

Part III: Raising Resources

Chapter 7: Raising Money at the Community Level

This chapter discusses procedures for raising money at the community level, and the next one examines ways to generate contributions ‘in kind’ — of land, labour and materials. Obviously money can be used to buy land, labour, services and materials, and donations in kind can be as useful as donations of money. This means that Chapters 7 and 8 are complementary.

Money is needed to meet expenditures of two sorts: ‘capital’ and ‘recurrent’.

‘Capital’ expenditure refers to durable items such as land, buildings, library books and equipment, which have a life of several years.

‘Recurrent’ expenditure refers to salaries and such consumable items as exercise books, chalk, repairs and food, which are continuously used up so that the need for spending constantly recurs.

Because capital items are visible and should be long-lasting, it is often easier to organise specific fund-raising projects to finance them. Also, capital projects can often be completed through a

series of short, hard pushes during which it may be easier to maintain enthusiasm.

But although it may be easier to raise money for capital projects, recurrent costs are often a bigger burden on schools. Salaries and other items are needed month after month after month, and do not attract the same enthusiasm as new buildings. This emphasises the need for careful planning of finance.

1. Fund-Raising for Capital Expenditure

The range of methods for fund-raising can be very wide. Some popular ones are:

1. Community Fund-Raising

(a) *Ceremonies* attended by local politicians and other important guests, at which projects are launched, foundation stones are laid, speeches are made, and money is donated. The events can be given wide publicity in the newspapers, on the local radio, and in posters displayed in the neighbourhood. Some communities make announcements of the names of important

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* Raising Funds in Eastern Nigeria *
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* In Okoko-Item, the author's home village, the launching *
* ceremony for the secondary school was held in 1978. The *
* President-General of the village Progressive Union 'opened the *
* table' by donating N12,000, and further promised to put up a *
* dormitory complex at his own expense. Someone else offered to *
* finance the principal's quarters at a cost of N50,000. Another *
* rich individual volunteered to build the assembly hall. The *
* women's wing of the Union offered to finance two staff quarters, *
* provide the utensils for the boarding house, and feed the first *
* batch of students free of charge for the first week. There were *
* numerous other donations in cash and kind. Everybody in the *
* community endeavours to donate some amount, no matter how *
* small, and amounts are increased by the competitive spirit that *
* the organisers encourage. *
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* Source: Igwe (1985), p. 9. *
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donors and the sizes of their gifts, or name buildings after people who give large amounts. This usually increases the size of individual donations (though some participants consider it a form of ‘blackmail’).

- (b) *Grants from local cooperatives.* In many countries, cash-crop cooperatives support local schools. One example is given in the box below.

Some cooperatives play a strong role in financing education.

In Tanzania the Bukoba Cooperative Union gave the following grants between 1969 and 1974:

	<i>Tanzania Shs</i>
<i>Upper Primary Education</i>	293,594
<i>Home Craft Schools</i>	110,000
<i>Secondary Education Fees</i>	433,592
<i>Omwani TAPA Secondary School</i>	13,694
<i>Rugambwa Secondary School</i>	25,000
<i>Farm Centres' School</i>	43,728
<i>University Education</i>	56,499
<i>Moshi Cooperative College</i>	9,416
<i>School Buildings</i>	155,275
<i>Education of BCU's own employees</i>	<u>153,255</u>
<i>TOTAL</i>	<i>1,294,053</i>

Source: Galabawa (1985), p. 8.

- (c) *Levies on parents* and other members of the community. When a school wants a particular item, such as a library or a laboratory, it can approach the Parent-Teacher Association or other community bodies. Sometimes the PTA committee or the village development association is willing to require all members to contribute.
- (d) *Old Students' Associations* can also be approached to contribute to capital projects. Igwe (1985) indicates that all former students of his old school, for example, have recently been asked to contribute N100 for a school bus. Such contributions can only be voluntary, and the school is not able

to exert the same sort of pressure as it can on parents. However, well organised projects can achieve a great deal.

2. Grants from Churches and Governments

- (a) *Donations from overseas churches* and charitable organisations can often be secured if the community has good contacts (perhaps through the parish priest and bishop). Each body should be approached in writing with details of the project, the reasons why it is being undertaken, and who will be responsible.
- (b) *Grants from local government* organisations and ministries of community development may be secured in the same way. Although these bodies are not mainly concerned with education, they can often find money for specific projects.
- (c) *Embassies* are often willing to donate books and small grants for construction.

3. The Business World

- (a) *Donations from local businesses*. These can also be given in return for publicity so that the businesses themselves gain some advertising and are keen to give again in the future.
- (b) *Donations from local professional organisations*, such as the Lions Club and the Rotary Club. They should also be approached in writing, with details of the project and the reasons why it is being undertaken.

4. The School and its Children

- (a) *School Fetes*, for which goods and produce are donated and then sold. They can be accompanied by displays of school work, to encourage the public to take an interest in the school. A committee undertakes the work of requesting produce, organising races, speeches and other competitions, and supervising the financial aspects.
- (b) *Social events* — school discos, etc.
- (c) *Sponsored competitions* in which parents and community members promise to pay specific amounts according to the achievements of their children or relatives. Sponsored walks are particularly popular, in which children collect for example 50 cents a kilometre. Some schools have sponsored spell-

ing competitions, which have the added benefit of boosting children's learning. Children are given a form to take to potential sponsors, and the sponsors then write how much they are prepared to pay per kilometre, per word, etc.. When the event has been held, the school staff certify what each child has achieved, the children return to their sponsors, collect the money, ask the sponsors to sign the paper, and give the money to their class teachers or other organisers.

- (d) *Collecting empty bottles* for return to beverage companies is a popular way to raise small amounts of money in some urban areas. It has the added benefit of reducing the amount of litter lying around. Each class can be organised in competition, to see which can collect the most bottles.

 * *News from Zambia* *
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 * *‘Joseph Mutale, Member of the Central Committee for* *
 * *Copperbelt Province, has told the Regional Council of* *
 * *Education in Ndola that the voluntary district education* *
 * *committees formed last July have already collected more than* *
 * *K0.2m to build teachers’ houses. The committees were formed* *
 * *when it was learned that largely due to a housing shortage,* *
 * *18,800 children in the province would not get Grade 1 places.’* *
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 * *Source: ‘News from Zambia’, Zimco House, London, May 1985.* *
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II. Raising Funds for Recurrent Expenditure

I. School Fees

Most self-help schools charge fees. Since they are usually the largest source of funds for recurrent expenditure, there is often a temptation to make them as high as possible. However, there is a danger of high fees preventing some children from going to school. This is particularly unfortunate if the whole community is expected to contribute money or labour to the school but only the rich families can send their children. In all fee-paying systems, governments and communities might decide to operate some sort of scholarship system. Schools might also consider granting a

reduction in fees when families have more than one child in the system.

 * *A Cautionary Question* *
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 * *The annual fees of most self-help secondary schools in Kenya* *
 * *exceed 2,000 Shillings per pupil. This is far beyond the reach of* *
 * *the ordinary peasant. But most of the schools are built with the* *
 * *help of money and labour contributed by poor peasants. Who* *
 * *pays, and who benefits?* *
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 * *Source: Lillis & Ayot (1985).* *
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Some other points about fee collection are:

- * it is desirable for the level of fees to be clearly indicated well in advance of the date when they are due — at least before the end of the previous term.
- * the headteacher or other person responsible for collection of fees may have to be quite strict. Children who do not pay fees may have to be excluded from the school.
- * Unless the school committee has a different policy (e.g. to allow families to wait until they gain seasonal income from sale of crops), fees are usually collected right at the beginning of term, when families are psychologically prepared for them. Children whose families live far away may bring the fees back to school with them, and there is less danger of the children losing the fees, spending them, or having them stolen.
- * Pupils/parents should be given written receipts for their fees, and the headteacher should retain duplicate copies.
- * All fees should be banked as soon as possible.
- * Many schools decide that fees should not be refunded if pupils drop out, and that no reduction should be given if children arrive late in the term.
- * Partial payment of fees creates uncertainty and administrative headaches, and many schools try to avoid it.

2. Other Sources of Money for Recurrent Expenditure

(a) Community Contributions

- i) Communities might agree to introduce *compulsory education levies* on all adults in the area. The benefit of a levy specifically destined for education is that everybody knows what it is for, and may take extra interest in the schools as a result.
- ii) Another source is an *education tax* on vehicles, beer or other 'luxuries'. Again, when these taxes are specifically labelled as being for education, people know where their money is going and may be more willing to pay. It might be assumed that owners of vehicles and drinkers of beer have more money than others and thus could pay the taxes more easily.
- iii) For schools run by religious bodies, *regular collections* could be made during church/mosque/temple meetings or by levies on members.
- iv) In some communities, e.g. in some parts of West Africa, *regular subscriptions* are required from all sons of the village even when they are no longer resident in the area. Special education committees can be set up to organise the operation.
- v) Some communities run successful *cooperatives* for marketing coffee, tea and other produce, and for retailing consumer goods. Parts of the proceeds of these cooperatives can be set aside for education.
- vi) Many schools provide houses for their teachers. To help pay the costs of maintenance it is common for teachers to pay at least small amounts of *rent*.
- vii) Small amounts of money can also be generated by imposing *fines* on parents who fail to attend work days, or by allowing parents to send cash instead of doing manual work.

(b) School Economic Activities

- i) Some schools run very profitable gardens, and generate money by selling crops and animals (chickens, rabbits, pigs, etc.).
- ii) Similarly, some secondary schools undertake carpentry and metalwork contract jobs.
- iii) Some schools run very successful shops which sell goods to people in the area, and others have businesses repairing tyre punctures and selling fuel.
- iv) Schools in urban areas may be in a good position to rent out

their facilities to sports groups, adult education classes, provincial government meetings, etc.

However, people launching school economic activities should be aware of several dangers. First, the activities require a lot of careful attention to management, and thus can be time-consuming. Second, there is sometimes a problem of competition with other local producers and traders, which can cause resentment. And third, there is a danger of the activities interfering with the school's main learning activities because people want to buy fuel or other goods during class hours.

* *Education from Coffee* *
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* *The Kanyigo Development Association (KADEA) is a successful* *
* *self-help body in Tanzania which has established a flourishing* *
* *secondary school. The people of Kanyigo subscribed 600,000* *
* *Tshs to start the school. They also agreed unanimously to pay a* *
* *percentage of their coffee sales to contribute one million* *
* *shillings each year as recurrent expenditure. KADEA is also* *
* *running a cooperative shop and a bus to help fund the school.* *
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* *Source: Galabawa (1985), p. 10.* *
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