



"The essence of community giving and sharing".

Global Community Foundations: A Research into Challenges Facing the Development of Community Philanthropy.

By

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Abstract

Global Community Foundations currently remain effective instruments for sustained socio-economic growth and development. Wherever community foundations have been established they often continue to exist for the common good. To this end, community foundations support a variety of programs, such as those of a social nature, for example, educational, environmental, religious, health and other programs. In general, community foundations perform their functions by providing financial and other forms of support, for example, in the issuing of grants to other non-profit organizations. Each Foundation has its own independent and autonomous Board of Trustees that decides what kind of issues it will grapple with, and what kind of projects it will support.

The community foundation's Board of Trustees is normally composed of community representatives and individuals with diverse skills that they utilize in the process of promoting and developing the foundation. The primary responsibilities of Board members, among others, include the following:

- ✓ Policy-making and decision-making
- ✓ Appointing of auditors and financial investment advisers
- ✓ Acting as custodians of donated funds
- ✓ Promoting and developing a culture of community philanthropy
- ✓ Ideally, they should be donors to the organization
- ✓ Plan the short – medium – and long-term development of the organization
- ✓ Open doors to potential donors

- ✓ Appoint Board members, in accordance with the Foundation's Constitution
- ✓ Market and advertise the Foundation
- ✓ Appointment of staff, including the Chief executive Officer
- ✓ Discipline
- ✓ Fundraising for the Foundation
- ✓ Grant-making
- ✓ Management of the Foundation, mainly through the Chief Executive Officer.

A Community Foundation, therefore, can be defined as a public charity supported by combined funds contributed by individuals, foundations, non-profit institutions, and corporations (Fleishman, 2007). Fleishman goes on to state that a Community Foundation's giving is limited almost exclusively to a specific locale, such as a city, county or a state. Although it seeks funds to be held as an endowment, with the income used to make grants, a community foundation accepts from donors who authorize principal to make grants, in whole or in part. Donors may designate specific charitable agencies or provide that grants be made for charitable purposes at the discretion of the Foundation's public Board. Many Community Foundations also permit donors to advise as to the agencies and activities to be considered for grants.

CHAPTER ONE

1.1 Introduction

In everyday speech “research” is a term loosely used to describe a multitude of activities such as collecting masses of information, delving into esoteric theories and producing wonderful new products (Walliman, 2007). In other words research may also be used to find solutions to complex problems or enable researchers to take informed and rational decisions. In this exploratory case study the researcher investigates the extent to which individual donors and organizations remain prepared or not prepared to support Community Foundations, as non-profit organizations established mainly to improve the quality of life in a geographical area, to promote and develop a culture of community philanthropy. The Uthungulu Community Foundation in this study is used as an exploratory case study that may be replicated in similar global Foundations.

Struwig and Stead (2011) define exploratory research as a research into an area that has not been studied and in which a researcher wants to develop initial ideas more focused on research questions. During the exploratory research stage the researcher investigates a problem about which little is known. The major purpose of exploratory research is the development and clarification of ideas and the formulation of questions and hypotheses for more precise investigation later.

Walliman (2007) goes on to describe research as the systematic investigation into the study of materials, sources, etc. in order to establish facts and reach new conclusions; an endeavour to discover new or collate old facts etc. by the scientific study of a subject or by a

course of critical investigation. Leedy (1989) defines research as a procedure by which the researcher attempts to find, systematically, and with the support of demonstrable fact, the answer to a question or the resolution of a problem. Walliman (2011) further states that a more academic interpretation of research is that it involves finding out about things that no one else knew. To this end, research is about advancing the frontiers of knowledge

However, writing a research paper is not like writing a novel. The researcher cannot just sit down and start writing. He first needs to do some planning: decide on the subject of investigation and researchability of the topic; determine the problem to be solved; do some background reading, to get information and explore aspects of the subject; do some field research, where this may be required; determine the methodology and procedure to be followed in conducting the research; and outline the purpose of the study and methods and procedures to be followed. This case study, for example, will follow what Gerrish and Lathlean (2015) refer to as “mixed methods” research. Such research combines quantitative and qualitative data collection and analysis in the same study. Research methods, in particular, are the techniques the researcher uses to do research. Walliman (2011) states that the following four important questions underpin the framework of any research project:

- ✓ What are you going to do? The subject of your research
- ✓ Why are you going to do it? The reason for this research being necessary or interesting
- ✓ How are you going to do it? The research methods that you will use to carry out the project

- ✓ When are you going to do it? The programme of the work

1.2 Motivation for the Study

This study was motivated by a call for proposals from the Global Fund for Community Foundations and WK Kellogg Community Philanthropy Chair at the Johnson Centre for Philanthropy. The two organizations wanted to launch a new joint initiative aimed at connecting research and, thus, advance the field of global community philanthropy. Their call was for expressions of interest from scholars, evaluators and community philanthropy leaders to propose ideas for possible collaborative research projects.

1.3 Objectives of the Study

The objectives of this study are to:

- Propose ideas for possible collaborative research projects aimed at promoting and developing community philanthropy
- Use the Uthungulu Community Foundation as an Exploratory Case Study for possible collaborative research projects that may promote and develop community philanthropy
- Find innovative ways of promoting and developing global community philanthropy, using the Uthungulu Community Foundation as a case study

- Connect research and practice to develop the field of global community philanthropy, using the Uthungulu Community Foundation as a case study
- Publish and share research findings with stakeholders, supporters, donors and global community foundations.

1.4 Problem Statement

Despite a noticeable and phenomenal growth and development of global community foundations over the years, global community philanthropies still remain under-developed or non-existent in some countries of the world. This untenable situation is particularly acute in some developing and under-developed countries. South Africa is unfortunately one of these countries. The problem becomes apparent from even cursory observations that indicate that publications on community philanthropy remain a scarce commodity. Above all, there have in the past been no collective and coordinated national efforts at promoting and developing socio-economic values, based on practices of community philanthropy.

In the South African case, causes for poor practices of community philanthropy remain unknown. There has been no research into this state of affairs. Causes for this state of affairs could be many and varied. In this study, the researcher hopes more information can be obtained, to indicate reasons for poor practices of community philanthropy in South Africa, with special reference to

the experiences of the Uthungulu Community Foundation – one of the community foundations established in South Africa in the late 1990s.

1.5 Research Questions

- Do social ills, for example, poverty, unemployment, illegal drug abuse, crime and homelessness worry everybody in the local community?
- Would community philanthropy (giving and sharing) assist in addressing some of the identified social ills?
- What do you think are the three major causes of an escalation of social ills in the local community?
- What do you think needs to be done to mitigate the harmful effects of identified social ills within the local community?
- What do you think should be done to market, develop and promote a culture of community philanthropy within the local community?
- Have you, a member of your family or your organization ever made any donation to a philanthropic organization, for example, the Uthungulu Community Foundation?
- What do you think would encourage people and organizations in the local community to promote and develop a culture of community philanthropy?
- “Together we can do more”. “Your child is also my child”. Do you think these South African slogans can be developed and applied to community slogans, to promote and develop a culture of community philanthropy (giving and sharing)?

1.6 Hypotheses

Bell (2007:32) defines a hypothesis as a tentative proposition which is subject to verification through subsequent investigation. It may also, according to Bell, be seen as the guide to the researcher in that it depicts and describes the method to be followed in studying the problem. In many cases hypotheses are hunches that the researcher has about the existence of relationship between variables.

Bell takes this definition further and states as follows:

All advances in scientific understanding, at every level, begin with a speculative adventure, an imaginative preconception of what might be true – a preconception which always, and necessarily, goes a little way (sometimes a long way) beyond anything which we have logical or factual authority to believe in. It is the invention of a possible world, or a tiny fraction of that world. The conjecture is then exposed to criticism to find out whether or not that imagined world is anything like the real one.

Scientific reasoning is, therefore, at all levels an interaction between two episodes of thought – a dialogue between two voices, the one imaginative and the other critical; a dialogue, if you like, between the possible and the actual, between proposal and disposal, conjecture and criticism, between what might be true and what is in fact the case.

In this study, the following hypotheses will be tested:

Hypothesis 1:

- Community philanthropy is not a concept very much understood in the local community, and all sectors of society need to be involved in its marketing and support.

Hypothesis 2:

- Schools and higher education institutions are well positioned to market and make local communities better understand, support and value the practice of community philanthropy.

Hypothesis 3:

- Human beings are by nature philanthropists, and need to see positive results of their philanthropic practices, so as for them to continue to lend support to community philanthropy.

1.7 Research Aim

The aim of this research is to conduct a scientific study aimed at advancing and revitalizing the field of global community philanthropy, using the Uthungulu Community Foundation, in South Africa, as a case study. In this regard, Mkhize (2016) states that the aim of any research is to produce scientifically based knowledge which is critical; methodically obtained; and factually

and conceptually verifiable. Such knowledge can, therefore, be described as the result of a search for new insights and new understanding. Gerrish and Lathlean (2015) describe research as an attempt to increase the sum of what is known, usually referred to as a “body of knowledge” by discovery of new “facts”, “theories” or relationships through a process of systematic and scientific enquiry, the research process.

1.8 Theoretical Framework

Community Philanthropy

<https://en.wikipedia.org/wiki/community> describes a community as a social unit of any size that shares common values, or that is situated in a given geographical area, for example, a village or a town. To this end, a community is a group of people who are connected by durable relations that extend beyond immediate genealogical ties, and who usually define that relationship as important to their social identity and practice. On the other hand, the word philanthropy, according to Mkhize (2015), can be defined in many ways. The word comes from the Greek, and means love for humanity. Modern definitions include the concept of voluntary giving by an individual or group, to promote the common good and improve the quality of life. Community philanthropy, Mkhize further states, is about developing a culture of giving and sharing within the local community.

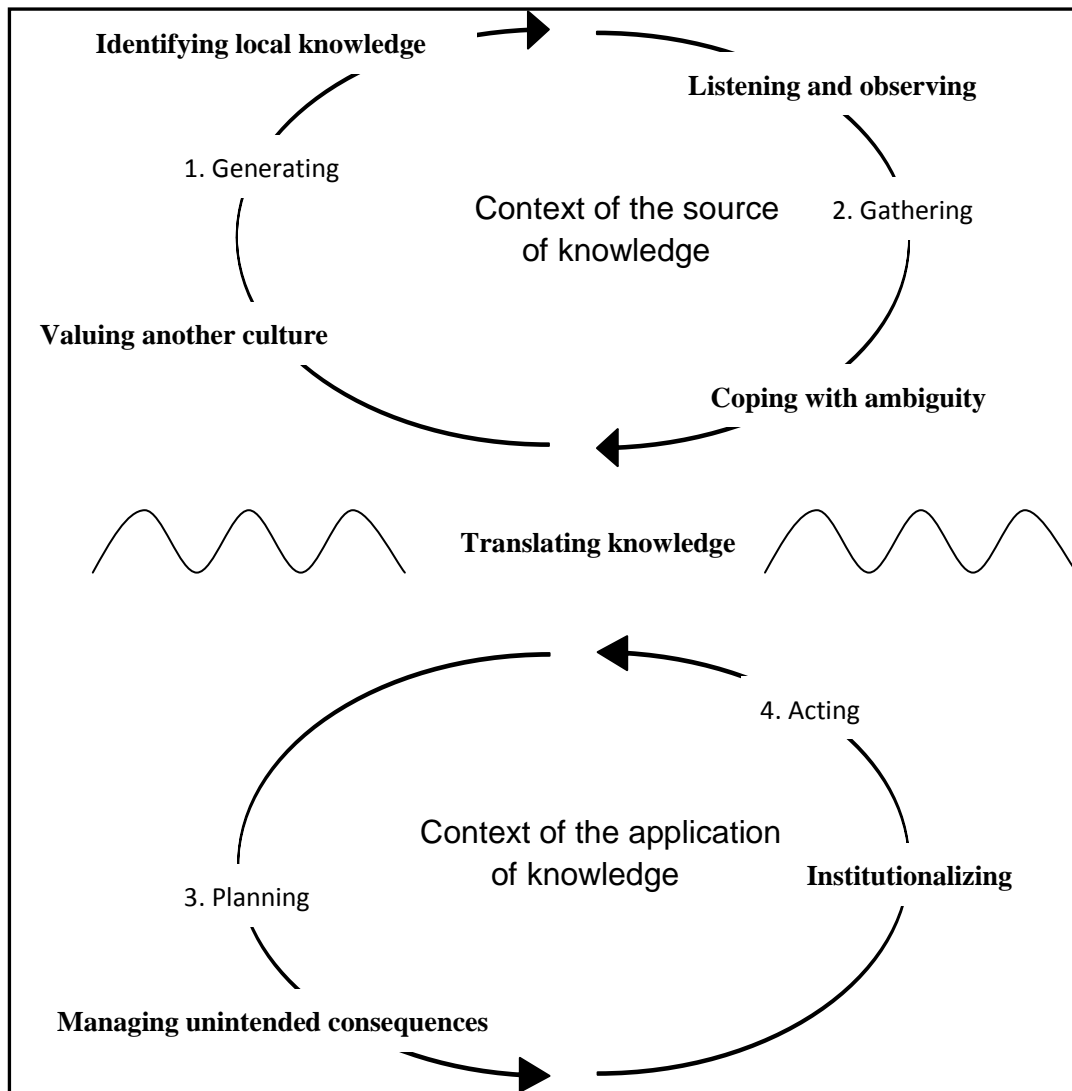


Fig 1. Graphic presentation of community knowledge with regard to philanthropic practices.

The foregoing figure seeks to amplify the basic approach to understanding systemic knowledge based approaches to the process of linking cultural practices to theoretical foundations of community philanthropy. A community's belief system is a crucial determinant in their giving and sharing practices.

According to Mkhize, op.cit. community philanthropy should apply to both the rich and the poor. His argument is that it should not always be about the rich giving to the poor if the practice is to

remain sustainable. The poor, Mkhize argues, can also give to one another, and have in the past been doing so. Human beings, by nature, enjoy helping one another for the common good. The slogan such as "your child is also my child" developed from the realization that children in the local community needed to be treated and cared for equally. This love for humanity is also demonstrated by their groups, whether wild or domesticated. So often, animals are seen also assisting one another. Such love gives human beings, in particular, a human spirit that connects them to one another and drives them away from an unsustainable practice of forever relying on and waiting for government and other donor individuals and organizations to help improve the quality of life in the local community.

Promotion and development of a culture of community philanthropy, therefore, needs to involve all sectors of society if it is to be sustainable. A marketing and communications strategy for bringing identified key stakeholders on board has to be found. Identified stakeholders may include: community foundations, churches, corporate organizations, non-profit organizations, higher education institutions, traditional leadership, community developers, schools, local government and others. <https://en.wikipedia.org/wiki/community> defines culture as that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. In this context, civilization is a particular kind of culture.

1.9 Unit of Analysis

Units of analysis (Babbie, 2008) are those things we examine in order to create summary descriptions of all such units and to explain differences among them. In most research projects, Babbie further states, the unit of analysis would probably be clear to the researcher. When the unit of analysis is not clear, it is essential to determine what it is; otherwise the researcher cannot determine what observations are to be made about whom and what. For the purpose of this study, the unit of analysis is: ***To investigate and report on innovative ways of promoting and developing global community philanthropy, using the Uthungulu Community Foundation, in South Africa, as a case study.***

1.10 Monitoring and Evaluation

The major objective of this project is to come up with innovative ways of advancing, revitalizing and galvanizing support for global community philanthropy, using the Uthungulu Community Foundation, in South Africa, as a case study. A case study, according to Gerrish and Lathlean (2015) provides connection between research and practice. As such, case study research offers a valuable means of exploring a phenomenon in its context and sees that the context is of significance to understanding the phenomenon. Gerrish and Lathlean go on to define a case study as an approach to empirical enquiry that investigates a contemporary phenomenon (the "case") in depth and within

its real world context, especially when the boundaries between the phenomenon and context may not be clearly evident.

Monitoring of operations or operations management, according to Mkhize (2015) is about supervising operations and taking corrective measures that may be necessary to ensure that operationally determined and stated objectives stay on course. This approach would apply to all forms of operations. In the context of evaluation research, Gerrish and Lathlean (2015) state that some authors on evaluation research suggest that evaluation research is a particular kind of “applied” research that is concerned with the evaluation of, for example, an intervention, a type of service, a policy initiative or a programme of education. Typical questions asked in this kind of research relate to how effective the programme or intervention has been in achieving its objectives.

The following are the main types of questions that an evaluation seeks to answer:

- What are the outcomes: Is the service, programme, innovation achieving its objectives and what are the results?
- What processes are important: What is actually happening and is its operation working as planned?

- What is the relationship between process, outcome and context: Are there theoretical ways in which the programme or innovation can be explained?

On monitoring and evaluation, Osborne and Gaebler (1993), in their famous publication on Re-inventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector, put it as follows:

- What gets measured gets done;
- If you don't measure results, you can't tell success from failure;
- If you can't see success, you can't reward it;
- If you can't reward success, you're probably rewarding failure;
- If you can't see success, you can't learn from it;
- If you can't recognize failure, you can't correct it; and
- If you can demonstrate results, you can win public support.

1.11 Study Limitations

The concern that the researcher has is that provided funding may perhaps not allow for a more comprehensive coverage of areas that may need to be incorporated in the final report. These include compensation for the anticipated services of two senior research professors and three appointed data collection research agents. These concerns may result in having one senior researcher or two data collection research agents. The result of these limitations may restrict the areas

to be covered in the report. Nevertheless, the final report should be comprehensive enough for the purpose of the study.

1.12 Presentation of Chapters for the Study

Chapter 1: Conceptual Framework

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Data Analysis

Chapter 5: Results

Chapter 6: Conclusions and Recommendations

Information Sheet (Questionnaire)

References

CHAPTER TWO

Literature Review

2.1 Introduction

South Africa is a country of serious contradictions when it comes to food security and poverty. The country is deemed a food secure country with the means and capacity to produce enough staple food or import food in the event of food shortages. However, at a household level, food insecurity is considered rife. Recent research results by the South African National Health and Nutrition Examination Survey indicates that only 45.6% of the population is food secure; 28.3% are at risk of hunger and 26% experience hunger or are food insecure.

Reacting to the high levels of poverty and unemployment, in almost all sectors of society, the common cry is to get scarce skilled personnel for the 21st century. This challenge forces the country to start asking serious questions about the causes of poverty and unemployment. Speculations about causes of unemployment and poverty remain unconvincing. There are people who blame colonialism for this malaise, others blame the state of the education system in the country and some apportion blame to successive years of apartheid misrule. Be that as it may, one finds it strange that very few people blame individuals for failing to think creatively and come up with new ideas and innovations to address the situation. This research is an attempt to somewhat clarify the situation.

2.2 Overview

Poverty, unemployment, inequality and the effects of climate change are the social evils that South Africa needs to urgently tackle and overcome. It is the researcher's view that, working together, sectors of the South African society can be able to effectively promote and develop community philanthropic practices, to bring about desired and sustained socio-economic transformation of South African society.

Approaches to address noticeable under-developed community philanthropy include focusing more on reviving traditional and historic forms of community philanthropy. In the context of this research, the suggested approach may be to go via educating and training the South African population on socio-economic values of community philanthropy, environmental sustainability, job creation and true democracy.

2.3 Education

Education and training are generally considered relevant and effective in addressing social ills, such as unemployment, drug abuse and pregnancies at schools, as well as social inequality. Equally, the researcher holds the view that through consistent education and training on the values of sustained community philanthropy can be planted, developed, sustained and promoted in local communities. To this end, the researcher holds the view that websites of philanthropic organisations, for example, the Uthungulu Community Foundation, can play a significant role in the process of constantly educating and training local communities on socio-economic values based on community philanthropy.

2.4 Environmental Sustainability

The scale of the environmental challenges facing South Africa remains massive. For example, the loss of animal and plant species, according to conducted environmental studies, has reached unprecedented proportions. Water sustainability has also become critical. At present the country continues to experience a large scale destruction of ecosystems, such as wetlands, grasslands and riparian systems.

Climate change is widely accepted as one of the causes behind environmental challenges. However, research findings reveal that it is marginalised communities that will largely bear the brunt of the negative effects of climate change. Socio-economic development of communities on a sustained basis remains of paramount importance for resilience in the face of identified threats to communities.

2.5 Employment Creation

Whilst employment creation is normally directed at addressing the challenge of unemployed people, others hold the view that education and training must also be addressed. To this end, education and training may need to be tailored to providing a person with skills required for self-employment. In this regard, plenty of jobs can be created in fields ranging from tourism promotion, farming, marketing, catering, craft industry, cement block-making, engineering, plumbing, painting, carpentry to brick-laying and many others.

Philanthropic practices need to be exercised in a manner that does not encourage people to sit and do nothing, or expect others to assist all the time. Philanthropic practices need to assist individuals to help

themselves. In this way philanthropy should be made different from promoting and developing welfare services or from encouraging people to forever rely and depend on individuals, and private and public sector organisations for support. Such practice, properly managed, could effectively go a long way in addressing identified social inequalities and poverty.

2.6 Democracy

Perhaps a common understanding of what democracy should mean in South Africa must be negotiated and agreed upon. For the purpose of this blueprint, democracy may be understood to be about respect for the dignity of the individual and a belief in human perfectibility in the fundamental equality of all people, and certain inalienable rights to freedom, justice and a fair opportunity for all.

From the ideas articulated above, flow still others, such as government based on the consent of the governed, respect for decisions made by the majority, freedom of speech and the press, tolerance of racial and religious differences, and the value of decisions arrived at by common counsel rather than by violence, brutality or coercion.

If democracy has its problems, and the researcher believes it does, the solution lies not in authoritarianism, but rather in more effectively conceived democratic institutions. For the sake of all, democracy must be made to work better and education and training must be enlisted in developing the kind of citizens who should promote its properly planned welfare.

2.7 What is Philanthropy?

Mkhize (2015), for example, states that philanthropy can be defined in many ways. The word comes from the Greek, and means “love for humanity”. Modern definitions include the concept of voluntary giving by an individual or group, to promote the common good and improve the quality of life. Community philanthropy, therefore, is about a developed culture of giving and sharing within the local community.

Contrary to popular beliefs the practice of philanthropy applies to both the poor and the rich. It is not always about the rich giving to the poor. The poor can also help one another the practice of sharing the little you have with those who have nothing. Such help may be offered without expecting anything in return. Instead, such help is meant to become a general community practice. In this regard, offers of this nature amount to practical community philanthropy – something your local community may also practise, to improve the quality of life for all within that community.

The following is a graphic representation of identified stakeholders that may be involved in promoting and developing community philanthropy:

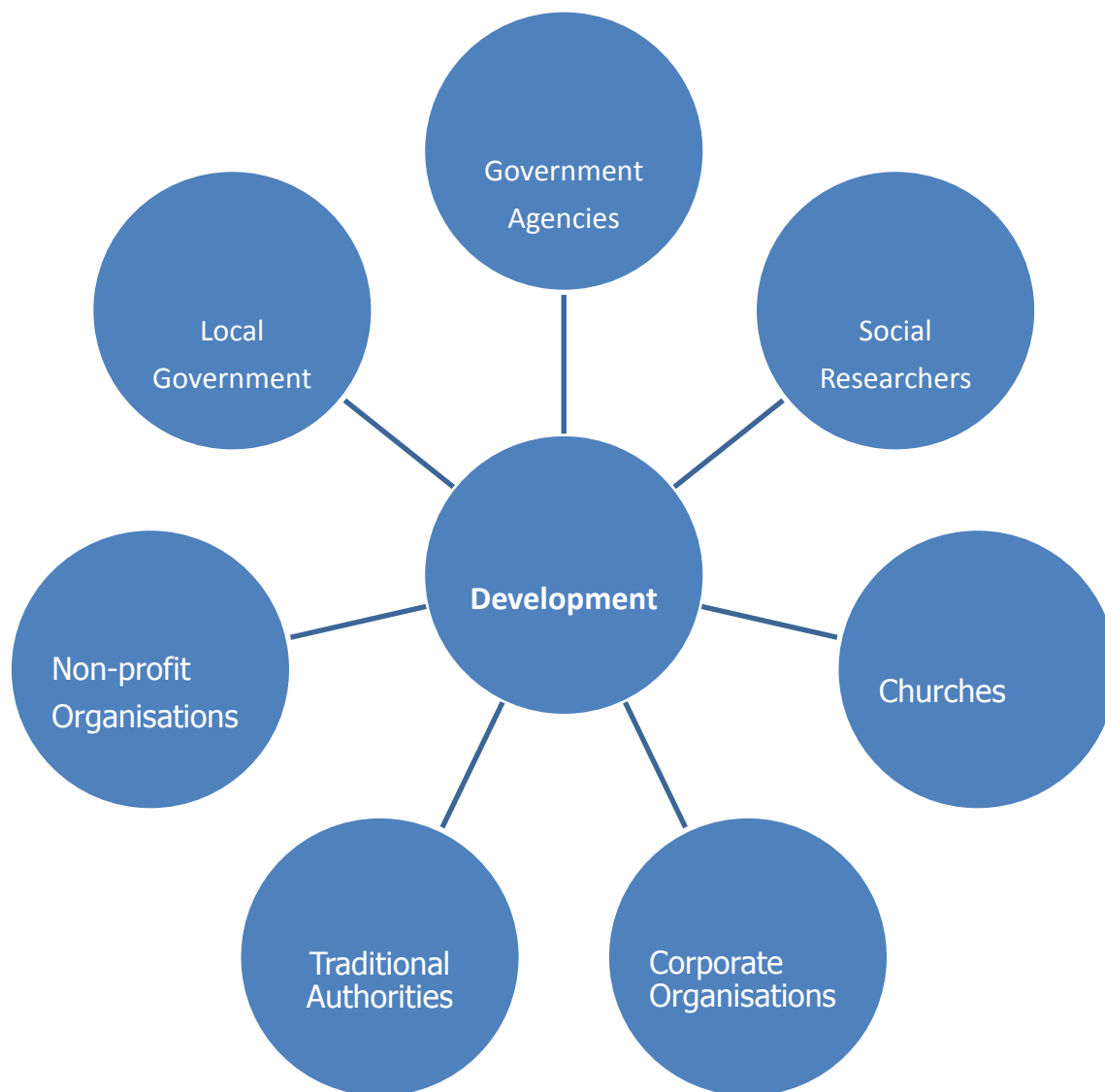


Figure 2: Identified stakeholders in the promotion of community philanthropy.

With reference to South Africa, the challenge the country currently faces is to work, think and act as though the country was the first to arrive on earth, and to start exploring opportunities for work so that all its citizens can enjoy a better life. This challenge requires some innovative ways of thinking. The assistance currently provided to the indigent and non-profit organisations, for example, needs to enable beneficiaries to stand on their own once they shall have been assisted for some time. These individuals would then also feel compelled to assist others within their community. Philanthropic practices must not be about encouraging

beneficiaries to forever remain dependent on welfare services. Such practices would be counter-productive in the long run, and may even lead to even more people being without jobs. To this end, the researcher believes South Africans can learn a lot from ancient hunters who were able to enjoy a normal life by ensuring that everyone within their community being involved in some productive enterprise. Hunters valued providing some assistance to one another for the common good. This may be one of the options South Africans may consider in a search for sustained ways and means of making a life better for all, without producing and promoting communities or individuals to remain perpetual beggars.

Clinton (2007) provides excellent examples of how philanthropy may be practiced, promoted and developed. His initial observations of the practice of community philanthropy, in the United States and globally, is that in every corner of America and all over the world, intelligence and energy are evenly distributed, but opportunity, investment and effective organizations are not. He goes on to state that this state of affairs results in billions of people being denied the chance to live their lives to the fullest, and millions die needlessly every year. His argument is that because we, as human beings, live in an interdependent world, we cannot escape each other's problems. We are all, for example, vulnerable to terror, weapons of mass destruction, the spread of disease and the potentially calamitous effects of climate change. These conditions require of global communities to work and depend on one another in dealing with these challenges, on grounds that they will always have global implications.

Fleishman (2007) holds the view that the most commonly cited motivation for charitable giving is a desire to give back to one's local community. The recipients of give-back philanthropy may be either particular institutions that have benefited the donor, such as a school or college he attended or a hospital in which he was treated, or the community at large. Many successful businesspeople, for example, have attributed their charitable giving to gratitude: for example, "America has been good to me", they say, "and made it possible for me to become successful and wealthy" "Now I have an opportunity – and obligation – to repay the debt". Other donors give out of a sense of religious obligation, especially when the recipients are religious congregations, divinity schools or seminaries.

In some ancient ethnic groups in Africa, for example, Zulus living in a village or local community, the common practice was to donate some cattle to those that did not have them. Such philanthropic practices were seen as demonstrating a spirit of *Ubuntu* (humaneness). The practice of such community philanthropy also got extended to other forms of assistance to those that were poor, and/or could not afford to live a normal life with others. Communities depended on one another for survival. In this regard, no family would go to bed without a meal when others were available to provide some support to those that had, for example, no food. Every family knew the planting season, and would make every effort to ensure that there was sufficient food for human consumption, until the next planting season.

2. 8 The Role of Government

Government can play a significant role in creating conditions that are conducive to funding philanthropic organisations in South Africa. Government, like all sectors of society, should be concerned about high numbers of people without jobs. Continuing welfare services is not at all an answer to job creation and work opportunities. Focused and massive education and training programmes can go a long way in creating an environment within which citizens could be assisted to find work and remain self-sufficient.

In addressing unemployment challenges in South Africa, government can also follow in the footsteps of other countries that empower taxpayers by enabling them to choose to donate to a philanthropic organisation of their choice 3 – 5% of net profit from individual and company tax. Most South African taxpayers would probably not be opposed to such a suggestion. Some companies are already lending massive support to the non-profit sector under programmes such as systemic social investment initiatives. The non-profit sector, in so many ways, is already making some significant contribution to job creation efforts and in creating equal opportunities for all.

2.9 Community Research

The following is a graphic representation of a two-way communication-based needs assessment process that may be explored to take place among identified stakeholders, to promote and develop a sustained community-driven asset mapping programme (CAMP):

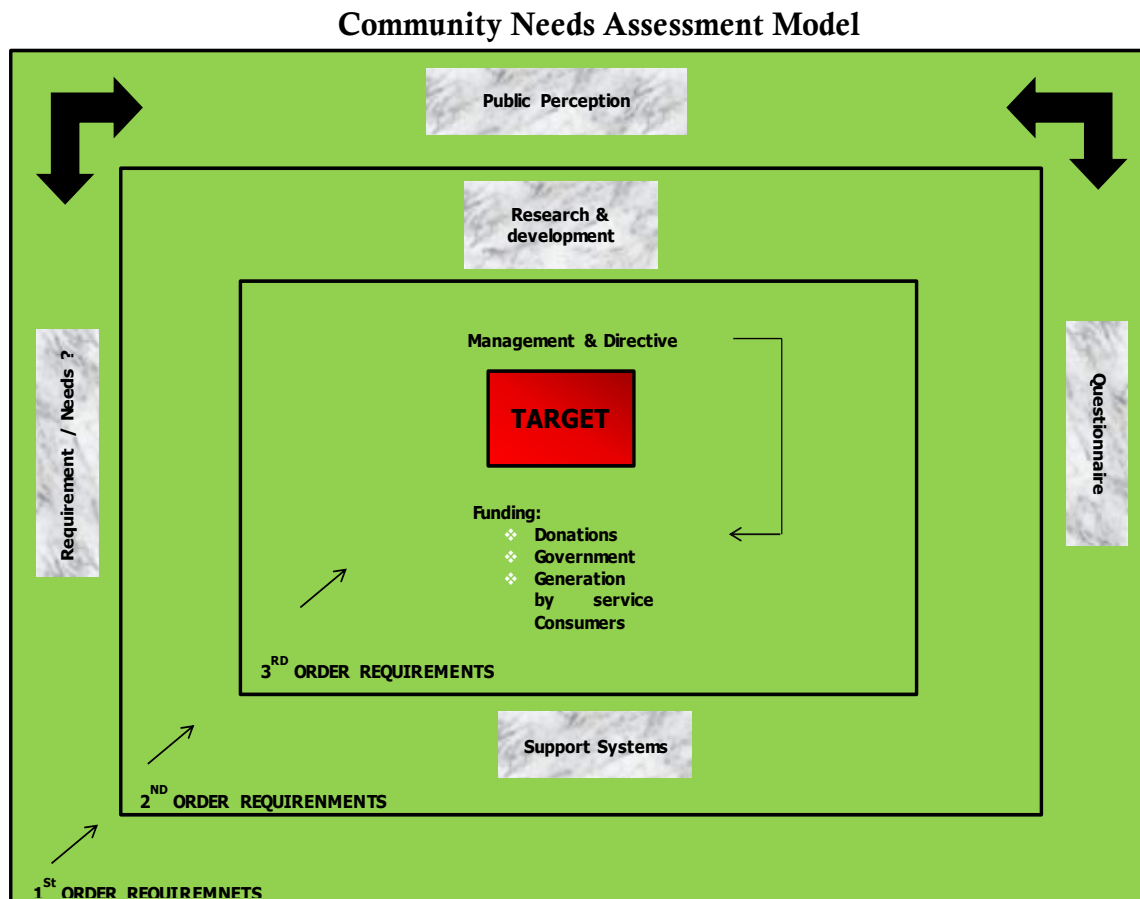


Figure 3: A communication model among the identified stakeholders

In the first order requirements, one needs to determine what the community needs and what its perceptions are on environmental and sustained socio-economic development issues and community philanthropy. Using questionnaires, and face-to-face and telephone interviews, such information can be obtained. In the second order requirements, one needs to conduct some research to know as to whether or not one does have the necessary support systems, to avoid

wasting one's time, energy and money – who is to do what, what type or quality of people does one need for one's community development project or a programme to promote and develop community philanthropy? Who else in the local community needs to be consulted for support? In the third order requirements, one needs to focus more on management issues, such as systematic thinking, communication, planning for policy guidelines on implementation, staffing, organising, and directing operations, including reflecting on sources of funding for one's community development project.

2. 10 Community Foundations as Philanthropic Organisations

As philanthropic organisations, community foundations, among other things, do the following:

- Issue grants to needy and deserving community-based organisations
- Use their financial and human resources to benefit society
- Base their work and grant-making decisions on objectivity and fairness
- Use the resources they manage solely for charitable and public benefit
- Raise funds from individuals, and private and public sector organisation, to address identified community needs
- Develop local communities with and through carefully selected strategic social partners.

The following is a graphic representation of a model structure of a small emerging community foundation:

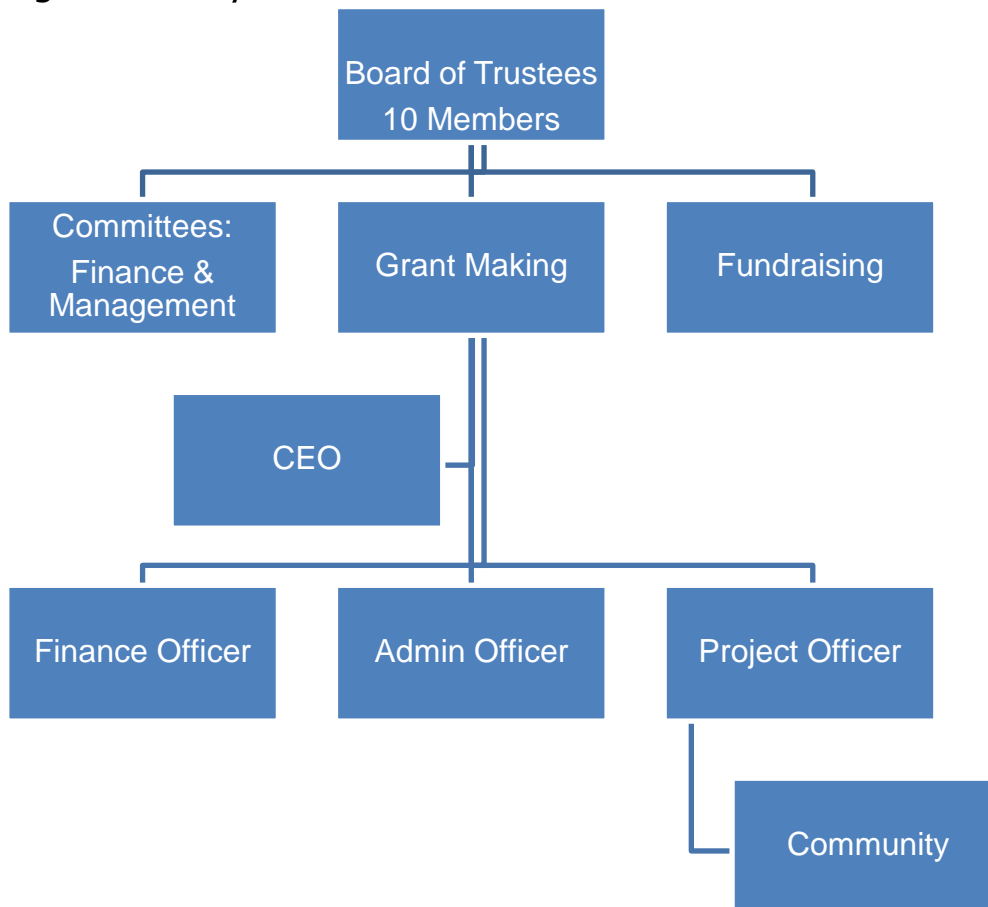


Figure 4: Example of a management structure of a community foundation

2. 11 Strategic Marketing of Community Philanthropy

Knowledge is power. It provides some useful information. It has value. Local communities and sectors of society, for example, cannot be expected to sustain, practise, promote and develop community philanthropy if information on community philanthropy is lacking. To this end, an effective marketing strategy is required.

A marketing strategy that will reach out to local communities and citizens must be found. For information to reach as many community

members as possible, the following modes of communication can be considered:

- Newspaper articles on a regular basis
- Talk-shows on radio and on television
- Distribution of information brochures to schools and public places, including taxi ranks
- Posting information on community philanthropy on websites of every global philanthropic organisation
- Appoint individuals or an organisation to regularly market, promote and develop community philanthropy
- Find ways of sharing information on community philanthropy with schools and higher education institutions
- Keep the strategy alive and moving by taking time out each month to think again about adopted strategies and take corrective action where necessary.

2.12 Monitoring & Evaluation

The major objective of the project is to ensure that understanding of the importance of philanthropic practice in South Africa reaches as many citizens as possible. Specific objectives of the project are to: promote communication and public dialogue between and among existing philanthropic organisations and South African citizens; share information with stakeholders, interested parties and the global community; and publish on a regular basis on various websites and other media findings, challenges and strategies for sustaining, promoting and developing a culture of philanthropy in South Africa.

Monitoring, for the purpose of this research, should be understood to mean a supportive learning relationship between an individual – the mentor – who shares his or her knowledge, experience and insights with another less experienced person – the learning associate – who is willing and ready to benefit from this exchange. To this end, mentoring and coaching are members of the same family. They are about relationships, development, enablement and potential. This is what most known community foundations and other philanthropic organisations do all the time to both existing and emerging philanthropic organisations.

On the other hand, evaluation has, as its primary objective, the measurement of performance: What happened? How did it happen? Why it happened? How performance could be improved? The following, for example, are common activities in evaluation processes: internal management evaluation, focusing on resource utilisation and operating methods, as well as an aspect of implementation; performance measurement, a continuing management responsibility concerned with outputs and outcomes; programme evaluation, a general management assessment of implementation, results and alternatives. Each sector of society has to play some significant role in development processes.

2. 13 Conclusion

On monitoring and evaluation Osborne and Gaebler (1993), in their famous publication on Re-inventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector, put it as follows:

- What gets measured gets done;
- If you don't measure results, you can't tell success from failure;

- If you can't see success, you can't reward it;
- If you can't reward success, you're probably rewarding failure;
- If you can't see success, you can't learn from it;
- If you can't recognise failure, you can't correct it; and
- If you demonstrate results, you can win public support.

Building a culture of philanthropy where one remains under-developed or has never existed or taken root may not always be an easy process. The process needs to have sustained driving leaders. Leaders in this process may, among others, be non-profit organisations and/or government. The identified two sectors of society have the necessary understanding of possible consequences of high levels of joblessness. Above all, these sectors have the capacity to rope in assistance through constant reminders to other sectors of society. In development processes sectors of society can either prosper together, or together remain in a state of abject poverty, misery or failure to achieve desired socio-economic objectives.

CHAPTER THREE

Research Methodology

3.1 Introduction

Struwig and Stead (2001) on methodology and procedure put it as follows: "The research methodology specifies the scientific method and procedure the researcher followed to gather and analyse information in order to arrive at a solution to the problem. The researcher should also have indicated how the data was analysed. For example, the type of data analysis procedure employed should be described.

In this study, a number of issues that influenced research methods, design and techniques were identified. Exploratory case studies, according to Gerrish and Lathlean (2015), have a connection with the ways in which practitioners, for example, community foundation officials, think about practice, in relation to cases or individual service users or consumers. This connection between research and practice is quite often demonstrated by the use of exploratory case studies. Case studies, according to Struwig and Stead (2001), are conducted to isolate three factors:

- Features that are common to all cases in the general group
- Features that are not common to all cases, but are common to certain sub-groups
- Features that are unique to specific cases.

For the purpose of this study, the Uthungulu Community Foundation was used as an exploratory case study. The researcher is a community foundation practitioner, and remains conversant with performance

records of the Foundation and how local individuals, organisations and sister global organisations continue to interact with or support the Foundation in its programmes. To this end, the medical profession, according to Gerrish and Lathlean (2015), for example, has a long tradition of using cases as a method of exploring practice, in relation to theoretical foundations. Gerrish and Lathlean go on to define a case study as an approach to empirical enquiry that investigates a contemporary phenomenon (the case) in depth and within its real world context, especially when the boundaries between the phenomenon and context may not be clearly evident.

In conducting this study, the researcher used a combination of mixed methods research, involving the quantitative and qualitative approaches. The difference and relative merits of quantitative and qualitative research, according to Gerrish and Lathlean (2015) have for some time been represented as an intellectual battleground, with researchers aligned to a particular camp. However, those differences have become less divided with a middle ground. Today, according to Creswell (1994), there is a growing consensus that the use of a range of research approaches strengthens, rather than divides enquiry. Researchers, irrespective of their personal preferences or familiarity with particular ways of approaching researchable questions or problems, have a shared purpose: to create new knowledge.

Philosophically, according to Gerrish and Lathlean (2015), quantitative research is underpinned by a tradition that proposes scientific truths or laws exists; this is called positivism, and views reality as if it were identical to the natural order. These truths emerge from what can be observed and measured, and can be studied as objects. Methods that

minimise bias are used in quantitative research, so that greater confidence can be given to any findings. This approach is often referred to as the scientific or empirical method. Quantitative data, therefore, have features that can be measured, more or less exactly. As soon as a researcher can deal with numbers, he can at the same time also apply some form of measurement, usually expressed in numbers. In contrast, qualitative research fits more neatly within an interpretivist tradition based on assumptions that in order to make sense of the world, human behaviour should be interpreted by taking into account interactions between people. Qualitative data, therefore, cannot be accurately measured and counted, and are generally expressed in words rather than numbers.

Questionnaires supplied to respondents were divided into sections, with some distributed to interviewees and others self-administered, particularly in the case of telephone interviews and others that need more information in the process of providing answers to the questionnaires. Sections provided in the questionnaires required that respondents indicate if they agreed or disagreed with the questions asked. Some questions that were asked required that respondents simply indicate by ticking in blocks YES, NO or UNDECIDED. Spaces in the questionnaires were also provided for respondents to make comments, if they had any comments to make. Respondents were assured of confidentiality in the entire management of the research process. This meant that their names would never be disclosed to any other person, and that any information supplied would be used solely for the purpose of this study.

Face-to-face interviews were conducted by trained data collection agents that had been trained on how to conduct field research. Such interviews, according to Gerrish and Lathlean (2015), are used as primary data collection method or as supplementary method in mixed-method studies. These interviews enable the researcher to probe and investigate hidden and suppressed views and experiences. The ability to observe body language and eye contact helps to interpret what is being said. It also helps to interpret emotions, distress, anxiety and silence and to respond accordingly. For example, if a respondent displays emotion, it may provide an appropriate opportunity to collect data on a sensitive and upsetting experience of great value to the study.

The study was based on a quantitative and qualitative research and Creswell (1994) states that such studies should be used deductively and inductively so as to choose from provided possible answers or explain reasons for giving particular answers. One of the chief reasons for conducting a quantitative or qualitative study, as Creswell puts it, is that quantitative studies rely on numbers, measurement and calculations. On the other hand, qualitative studies are generally less structured than quantitative research and, due to the detail of data collected, use smaller sample sizes. Qualitative study is exploratory; not much has been written about the topic or studied population. The researcher in such a study seeks to listen to informants and to build a picture based on the studied population's ideas. In this regard, the researcher is concerned primarily with process rather than outcomes or products – how people make sense of their lives, experiences and their structure of the world. This type of research involves field work and remains

descriptive in that the researcher is interested in process, meaning and understanding gained through observation, words or pictures.

Appointed data collection research agents were first equipped with questioning techniques before they first came into contact with interviewees. Techniques used to facilitate questioning needed to maintain a balance between direction and flexibility. This was done to somehow reflect the research aim, method and level of structure. These techniques included establishing rapport, through proper and polite introductions on the part of the interviewers, active listening, being clear and unambiguous, not leading respondents towards particular views or beliefs and keeping interested. This was done to advise the field data collection research agents to say as little as possible because of possible risk that the interviewer may contaminate, influence or confuse the interviewee. However, according to Gerrish and Lathlean (2015), some researchers argue for more interaction in qualitative interviews on grounds that it allows the researcher to test out emerging ideas, and discussion helps explore more complex issues.

3.2 Research Strategy

A research strategy is a guide to action – a description of the research strategy used and why the specific design was implemented. This study followed a combination of qualitative and quantitative research. This approach made it also possible for grounded theory to develop naturally from the study. Grounded theory, according to Gerrish and Lathlean (2015) is a systematic approach within the qualitative research. It has its basis in Sociology, but the data collection and analysis procedures are also used in other study disciplines such as Psychology, Health Care or

Education. Qualitative research designs, according to Gerrish and Lathlean (2015), use narrative, words, documents and graphical material as their data source, and analyse material to identify themes, relationships, and concepts and, in some cases, to develop theory. Gerrish and Lathlean go on to state that exploratory research can clarify the research environment and, thus, help improve the design of descriptive studies. This means that in grounded theory researchers go from the specific and single instances to the general: from data to theory. Unlike in a quantitative approach, there are no hypotheses or theoretical framework prior to data collection in a qualitative approach. New discoveries may be made as the research process unfolds.

3.3 Data Collection Method

The study relied mainly on primary data collected at face-to-face and telephone interviews with respondents. Questionnaires were also used to reach out to individuals and organisations that could not be covered through face-to-face and telephone interviews. Individuals and private and public sector organisations that participated in the study were selected randomly, around the towns of Richards Bay, Mtubatuba, Eshowe and Empangeni. Visits to individuals and organisations were undertaken after arrangements had been made with senior management at each of the organisations or institutions selected for the study. These organisations and institutions visited only included private sector organisations. These organisations and institutions normally make donations to philanthropic organisations.

The purpose of the visits to the organisations and institutions was to conduct face-to-face interviews with officials randomly selected at each

of the visited organisations and institutions. Individuals and groups were interviewed at visited organisations or institutions. A focus group, according to Gerrish and Lathlean (2015), is an in-depth, open-ended group discussion that explores a specific set of issues on a predefined topic. Such groups are used, as Gerrish and Lathlean state, in two ways:

- To obtain the views and experiences of a selected group on an issue
- To use the forum of a group discussion to increase understanding about a given topic.

Focus groups seldom aim to produce consensus between and among participants and are likely to be the method of choice if this is the study's aim. The key premise of focus groups is that individuals in groups do not respond to questions in the same way that they do in other settings and it is the group interaction that enables participants to explore and clarify their experiences and insights on a specific issue. Due to the use of combined quantitative and qualitative research methods, hypotheses were also formulated in the process of conducting the study. The study's emphasis was to ***explore, investigate and report on innovative ways of promoting and developing global community philanthropy, using the Uthungulu Community Foundation, in South Africa, as a case study.***

3.4 The Sample

According to Gerrish and Lathlean (2015), simple random sampling, used in this study, can be used within quantitative and qualitative research, to ensure that a range of cases chosen were representative of the population to which the researcher wished to generalise. This means that all units in the sampling had an equal chance of selection. In the visited organisations or institutions, units visited, indeed, all had an equal opportunity to participate in the study. Respondents were selected randomly from groups found at visited organisations and institutions.

Purposive sampling was also considered. Babbie (2008) states that it is sometimes appropriate to select a sample on the basis of knowledge of a population, its elements, and the purpose of the study. Babbie calls this type of sampling purposive sampling. For the purpose of this study, corporate social investment managers were approached, to also express their views and opinions on community philanthropic practices. In this regard, purposive sampling is a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful or representative.

3.5 Data Collection

Data (the plural form of datum) are, according to Walliman (2007), the raw materials of research. The researcher needs to mine the subject of research, to dig out the ore in the form of data the researcher can interpret and refine into the gold of conclusions. Collecting primary information is much more subject-specific. The researcher should

consider whether he needs to observe or measure things or phenomena. The researcher may need to do several of these. For example, the researcher in education may be looking at both the education system or perhaps the building, and the effects on learners. The researcher could be probably wasting his time if he amasses data that he will find difficult to analyse, either because it would be too much or because he would be having insufficient or inappropriate analytical skills or methods to make the analysis.

For the purpose of this study, this was a field, face-to-face and telephone interview process. The process started with the training of field data collection agents. Such training focused on steps research field work agents had to follow in the interview process in the field, and how to record responses from interviews. Members of staff at the Uthungulu Community Foundation were also trained on how to conduct, in particular, telephone interviews. For the purpose of this study, it was considered appropriate and convenient to utilise both members of staff at the Uthungulu Community Foundation and appointed field research agents. Members of staff and field research agents were all trained for their responsibilities, and were fully conversant with procedures for conducting quantitative and qualitative research in the field. Members of staff were also trained on how to make arrangements with organisations, institutions and individuals for the purpose of conducting the interviews.

The procedure at interview sessions in the field or over the telephone involved the interviewer first introducing himself/herself, and explaining the purpose of the research to the interviewee. Secondly, the interviewer had to welcome respondents and thanked them for availing

themselves for interviews. The interviewer also explained that the interviews would take between five and ten minutes. Gerrish and Lathlean (2015) support this approach. This was done to ensure that participants understand how the discussion would be recorded, who would have access to the recordings and how confidentiality would be maintained. Participants were also asked if they had any questions or comments. Agreed rules were concise and few for the involved parties.

Some respondents were each provided with questionnaires that had to be completed in the presence of a trained interviewer. Each questionnaire had questions the respondent had to answer by merely ticking YES, NO or UNDECIDED in the appropriate provided space, opposite each question. Under each question space was also provided for the respondent to make some comment if he/she so wished. This was, however, optional. At some of the organisations and institutions visited respondents requested that completed questionnaires be collected the following day, and this request was accepted. The requests were accepted on grounds that they, in any event, did not involve additional costs or too much unjustified travelling. The data collection techniques also involved the use of Likert Scale. The questions to respondents were expressed as statements, and the respondents in the questions were asked to ring one of the numbers in the scale 1 – 5: Strongly agree 1 2 3 4 5 Strongly disagree. Walliman (2007) supports this data collection technique. These questions were mainly intended to test the knowledge of respondents in understanding the concept of community philanthropy, and community foundations and other philanthropic organisations.

3.6 Data Analysis

Data analysis, according to Gerrish and Lathlean (2015) involves interaction with the data. Collected data were analysed, using both parametric and non-parametric statistics. Struwig and Stead (2001) state that if assumptions for parametric statistical tests cannot be met, then non-parametric statistical tests should be considered. Non-parametric tests generally require scores or observations to be independent from each other unless dependent or matched samples are employed. The researcher, according to Struwig and Stead, may consider using non-parametric counterpart of the parametric test if, for example, the sample size is too small, the variance of the scores for each group are statistically and significantly different from each other or the distribution of scores are excessively asymmetrical, for example, very skewed.

Hagan (1997) states that non-parametric measures are appropriate for ordinal and nominal data and are often referred to as "distribution-free statistics"; that is statistics in which few assumptions need to be made regarding normality of the distribution. Walliman (2007) describes a nominal level of measurement as the division of data into separate categories by naming or labelling. Furthermore, he goes on to refer to measurement as records of amounts or numbers that, for example, on a questionnaire, successfully indicate concepts. Since more cases were involved, different statistical methods were employed to analyse collected data. Instead of comparing individual cases by analogy, as the case study method does, the statistical method focuses on measures of central tendency, percentages, measures of dispersion and other more

sophisticated statistical procedures. Such study normally uses interval or ratio as levels of measurement, and not nominal or ordinal.

CHAPTER FOUR

Data Analysis

4.1 Introduction

Walliman (2011) states that data sources in the form of texts and documents provide a great deal of data about society, both historically and of the present. He goes on to state that there is a wide range of analytical methods that can be applied to analysis of the subtleties of text. Both qualitative and quantitative options are available. With qualitative studies, in particular, there is usually a constant interplay between collection and analysis that produces a gradual growth of understanding. Below is a presentation of Walliman's brief summary of the main qualitative methods and their characteristics:

- **Interrogative Insertion:** This method consists of devising and inserting implied questions into a text for which the text provides answers. In this way, the researcher can uncover the logic (or lack of it) of the discourse, and the direction and emphasis of the argument as made by the author. This helps to uncover the recipient's design of the text – how the text is written to appeal to a particular audience and how it tries to communicate a particular message.
- **Problem-Solution Discourse:** This is a further development of interrogative insertion which investigates the implications of statements more closely. Most statements can be read to have one of two implications. This is very commonly found in advertising. The analysis aims to uncover the sequence of the

arguments by following through first the situation, then the problem, followed by the response and the results and evaluation.

- **Membership Categorisation:** This technique analyses the way people, both writers and readers, perceive commonly held views on social organisations, how people are expected to behave, how they relate to each other and what they do in different social situations.
- **Rhetorical Analysis:** Rhetoric is the use of language and argument to persuade the listener and reader, to believe the author. For example, politicians try to give the impression that they should be believed, and harness the vocabulary and structure of spoken and written language, to bolster this impression
- **Narrative Analysis:** This form of analysis is aimed at extracting themes, structures, interactions and performances from stories or accounts that people use to explain their past, their present situation or their interpretations of events. The data, which is primarily aural, is collected by semi- or unstructured interviews, participant observation or other undirected methods. The narrative is analysed for different aspects, such as what is said rather than how, or conversely, the nature of the performance during the telling, and perhaps how the storyteller reacted with the listener (s). Alternatively, the structure of the story is inspected. All this is done to reveal the undercurrents that may lie under the simple narrative of the story.

For the purpose of this study, both quantitative and qualitative research methods were used. Quantitative analysis, supported by Walliman (2011), dealt with data in the form of numbers and used mathematical

operations to investigate their properties. In this study, the levels of measurement used in the collection of the data, were nominal, ordinal, interval and ratio. These were an important factor for consideration in choosing the type of analysis that was applicable. Some of the primary purposes of quantitative analysis, according to Walliman (2011), are to:

- Measure
- Make comparisons
- Examine relationships
- Make forecasts
- Test hypotheses
- Construct concepts and theories
- Explore Control and
- Explain.

In a qualitative research, respondents interacted actively with the researcher at face-to-face interviews. The respondents were also provided with questionnaires that required each respondent to tick in an appropriate box, opposite each question, to agree, disagree or remain neutral to each of the questions asked in the questionnaire. The questionnaire also provided a space for comment, if the respondents wished to make some comments. Above all, respondents were also free to ask questions they might not have had about the concept of community philanthropy. The researcher also had an exercise book in which personal scribbled notes and observations at interview sessions were recorded for later inclusions in the process of analysing data.

4.2 Typologies and Taxonomies

When collected data started accumulating, it became necessary for the researcher to organise such data by building *typologies* and *taxonomies*. Walliman (2007) regards these technical words as terms used mainly for the nominal level of measurement. Such measurement helps ordering data by type or properties, thereby forming sub-groups within the general category. Walliman describes a typology as a system for dividing things into different types, especially in science and social sciences. For the purpose of this study, answers to research questions asked were divided into three (3): YES, NO or UNDECIDED.

Furthermore, Walliman (2007) states that taxonomy is the process of naming and classifying things such as animals and plants into groups within a large system, according to their similarities and differences. Such classification into: YES, NO or UNDECIDED, as well as comments some respondents had made, helped the researcher to generate the kinds of analysis that formed the basis for the development of explanations and conclusions. This classification exercise was the start of the development of a coding system, which was an important aspect of forming typologies. Codes, according to Walliman, are labels or tags the researcher used to allocate units of meaning to collected data. Coding helped the researcher to organise data that had been collected in the form of notes, transcripts, observations and questionnaires.

4.3 Variables

Treece and Treece (1986), state that the relationship between variables is the major theme of research. A variable, according to Treece and Treece, is anything that can change or anything that is liable to vary.

There are several types of variables. The independent variable is the variable that stands alone and is not dependent on any other.

The dependent variable, of course, comes second in the chain. It is the effect of the action of the independent variable and cannot exist by itself. In experimental research, for example, it may be referred to as the predicted or criterion variable. When studying, for example, the relationship between two variables, the researcher sometimes manipulates the independent variable to ascertain if it is the cause of the phenomenon. He/she wonders what will happen to the dependent variable when the independent variable is controlled. The assumption is that the dependent variable will not vary unless the independent variable changes. Equally, it can be argued that the culture of community philanthropy can change and have a positive impact on high levels of poverty, racism, crime and unemployment (dependent variable) within the local community.

When working with human subjects, the researcher rarely manipulates the independent variable. However, it is always possible to get and notice a change in the dependent variable through experimentation, observation and published research findings, based on interactions with ordinary citizens, capable and willing to relate personal experiences. In the physical world, if there is a rainstorm, the height of the water in a river will rise. The amount of water in the river has no effect on how much it will rain. So, the amount of rain affects the height of the water in the river, but the height of the water in the river does not determine the amount of rain that will fall. In this case, the rain is the independent variable, and the height of the water is the dependent variable.

For the purpose of this study, the culture of community philanthropy (giving and sharing) is an independent variable. An improved practice of community philanthropy is a dependent variable. What this means is that an improved culture of community philanthropy, therefore, is dependent on a change of culture, attitudes, customs, traditions and beliefs of local individuals and organisations, in relation to the practice, promotion and development of a culture of community philanthropy (giving and sharing).

With reference to the Uthungulu Community Foundation, a philanthropic organisation located in Richards Bay, KwaZulu-Natal, South Africa, established in the late 1990s, very few individuals and organisations currently continue to make donations to the Foundation. In 2013, for example, 12 donations were received. The following year, 2014, 6 donations were received. In 2015, only 3 donations were received. Therefore, the major challenge the Foundation continues to face is to promote and develop a sustained culture of community philanthropy – something this study may succeed to effectively investigate and report on possible actions that may be take in the process of addressing the untenable situation. If this were to happen, global sister organisations in similar predicaments would possibly derive some inspiration from the experiences of the Foundation.

CHAPTER FIVE

Results

Gerrish and Lathlean (2015) state that a research study is never complete until a report has been written and submitted to interested parties. The produced report serves as evidence and complete record of what was done, how it was undertaken, details of results and conclusions. Rugg and Petre (2007) hold the view that writing and producing a research report is easy. Their argument is that the researcher simply sits down and listens to respondents and, occasionally, asks the respondents to say a bit more. Rugg and Petre go on to state that research reports, in a sense, are also good (often excellent) for juicy anecdotes and significant insights. However, Rugg and Petre also do admit that research reports are less than wonderful when a researcher has to analyse them. The respondents, for example, may tend to give the researcher every third link in their chain of thought, and remain incapable of saying anything clearly.

The objective of the study was ***to investigate and report on innovative ways of promoting and developing global philanthropy***, using the Uthungulu Community Foundation, in South Africa, as a case study. To this end, research findings were based on the extent to which research questions and hypotheses were positively or negatively addressed by responses received from the respondents. The data collection method involved distribution of questionnaires to randomly selected managers of private organisations, face-to-face interviews with purposively selected corporate social investment managers of some private organisations, as well as randomly selected

individuals from institutions of higher education and professional bodies. The following is a narrative report and graphic presentation of responses from collected data:

At one of the face-to-face interviews one corporate manager stated that her view to the whole issue of community philanthropy is that poverty and unemployment can be effectively addressed if institutions of education, particularly higher education institutions, can next to where they operate establish trade schools or colleges that offer young people practical skills in fields such as engineering, plumbing, carpentry, motor mechanics, electronics, block-making and others. This corporate manager holds the view that such newly established structures would service local communities, educational institutions and inexperienced first-time workers. "We need to lend more support to small and medium enterprises, to create more jobs for the unemployed and to also deal with socio-economic challenges, such as drug abuse, violent criminal activities, burglary and others". "If people have required skills, they can easily get employed or consider self-employment as an option as well", the corporate manager put it.

This corporate manager's view is that some corporate organisations are not prepared to support "faceless" organisations or individuals standing behind a known and accredited community-based organisation. These corporate organisations may prefer to deal directly with identified socio-economic challenges, particularly to get the unemployed out of cycles of poverty and unemployment. Such attitudes obviously lend no support to collective decision-making processes and joint problem solving approaches to noticeable socio-economic challenges. Equally, such attitudes run counter to public calls for some collective effort in tackling

vexing socio-economic problems, for example, drug abuse, burglary, car hijackings, poverty, unemployment and others. The solution to this dilemma may perhaps lie in a negotiated and commonly agreed upon approach, at joint meetings of leading community stakeholders. Such solution may also not work if identified leading sectors of society fail to attend convened community gatherings at which matters of common interest may need to be ironed out, either through persuasion, dialogue and/or negotiated agreement.

To this end, in order to solicit a wider range of opinion on the subject of this study, a random sample of one hundred respondents from a wide spectrum of community levels was polled and given questionnaires to fill out. Of the one hundred respondents polled eighty-one questionnaires were returned, the responses to which are summarised here below.

The primary control question in the questionnaire was to do with the understanding of the community on the subject of community philanthropy. Of the eighty-one respondents, 51 percent were female and the remaining 49 percent male. They ranged from the ages of 25 through to over 56 years of age.

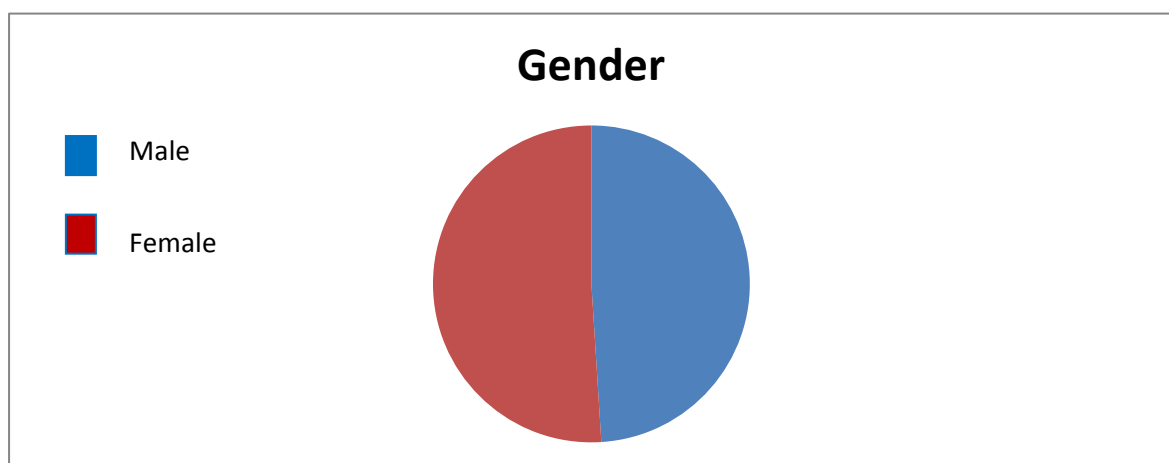


Figure 5. Distribution of sample by gender: Male 49% and female, 51%.

Section 2:

Age:

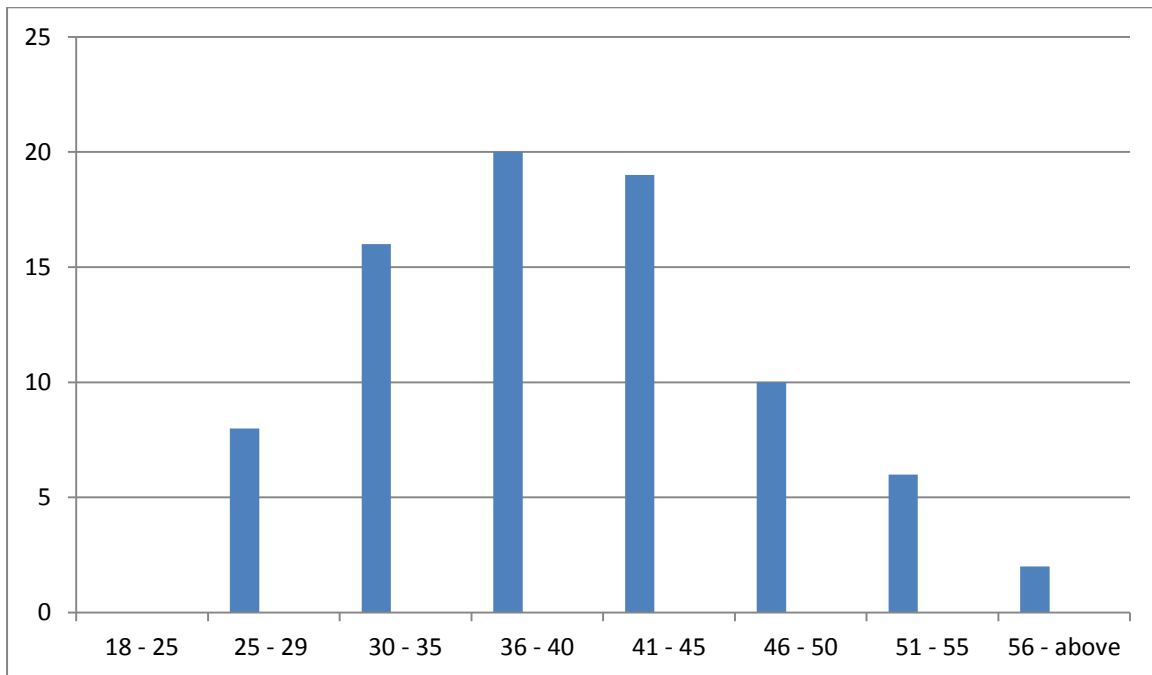


Figure 6. Distribution of sample by age group

Section 3:

Conceptual understanding:

- Do you fully understand what the practice of community philanthropy is all about?

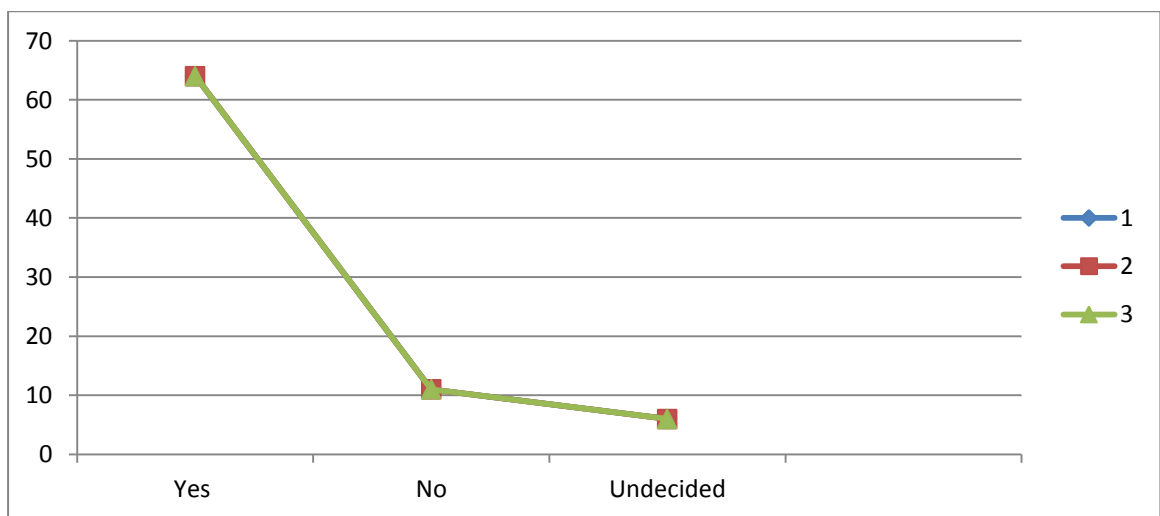


Figure 7. Representation of the level at which respondents have a conceptual understanding of community philanthropy.

- Do you know and understand the nature of the work Uthungulu Community Foundation does?

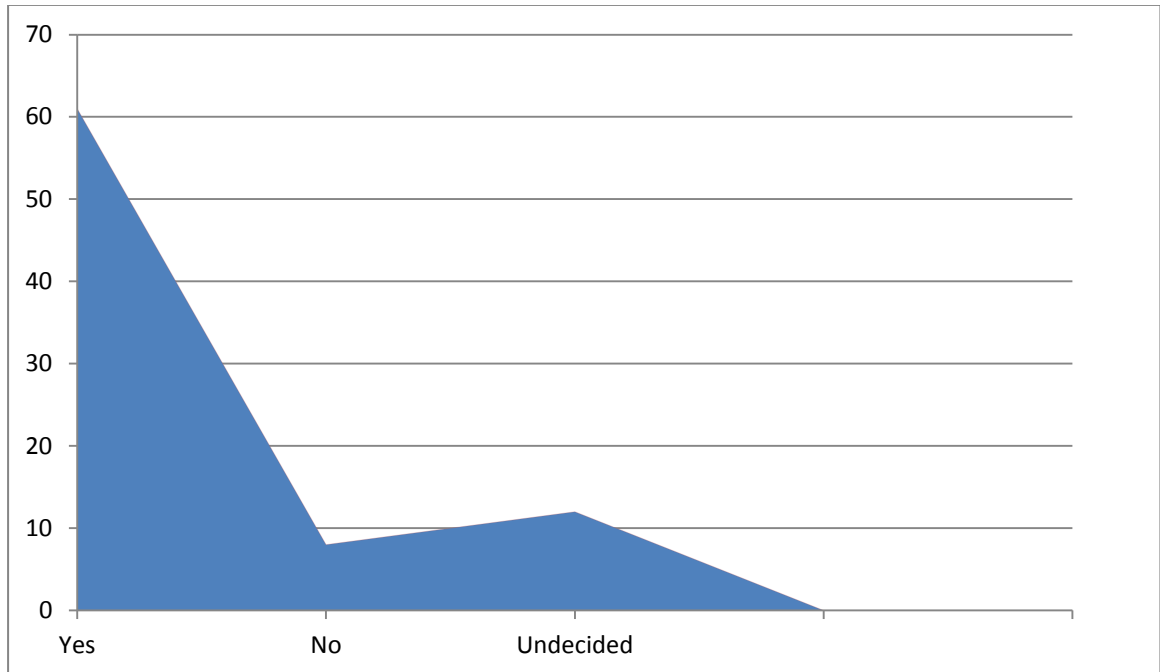


Figure 8: The extent to which the work done by Uthungulu Community Foundation is understood by the respondents. At 59%, the "Yeses" overwhelmed both the "Nos" and the "Udecideds". One gleans a trend that is indicative of a high level of understanding had the respondents' sentiments been juxtaposed against the actual wider community's understanding.

Section 4

- Do you think social ills, for example, poverty, unemployment, illegal drug abuse, crime and homelessness should worry every member of your local community?

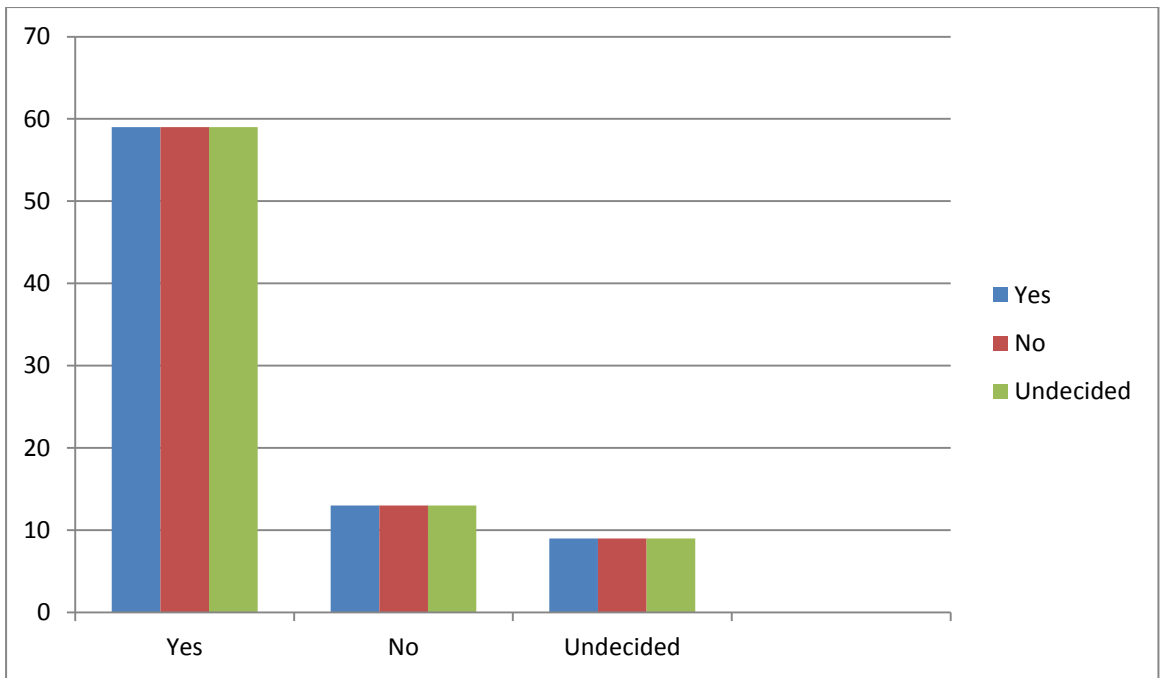


Figure 9. Community perceptions about the proliferation of social ills in the community, including unemployment, and the extent to which they affect the community.

- Do you think community philanthropy (giving and sharing) assists in addressing some of these identified social ills?

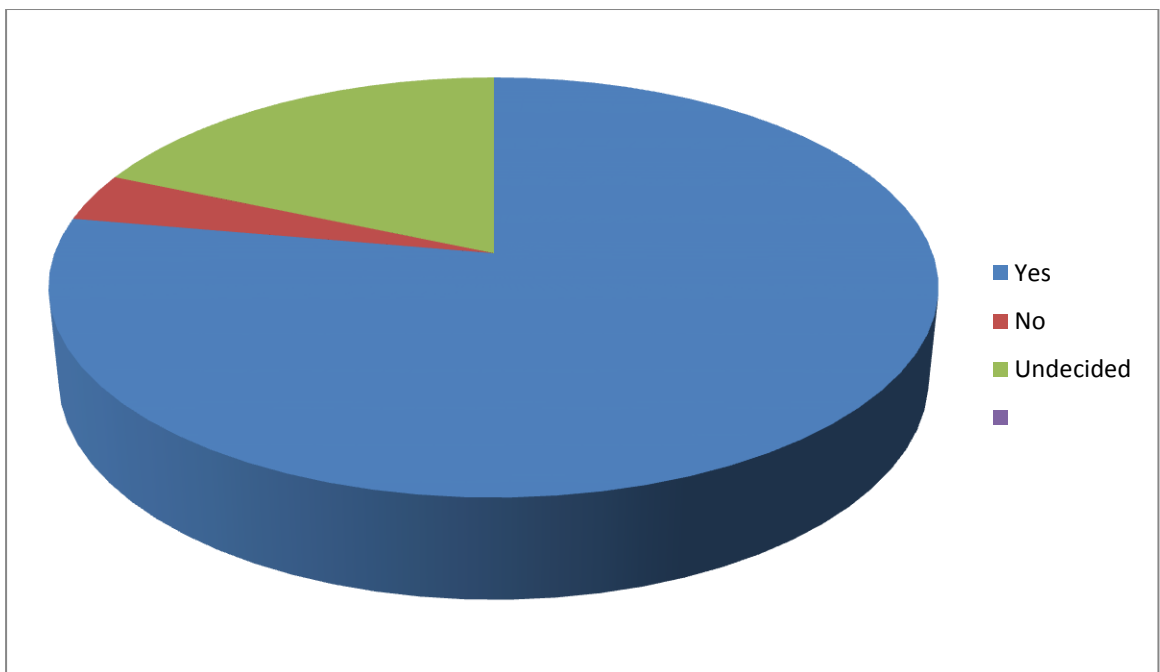


Figure 10. Perceived contribution of community philanthropy in alleviating or mitigating the effects of said social ills.

- Do you think poverty, unemployment and crime are the three major causes of an escalation of social ills in your local community?

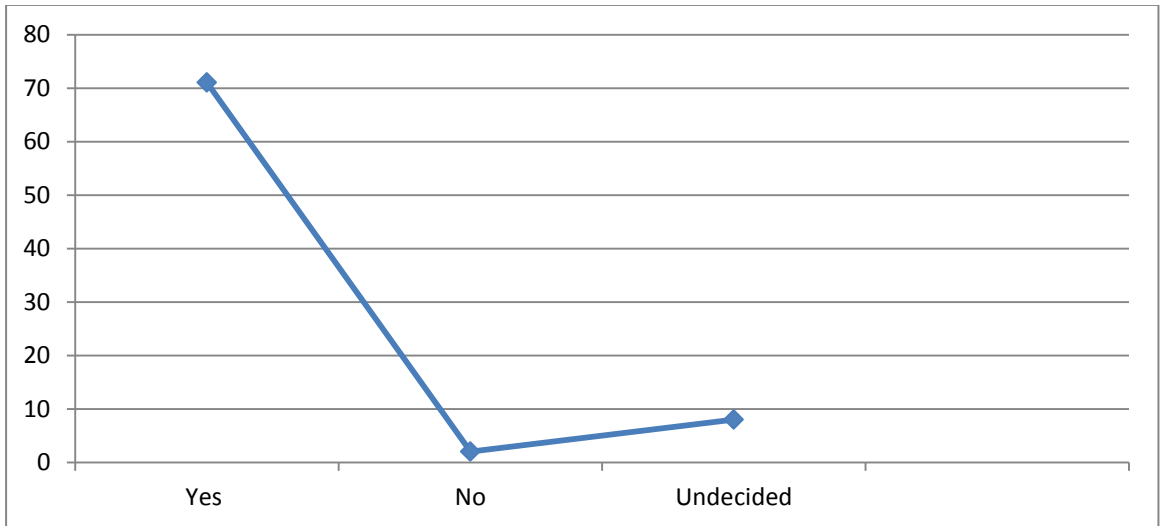


Figure 11. Respondents' perceived causes of social ills.

- Do you think individuals and organisations in your local community need to make donations to community-based organisations that try to address social ills that have been identified?

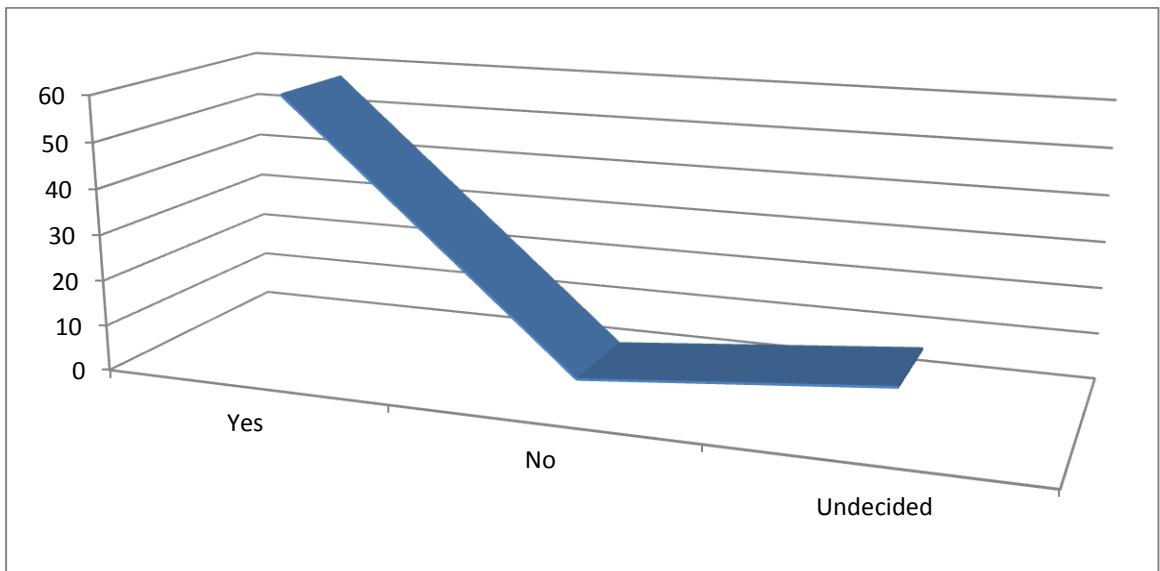


Figure 12. Perceptions on giving to community organisations charged with addressing social ills

- Do you believe that individuals and organisations within your local community would support and make donations to community-based organisations if these organisations were transparent in their operations and remained open to public scrutiny?

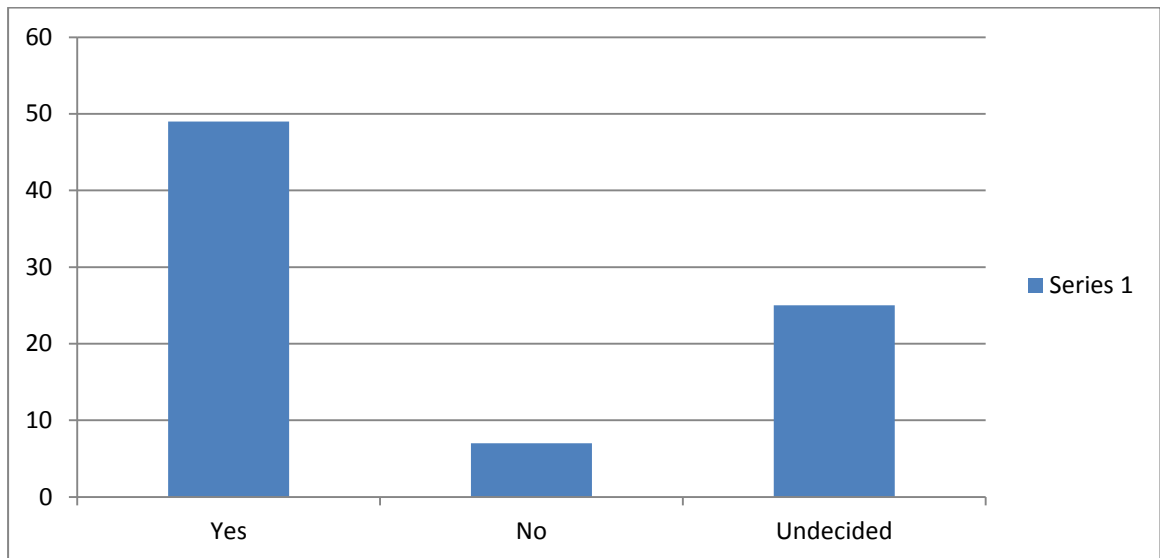


Figure 13. Community perceptions on the need for community organisations to have good governance practices.

- Do you think a culture of community philanthropy within your local community needs to be better marketed and understood to have philanthropic organisations enjoy improved public support?

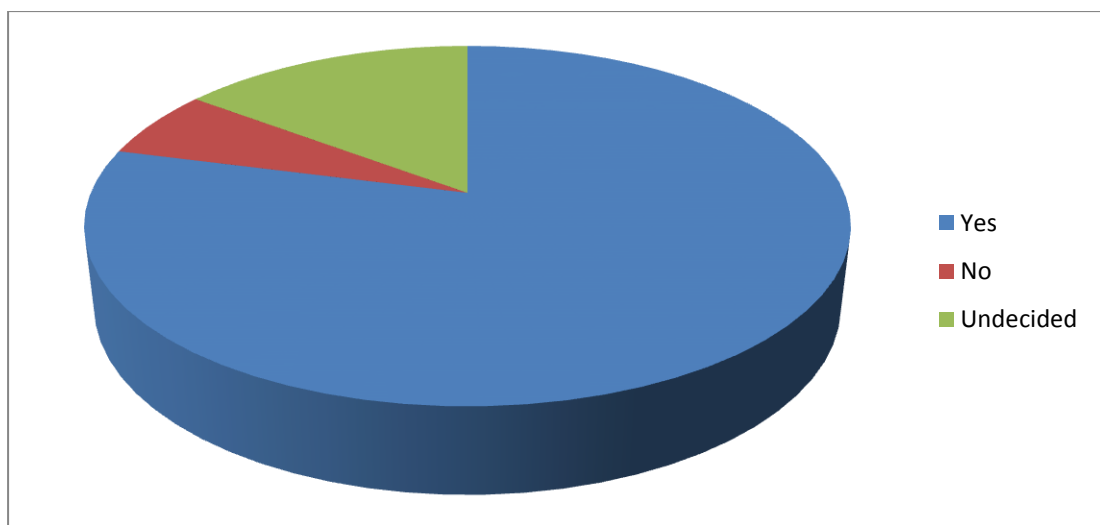


Figure 14. Respondents' perceptions on the need to market the work of philanthropic organisation for communities' better understanding of what they do.

- Have you, a member of your family or your organisation ever made any donation to a philanthropic organisation, such as, for example, the Uthungulu Community Foundation, in the last 3 years?

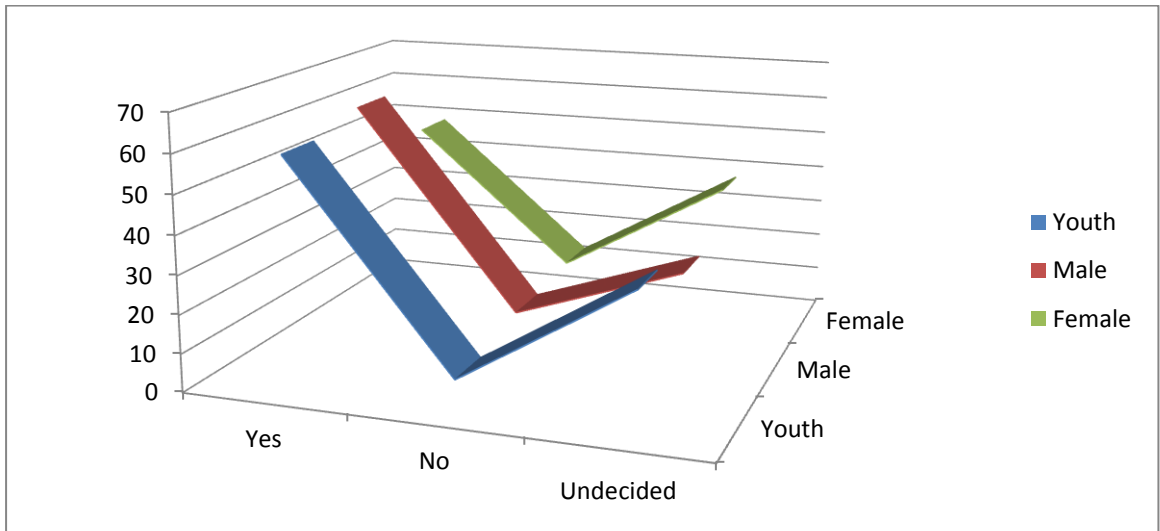


Figure 15. The extent to which respondents have made donations to philanthropic causes.

- Do you think sound management, proper financial controls, public accountability and some positive impact on your local community would encourage individuals and organisations to support and make a donation to a philanthropic organisation, for example, the Uthungulu Community Foundation?

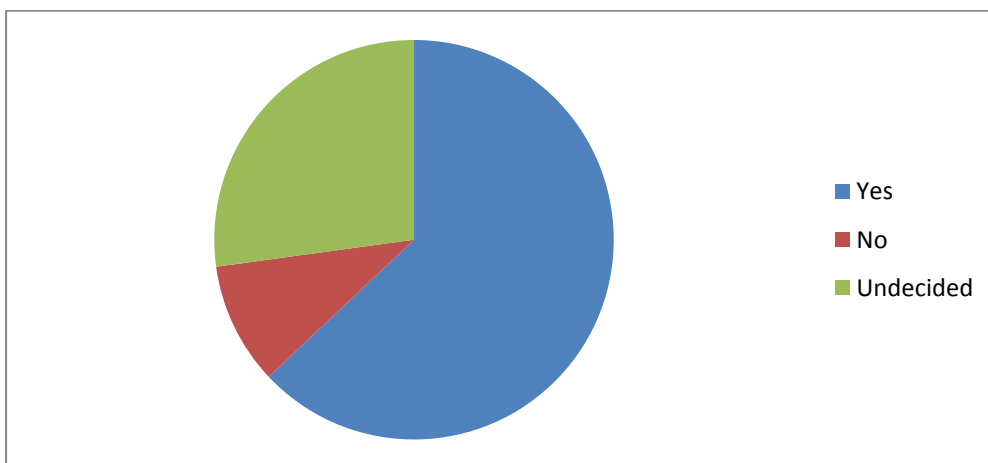


Figure 16. Perceptions on the significance of sound governance systems in an organisation.

- Do you think local communities, and private and public sector organisations should be collectively responsible for addressing identified social evils of unemployment, poverty, crime and homelessness?

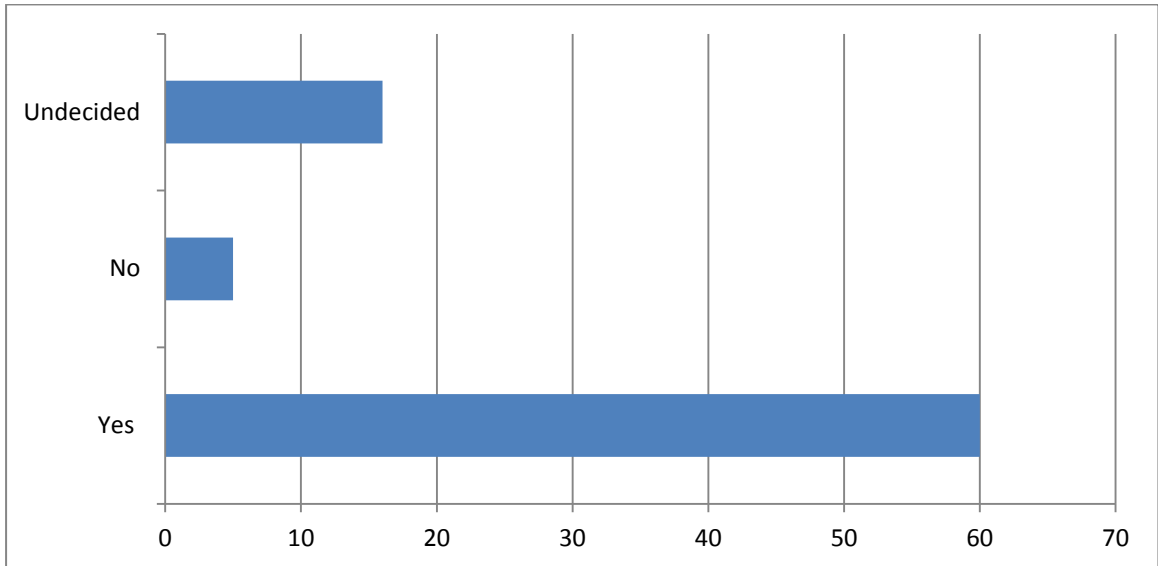


Figure 17. Perceived need for a symbiosis between public and private sector institutions in addressing social ills.

- Do you think the following South African slogans should also apply to your local community, to promote and develop a culture of community philanthropy (giving and sharing)? “Together we can do more”. “Your child is also my child”.

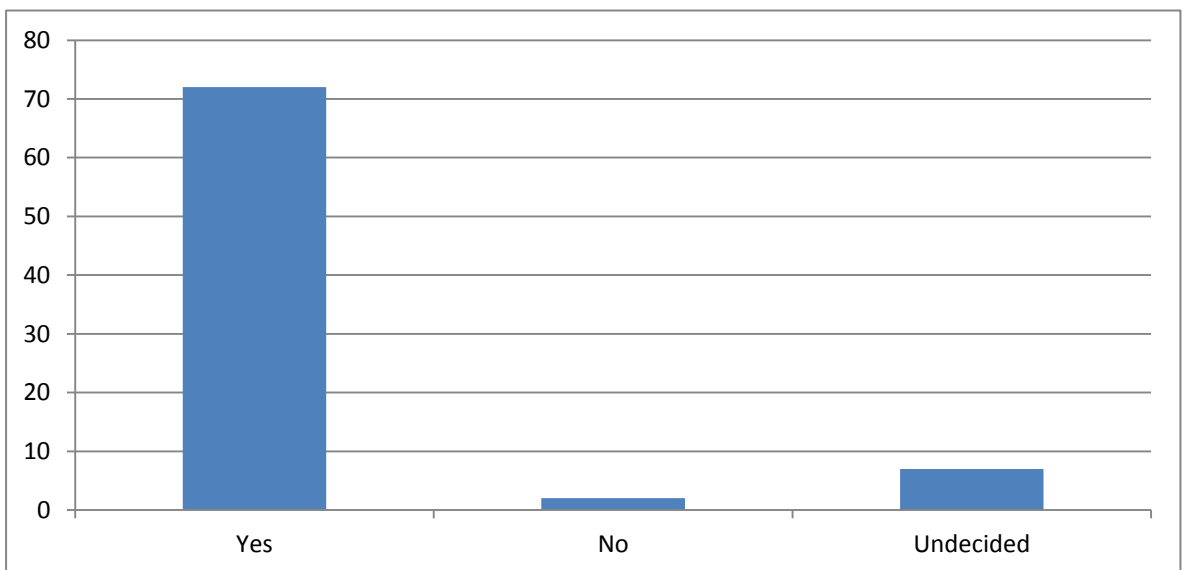


Figure 18. Community perception on the inherent need to forge community ties in order to realise sustained community giving and sharing

Section 5

Community philanthropy (giving and sharing) is not a concept (an idea) very much understood in my local community. All sectors of society need to be involved in its marketing and support.

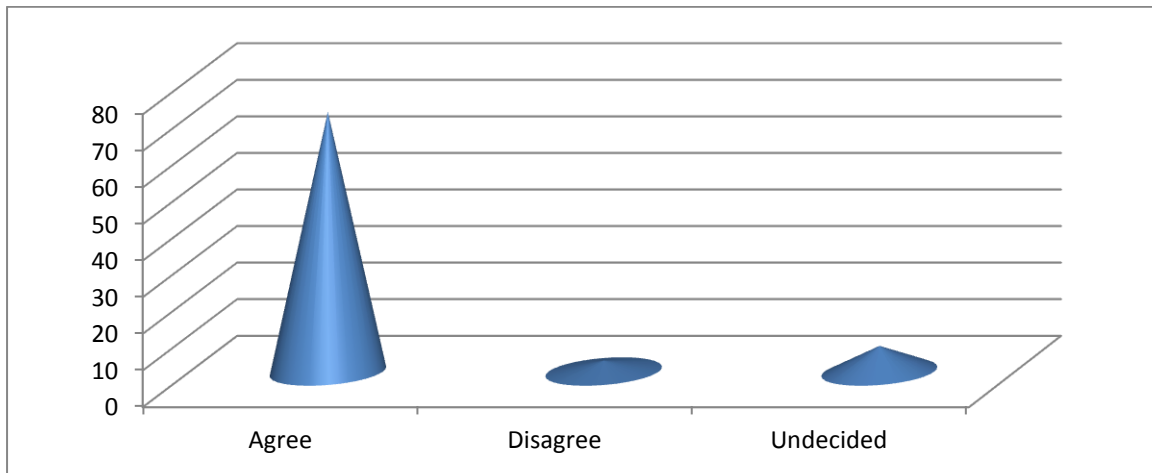


Figure 18. Although the concept of giving and sharing is as embedded in our social structure and custom as our cultural practices, its praxis is still largely not understood by the general public. An overwhelming consensus on the need for community philanthropy to enjoy exposure was gleaned from the respondents. The respondents polled felt strongly that with more marketing, organisations involved in philanthropy can garner much more support than it is currently the case.

Schools and higher education institutions are well positioned to market and make local communities better understand, support and value the practice of community philanthropy.

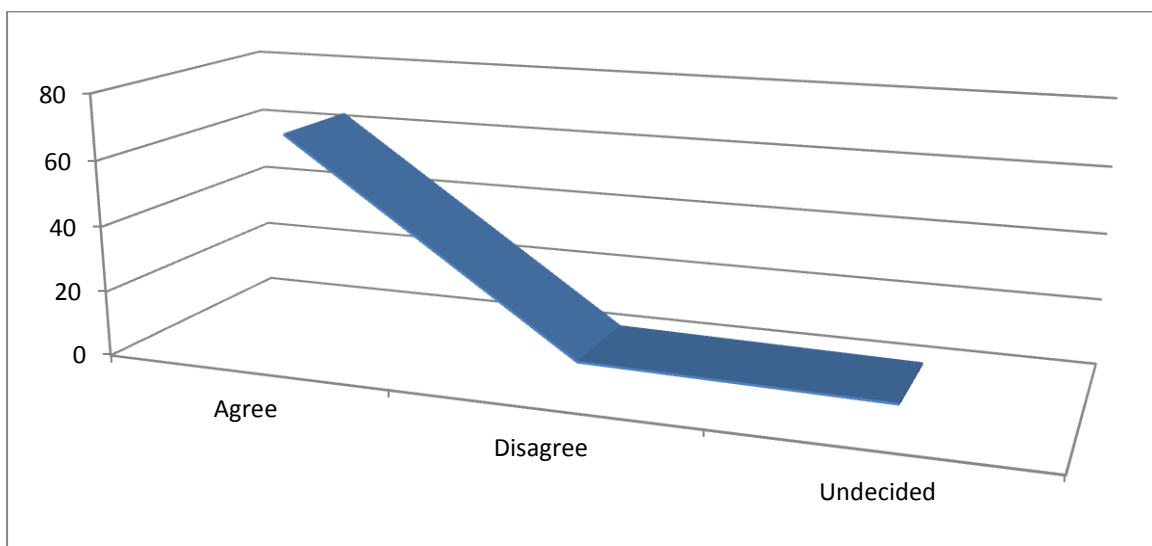


Figure 19. For many years, churches have pioneered philanthropic efforts and have had philanthropy enmeshed in their doctrine and even their teachings had a leaning towards giving and sharing. The same approach is needed in the secular schooling and training curricular for the practice to be sustainable. Sixty-one percent of the respondents agreed that schools and universities are better positioned to promote and develop philanthropy.

Human beings are by nature philanthropists, and need to see positive results of their philanthropic practices, for them to continue to lend support to community philanthropy.

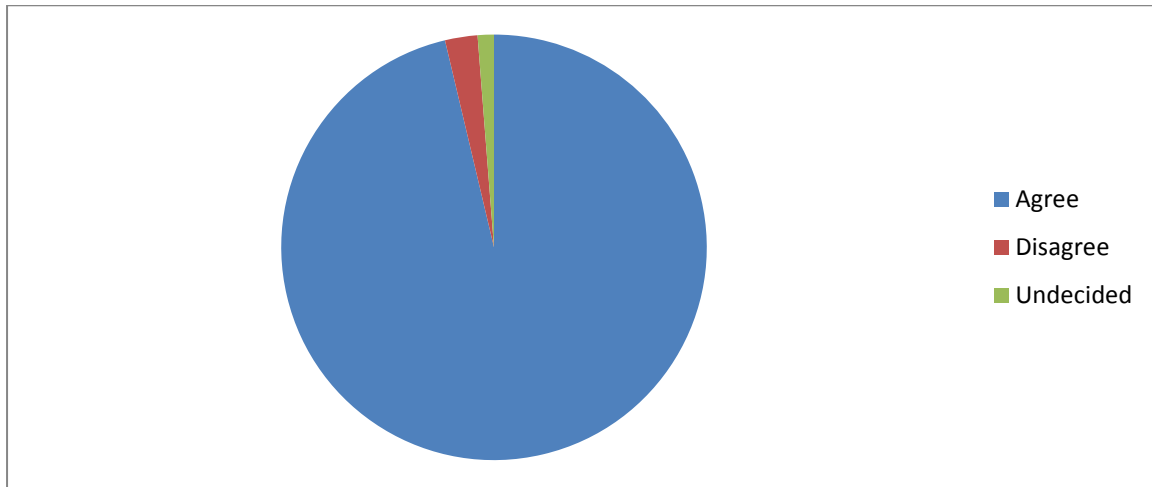


Figure 20. There exists a general consensus that human beings are by nature, generous. The respondents polled overwhelmingly agreed that human beings are naturally philanthropic and will always lend a helping hand where same is needed.

CHAPTER SIX

Conclusions and Recommendations

First, a number of interesting points have emerged from this study. The stated five (5) objectives of the study were all achieved. This meant the study succeeded in measuring to the expectations of the researcher in conducting the research. Furthermore, the study endorsed the need for individuals and organisations to develop promote and practise skills of joint decision-making and problem-solving, through patient listening, dialogue, negotiation and exchange of ideas on matters of common concern. These revelations signified a departure from seeing divergent and conflicting views on matters of common concern as something to be resolved only through the use of a hammer, force, violence, threats, power or intimidation.

Second, the problems of poor practice of community philanthropy, in the South African context, were identified and remedial actions were suggested by polled respondents. Such problems include absence of causes on community philanthropy in the school system and at institutions of higher education. The majority of respondents polled felt the situation can be addressed through more shared information right from school levels to institutions of higher education. The Uthungulu Community Foundation has already started with the process of marketing and selling the concept of community philanthropy (giving and sharing) to local communities. In this regard, the Foundation visits media houses and television stations, to gain some access to a wider population.

Third, from the eight (8) research questions to which subjects had to provide answers, most subjects provided positive answers to each of the questions posed. This meant that there is a general feeling within local communities that most socio-economic challenges local communities continue to face can be effectively addressed if individuals and organisation learnt to work together, and not at cross purposes or in silos. The responses in this regard mainly differed where some respondents needed more information on how the Uthungulu Community Foundation operates, and how the Foundation can help improve the quality of life within the local community.

Fourth, the majority of respondents polled agreed with the last three (3) statements of the questionnaire. These statements, in Section 5 of the questionnaire, were designed to test if the concept of community philanthropy would be embraced within the local community. An overwhelming number of subjects polled approved of the marketing of a culture of community philanthropy within the local community. The questionnaire is attached to this document as at the end of this document confirm this approval.

Lastly, the study, explicitly or implicitly, recommended one or more of the following measures to be implemented without delay:

- The Uthungulu Community Foundation should continue with its efforts to act as convener of key stakeholders to deliberate on matters of common interest and find solutions, for example, to causes of high levels of unemployment, crime, drug abuse, poverty and other socio-economic ills

- Various strategies need to be jointly devised, and regularly monitored and evaluated by identified sectors of society to, in particular, provide young people with skills required for work. Such skills should enable young people to also consider self-employment and job creation as their first option in their search for jobs
- Special trade school and colleges need to be established, to provide young people with skills in professions such as engineering, farming, welding, motor mechanics, plumbing, carpentry, block-making, painting, electronics and others. Such centres should also be used by local communities.
- Funding organisations should be advised and encouraged to provide more financial and other types of assistance to small and medium enterprises with a potential to create more jobs for job seekers, particularly enterprises initiated by young people.

QUESTIONNAIRE TO PROMOTE COMMUNITY PHILANTHROPY

Below are questions and statements to find out how a culture of global (wide-ranging) community philanthropy can be promoted and developed. Information collected will be kept strictly confidential and so you need not disclose your name. Indicate your agreement or disagreement to questions by ticking one of the boxes provided opposite each question. Your comments under each question are optional. In other words, you may or may not make any comment.

Section 1:

Gender:

Male

Female

Section 2:

Age:

18 and under

25 – 29

30 – 35

36 – 40

41 – 45

46 – 50

51 – 55

56 – and above

Section 3:

- Do you fully understand what the practice of community philanthropy is all about?

- Yes
- No
- Undecided

Comment.....

- Do you know understand the nature of the work Uthungulu Community Foundation does?

- Yes
- No
- Undecided

Comment.....

Section 4

- Do you think social ills, for example, poverty, unemployment, illegal drug abuse, crime and homelessness should worry every member of your local community?

- Yes
- No
- Undecided

Comment.....

- Do you think community philanthropy (giving and sharing) assists in addressing some of these identified social ills?

- Yes
- No
- Undecided

Comment.....

- Do you think poverty, unemployment and crime are the three major causes of an escalation of social ills in your local community?

- Yes
- No
- Undecided

Comment.....

- Do you think individuals and organisations in your local community need to make donations to community-based organisations that try to address social ills that have been identified?

- Yes
- No
- Undecided

Comment.....

- Do you believe that individuals and organisations within your local community would support and make donations to community-based organisations if these organisations were transparent in their operations and remained open to public scrutiny?

- Yes
- No
- Undecided

Comment.....

- Do you think a culture of community philanthropy within your local community needs to be better marketed and understood to have philanthropic organisations enjoy improved public support?

- Yes
- No
- Undecided

Comment.....

- Have you, a member of your family or your organisation ever made any donation to a philanthropic organisation, such as, for example, to the Uthungulu Community Foundation, in the last 3 years?

- Yes
- No
- Undecided

Comment.....

- Do you think sound management, proper financial controls, public accountability and some positive impact on your local community would encourage individuals and organisations to support and make a donation to a philanthropic organisation, for example, the Uthungulu Community Foundation?

- Yes
- No
- Undecided

Comment.....

- Do you think local communities, and private and public sector organisations should be collectively responsible for addressing identified social evils of unemployment, poverty, crime and homelessness?
 - Yes
 - No
 - Undecided

Comment:.....

- Do you think the following South African slogans should also apply to your local community, to promote and develop a culture of community philanthropy (giving and sharing)? “Together we can do more”. “Your child is also my child”.
 - Yes
 - No
 - Undecided

Comment:.....

Section 5

Community philanthropy (giving and sharing) is not a concept (an idea) very much understood in my local community. All sectors of society need to be involved in its marketing and support.

- Agree
- Disagree
- Undecided

Comment:.....

Schools and higher education institutions are well positioned to market and make local communities better understand, support and value the practice of community philanthropy.

- Agree
- Disagree
- Undecided

Comment:.....

Human beings are by nature philanthropists, and need to see positive results of their philanthropic practices, for them to continue to lend support to community philanthropy.

- Agree
- Disagree
- Undecided

Comment:.....

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