state's funding formula (no fee schools) does not fully cater for the needs of rural public schools. The funding (allocation) by the state to schools is insufficient, especially for the schools which are found in disadvantaged communities (rural schools) which are economically not the same as urban schools.

5.2.5 Irrelevant fundraising structure

The SGBs are not managing fundraising effectively and efficiently. It would appear that SGBs lack planning, accountability, skills and expertise. There was no structured fundraising programmes including fundraising committees and schools did not have fundraising policies. This had serious implications for rural schools.

5.3 RECOMMENDATIONS

Interviews with SGBs in disadvantaged communities (rural public schools) indicated that management of fundraising in primary and secondary schools was indeed a problem. Having analysed and interpreted the data collected for this study, the researcher is of the opinion that the following recommendations should be adopted when managing fundraising processes particularly for rural primary and secondary schools. These recommendations are presented in order of importance.

5.3.1 Recommendation one

With respect to finding number one, the researcher recommends training of the SGB parent component. This is based on the fact that illiterate SGB parents are incapacitated and disempowered to carry out their responsibilities efficiently and productively. They were struggling to successfully execute their fundraising activities. The provincial HODs should

establish training programmes, and the training should be preceded by an evaluation of SGB requirements. Furthermore, more support should be given to SGBs during and after the training. There should also be pre-service training that takes place before the SGB elections followed by in-service training designed to produce a qualitative change for managing fundraising in schools.

5.3.2 Recommendation two

The list of possible fundraising methods is endless. Apart from the short-sighted fundraising activities as revealed during the interviews conducted, the researcher recommends the following ways of fundraising for SGBs:

- Collecting old clothes, household equipment, uniform, and other commodities to be sold (jumble sale or some kind of fete),
- A variety or talent concert performed by the learners of the school,
- A fashion show sponsored by private sector partners,
- Film or drama shows for learners, parents and teachers and visitors from other schools,
- Outdoor food sales by learners, parents and teachers at bus and taxi terminuses, shopping complexes, train stations etc.,
- Collecting waste paper, used cans and bottles for recycling purposes,
- Running a tuck-shop (formal or informal) for learners, teachers, visitors and neighbouring community, and
- Schools soccer tournaments.

SGBs must ensure that fundraising projects are spread over the whole year. Fundraising activities need to be based on the school community (parents, learners, and teachers), the business community and broader business community.

5.3.3 Recommendation three

In relation to finding number three, the researcher recommends that the SGB needs to ensure that the school, in its unique position, has to create a partnership “web” with all who share the

responsibility for the growth and development of learners. The following people are potential major partners of the public school: parents, community, business and industry and the higher education sector.

5.3.4 Recommendation four

The funding criteria determined by the Limpopo Education Department are not equitable and therefore, infringe on the rights of children to receive quality education. The researcher therefore recommends that a new funding method or formula be put in place to ensure that the rights of all learners to receive quality education and the state's responsibility to fund schools adequately are balanced. The provincial Department of Education has to ensure that all the monies (Norms and Standards) are deposited to the respective schools in full.

5.3.5 Recommendation five

With regard to finding number five which revealed that the SGBs lacked planning and accountability skills and expertise regarding fundraising for the primary and secondary schools, the researcher recommends that SGBs need to familiarize themselves with SASA, in order to understand their roles which include among other things: establishing fundraising and recycling committees (SGBs subcommittees). Such fundraising committees require a clear policy about fundraising programmes.

Now that the recommendations for the study have been put forward, fundraising guidelines are presented next.

5.4 FUNDRAISING GUIDELINES FOR RURAL SCHOOLS

5.4.1 Guideline one

The involvement of the rural community in the education of their children could facilitate school fundraising. SGBs should be aware of fundraising and marketing principles. Furthermore, the fundraising process should be of a cyclical nature, that is, the fundraising process should commence with project analysis, mission, goals, and objectives, followed by the strategy and operational training.

5.4.2 Guideline two

SGBs in disadvantaged communities should adopt different fundraising strategies such as dance evenings, sports days, readathons and so forth in order to motivate and encourage learners, educators and parents to learn how to raise funds. The cost of such activities has to be affordable for all.

5.4.3 Guideline three

In order to have successful fundraising strategies, the SGBs need to adhere to the following guiding principles:

- Raising money from school community projects

This is the fundraising mode which usually draws on the immediate resources of parents, teachers and learners. For example, compulsory yearly school fees paid by every learner in the school, cake and candy sale which is a small fundraising project involving parents, teachers and learners.

- Raising money from involving the broader community

According to Potterton et al. (2002:52), the broader community refers to the immediate neighbours, local businesses, the municipality and other forms of local government, as well as the general public which forms part of the social network that surrounds the school, such as soccer tournament project, renting a hall and so forth.

- Raising money in the business community

Raising money in the business community is when schools receive donations from big companies and funding agencies. Examples include among others the following: applying for donations, getting money (donation) from local businesses such as a farmer, a petrol station, supermarkets, taxi associations and the like. If there is a good relationship between the school and the donors, it is possible that a farmer could donate an animal for the school's special event; a taxi association could provide transport to be used for school activities. Furthermore, the SGBs can generate funds through advertising. Potterton et al. (2002:67) assert that schools may be good places to advertise, because many people (parents, students, teachers

and visitors) pass by the schools' gates. Sometimes local businesses or retailers may be willing to sponsor sports uniforms especially if their logos are attached.

- Raising money by recycling and saving

If schools use their resources sparingly and efficiently, they will spend less on the day-to-day activities of the school. A recycling committee of parents, educators and learners that will be responsible for this task, could be established to embark on a recycling campaign such as; collect-a-can recycling campaign, paper recycling and creating a food garden.

5.4.4 Guideline four

The state's funding has to be based on democratic principles aimed at redressing the imbalance which funding of the apartheid government created and entrenched for long. The poorest of the poor schools should remain first priority in funding; this includes most of the rural public schools in Groot Letaba Circuit in Limpopo Province.

5.4.5 Guideline five

One of the committees which may be set up by the SGBs is the fundraising committee. All schools require a fundraising policy that must be adopted by all. The policy must be implemented. There is a need to review the policy on a regular basis. The policy needs to include the purpose and the outcome to be achieved. The roles and responsibilities of committee members have to be clearly defined in the policy.

5.5 CONCLUSION

Since the findings have been summarized, recommendations made and fundraising guidelines for rural school shared, the study can be concluded. This study presented a background which outlined the problem that was investigated. A detailed literature review pertaining to funding of public schools during the apartheid (old) education system in comparison to the current democratic education system where there is a developed policy on school funding in order to redress some of the historical imbalances; was presented. The research methodology selected by the investigator for this study was presented and applied to the research. Thereafter, the results of the data gathered from focus interviews with principals, SGB chairpersons and

SGB treasurers of the selected schools of Groot Letaba Circuit in Limpopo Province were discussed. Finally, the summarized findings, recommendations, together with funding guidelines for the rural schools, were presented.

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APPENDIX A

INTERVIEW SCHEDULE – PRIMARY AND SECONDARY SCHOOL PRINCIPALS

Title: Investigating the effectiveness of fundraising in rural schools of Groot Letaba Circuit in the Limpopo Province

School code:

Participant code:

Interview date:

QUESTIONS

A. PERSONAL PARTICULARS

1. What is your name?

.....

2. What is your highest qualification?

.....

3. Participant's work experience

3.1 How long have you been a member of the SGB?

.....

.....

3.2 Briefly explain your work experience besides serving on the SGB:

.....

.....

B. SCHOOL PARTICULARS

4. Does your school have banking account?

Yes/ No

5. If yes, who are the signatories?

.....

6. Are there sub-committees which assist the SGB?

6.1 Yes /No

6.2 If yes, what are these subcommittees?

.....

6.3 Which structure is assisting the SGB with regards to school fund?

.....

6.4 What is the role of this structure/committee?

.....

6.5 What is the role of the principal regarding school funds?

.....

6.6 Does your school have a finance committee?

6.6.1 Yes/No

6.6.2 If yes, what is its role?

.....

6.6.3 If yes, who chairs the finance committee?

.....

6.7 Does your school have tuck-shop?

6.7.1 If yes, explain how it works:

.....
.....

6.7.2 If yes, does it have a tuck-shop committee?

C. FUNDRAISING INFORMATION

7. Does your school do fundraising?

7.1 Yes/ No

7.2 If yes, which structure or committee is responsible for fundraising?

.....

7.3 How much did the school (this structure) raise last year?

.....

7.4 How much the school (this structure) plan to raise this year?

.....

7.5 Did last year's school fund (department allocation and the fundraising) satisfy the needs of your school? Give reasons for your answer:

.....
.....

7.6 What methods are used for fundraising (strategies)?

.....
.....

7.7 What problems (challenges) do you come across during fundraising?

.....

8. What are the other sources of income in your school?

.....
.....

9. Do learners pay school fees as an additional source of income?

9.1 If yes, explain how is being done:

.....

9.2 If no, explain why it is not being done:

.....

Thank you for participating in this interview!

Participant's Signature: _____

Date : _____

Researcher's Signature: _____

Date : _____

SCHOOL STAMP:



APPENDIX B

INTERVIEW SCHEDULE –SGB CHAIRPERSON

Title: Investigating the effectiveness of fundraising in rural schools of Groot Letaba Circuit in the Limpopo Province

School code:

Participant code:

Interview date:

QUESTIONS

A. PERSONAL PARTICULARS

1. What is your name?

.....

2. What is your highest qualification?

.....

3. Participant’s work experience

3.1 How long have you been a member of the SGB?

.....

.....

3.2 Briefly explain your work experience besides serving on the SGB:

.....

.....

B. SCHOOL PARTICULARS

4. Does your school have banking account?

Yes/ No

5. If yes, who are the signatories?

.....

6. Are there sub-committees which assist the SGB?

6.1 Yes /No

6.2 If yes, what are these subcommittees?

.....

6.3 Which structure is assisting the SGB with regards to school fund?

.....

6.4 What is the role of this structure/committee?

.....

6.5 What is the role of the SGB chairperson regarding school funds?

.....

6.6 Does your school have a finance committee?

6.6.1 Yes/No

6.6.2 If yes, what is its role?

.....

6.6.3 If yes, who chairs the finance committee?

.....

6.7 Does your school have tuck-shop?

6.7.1. If yes , explain how it works

.....
.....

6.7.2 If yes, does it have a tuck-shop committee?

C. FUNDRAISING INFORMATION

7. Does your school do fundraising?

7.1 Yes/ No

7.2 If yes, which structure or committee is responsible for fundraising?

.....

7.3 How much did the school (this structure) raise last year?

.....

7.4 How much the school (this structure) plan to raise this year?

.....

7.5 Did last year's school fund (department allocation and the fundraising) satisfy the needs of your school? Give reasons for your answer:

.....
.....

7.6 What methods are used for fundraising (strategies)?

.....
.....

7.7 What problems (challenges) do you come across during fundraising?

.....

8. What are the other sources of income in your school?

.....
.....

9. Do learners pay school fees as an additional source of income?

9.1 If yes, explain how is being done:

.....

9.2 If no, explain why it is not being done:

.....

Thank you for participating in this interview!

Participant's Signature: _____

Date : _____

Researcher's Signature: _____

Date : _____

SCHOOL STAMP:



APPENDIX C

INTERVIEW SCHEDULE – SGB TREASURER

Title: Investigating the effectiveness of fundraising in rural schools of Groot Letaba Circuit in the Limpopo Province

School code:

Participant code:

Interview date:

QUESTIONS

A. PERSONAL PARTICULARS

1. What is your name?

.....

2. What is your highest qualification?

.....

3. Participant’s work experience

3.1 How long have you been a member of the SGB?

.....

.....

3.2 Briefly explain your work experience besides serving on the SGB:

.....

.....

B. SCHOOL PARTICULARS

4. Does your school have banking account?

Yes/ No

5. If yes, who are the signatories?

.....

6. Are there sub-committees which assist the SGB?

6.1 Yes /No

6.2 If yes, what are these subcommittees?

.....

6.3 Which structure is assisting the SGB with regards to school fund?

.....

6.4 What is the role of this structure/committee?

.....

6.5 What is the role of the SGB treasurer regarding school funds?

.....

6.6 Does your school have a finance committee?

6.6.1 Yes/No

6.6.2 If yes, what is its role?

.....

6.6.3 If yes, who chairs the finance committee?

.....

6.7 Does your school have tuck-shop?

6.7.1 If yes, explain how it works:

.....

.....

6.7.2 If yes, does it have a tuck-shop committee?

.....

C. FUNDRAISING INFORMATION

7. Does your school do fundraising?

7.1 Yes/ No

7.2 If yes, which structure or committee is responsible for fundraising?

.....

7.3 How much did the school (this structure) raise last year?

.....

7.4 How much the school (this structure) plan to raise this year?

.....

7.5 Did last year's school fund (department allocation and the fundraising) satisfy the needs of your school? Give reasons for your answer:

.....

.....

7.6 What methods are used for fundraising (strategies)?

.....

.....

7.7 What problems (challenges) do you come across during fundraising?

.....

8. What are the other sources of income in your school?

.....

.....

9. Do learners pay school fees as an additional source of income?

.....

9.1 If yes, explain how is being done:

.....

9.2 If no, explain why it is not being done:

.....

Thank you for participating in this interview!

Participant's Signature: _____

Date : _____

Researcher's Signature: _____

Date : _____

SCHOOL STAMP:

A large, empty rectangular box with a thin black border, intended for a school stamp.

APPENDIX D



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

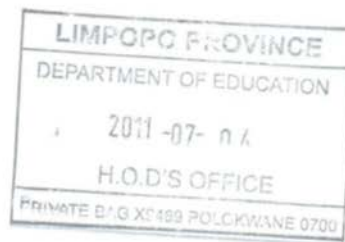
Enquiries: Mr. Makola MC, Tel No: 015 290 9448 .E-mail: MakolaMC@edu.limpopo.gov.za.

Ref.: Research.

P.O Box 2327

Giyani

0826



Dear Mr. Ngobeni D.R.

Student No: 5900253

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- **Title: TO INVESTIGATE THE EFFECTIVENESS OF FUNDRAISING IN THE RURAL SCHOOLS OF GROOT LETABA CIRCUIT IN LIMPOPO PROVINCE.**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.


Page 1 of 2

- 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
- 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Head of Department



Date