



UNIVERSITY OF KWAZULU-NATAL

**The investigation of the impact of the Covid-19 pandemic on the University of
Kwazulu-Natal Foundation's fundraising efforts.**

BY

Tebelo Paballo Kokoropo

220101236

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College of Law and Management Studies**

Supervisor: Dr. Nomkhosi Luthuli

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ABSTRACT

The study investigates the extent to which the Covid-19 pandemic impacted the fundraising efforts of the UKZN Foundation. The outbreak of the Covid-19 pandemic has made a devastating impact on the lives of many people and the economies of many countries. The pandemic affected a lot of sectors in the economy including the higher education sector.

The University of Kwazulu-Natal was under pressure to ensure they provide the required tools to carry out online learning and teaching. The UKZN Foundation, which remains the fundraising arm of the University of Kwazulu-Natal, had a responsibility to appeal to both existing and potential donors to support the university in light of the pandemic and the demands that came with it. The UKZN Foundation had to formulate strategies and plans to ensure they alleviate the pressure from the university by appealing for more funds. The outbreak of the pandemic affected the state funding for universities substantially, the education department had to reallocate funds so to prioritize challenges brought about by the outbreak of the pandemic. The outbreak caused universities to undergo a serious financial strain. Universities had to review their budgets so to ensure they remain afloat and can carry their day-to-day costs.

Due to financial pressures experienced by the UKZN in light of the pandemic, third-stream income became a priority to support university needs. Despite organizations holding back, as far as pledging is concerned due to Covid-19, the UKZN Foundation is still required to appeal, and source funds to support the university.

This study's objectives centred around establishing whether the UKZN foundation was able to achieve its income and donor targets in light of the Covid-19 pandemic; exploring the extent to which the foundation has been impacted in meeting project demands; investigating whether the foundation's stakeholders and relationship management have been affected by the outbreak of the Covid-19 pandemic, and establishing if the foundation was able to remain in alignment with the requirements of the UKZN strategy in light of the Covid-19 pandemic.

A qualitative research method was adopted for this study and interviews were conducted with external donors, UKZN foundation management staff, and other UKZN employees. The findings from the study indicate that despite the economic pressure brought about by the outbreak of the Covid-19 pandemic at the University of Kwazulu-Natal, the UKZN Foundation was able to raise a substantial amount of funds to support the university to provide effective remote teaching and learning in the light of the pandemic. This study shows that the pandemic brought a lot of challenges to the academic sector and that the University of Kwazulu-Natal endured a lot of financial pressure. Despite the economic pressures, the UKZN Foundation was able to appeal to donors to support the University of Kwazulu-Natal. The UKZN Foundation was instrumental in supporting the university with its remote learning and teaching funding requirements.

Key words: *Covid-19 pandemic, Philanthropic funding, UKZN Foundation, UKZN.*

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ACRONYMS AND ABBREVIATIONS

UKZN- University of Kwazulu-Natal

UKZNF- University of Kwazulu-Natal Foundation

SETA- Sector Education and Training Authority

PHEIs – Public Higher Education Institutions

DHET- The Department of Higher Education and Training

COVID-19- Coronavirus disease 2019

EHEA - European Higher Education Area

ERA – European Research Area

CHAPTER ONE

Introduction

1. Introduction

Higher Education Institutions continue to face rapidly increasing costs and the limitation of state funding has not helped at all (Rohayati et al, 2018). Higher education institutions require sustainable forms of funding to operate effectively and remain competitive (Rohayati et al, 2018). It is for this reason philanthropic support has become imperative. These institutions realise that appealing to donors is important for their survival (Rohayati et al, 2018; Robinson,2020)

Higher education institutions are expected to produce quality education and ensure that they maintain global standards in their approach to teaching (Perez-Esparrells and Tore, 2012). Challenges such as funding; the ability to fund its operating costs, and its need to fund necessary equipment to support its teaching remain prevalent (Perez-Esparrells and Tore, 2012; Sarker et al, 2010). These higher education institutions continue to develop effective strategies to source additional funds to maintain these institutions (Perez-Esparrells and Tore, 2012; Sarker et al, 2010).

This study explores the landscape of fundraising for universities, particularly the University of Kwazulu-Natal in light of the outbreak of the Covid-19 pandemic. It exposes the challenges and opportunities presented by the outbreak of the pandemic as far as fundraising is concerned. The researcher aims to investigate the impact of the Covid-19 pandemic on the University of Kwazulu-Natal Foundation's fundraising efforts. In trying to determine the extent of the impact of the outbreak of Covid-19 on the UKZN foundations' fundraising efforts. The researcher aimed to establish whether the university was able to achieve its income targets; whether the project demands were met and were the UKZN foundation objectives achieved in light of the pandemic.

The University of Kwazulu-Natal Foundation (UKZN Foundation) was established to fundraise on behalf of the UKZN. The UKZN Foundation's history goes back to decades ago when the then University of Natal Development Fund was created. In 1999 the University of Durban Westville Foundation was established as a result of the

merger with the University of Natal and the University of Westville (UKZN Foundation, 2003). The name was changed in the year 2003 to the University of KwaZulu-Natal Foundation Trust (UKZN Foundation, 2003). The UKZN Foundation's mission is to offer a professional fundraising service that will support the development of the UKZN (UKZN Foundation, 2003).

The Foundation was created to develop and cultivate strong relationships with both existing and potential donors on behalf of the University to be able to gain philanthropic pledges aimed to support the developmental needs of UKZN (UKZN, 2003). The UKZN Foundation's effort is to gain donations for UKZN's development (UKZN, 2003). The Foundation, through its existing relationships, aims to create strong networks with community members and alumni as well as develop strategic alliances and dedicate effort to partnering with, trusts, corporates, other foundations, and other grant-making bodies across the world (UKZN Foundation, 2003).

The UKZN Foundation is established to exploit the third-stream income component on behalf of the UKZN, the third-stream income is the securing and generating income sources other than those of government subsidies or student fees (UKZN, 2017). The UKZN Foundation has a clear mandate to raise funds for UKZN initiatives that are centred around the societal, environmental, economic, and technological goals of the university (UKZN Foundation, 2003).

The philanthropic donations that are raised through the Foundation are utilized to assist with the infrastructure and institutional development of the university. It is further expected to raise funds for student funding, academic support as well as community outreach programs (UKZN Foundation, 2003; Paidey and Bengesai, 2017). The UKZN foundation raises funds through the form of academic chairs, endowments, bursaries, scholarships as well as restricted or unrestricted activities (UKZN Foundation, 2003).

Key to UKZN's strategic objectives is to ensure they have a sustainable future by having improved infrastructure, financial viability, and an effective environmental plan through improving institutional efficiencies, growing the appetite for entrepreneurship within the institution, and growing the University endowment funds (UKZN, 2021). The

position undertaken by the UKZN executive management is to see growth in the third-stream income and an amount of R950 million is expected by the year 2021 (UKZN, 2017).

1.2. Background

1.2.1. University of Kwazulu-Natal

The UKZN was created in the year 2004 through a merger between the University of Natal and Durban-Westville which were founded in 1910 and 1960 respectively (UKZN, 2017). This merger has since made the institution one of the largest residential universities in South Africa. The UKZN remains strongly committed to promoting African scholarship to remain a university of choice for its staff, students, and all other stakeholders (UKZN, 2017).

UKZN is a university committed to transformation and intends to develop academic leaders and inclusivity amongst its staff and students. UKZN is committed to developing a culture of service that will inspire success across the university and among all its stakeholders (UKZN, 2017).

UKZN has five (5) campuses in the two metropolises of eThekweni (Durban) and Msunduzi (Pietermaritzburg) – which are the key hubs of its academic activities (UKZN, 2017). The student population at UKZN is representative of regional demographics and has continued to grow significantly as the number of students is sitting at over forty-five thousand (45 000) (UKZN, 2017).

Despite the ever-increasing number of student enrolment, there still lies an opportunity to grow the number of postgraduate enrolments which is currently sitting at under thirty percent (30%) of total enrolment at the institution (UKZN, 2017). UKZN prides itself in its research centres, and research institutes are a success story, and has since positioned the university as a university with a great number of published research outputs in 2013 and 2014 respectively (UKZN, 2017).

As part of its broad effort to advance African scholarship within a global context, UKZN will rely on its rich history, refreshed academic portfolio, research strengths, and

geographical location (UKZN, 2017). The UKZN Foundation has since developed a strategic plan that will steer it in a direction that will give them an edge over its competitors since the Higher Education sector landscape has since become competitive (UKZN, 2017).

1.2.2. Higher Education Funding

Public Higher Education Institutions (PHEIs) continue to be exposed to increased costs as a result of expansion and a pressing need to keep abreast with global developments (Rohayati et al, 2016). Public institutions were accessing less grant funding from the state, therefore, making it difficult for public universities to manage their day-day operations (Rohayati et al, 2016; Gibbs, 2020).

Even though the government understands the significance of higher education and its role in developing the economy, state funding for higher education continues to decline (Gibbs, 2020). This decline led to institutions having to increase their academic fees to alleviate the pressure caused by declining government grants (Rohayati et al, 2016). The higher academic fees led to the emergence of student protests which contributed to the financial strain on these institutions that are already stretched to make ends meet in tough economic times (Mavunga, 2019; Adams, 2020; Mutekwe, 2017). Universities receive more revenue from donations, student fees, and other sources than they do from state funding (Mavunga, 2019; Adams, 2020; Mutekwe, 2017). In 2019, the total amount of funds for public higher education amounted to just over R88 billion, with R42 billion of that coming from state funding and R46 billion from non-grant funding (StatsSa, 2020).

As a result of the financial strain on South African public higher education institutions, third-stream income has become a necessity to support academic programs and infrastructure development of these institutions to maintain their academic credibility, programs, research outputs as well as buildings (Camp, 2018).

Most universities in South Africa are investing resources towards fundraising since they realize the significance of philanthropic funding for universities raised through corporates, trusts, and alumni (Camp, 2018).

1.3. Problem Statement

The Covid-19 pandemic has not only disrupted lives across the globe, and communities it also negatively affected global economic growth in 2020 (Jackson et al, 2021). The outbreak of the pandemic affected the supply of goods and services (Jackson et al, 2021). There were disruptions to the labour markets, disruptions to global energy markets, and shipping and transportation constraints were prevalent (Jackson et al, 2021). Different industries were hugely affected: in some instances, businesses had to shut down due to operations being affected by the outbreak of the pandemic (Jackson et al, 2021).

Higher education worldwide was affected by the outbreak of the COVID-19 pandemic, forcing institutions to close as a measure to enforce social distancing (Toquero, 2020). They were faced with challenges that included systematic planning, implementation, and assessment as a result of the changes brought about by the pandemic (Toquero, 2020). Despite this, there were several opportunities brought about by the outbreak of the pandemic (Hayat et al, 2021). Educator attitudes toward e-learning and adaptability have been positive, and lecturers managed to acquire new skills and training in e-learning (Hayat et al, 2021).

Universities around the globe were expected to rapidly shift to virtual and digital strategies in light of the pandemic (El Said, 2021). The adoption of online distance learning came with its challenges, universities needed to capacitate themselves with the necessary equipment to carry out online learning (El Said, 2021). Even more so, was the pressure by universities to provide students with the necessary tools to carry out online learning which led to increased financial pressure on universities (El Said, 2021). The new shifts in education approaches have widened equality gaps since some universities and students are not able to fund the logistics that come with implementing online learning (El Said, 2021). The digital inequality between those who have access to reliable internet infrastructure, laptops, and smartphones and those that do not was exposed (El Said, 2021).

Due to increasing costs to sustain universities, universities took it upon themselves to increase fees so they would be able to fund their operating costs (Makoni, 2014).

This was met with resistance from students and led to violent protests by students (Makoni, 2014; Mavunga, 2019). The state then demanded that universities keep increases low and linked to inflation (Koornhof, 2020). This call by the government has not alleviated the financial pressure experienced by universities (Makoni, 2014; Mavunga, 2019). It is for this reason, universities need to source alternative funding through donations, contract research, consulting services, and continuing education courses (Koornhof, 2020).

The third-stream income which is not guaranteed is gradually declining as a result of economic pressures faced by companies, foundations, and trusts (Koornhof, 2020). South Africa is under economic turmoil due to the outbreak of Covid-19, and some of the funders are already stepping back from donations and scholarships as a result of the outbreak of the pandemic (OECD, 2020).

The outbreak of the Covid-19 pandemic has not helped the state with funding at all, it has negatively affected the state's grants for higher learning. The Department of Higher Education and Training (DHET) stated categorically that allocations towards universities would decline as a result of the outbreak of Covid-19 as they had to reprioritise funds towards addressing the challenges that resulted due to the outbreak (Koornhof, 2020).

The outbreak of the pandemic forced universities to review their financial position. Universities have had to be extremely careful about cost management, the appointment of new staff, and the implementation of growth strategies had to be suspended. Any planned infrastructure and other projects have since been suspended (OECD, 2020).

This study is aimed at determining if fundraising efforts by the UKZN foundation are affected by the outbreak of the Covid-19 pandemic, since companies, trusts, foundations, and international donors are holding due to uncertainty during this period.

1.4. Research Objectives

This study aims to investigate the impact of the Covid-19 pandemic on the University of Kwazulu-Natal Foundation's fundraising efforts.

Subsequently, the study's objectives are:

- To establish whether the UKZN Foundation can achieve its income and donor targets in light of the Covid-19 pandemic.
- To explore the extent to which the foundation has been impacted in meeting project demands.
- To investigate whether the foundation's stakeholders and relationship management have been affected by the outbreak of the Covid-19 pandemic.
- To establish if the foundation was able to remain in alignment with the requirements of the UKZN strategy during the Covid-19 pandemic.

1.5. Research Questions

The following research questions were asked:

- Is the foundation able to achieve its income in the wake of the pandemic?
- Has the foundation been able to meet its project demands in light of the pandemic?
- Are the foundation's stakeholders and its relationship management efforts been affected by the outbreak of the Covid-19 pandemic?
- Was the UKZN Foundation able to meet the strategy requirements set by UKZN?

1.6. Justification for the Study.

The rationale behind the study was to determine the impact of the Covid-19 pandemic on the fundraising efforts of the UKZN Foundation. The researcher aims to understand which aspects of the UKZN foundation were affected and to what extent they hindered the fundraising efforts of the foundation.

The researcher wanted to establish which interventions the UKZN Foundation implemented in light of the outbreak of the pandemic. Also, to determine whether the pandemic brought about any form of opportunities despite its negative economic impact on all economies across the globe.

The findings of the study did indicate which areas within the UKZN foundation were affected by the outbreak. Areas such as the source of income; the inability of fundraisers to meet donors physically and the sudden reprioritising of projects posed a challenge to the UKZN Foundation. The findings presented the challenges faced by the UKZN in light of the pandemic, however, it also presented several opportunities to the organisation.

Due to the devastation brought about by the pandemic, some sectors such as the government and certain corporations and individuals in society allocated financial resources towards supporting the universities and students across the country. There was a need to capacitate universities since contact learning was affected as a result of the outbreak and there was a sudden need for online learning. Donors played an instrumental role in making online learning possible by allocating laptops, data, and various allowances as support.

Donors also put aside funds towards research dedicated to Covid-19. Resources were put aside to find a cure for the disease. These are some of the fundraising opportunities that the pandemic presented to the UKZN Foundation.

The study has shown that an effective relationship between donors and university foundations has material benefits to the universities even in a crisis. That effort toward effective communication with donors is paramount to the income of universities. It shows that there are always opportunities for donors to pledge to universities in any situation be it political, economic, or social.

1.7. Structure of Dissertation

This dissertation is divided into five chapters. The first chapter speaks to the introduction of the study; the second chapter is the literature review; then, thirdly the research methodology chapter; then, the fourth chapter presents the findings; and, lastly the conclusion and recommendations. The chapters are explained briefly below:

Chapter 1: Introduction

This chapter provides a synopsis of the entire study, it explains all the key issues that are addressed in it. It highlights both the research questions and the objectives of the study.

Chapter 2: Literature Review

This chapter explores the relevant literature around the study and aims to understand the current state of both the higher education sector and fundraising across universities. The challenges within the higher education sector, the role of foundations for institutional development, and fundraising as a phenomenon are reviewed. The researcher interrogates the higher education sector and its efforts to fundraise, and the importance of foundations in as far as the development of universities and their sustainability is discussed.

Chapter 3: Research Methodology

This chapter focuses on research methods and research techniques utilised to address the research questions of the study. The objectives of the study have since been established.

Chapter 4: Presentation and Discussion of Findings

Chapter 4 of this study examines the responses of the UKZN Foundation Management team, external donors, and relevant stakeholders. The researcher worked through interviews to understand the feedback from the various stakeholders. The purpose of this chapter was to address the research questions at hand to achieve the research objective of the study.

Chapter 5: Conclusion and Recommendations

Chapter 5 summarises the key findings which arose from the interviews with both the UKZN Foundation team and external donors of the UKZN Foundation. The findings are briefly discussed and recommendations to the Board of Trustees are presented.

CHAPTER TWO

Literature Review

2.1. Introduction

A lot is written as thought pieces and opinion pieces looking at fundraising for higher education during the outbreak of the Covid-19 pandemic. There is not much academic writing on the topic. Due to a lack of content or data about fundraising for higher education. The researcher used this specific conceptual framework to conduct the study.

In this chapter, the researcher sets out to examine literature that supports the study and explores the state of higher education both globally and locally. The role of higher education and universities in society is interrogated. The researcher intends to draw knowledge that speaks to the higher education landscape. The focus is to determine how universities fundraise and what makes donors fund universities.

The researcher examines trends in philanthropic fundraising and its importance in higher education. The state of philanthropic fundraising is understood from a global and local context. This chapter aims to look at the role of foundations in the achievement of the universities' strategies across the world. In this part of the study, we try to understand the importance of foundations to assist universities to achieve their strategic goals.

2.2. Role of Higher Education Globally

Universities play a critical role in developing societies (Parry et al, 2012; Lemoine et al, 2017). Higher education is central to developing capabilities in areas such as technology, artificial intelligence, economies, and social reforms and therefore contributes to policy development around the world (Parry et al, 2012; Mense et al,

2018). Universities are deemed a crucial national asset and are important for addressing a lot of policy priorities, they act as a source of new knowledge and innovation; they are providers of skilled personnel for organisations globally (Parry et al, 2012).

As a result of globalisation higher education has had to undergo a major transformation (Mense et al, 2018). Aspects such as global instability, the increasingly integrated world economy, and advancement in technology contributed substantially to the transformation of the higher education sector (Mense et al, 2018). Higher Education is starting to embark on innovative approaches to teaching and learning which is hugely supported by technology and telecommunications (Mense et al, 2018).

Universities contribute to innovative solutions, they can attract international talent and attract foreign investors, contributing to business both locally and internationally, lastly, universities have become advocates of social justice over the years (Parry et al, 2012; Chankseliani et al, 2020). They have become agents that advocate for various changes in our societal environment, therefore universities have become strategic for the development of the economic, social, and technological advancement of the world (Parry et al, 2012).

University education is significant for educating and growing learners, they are solely established for improving the value of educational systems across the world (Ghayad and Forgotten, 2020). They are an important component in improving the lives of people. They have managed to shape the cultural, political, social, and economic awareness of students (Ghayad and Forgotten, 2020; Lemoine et al, 2017). They can influence the mindset of society, and shape and empowers communities. The greater role of universities remains an important part of the growth in countries (Ghayad and Forgotten, 2020).

Universities are one of the key pillars on which the advancement and growth of society are based, academic institutions are established to prepare the human resource that is needed for community development plans (Ghayad and Forgotten, 2020). Ultimately, universities expose various specialisations to different organisations (Ghayad and Forgotten, 2020). They can be strategic for organisational development

(Ghayad and Forgotten, 2020). Through the amount of knowledge they produce, they can be beneficial for improving organisational processes (Ghayad and Forgotten, 2020). They can develop the expertise and capabilities of humans (Ghayad and Forgotten, 2020; Chankseliani et al, 2020).

Universities foster societal changes and assist organisations to achieve their organisational goals by developing human potential by harnessing the intellectual and professional skills of people (Ghayad and Forgotten, 2020). Any society realises the importance of psychological and social development of the public, the significance of greater socialisation, engagement, and a progressive public discourse to better society and all the elements involved in making it a better place (Ghayad and Forgotten, 2020; Chankseliani et al, 2020).

2.3. Role of Higher Education in Africa.

Higher education in Africa has been undergoing a lot of reforms that were established by the demands of stakeholders such as the state, students, employers, and communities (Woldegiorgis and Doevenspeck, 2013). The role of African governments for the last few years has been to improve the state of higher education on the continent, the production and distribution of resources, financing of higher education, and employing graduates (Woldegiorgis and Doevenspeck, 2013; Nyerere et al, 2015).

Essentially the greater role of higher education particularly in Africa is to establish platforms that will be strategic in addressing problems of poverty, the currently existing social disorganisation, issues around addressing low production, and the growing unemployment rate that exists within the continent (Moscardini et al, 2020; Nyerere, 2015). Africa experiences a lot of socio-economic problems such as hunger, illiteracy, and diseases, which reflects the state of underdevelopment on the continent.

Higher education in Africa remains important for its sustainable development, areas such as technology and science which are important to develop the continent (Nyerere et al, 2015). It is a platform for the generation of knowledge which allows for the development of skills and training for students (Nyerere et al, 2015).

Globalisation has led to a considerable amount of competition amongst nations and therefore has put pressure on higher education institutions to be relevant (Kochung, 2011). African higher education institutions are expected to produce quality education that can produce the necessary skills for people to develop the African continent (Kochung, 2011; Mbau and Muthama, 2021).

African universities need to keep abreast with any developments around the world, to align their academic programmes with the needs of the economy (Mbau and Muthama, 2021). It should be stated that most African higher education institutions have struggled to evolve from traditional methods of teaching thus not being able to produce the necessary skills to assist the continent (Mbau and Muthama, 2021).

Further to the socio-economic challenges faced by Africa lies other challenges such as the poor state of the political climate, social issues, economic issues, legal, ethnic, demographic, and technological problems that continue to threaten the very existence of most African nations and their people (Moscardini et al, 2020; Alemu, 2018). It is for these reasons that governments established higher education institutions to ensure that they play a role in developing interventions that can have an impact and can assist in addressing the challenges in Africa (Moscardini et al, 2020).

Higher education institutions have a mandate to satisfy the demands of government and private sectors to maintain their relevancy both locally and globally. Market dynamics require the re-alignment of higher education to be able to develop the right caliber of individuals for the employment market (Woldegiorgis and Doevenspeck, 2013; Mbau and Muthama, 2021). The development of higher education in Africa continues to be a reality due to a substantial amount of investment from global organisations (Alemu, 2018). The partnership between corporate and higher education has created opportunities for collaboration and the transfer of skills that benefits students (Woldegiorgis and Doevenspeck, 2013; Alemu, 2018).

Universities in Africa are central in research methods and ways to address African challenges. Universities in Africa play a significant role in developing societies. Universities have contributed to the growth of technology and artificial intelligence capabilities in recent times and have developed the skills of students to an extent that they can be employable by organisations (Woldegiorgis and Doevenspeck, 2013;

Mbau and Muthama, 2021). As a result of a growing need for specialised skills around the world, this created challenges within current working practices, and therefore communities need to adjust to the demands of the world of work (Woldegiorgis and Doevenspeck, 2013; Alemu, 2018). The necessity of universities has become crucial since they can provide a platform that is strategic enough to grow the necessary skills and training to empower students to be able to attain the key skills to be able to be employed by corporations (Moscardini et al, 2020).

The increase in the number of universities on the continent has been strategic for the development of the continent, it has allowed for more students to be trained and be granted the necessary skills to advance their respective careers (Nicolaidis, 2011). Despite various challenges that exist within the continent such as political, economic, and social, higher education remains the only hope for the continent as it aims to develop and grow the continent (Nicolaidis, 2011).

The establishment of private institutions has also contributed to accessibility to higher education, it is very strategic for the advancement of growth within the continent. These institutions create opportunities and a necessary platform for scholars to train and acquire the necessary skills to utilise in the job market (Alemu, 2018).

As a result of the fourth industrial revolution, the role of universities needs to relook at their strategy to adjust to changes that come with the demands of the revolution (Moscardini et al, 2020; Nicolaidis, 2011). A great deal of proactiveness is required from universities so to be able to deliver on the expectations that come with the fourth industrial revolution (Moscardini et al, 2020; Nicolaidis, 2011). African universities need to align their programs with the global standards to remain relevant and progressive, to be able to produce the right calibre of skills that are needed by students to be sufficient (Woldegiorgis and Doevenspeck, 2013). Universities need to localise their programs however, have a worldview as far as implementing their programs (Moscardini et al, 2020; Nicolaidis, 2011).

2.4. Role of Higher Education in South-Africa

Universities have both a direct and indirect contribution to the South African economy found in indicators such as the Gross Domestic Product (GDP) and employment, with the ultimate purpose of prioritising their importance to the country (Pouris and Inglesi-Lotz, 2014). It is for this reason, that the funding of universities has become an imperative exercise so they can produce outcomes that are beneficial for the development and growth of the economy.

Higher Education in South Africa aims to satisfy key basic functions which include the creating of values and social order, selecting the right calibre of students, training of labour force, and mostly the production of knowledge (Cloete et al, 2014). Universities are expected to develop innovative solutions to modern problems as part of their program focus (Cloete et al, 2014). Universities are expected to produce the necessary skills to support economic needs. (Nukunah et al, 2019). Generally, universities are expected to develop programs that will be strategic for the development of the economy (Nukunah et al, 2019).

Universities are expected to produce skilled graduates, academics, and personnel that can assist a county to achieve its goals (Pouris and Inglesi-Lotz, 2014). Universities have a mandate to produce the right human capital for economic growth, and other non-economic benefits that are also borne as a result of higher education such as better health systems, the well-being of individuals, and governments internationally being able to support the education sector financially (Pouris and Inglesi-Lotz, 2014).

Higher education will always remain strategic toward economic development and is established to promote economic advancement, increased employment, and social cohesion over the years (Pouris and Inglesi-Lotz, 2014). Universities have historically created knowledge that can generate value for the development of students thus ultimately the country's growth (Pouris and Inglesi-Lotz, 2014). In a country like South Africa with socio-economic problems which have been prevalent for years, many problems have hindered the development of the country (Bitzer, 2009).

In a country whereby inequalities remain unaddressed, intervention plans become significant to close the necessary gaps stopping growth (Bitzer, 2009). Universities in South Africa are critical to advancing transformation in the country, they are strategic to achieving the goals of driving collaboration in the South-African society (Bitzer, 2009). It has become extremely important for them to allocate and utilise resources for their diverse stakeholders both students and staff (Bitzer, 2009).

2.5. Challenges in Higher Education

2.5.1. Challenges in Higher Education Globally

Over the past years, higher education has experienced a lot of changes in aspects such as the size of these institutions, ways, and methods of learning, and adapting to global standards (Sarker et al, 2010). There lies a lot of expectations from universities be it local, regional, or globally (Sarker et al, 2010). Universities are expected to prepare students for a global future, the hurdle around remaining relevant is a pressing one for institutions (Sarker et al, 2010). In trying to develop the quality of the output it produces; universities have had to deal with various challenges (Sharker et al, 2010). Higher Education institutions are expected to remain relevant globally, to deliver on their mandate to provide an excellent service, and for them to remain sustainable a great deal of effort and commitment is required from them (Sharker et al, 2010).

Some of the key challenges facing these institutions include the necessity to design a curriculum that is serving students and can produce the necessary skills and training for students. Universities understand the significance of student retention since it has a direct impact on their financial well-being; with the world's ever-changing new technologies have become critical for universities as it influences the manner it teaches and delivers their academic programs (Sarker et al, 2010)

The challenges remain evident and require further intervention to alleviate most of the challenges faced by universities globally (Sarker et al, 2010). Some of the further challenges faced by universities include the challenge to provide quality learning and teaching, the widening of participation from various key stakeholders, the challenge to

improve and deliver the quality of research, and securing more funding to remain sustainable and be able to run its operations (Sarker et al, 2010; Derby, 2021).

Governments have a greater influence over higher education institutions and are responsible for organising and regulating university systems, providing legal systems for the running of these institutions, and particularly because the government is the biggest funder for these institutions (Khatai, 2004; Derby, 2021). Higher education governance is constantly under strain from political influences seeking to gain control over these universities for their self-serving interests (Derby, 2021; Nadal, 2016). Higher education institutions are used to advance political agendas. Political interference within institutions poses a great threat to both the integrity and credibility of these institutions (Derby, 2021; Nadal, 2016).

2.5.2. Challenges in Higher Education in South-Africa

Higher education in South Africa is greatly affected by a lot of issues that have over the past years threatened its existence (Chetty and Pather, 2015). South Africa as a country has a lot of challenges beyond the educational landscape (Chetty and Pather, 2015). The history of the country has had a greater impact on the political, economic, social, and technological environment of the country (Nadal, 2016). It then follows as a result of these challenges a lot of students enter the higher education landscape from a position of extreme inequality in terms of race, class, financial and other resources (Nadal, 2016).

The higher education landscape is further confronted with challenges that originate from the quality of the education system in its entirety (Chetty and Pather, 2015). The education system is delivering poor student performance from the school level, the quality of teaching is largely compromised, and inadequate resources cannot produce excellence, therefore having a direct impact on the entire education system (Chetty and Pather, 2015). The other issue that poses a challenge to higher education is its interdependence among tertiary, secondary, and primary education facing South Africa (Chetty and Pather, 2015; Schendel and McCowan, 2016).

The gaps between urban and rural areas expose inequalities that exist in our education system. Rural areas are generally deprived of resources, therefore have an impact on the development of students and compromise the educational output in these areas (Chetty and Pather, 2015). These dynamics ultimately have a bearing on the higher education landscape in South Africa (Chetty and Pather, 2015).

As part of their strategic intervention plan to address challenges faced by higher education, the South-African government launched institutional restructuring programs in 2002 (Chetty and Pather, 2015). The strategic objectives of this were: to achieve greater levels of equity in access to higher education, increased enrolments for studies, increase research outputs, and improve funding for higher education (Chetty and Pather, 2015).

The government understands the significance of Higher Education in achieving its national policy goals since higher education can assist in addressing the issue of shortages in scarce skills in specific areas as defined by government departments such as Labour, Trade and Industry, and Science and Technology (Chetty and Pather, 2015). Due to developmental challenges that exist within the country, the government has had to establish programs to address the development needs of society (Chetty and Pather, 2015).

This is done by devising a plan through higher education to provide the right caliber of students for the labour market since higher education institutions are knowledge-driven and provide knowledge on which a society can be dependent. Higher Institutions are great for societal development, they are expected to deliver high-level competencies, skills, training, and expertise imperative for the growth and the prosperity of a modern economy (Chetty and Pather, 2015).

Disparities are central to the higher education crisis that exists in South Africa (Public Servants Association, 2016). The issue of transformation across higher education institutions remains a challenge since some universities, particularly formerly white, urban universities are still class orientated, where race-specific dynamics still exist, and access for students of colour remains a challenge. (A Public Servants Association, 2016).

Higher education was further exposed when student protests merged as a result of disgruntled students being financially excluded from universities due to a lack of funds (Public Servants Association, 2016). This reflected the disparities within the country and the impact it has on higher education (Public Servants Association, 2016). The student protests were a national crisis termed “fees must fall” which saw a nationwide cry from students due to the exorbitant fees that universities are charging (Public Servants Association, 2016). Making it hard for previously disadvantaged students to access university education (Public Servants Association, 2016).

2.5.3. Challenges in Higher Education in Kwazulu-Natal

Higher education institutions continue to face challenges that require a great deal of intervention from key stakeholders which include national governments, developmental partners, and corporations. These stakeholders remain crucial if students are to maximize their learning outcomes and contribute effectively to a workforce environment (Mba, 2017). The South African higher education sector has been under strain for decades due to discontent experienced by students across the country. Socioeconomic conditions continue to be a major factor in the development of the higher education sector (Mba, 2017).

Student politics in South Africa are a pivotal part of the higher institution environment, and this is also present in KwaZulu-Natal (Ngobeni, 2015). These politics influence the direction and influence the resolutions of higher education policies. They are critical for advocating for students’ interests within the higher education environment and are more concerned about issues that impact students and their communities (Ngobeni, 2015).

Central to issues affecting the higher education sector is the challenges brought about by inadequate student funding and broader university conditions that provoke student bodies in the Kwazulu-Natal area to mobilise for protest action amongst themselves as students (Ngobeni, 2015). The persistence of student collective demonstrations affects the proper flow of learning in higher institutions, the academic programs and has a major bearing on the outlook of the higher education environment (Ngobeni, 2015).

A substantial number of challenges that exist within the higher education sector in South Africa are a result of the lack of transformation in higher education (Tjønneland, 2017). There are a lot of inequalities that are still evident in our higher education environment, and widespread poverty and huge youth unemployment are a concern for the country (Tjønneland, 2017). The enrolment of particularly black students remains a sensitive issue and continues to prompt debates and a distaste amongst communities. As it stands only 14% of black students are enrolled in higher education whilst 57% of white students are enrolled in higher education, and black students remain under-represented in fields such as science, engineering, and technology at the postgraduation level (Tjønneland, 2017).

The financing of students remains a major concern in higher education since a majority of students are not able to finance their tuition fees (Tjønneland, 2017). An average household in South Africa is still not able to afford the expensive fees that exist in higher education (Mba, 2017). The South African government has since launched the financial aid scheme (National Student Financial Aid Scheme) which is intended to provide loans and bursaries to eligible students (Tjønneland, 2017).

2.6. Challenges in Universities

2.6.1. Challenges faced by Universities Globally

Universities in the world continue to face various challenges; universities have a mandate to ensure that they address societal issues whilst noting global demands (O' Malley, 2017). The global standards posed by global demands have created a competitive environment within universities globally (O' Malley, 2017). The impact that measures the value of universities is not only reduced by its contribution to higher education and research but most importantly by how it carries its social and cultural engagement between the university and the environment (O' Malley, 2017).

Universities are expected to be strategic in assisting global governments in addressing global challenges facing humanity and the planet we live in, which are described within

the United Nations Sustainable Development Goals 2030 (O' Malley, 2017). Universities are expected to be instrumental in developing programs or initiatives that can solve complex issues that affect the environment and people (O Malley,2017).

One of the new challenges facing universities is the importance of keeping abreast with the developments across various areas such as research, technology, and innovation. Universities need to be deemed progressive and be recognised for their role in aspects such as civic, entrepreneurial, innovative, flagship, and be seen as being competitive both locally and globally (O' Malley, 2017).

As a result of universities facing major challenges, it has this has since resulted in a significant transformation in their landscape as far as governance, knowledge production, circulation, and relations with wider national, regional, and global economies and societies are concerned (Robertson, 2010). In light of the advancement of modern society, universities have been confronted by new challenges that speak to pedagogy and the reality around industrialisation of learning. New sectoral and institutional geographies of universities and the challenges that come with the commercialisation of ideas, knowledge, and education in higher institution landscape (Robertson, 2010).

Universities globally still see the need to increase tuition fees for sustainability and be able to manage their operational costs in light of the continuing decline in government subsidies globally Tsou, 2020). The continuous changing of funding and policies around education has had a long-term impact on global universities; student learning and development; quality assurance within universities; turnover within faculties, and mostly the development of staff (Tsou, 2020).

Countries like India have since developed a differentiated academic system and continue to fail to provide equality in educational opportunities; it has widened the gap between well-performing and poor-performing universities (Tsou, 2020). Arab countries particularly Jordan tend to carry a large financial burden to provide refugee students with university studies. The advancement of new technologies has dramatically affected the landscape of universities in countries like the Republic of Macedonia (Tsou, 2020). International private institutions continue to penetrate the

higher education market in South Africa, however local policymakers battle to adjust to these changes to survive in the global landscape (Tsou, 2020).

2.6.2. Challenges faced by Universities in South Africa.

Challenges facing South African universities are because of wider socio-economic challenges facing the country. These challenges speak to the poor economic growth, high youth unemployment, and the political landscape that exists within the country (Jansen, 2018). Universities in South Africa play a pivotal role in our society since they are central to the production of high-level skills, responsible for producing talent for economic growth, advancing technological innovation, and societal leadership (Jansen, 2018). However, universities in South Africa are experiencing major shifts that continue to impact the future of these institutions (Jansen, 2018).

Over the years the demand for university education in south-Africa continues to increase which is evident in the growth in enrolments from 799,490 in 2008 to 1,041,000 in 2018, with projections that enrolments would reach 1.1 million in the 2020/21 academic year (Jansen, 2018). The South African government under its National Development Plan has set a target that by the year 2030 there should be at least 1.6 million students enrolled in higher education (Jansen, 2018).

The imminent challenge facing South-African universities is that most of the youth now entering university are less privileged and have compromised academic backgrounds (Jansen, 2018). The issue of poor students has since placed a great deal of pressure on universities to address social issues about these students as opposed to purely focusing on academic issues (Jansen, 2018).

As a result of increasing enrolments from less privileged students, this has suddenly caused a hurdle for universities since these students require tuition fees, accommodation, textbooks, other learning materials, transportation to and from campus, food, and even basic living expenses (Tanga and Maphosa, 2018). This has forced universities to expand their duty beyond academic programs to intervene so that these students are provided accordingly to be able to focus on their studies (Tanga and Maphosa, 2018).

Universities continue not to provide appropriate solutions to address student challenges, which then leads to violent protests by students since their demands are not being met (Jansen, 2018; Tanga and Maphosa, 2018).

Despite the effort by the government to increase funding to cover all student's needs, the funding still does not cover all students and mostly it is not efficiently distributed. The issue of historical student debt still hangs heavily over universities' management; as far as what is the best way to recover these debts and the issues around future funding uncertainties (Jansen, 2018).

All these financial concerns around state universities speak to the extent to which these universities are under threat. Their sustainability is hugely questioned due to all these challenges which they continue to face. Further to this, is whether recurring funding from the government will be able to sustain such a demanding education system (Tanga and Maphosa, 2018).

2.7. Fundraising and Higher Education

Higher education is critical for societal development and remains instrumental in developing an informed responsible citizenry. It is set to prepare students to have useful careers and be able to contribute to their respective economies (Manzoor et, 2012) Higher Education ought to maximize the intellectual capital of the youth of a country. It is further expected to continue to evolve and remain in line with the developments of the world and adapt to such changes to provide programs that will be relevant and progressive (Manzoor et al, 2012; Chan, 2016).

Higher Education is expected to inspire and allow students to develop their capabilities to their highest potential, to develop and grow intellectually, and to be well equipped for the job market as to ultimately contribute to society at large (Manzoor et al, 2012). However, the higher education sector is faced with various challenges as far as the increased expectations around the services that they ought to be providing. Society

has since become so complex that students are expected to have even more skills and capacities (Chan, 2016).

Issues such as support for financial aid, rapidly increasing tuition rates, diminishing appropriations, and changes in governance relationships have become major challenges in higher education (Chan, 2016). Central to higher education sector challenges is the lack of funds and necessary resources to allow higher education institutions to operate effectively (Chan, 2016; Rohayati et al, 2016).

For this reason, there is a growing need for fundraising within the higher education sector so to alleviate the financial strain which is experienced within it (Rohayati, 2016). Higher education institutions are increasingly relying upon philanthropic funding to satisfy their funding needs (Rohayati et al, 2016).

Fundraising within the higher education sector and its significance to higher education institutions will now be discussed.

2.7.1. Fundraising in higher education and universities in developed countries

Higher education institutions in recent years have since relied on philanthropic funding to achieve their strategic objectives (Sharker and Nathan, 2018). Higher education in developed countries has raised billions of dollars through fundraising, and the importance of fundraising remains central to the sustainability of higher education (Rohayati et al, 2016). The growth in private funding for higher education institutions has since increased the demand for fundraising professionals (Sharker and Nathan, 2018).

Fundraisers become instrumental for institutions since they can source funds from various organizations to generate more funds for institutions (Sharker and Nathan, 2018; Rohayati et, 2016). Fundraisers are skilled and are expected to appeal to organizations across the globe for funds that will be able to support the objectives of institutions and ensure that they can deliver on the programs of these institutions.

In 2016 philanthropic gifts to higher education in the United States amounted to \$41 billion, which was a marginal increase of 1.7% from the prior year. Stanford University remained the leading recipient of philanthropic funding in 2015, credited purely to the university's fundraising team (Sharker and Nathan, 2018; Rohayati et al, 2016). The global financial crisis that has been experienced by the world in past years, particularly in Europe has seen the funding of European Higher Education Institutions (HEIs) transform drastically (Perez-Esparrells and Torre, 2012).

The European HEI sector has had to adapt to the European Higher Education Area (EHEA), called in Europe Bologna Process) and the European Research Area (ERA), these policies meant that new methods of teaching had to be implemented, and the way these institutions promote themselves and how they pledge infrastructure support had to be reviewed (Perez-Esparrells and Torre, 2012).

As a result of the growing global competition that exists within the higher education sector and the demands that come with the sector and the mere fact that public funding continues to drop (Perez-Esparrells and Torre, 2012). The need for European Higher Education Institutions to achieve key deliverables is realizing that budgets need to increase to be able to fund new programs (Perez-Esparrells and Torre, 2012).

Seeking philanthropic funding for Higher Education Institutions in Europe is still a new phenomenon since only in recent times it was explored as an alternative funding-seeking method (Perez-Esparrells and Torre, 2018). It is for this reason that European Higher Education Institutions need to formulate a strategy that speaks to fundraising. There is a great opportunity for these institutions to explore this avenue to generate more revenue to be able to meet their strategic objectives (Perez-Esparrells and Torre, 2018).

2.7.2. Fundraising in Higher education and universities in African countries

Higher Education Institutions in Africa experience major challenges around resource mobilization and fundraising since most of the institutions still have no experience in the areas of fundraising (King Baudouin Foundation United States, 2015). Other higher education institutions however, have been able to establish Institutional

advancement departments purely to appeal to donors to assist with funding (King Baudouin Foundation United States, 2015).

Public universities still receive a substantial amount of their funding from the government, they also rely on student fees for revenue generation, and lastly, they rely on various investments for revenue (King Baudouin Foundation United States, 2015). It is for this reason that some institutions in Africa have established foundations so to be able to raise funds that will support teaching and learning, research, innovation, student bursaries, and community engagement programs (King Baudouin Foundation United States, 2015).

Institutional advancement departments within Higher Education Institutions focus on three important areas which intend to assist institutions with raising funds (Drezner, 2021). The three areas include the fundraising area which is focused on developing relationships with donors to raise funds for institutions; second is the alumni area which focuses on alumni relations; it is expected to appeal to the pool of alumni of institutions for financial support, and lastly, the other area focuses on establishing international partnerships that can be strategic for development and sustainability of these institutions (Drezner, 2021).

The greatest hurdle is that there is still an issue with the level of experience of personnel that is expected to raise funds in these institutions which then makes it hard for these institutions to exploit fundraising opportunities and therefore continue to have financial challenges (Drezner, 2021; Arantes do Amaral et al, 2016). There has been a greater call from the world particularly in the United States of America for the allocating of infrastructure and resources in African institutions to develop their alumni giving and philanthropy functions of their organizations (Freeman, 2010; Drezner, 2021).

It is evident through the funding crisis that exists within African higher education institutions, that if this is not given the necessary attention it may have a detrimental impact on the sustainability of higher education institutions in Africa (Freeman, 2010; Drezner, 2021). Therefore, a call for organisations across the world to pledge funds towards such an initiative was made not only providing funds was deemed as a priority

but also providing necessary training and upskilling to relevant personnel who were directly involved in assisting higher education institutions to seek funding from donors (Freeman, 2010; Drezner, 2021; Counts and Jones, 2019).

African governments are realising the importance of philanthropic funding as a supporting measure to ensure that programs of higher education institutions are achieved. African governments continue to seek donors and formulate policies that can effectively encourage giving (King Baudouin Foundation United States, 2015). The significance of alternative funding avenues for higher education in Africa is to ensure that they can deliver on institutional programs, deliver world-class innovative solutions, produce the best talent, and remain globally relevant (King Baudouin Foundation United States, 2015).

2.7.3. Fundraising in South-African Universities.

Both the political and economic landscape in South Africa over the years contributed to the current state of the higher education sector (Badat, 2016; Badat, 2019). The challenges faced by the higher education sector span from the apartheid era (Council on Higher Education, 2000). Due to the inequalities that exist in our society, a majority of students were not able to afford high education fees, therefore making it hard for them to access tertiary education (Badat, 2016; Bunting, 2006).

Transformation in higher education has not been fully implemented, demographics still indicate that white students are the most registered and more so are registered in faculties that are strategic for the economic development of the country (Tjønneland, 2017). African students are still enrolled in social science and humanities programs (Cooper and Subotzky 2001).

Despite all sorts of challenges faced by students in South Africa, it remains the government's objective to ensure that more students access tertiary education and ultimately that students complete their studies (Cunninghame and Pitman, 2019). The government is aware that higher education can contribute to consolidating democracy and social justice (Cunninghame and Pitman, 2019). It can produce

critical intellectuals, can develop knowledge, and improve the economy (Cunninghame and Pitman, 2019).

The higher education landscape continues to be confronted with challenges, particularly in the area of funding, as a result of the growing need to be relevant and competitive (Jansen, 2018). To remain sustainable higher education institutions need to source more funds (Jansen, 2018).

Due to declining state subsidies toward the higher education sector in South Africa and the continuing pressure to meet institutional programs fundraising has become a necessity (Camp, 2019; Craig and Abrahams, 2009). Higher educational institutions in South Africa are now committing a substantial number of resources to fundraising and have since realised the significance of fundraising in the modern age (Camp, 2019; Ntsoe and de Villers, 2013).

The strategic importance of global funders remains key for all institutions around the world, donors continue to invest in outreach programs, and the Carnegie Foundation pledged funds for the University of Kwazulu-Natal for upskilling and training of teachers in the areas of science and mathematics (Lewis et al, 2010).

In the South African context, Sector Education and Training Authority (SETA) funding is deemed a philanthropic form of funding (Lewis et al, 2010). SETAs have become a strategic source of income within the higher education sector, this form of funding allows higher education institutions to align their funding needs with the allocations that SETA avails for the different funding initiatives (Lewis et al, 2010). SETAs create confidence in as far as university funding is concerned, this form of funding is established in such a way that it fits into the needs of higher education (Lewis et al, 2010).

SETA funding is established to serve the intended goals of higher education and delivers on the priority goals of universities. SETA funding addresses aspects such as bursaries for students, research support for universities, and special projects which are imperative for the development of universities (Lewis et al, 2010).

2.8. The role of foundations in universities

2.8.1. The role of foundations in universities globally

Foundations are considered critical in assisting universities with their institutional programs, they have become critical to the sustainability of universities across the world (Rockefeller Philanthropy and TIAA Institute, 2019). Foundations at universities are established for the sake of partnering with organisations that will be able to pledge grants directly to colleges, universities, and other organizations that serve students and conduct research in higher education, as well as intermediary institutions, such as associations and networks of schools (Rockefeller Philanthropy and TIAA Institute, 2019).

The effort by universities to seek collaboration with donors globally has its merits and demerits and therefore requires a strategic approach from the university (Rockefeller Philanthropy and TIAA Institute, 2019). There are benefits that funders can enjoy as a result of pledging to universities such as addressing the needs of universities, and the ability to create a meaningful impact on the development of students (Rockefeller Philanthropy and TIAA Institute, 2019).

The opportunity presented by philanthropic funding is the ability to support infrastructural development within universities, this type of funding is strategic for achieving the goals of universities (Rockefeller Philanthropy and TIAA Institute, 2019). Foundations are deemed a significant component of higher education as they are responsible for driving the development and income generation of universities (Jaumont, 2016).

Universities, as a result of the development of universal programs, have had to advance their programs that focus on aspects such as knowledge economies (Jaumont, 2016). Foundations play a role in advancing a transformational outlook for universities of the need to respond to evolutionary conditions in areas such as economics, humanities, innovation, and legal (Jaumont, 2016). In recent times foundations are yielding a great amount of influence as far as education policy reforms are concerned (Jung and Harrow, 2018). As a result of their role within academic

institutions, there is a huge public interest in foundations and there is concern around the intentions of corporates, donors, and organisations that pledge toward universities (Jung and Harrow, 2018).

The issue of organisations funding universities for their interest has raised a great deal of concern. It is for this reason that foundations are highly governed and regulated to mitigate against any situations that can compromise their independence (Engwall, 2020).

Philanthropic foundations across the world remain influential within the higher education sector, they have become advocates of new ideas, they exist to assist higher education institutions to develop collaborative activities, and therefore can be able to seek appropriate partners to assist with institutional programs (Haddad, 2020). Foundations influence the policy implementation process of higher education institutions thus making them agents of change (Haddad, 2020). Foundations through their networks can facilitate connections between decision-makers, policy organizations, and higher-education management to share their ideas and goals (Haddad, 2020).

Foundations continue to be very strategic for the development of higher education since they have been able to have a positive impact on the higher education landscape (Haddad, 2020). Foundations through their effort to support programs of institutional development thus fast-track academic innovations through their donor networks (Haddad, 2020).

2.8.2. The role of foundations in African universities

A lot of private foundations, organisations, and corporations continue to be actively vested in Africa as far as funding higher education is concerned (Jaumont, 2016). A substantial amount of their pledges towards their effort to support Africa's development goes towards education (Haddad, 2020). Private foundations are strategic for grant-making contributors to universities on the African continent, most corporations globally continue to pledge to African universities and have since established endowments to sustain these causes towards the development of African universities (Haddad, 2020).

Foundations within universities are established to assist universities to develop relationships with organisations to appeal to organisations to support programs universities (Jaumont and Moja, 2020). There is a great deal of under-resourcing that exists in African universities, funds are required for research engagements, infrastructure support, curriculum development, facility improvement, and the support of students (Jaumont and Moja, 2020). Foundations support universities in raising funds that will be able to assist with all the challenges that exist within universities (Jaumont, 2016).

The role of foundations is to understand the missions of organisations and be able to identify their area of interest, particularly their CSI programs (Jaumont, 2016). Foundations are expected to align university priorities with the donors' CSI initiatives. The role of foundations is to continue to seek strategic partnerships across the world to grow the funding for African universities (Jaumont and Moja, 2020).

Foundations have since played a transformative role in universities; foundations have been drivers of the development of academic institutions (Clotfeller, 2005). They are critical for the development of institutions. Foundations have been significant in assisting universities to seek funding for projects that advance development in areas of medicine, biological research, web-based technology, and other programs that are significant for economic development (Clotfeller, 2005).

Foundations assist universities to achieve strategic goals and support universities to implement programs that are significant for their growth, foundations are advocates of academic reforms that can benefit universities in their entirety and be able to enhance structural development (Haddad, 2020). The enhancement of institutional development is a priority for foundations, as their mandate comes from universities themselves (Haddad, 2020).

There is always a continuous effort to ensure that foundations within universities advocate for academic reforms and all the improvements that are required to develop policy frameworks and institutional innovation to maintain a global standard (Haddad, 2020; Jaumont and Moja, 2020). Relevancy is primary for the sustainability of

universities as it speaks to the credibility of institutions particularly African universities (Jaumont, 2016). Foundations are non-profit organizations and therefore come with a great deal of governance, transparency, and extensive supervision and evaluation systems (Frost and Hattke, 2014). This speaks to the level of integrity that is required from foundations.

These extensive measures that exist within universities give it credibility; it is for this reason that donors can pledge funds to support programs for which foundations seek funding (Frost and Hattke, 2014). Foundations are established to promote the development of universities and encourage an environment that supports law, good practices, and social norms in the development of university policies (Jaumont and Moja, 2020).

2.9. Challenges faced by foundations in Higher Education/Universities

2.9.1. Challenges faced by foundations in Higher Education/Universities around the world.

A lot of Higher education institutions in many Organisation Economic Co-operation and Development countries are still deemed as public sector institutions (OECD, 2003). Governments continue to have an influential role in the functions and operations of higher education institutions. This is evident in countries like the USA, even though they can source external funds however they are still hugely funded by the government (OECD, 2003).

The university landscape has in recent years evolved and has become hugely competitive globally (OECD, 2003). Countries such as the United Kingdom and Hungary have seen a great deal of competition among universities particularly public universities (OECD, 2003). They are expected to deliver excellence, provide world-class programs, to be globally advanced as far as technology and the extent to which these universities are innovative (Badat, 2010).

Higher education institutions are pressured to deliver on the expectations of various funders to maintain the confidence that funders have for these higher education institutions (Badat, 2010). There is generally a funding and regulatory criterion that they need to meet to ensure they secure funds whilst having the pressure to strengthen their position in the market (Badat, 2010). There is a growing need for these universities to attract the right caliber of staff to remain competitive and therefore be able to attract the right students for these institutions (Badat, 2010).

A larger pool of graduates globally still has a skills crisis despite enjoying tertiary education, many still don't have the necessary skills to be employable in their respective countries thus making higher education institutions review their program delivery so it is in line with the needs of the respective economies (Badat, 2010). There are a lot of students that are dependent on the government for funding, putting pressure on the government to increase their budgets to fund more students ultimately putting pressure on publicly-funded institutions of higher learning (The World Bank, 2021).

It should be noted that a lot of countries remain with limited resources and are not able to finance the increasing number of students that seek to be educated, that are struggling to finance several students whilst maintaining the credibility of these higher education institutions (The World Bank, 2021). There is a greater expectation from foundations to ensuring that they source funds to support all these challenges faced by higher education institutions (The World Bank, 2021).

Tertiary education remains scarce in most of the world's poorest countries, countries in Latin America, and the Caribbean countries in which on average, the poorest 50% of the population only represented 25% of tertiary education students in 2013 (The World Bank, 2021). In Sub-Saharan Africa, only 9% of the student cohort for tertiary education continues from secondary to tertiary education which makes it the lowest regional enrolment rate in the world (The World Bank, 2021).

As a result of complexities that come with the higher education environment countries have undertaken a position to restructure their tertiary institutions to improve their effectiveness. (The World Bank, 2021). Most countries that are pursuing strategic reforms of their tertiary sectors will ultimately benefit since it will prioritise efforts

towards equitable access, skills development, improved learning, retention of both staff and students, and having a reputation for producing skilled graduates (The World Bank, 2021). The challenge is to continue to produce academic degrees that meet the needs of the economy, this can play a great role in the number of unemployed graduates that are existent in most countries, particularly in developing countries (The World Bank, 2021).

2.9.2. Challenges faced by foundations in Higher Education/Universities in the African continent.

African higher education institutions continue to face challenges, particularly as far as access to universities and also due to low levels of postsecondary attendance (Teferra and Altbach, 2004). Africa's higher education institutions struggle to provide education effectively since there are compromises around some aspects of research and the quality of service offered due to a lack of resources (Teferra and Altbach, 2004).

Higher Education Institutions remain subjected to the social, economic, and political problems which face the continent (Teferra and Altbach, 2004). These challenges are further increased due to the pressures that come with globalization (Teferra and Altbach, 2004). There is a growing number of private higher academic institutions being established in Africa, this is due to the issues of governance, autonomy, management challenges, and gender discrimination in some public institutions (Chetty and Pather, 2015). The quality of research in African institutions has been to a great extent compromised purely because of scholarly communication barriers, language issues, and the brain drain, these remain at the center of Africa's future academic development (Chetty and Pather, 2015).

Universities in Africa suffer mostly due to inadequate financial resources and not being able to invest in the necessary infrastructure, programs, and skills to deliver a world-class experience for their students (Chetty and Pather, 2015). The demand for access to African universities continues to increase and has resulted in a growing strain on the resources utilised by higher education institutions, there is now a substantial number of students entering the university sector, and universities previously were designed to cater to few students (Teferra and Altbach, 2004).

Enrolments in Africa continue to increase however the financial challenges remain (Teferra and Altbach, 2004).

African countries suffer a lot of economic challenges which are a result of inflation, devaluation of the currency exchange rate, economic and political challenges, and structural adjustment programs, these have a direct impact on the financial stability of higher education institutions (Unesco, 2021). There is growing massification of the higher education sector in Africa which is not necessarily a positive thing since there are concerns around the quality produced by such universities (Unesco, 2021; Adetiba, 2019).

African universities lack the necessary capacity to produce knowledge and research which is effective for the development of the sector and the continent as a whole (Unesco, 2021). Universities globally have become competitive and a substantial amount of funding is invested in universities especially in European institutions to develop their higher education sectors, to produce knowledge that is necessary to develop their respective economies (Teferra and Altbach, 2004).

2.10. The role of foundations in the achievement of the Institutions' strategy

2.10.1 The role of foundations in the achievement of the Institutions' strategy across the world.

Foundations across the world need to remain proactive in their approach as far as sourcing funds from donors (Hagerty, 2012; Kania et al, 2014). There is a major opportunity for foundations to exploit the market if they just become pragmatic in their approach and be able to maintain a great deal of consistency in their methods to appeal to and seek funding for higher education institutions (Kania et al, 2014).

Strategic philanthropy aims to undertake a course that is consistent and can be repeated for the sake of uniformity, this is to create a model to effect philanthropy funding within the higher education sector (Hagerty, 2012). The reality is that donors

or funders are not fixed on investing in specific causes but are flexible to social needs as they happen (Kania et al, 2014).

Foundations continue to work towards addressing complicated financial complexities that exist within the higher education sector, and can raise philanthropic funding which can advance programs that have a global impact such as scientific advances (Kania et al, 2014; Kania et al, 2014). Global foundations such as the Aaron Diamond Foundation have been very strategic in developing treatments for HIV/AIDS, whilst the Ford and Rockefeller foundations focus on agricultural research which has produced the green revolution initiative which has been able to feed over one billion people (Kania et al, 2014).

Foundations can appeal for funds that will be strategic for improvement of the performance of lecturers, staff, and the executive to develop the higher education sector (Kania et al, 2014). There is a growing need for advancing the quality of the academic landscape by investing in programs that can develop the necessary skills and expertise to ensure that higher education can achieve its curriculum goals and financial goals respectively (Kania et al, 2014).

There is always an effort by foundations within the higher education sector to raise funds for the sake of seeking interventions to the major problems faced by institutions, however, the idea is to scale those interventions to be able to secure consistent income from donors (OECD, 2003; Kanina et al, 2014). The significance of perpetual income from donors is that it allows institutions to advance sustainable programs that encourage development and can deliver on institutional goals (OECD, 2003).

Foundations can be established to full-serve the mandate of higher education institutions, there is a greater expectation from them to have a full understanding of the needs of institutions to be able to establish a plan that will assist in achieving their strategic goals (Rockefeller Philanthropy Advisors and TIAA Institute, 2019). There is a strategic outlook that foundations need to constantly maintain as far as becoming a strategic tool to advance institutional development (Kania et al, 2014). A global reach is important to align institutional programs with global programs (Kania et al, 2014).

This method of approach allows institutions to align their goals with the goals of donors globally, with this approach foundations can be able to appeal to donors on a cause-effect approach. Foundation is instrumental in identifying programs that have an impact and be able to provide an alignment between the university and the concerned donor (Hagerty, 2012). The effort by foundations to align university goals and donor goals is critical for income generation purposes (Hagerty, 2012).

2.10.2 The role of foundations in the achievement of the Institutions' strategy in the African continent.

Foundations play a strategic part in the development and advancement of higher education on the continent (Hagerty, 2012). Its role entails the seeking of funds from various partners to support initiatives that are material for the betterment of our African institutions (Hagerty, 2012). Foundations can exercise their voice as far as lobbying the global community to support programs that can benefit the continent and beyond (Hagerty, 2012).

Foundations can identify strategic partners through the mandate provided by higher education institutions. Foundations are responsible for advocating for African Education issues such as the significance of low-cost connectivity using the internet, the necessity of developing new higher education financing models, and any other support that can benefit these institutions (Jaumont, 2020).

Global Foundations particularly the Carneige, Ford, and the McArthur Foundation have been instrumental in developing initiatives that support the Higher Education landscape in Africa (Grant Lewis et al, 2010). The establishment of the Partnership for Higher Education in Africa (PHEA) which intended to support the development of the higher education sector in Africa through allocating funds (Grant Lewis et al, 2010).

The funds are allocated toward the development of Africa's intellectual capital by building strong higher education systems within the African continent (Grant Lewis et al, 2010). This partnership has since attracted a substantial amount of funds from various organisations as a form of support (Grant Lewis et al, 2010). This has granted foundations within higher education to access such funds to advance programs that

are aligned with PHEA (Grant Lewis et al, 2010). It is evident that the role of foundations is to establish relationships that are benefitting to the programs advanced by various institutions, and an effort to collaborate is strategic for the growth of academic institutions (Grant Lewis et al, 2010). Foundations that exist for universities are expected to understand the needs of institutions and beyond the needs of the economy (Jaumont, 2020).

Africa has a great deal of shortage of skills that are required to support the development of economies, the knowledge economy requires a great of exploitation by African institutions. Therefore, as a result of economic dynamics that exist within the continent, higher education institutions have become instrumental in economic development (Jaumont, 2020; Grant Lewis et al, 2010). Foundations need to comprehend the significance of the higher education sector and realise that universities are becoming increasingly pivotal participants in the global market (Grant Lewis et al, 2010). Therefore, the continuous appeal to donors is strategic for the advancement and maintenance of effective educational institutions (Jaumont, 2020).

Foundations through their fundraising efforts can contribute to the sustainability of higher education institutions and it should be known that foundations remain a strategic resource for the development of higher education (Grant Lewis et al, 2010). Initiative-driven engagements by foundations are strategic towards building rapport and partnerships across the world, such initiatives can align programs of higher education institutions with donor core programs (TIAA Institute, 2019). Initiatives are imperative for the sustainability of universities as they can present funding opportunities and thus allow collaborations between universities (TIAA Institute, 2019). African academic institutions remain a focus around the globe, as they can present opportunities that can benefit both the continent and the world (Grant Lewis et al, 2010).

2.11. Conclusion

The higher education sector remains instrumental for societal and economic development across the world, and the importance of ensuring that the sector is continuously sustained and maintained remains paramount. Its role is to improve the lives of students and to inspire students to strive for greatness.

Higher Education is expected to keep abreast with the latest global developments so students can continuously remain relevant and consistent with global trends, thus making students equipped with the right set of skills for them to be employable.

Despite its role in society and its importance to economic development higher education is faced with challenges that continue to threaten its existence. The reduction in state funding for higher education is alarming, the concerns around increasing university fees and pressure for the higher education sector to produce quality output have placed a major burden on the sector.

Greater intervention is required to ensure that universities are protected, maintained, and sustained. The need for financial resources is pressing since state funding continues to decline. As a result of a decline in state funding from the state, there has been a growing need for higher education institutions to fundraise a measure to alleviate their financial burden.

These institutions have undertaken a position to appeal to both existing and potential donors to support their efforts to maintain proper operations within institutions so that they can conduct the day-to-day operations. It is evident that philanthropic funding has become a priority for the development of higher education institutions, therefore further effort is required from universities to ensure that they invest in an effective fundraising function that will support their financial needs.

It is evident that fundraising remains key to the development of the higher education sector, it remains strategic in alleviating the financial burdens brought about by the declining funding from states.

CHAPTER THREE

Research Methodology

3.1. Introduction

This chapter of the study discusses research methods and the appropriate techniques that were implemented to deal with the research problem. It is centred around the research approach, population sample, and sampling method. It factors both the primary and secondary data sources; the data collection tool is then explored and the data analysis will be discussed, followed by knowledge of trustworthiness and credibility. Lastly, ethical clearance considerations and conclusions are discussed.

3.2. Research Location

The study was carried out at the University of Kwazulu-Natal (UKZN) in Durban, South Africa. The rationale behind this choice is the fact that the study is aimed at investigating the extent to which the Covid-19 pandemic had on the University of Kwazulu-Natal Foundation's fundraising efforts. It then follows that the most appropriate place to conduct the research will be at the UKZN. There is a possibility of obtaining all necessary and relevant data from the University.

3.3. Research Approach

The chosen research approach for this study is qualitative methodology. Qualitative research is a type of social action that encourages participants of a study to explain and understand their experiences (Mohajan, 2018; Glatte, 2015). Qualitative research uses interviews to gather data (Mohajan, 2018). It further uses interview schedules to obtain, analyze and interpret data (Mohajan, 2018; Grover, 2015). Qualitative research is interested in understanding people's beliefs, experiences, and people's perspectives on issues (Jackson et al, 2007; White and Marsh, 2006). Qualitative research does not include statistical analysis and calculations (Jackson et al, 2007; Apuke, 2017). Qualitative Methodologies aim to indicate how inquiries should be

tackled by indicating what problems should be investigated, it intends to frame a problem so it can be explored (Jackson et al, 2007; Mehrad and Tahiri, 2019). Qualitative methodologies assist with developing appropriate data generation and assist in forming a sensible connection between the problem, data gathered, the analysis, and conclusions (Jackson et al, 2007; Mohajan, 2018; Goundar, 2012).

Qualitative research aims to bring about insights and comprehension of the problem (Jackson et al, 2007; Apuke, 2017). Qualitative research intends to understand complex phenomena that are hard to comprehend (Anderson, 2010). Qualitative research is utilized to establish an in-depth comprehension of the behavior of humans, experiences, and attitudes (Jamshed, 2014; Anderson, 2010; Techo, 2016).

The researcher utilised the qualitative research methodology since there was interest in finding out the opinions of funders regarding the challenges they face in light of the pandemic. The researcher utilised the qualitative methodology so to establish the challenges faced by the UKZN management as far as fundraising is concerned during the pandemic. Since the objective of the study is to establish whether the UKZN Foundation was able to achieve its financial targets during the pandemic; the extent to which project demands were impacted and investigate if the relationship with various stakeholders was in any way affected during the pandemic. The opinions and perspectives of both funders and the UKZN management assisted the researcher in achieving the objective of the study.

My positionality within this research is as an insider who works for the UKZN Foundation, and this is stated that while it may be perceived that there may be a conflict of interest when I present the findings. This research is general, it is looking at a topic that would not need to be manipulated. Despite the researcher being immersed in the UKZN Foundation, impartiality was maintained in carrying out the study and the findings were in no way manipulated nor compromised. The findings are presented as they emerged in the research. The study aims to investigate the impact Covid-19 had on the fundraising efforts of the UKZN Foundation. There is therefore no reason to manipulate the data as the researcher is looking at funding, challenges, and opportunities during the Covid-19 period.

3.4. Population and Sample

A research population is the total of all subjects including humans that have characteristics of interest to the researcher (Camp, 2018). In this study, the population is the University of Kwazulu-Natal and the various companies that are donors to the institution. The population includes the whole group of events, people, and subjects that require to be investigated (Shukla, 2020; Boru, 2018). A good sample is a statistical representation of the whole population of interest and is still able to answer the research population (Bhardwaj, 2019; Casteel and Bridier, 2021). The key advantage of sampling is that minimal knowledge is required of the population, and it's free from subjectivity and personal error (Bhardwaj, 2019).

The sample for this study will include 13 participants which include: five external donors, four employees at the UKZN Foundation, one employee at the UKZN Alumni Relations office, the former Executive Director of the UKZN Foundation, the student funding manager, the Dean of the School of Clinical Medicine at UKZN.

The researcher selected the participants based on the following criteria: the five external donors are active within the UKZN Foundation and continue to fund the university, and their opinions would assist the study by making the reader understand if they were in any way impacted by the outbreak and whether they would be still be donating to the university despite the outbreak of the Covid-19 pandemic.

The four employees of the UKZN Foundation are critical to the study since they provide insight as far as the landscape of fundraising is concerned, and they can share insight on trends, and the impact Covid-19 had on fundraising. The four employees help assist the researcher in achieving some of the objectives of the study.

The one employee that works for the alumni relation at UKZN can assist the researcher by providing information regarding the state of giving amongst our alumni department. The UKZN alumni department is strategic since it also appeals to our pool of alumni to fund and support the UKZN. The researcher wanted to understand if alumni still donated to the UKZN even during the pandemic.

The former Executive director of the UKZN Foundation contributed much to the study since he was able to share historical information about the UKZN Foundation's

fundraising trends over the years. The Executive Director was able to provide information regarding the status of projects within the UKZN foundation in light of the pandemic.

The student funding manager assisted the study by sharing the state of fundraising in the light of the pandemic, he was able to share feedback from donors during the pandemic.

The Dean of the School of Clinical Medicine expressed her opinion regarding the state of fundraising, particularly in the department of health, she was able to share her opinion as far as the fundraising landscape is concerned. She was able to relay the sentiments of donors in light of the pandemic.

3.5. Sampling method and Approach

Nonprobability sampling is a true representation of a larger population. Non-probability sampling is a less rigid method than probability sampling, it relies on the skills of the researcher (Trochim, 2021; Bala, 2017). Observations are key in nonprobability sampling and it is continuously used for qualitative research (Trochim, 2022; Vehovar et al, 2016).

Purposive sampling was specifically utilised. Purposive sampling is when samples are predefined through groups and aim to understand the study (Trochi, 2021: Omona, 2013; Taherdoost, 2016). Purposive sampling can be useful in situations whereby the researcher needs to establish the sample quickly (Trochim, 2022: Omona, 2013).

The researcher used a purposive sampling method since the participants were so much fitting to answer some of the questions the researcher was dealing with. The participants either worked at UKZN previously or are currently working there at the current moment, some of the participants are also active donors who can contribute to the study.

3.6. Data Collection Tool

Data collection is the process of putting together and measuring data on various aspects (Kabir, 2016). Data collection aims to support the study by answering research questions systematically (Kabir, 2016; Barrett and Twycross, 2018). The researcher should test the hypotheses and evaluate their outcomes (Syeda, 2021). The emphasis is that the data collection method needs to maintain accuracy and honesty (Kabir, 2016).

The goals of collecting data are to identify quality evidence that can be made to be useful data and that can allow the development of a credible answer to the research question (Canals, 2017). A qualitative study should be maintaining accurate data collection so that integrity is maintained (Canals, 2017).

The collection of data remains one of the most imperative stages when a researcher is conducting research (Canals, 2017). The collection of data is required to complete the research project.

3.6.1. On-Line Interviews

Data was collected using online interviews; a virtual interview is the undertaking of an online approach research method that is managed through using computer-mediated communication, such as email, and virtual applications (James and Busher, 2016).

Online Interviews assist with understanding the participants of activities; their perspectives, motives, and experiences (James and Busher, 2016; Archibald et al, 2019). An interview schedule can be used to construct an online interview so to establish which of the data collected can assist with the answering of the questions (James and Busher, 2016).

The researcher used online interviews as a tool to collect data from participants since sufficient time was needed. The researcher needed to go through the questions and establish clarity from the participants. The researcher needed to determine whether

UKZN was able to achieve its financial targets in the wake of the pandemic; has the UKZN foundation had been able to meet project demands in the light of the outbreak of the Covid-19 pandemic; were relationships with stakeholders in any way impacted during the outbreak and mostly was the UKZN foundation able to meet the strategic requirements of the UKZN.

3.7. Data Analysis

Data Analysis is the process of reducing a large volume of collected data to make sense to the researcher (Kawulich, 2004). Data is reduced through summarisation, categorisation, and creating of patterns and themes to be relevant to a study (Kawulich, 2004). Data analysis occurs whilst the researcher is in the field collecting data, the goal is to inscribe, transcribe and describe the data accordingly so it is relevant to the study conducted by the researcher (Kawulich, 2004).

3.8. Thematic Analysis

Thematic analysis analyses qualitative data, it is often implemented through a set of texts such as interviews (Braun and Clarke, 2012). Themes are expected to be identified and closely examined through thematic analysis. Thematic Analysis is an approach that aims to systematically identify, and organize data to determine important patterns and trends in the study (Braun and Clarke, 2012).

A researcher who uses thematic analysis to understand qualitative data collects data by conducting interviews with respondents and mostly be able to establish key themes, trends, topics, and most patterns (Maguire and Delahunt, 2017).

Thematic analysis has a six-phase approach (Maguire and Delahunt, 2017). The first phase includes the researcher familiarising themselves with the data at their disposal, the comprehension of the data by studying textual data obtained from interviews, the responses to interview schedules, listening to audio recordings, and watching video data (Braun and Clarke, 2012).

The second stage entails the systematic analysis of data by coding, codes remain the building block of assessing data (Braun and Clarke, 2012). Codes need to identify and establish a feature of the data that is most relevant to the research question at hand (Braun and Clarke, 2012). In the third phase, the researcher shifts from coding and starts identifying themes (Braun and Clarke, 2012). A theme intends to identify something significant about the data in question (Braun and Clarke, 2012).

Themes aim to identify a pattern within the available data through understanding the responses and meaning of participants of the study (Braun and Clarke, 2012). The fourth phase involves the researcher reviewing the potential themes, and developing themes that are assessed about coded data and the entire dataset (Braun and Clarke, 2012). This phase entails quality checking of the data at the researcher's disposal. It involves checking themes against the collated extracts of data (Braun and Clarke, 2012). The fifth stage concerns the definition of themes and trends, and the researcher is expected to state clearly what is unique about a certain theme (Braun and Clarke, 2012).

Themes need to be singularly focused, they are expected to be related, they also should not be repetitive and they should address the research question (Braun and Clarke, 2012). The sixth stage speaks to the production of the report, particularly the production of the main report such as journal articles and even dissertations (Braun and Clarke, 2012). The purpose of such reports is to relate a convincing story about the researcher's available data based on the analysis. The report should be clear and concise and be able to answer the research questions (Braun and Clarke, 2012).

3.9. Knowledge Trustworthiness and Credibility

Credibility in research is the confidence the qualitative researcher has about the integrity of the research study's findings (Patton, 1999). Triangulation is an approach used by researchers to improve the credibility, integrity, and validity of research outcomes (Patton, 1999).

Trustworthiness in a qualitative study speaks to the extent that confidence in data, interpretation, and methods used by the researcher is quality (Cutcliffe and McKenna,

1999). Researchers should establish systems that are important for a study to be seen as trustworthy by readers (Cutcliffe and McKenna, 1999). Trustworthiness in a qualitative study is about establishing the following: credibility; transferability, conformability, and dependability (Cutcliffe and McKenna, 1999).

Credibility speaks to the extent to which confidence is maintained by the researcher (Cutcliffe and McKenna, 1999). Transferability speaks to the extent to which the researcher can demonstrate that the research study's findings can apply to similar situations and populations (Cutcliffe and McKenna, 1999). Confirmability of a study speaks to the extent that neutrality in a research study's findings can maintain, dependability also measures the extent that the study could be repeated by other researchers (Cutcliffe and McKenna, 1999).

To ensure that the credibility and trustworthiness of the data are maintained the researcher will record the interviews with the respective candidates and identify consistent statements from participants and note any trends and will avoid being biased by using the method of triangulation. Supporting documents will be produced by a researcher in a form of annexures to support certain statements from participants.

3.10. Study Limitations and Implications for Further Research

The study was undertaken at a time whereby there was minimal academic literature about the topic at hand. There was limited research on fundraising for universities during the Covid-19 pandemic.

The scope of this study has since been restricted to one university, therefore, limited to a small sample of respondents. If the researcher was able to extend such research to other South African Universities it would have generated useful data since it would have exposed the extent to which the Covid-19 pandemic affected fundraising in other universities. Lastly, the researcher might be biased and might instead of implying research gathered might rely on their experience and knowledge of the sector to conduct the research.

3.11. Ethical Clearance Considerations

This study was conducted in conjunction with all the UKZN published ethics policies. This study attained full ethical clearance before the initiation and collection of any data from all the Registrars of UKZN. The research instruments were approved before being administered. The relevant gatekeeper's authorisation was obtained. In this instance, the researcher sought approval from UKZN Registrar.

The purpose of the research is for academic purposes and will be fully disclosed to all targeted participants. The researcher will guard the identity of the targeted participants and deal with information disclosed in the manner prescribed under the ethics policy. Since the world is in the middle of a pandemic the researcher will need to ensure that aspects such as social distancing are maintained and that data is collected through online surveys and also using virtual tools such as the Zoom application, Teams, and Skype business to interview participants, this will ensure the validity and reliability of the data during the pandemic. Consent will be established from targeted participants.

3.12. Conclusion

The research methodology was explained and explored in this chapter. The research location is highlighted, and the research approach is also explained. The population of the study is highlighted and so is the sampling method approach undertaken is discussed. Both primary and secondary data sources will be revealed. Data Collection Tools are shown so is how data will be analysed.

The following chapter will focus on the presentation of the data and the associated discussion of the findings.

CHAPTER FOUR

Presentation and Discussion of Findings

4.1. Introduction

This research aims to investigate the impact of the Covid-19 pandemic on the UKZN Foundation's fundraising efforts. Interviews were conducted with all relevant participants to answer the research questions. The researcher interviewed a range of participants which include the UKZN Foundation Management team and external donors of the UKZN Foundation.

In this chapter, the responses of the UKZN Foundation Management team and external donors of the UKZN Foundation were recorded. The researcher works through the interview systematically by first presenting the interview questions and following them with a discussion of the responses from the participants. The discussion of the individual responses includes quotations from the interview data and to some extent supporting documents that some of the participants managed to produce to support their statements.

It is then followed by specific findings that emanated from the responses to the interviews. In the final discussion of this section, the researcher summarises the overall findings from these interviews.

4.2. Presentation of Findings

The findings in this chapter have been filtered into four key themes and four subthemes. Distributed within these themes are the interviewee quotations. When applicable, tables have been used to summarise the responses. The main participants in the study are four senior representatives of external organisations which will be

referred to as Company A, Company B, Company C, and Company D due to a confidentiality undertaking between the companies and the researcher.

The other participants include current and former UKZN Management staff particularly: the former executive director of the UKZN Foundation, the acting executive director of the UKZN foundation, the finance manager of the UKZN Foundation, the donor relationship manager of the UKZN Foundation, the Alumni Manager, the student funding manager, the dean of clinical medicine and the prospect researcher of the UKZN Foundation.

4.2.1. Determining whether the UKZN Foundation was able to achieve its income and donor targets in the light of the Covid-19 pandemic.

The first theme was based on a range of three questions to determine whether the UKZN Foundation was able to achieve its income and donor targets in light of the outbreak of the Covid-19 pandemic. Respondents expressed their views concerning the above theme and their responses are presented below:

4.2.1.1. Establishing whether the UKZN foundation achieved its income and donor targets or not.

All the current UKZN Foundation management staff excluding the former Executive Director of the Foundation stated that the UKZN Foundation was able to achieve its income and donor targets in the wake of the Covid-19 pandemic. The 2020 financial target as set by the UKZN Board of Trustees was one hundred and seven million rands R107 000 000 and the UKZN Foundation achieved one hundred and thirty-four million and three hundred and twenty-six rands R134 000 326. It is evident that despite the pandemic and the impact it had on the economy the UKZN Foundation achieved its target.

The former Executive Director of the UKZN Foundation mentioned that;

“The target was not achieved, that the initial target that was agreed with the Board of Trustees of the Foundation was not achieved”

He further stated that a review of strategy had to be done in light of the outbreak of the pandemic. Therefore, the target was achieved by the UKZN Foundation but was not the initial target set by the Board of Trustees. Given the responses of both the

current and former UKZN Management Team, it can be concluded that the UKZN Foundation did achieve its income and donor targets however the targets had to be reviewed in light of the outbreak of the pandemic. It is evident due to the outbreak of the pandemic and the impact it had on companies, the board of the UKZN Foundation undertook a decision to review the initial targets they had set to accommodate the current economic landscape.

4.2.1.2. Sources of Income that were impacted by the outbreak of Covid-19

Under this subtheme, the researcher establishes whether any of the sources of income that the UKZN Foundation relies on for funding was in any way affected by the outbreak of the Covid 19 pandemic. The foundation relies on the following sources of income: Trusts, Government, Corporations, Foundations, Professional Associations, Bequests, Academic Institutions, Individuals, Special Interest Groups, Alumni, and Anonymous.

The former Executive Director mentioned that; *"The funding from corporations experienced a decline, as well as alumni giving endured a decrease as a result of the pandemic."* He further noted that;

"Some trusts and some foundations also experienced a decrease in funding, government funding increased substantially through SETA funding".

According to the former executive director of the UKZN foundation, it is evident that there was a decline in the amount of giving particularly from companies in light of the outbreak of the Covid-19 pandemic due to the economic strain. However, the amount of giving from the government grew substantially in the light of the pandemic since they needed to allocate funds to support the higher education sector as a measure to alleviate the crisis the Covid 19 pandemic brought to the sector.

The giving from trusts and other foundations which were given before the pandemic declined in the light of the outbreak of the pandemic due to a lack of budgets, these organisations undertook a position to hold off philanthropic spending during the current economic crisis.

The acting Executive Director of the foundation who is also the Donor Relations Manager mentioned that;

"Corporates were hugely impacted and it was reflective in the year-to-date figures comparing 2021 and 2022 financial year ends". He further mentioned that;

“The government funding increased through SETA and therefore offset the shortfall from the business sector”. There is consistency in what the acting Executive Director of the foundation and the former Executive Director are saying about the fact that giving from companies declined substantially in light of the pandemic. Also, the fact that the government gave a substantial during Covid-19.

4.2.1.3. The state of donors in the light of the outbreak of Covid-19

The number of donors grew in the year 2020 as compared to the year 2019 suggesting that the number of donors was not affected by the outbreak of the pandemic, however, in the year 2021 there was a marginal decline in donors as compared to 2020. Therefore, the researcher can conclude to an extent that the number of donors was affected by the outbreak of the pandemic, since there was a drop in the number of donors during the period. The Finance Manager of the UKZN Foundation indicated that;

“The number of donors increased in 2020 compared to 2019.”. The Finance Manager of the UKZN Foundation further indicated that; *“The number of donors in 2020 grew to 401 donors, whereas in the year 2021 the number of donors was 219 showing a decrease in the number of donors in the year 2021”.*

Based on the respondents above it is clear that the university was under financial strain due to the outbreak of the pandemic since they required more funds to support their online teaching program and had the challenge to ensure that students also had the necessary equipment for online learning.

The UKZN Foundation continued to appeal to donors for further funding as part of its effort to support the programs of the university. It is for this reason that fundraising has become crucial for universities to have alternative funding streams and be able to remain sustainable (Sharker and Nathan, 2018; Rohayati et al, 2016). The UKZN foundation appealed to donors to support students with the necessary equipment for remote learning. The importance of foundations is to support the institutional development and the sustainability of universities (Grant Lewis et al, 2010; Jaumont, 2020).

It is clear that the UKZN Foundation appealed to as many donors as possible thus being able to secure more funds despite the strain on the economy, this led to the UKZN Foundation achieving its financial target, therefore, satisfying the strategic

mandate as set by the university. Foundations that exist for universities are expected to understand the needs of institutions, and the needs of the economy and mostly they need to align their efforts with the needs of the institutions they serve (Kania et al,2014; Hagerty,2012).

Despite the effort by the UKZN foundation to appeal to donors to secure funds for the university, it is clear that during a pandemic companies held back and pledged less; a measure to manage their cash flow. It is clear that during a pandemic a great deal of economic strain is experienced by organisations, therefore it is required by foundations to appeal to as many organisations as possible to secure as much funding as possible.

Universities need to be flexible in their expectations of foundations in light of an economic crisis as donors tend to pledge less. In times of crisis, it is evident that the government to a large extent can intervene as a measure to support the university in times of crisis.

4.2.2. Establishing whether the UKZN foundation was impacted by the pandemic in meeting its project demands.

The second theme was based on a range of three questions to determine whether the UKZN Foundation's projects were in any way affected by the outbreak of the pandemic.

Respondents expressed their views on the above theme and their responses are presented below.

4.2.2.1. Ways in which the pandemic affected how the UKZN foundation performs its duties.

The employees of the foundation had differing views about whether the pandemic impacted the UKZN foundation carrying out its duties. Fundraisers of the UKZN foundation stated that donors as a result of the outbreak of the pandemic limited physical meetings with them thus not being able to appeal for more funds.

The bottom line of the foundation was subsequently affected due to donors not allowing them to meet with them, as most of the companies undertook a position to save their companies and held back in Corporate Social Investment (CSI) spending.

The Former Executive Director of the Foundation stated that:

“We were not getting meetings with donors, donors stopped seeing us, donors had prioritised their efforts towards saving their companies in the light of the pandemic and therefore did not dedicate time to meeting UKZN fundraisers”.

Some employees reported that despite not being able to meet with donors physically, it presented an opportunity for the fundraisers to meet with donors online and were still able to raise funds even in the light of the pandemic.

The other advantage brought about by virtual working for UKZN Foundation is that there were a lot of costs saved such as travel costs, hotel costs, and car rental costs since donor relationship managers met with donors virtually instead of traveling to see donors. This had a positive impact on the bottom line of the UKZN Foundation.

4.2.2.2. New Projects that are undertaken by the UKZN Foundation in light of the pandemic.

It is evident that responses from the UKZN Foundation management team that standing projects within the foundation continued to be funded by various donors even in the light of the pandemic. Particularly government projects were not affected since budgets were allocated for in the previous years, therefore the outbreak had no bearing on the funding of projects. The pandemic itself brought a shift as far as projects are concerned, since the outbreak of Covid-19 had a major impact on the economy, different parts of society undertook a position that they would fund research engagements that would tackle the Covid-19 pandemic.

As a result of the pandemic, the UKZN Foundation prioritised its focus on sourcing funds that could assist with alleviating the pressure brought about by the outbreak of the pandemic on the university. The UKZN Foundation prioritised student funding and research around the Covid-19 pandemic as far as fundraising is concerned. As a measure to reduce the infection rate within the university, the executive management of the university decided that students should study online as opposed to contact learning.

This sudden transition to online studying did put pressure on both the university and students. The lack of sufficient resources to carry out the online mode of learning by the university was a concern, and the fact that students also did not have sufficient resources to carry out their online learning put pressure on the university too. It was for this reason, that the UKZN Foundation prioritised its focus on student support in the light of the pandemic and research around Covid-19.

The UKZN Foundation undertook two new projects which included appealing to donors to allocate funds towards data for students, laptops for students to connect online for their studies, and lastly to appeal to donors to fund the Kwazulu-Natal Research Innovation and Sequencing Platform (KRISP) towards Covid-19 research. The UKZN Foundation undertook new projects in the light of the outbreak of the pandemic, the projects include the: Kwazulu-Natal Research Innovation and Sequencing Platform (KRISP) for Covid-19 research and raising funds for laptops, data, and food for students during the pandemic.

4.2.2.3. Areas within the UKZN Foundation that affected its ability to deliver on its deliverables.

The key deliverable that is set within the UKZN Foundation is to raise as many funds as possible for the University of Kwazulu-Natal. There is a financial target that the UKZN needs to achieve annually as set by the UKZN board of trustees. Every other deliverable set within the UKZN Foundation centres around the Foundation achieving its financial target.

The UKZN Foundation management particularly the donor relationship managers, and the Executive Director mentioned that deliverables were affected by the mere fact that organisations had to cut budgets in the light of the pandemic. As a result, the cut in the budgets had an ultimate impact on the UKZN Foundation achieving its initial target as set by the Board of Trustees. As alluded to earlier in the previous responses even though the UKZN achieved its financial targets, it was not the initial target set by the organisation. The former Executive Director of the UKZN Foundation stated that; *“Businesses having to cut down their budgets is what affected us”*. He further stated that; *“it was not about where we worked, or how we worked, it was the fact that*

companies just did not have money to give". One of the Donor Relations Managers mentioned that *"achieving deliverables was affected, as donor relations managers we were not able to campaign in the light of the outbreak, we were not able to meet with donors physically as stated by our key performance area (KPA)"*.

Noting the comments from the donor relationship manager it is evident that deliverables were affected since they were not able to carry out some of their key deliverables due to the changes in their work method as a result of the pandemic. Due to donor relationship managers working virtually they could not carry out campaigns so they could publicise their projects to relevant stakeholders, therefore that part of their deliverables was impacted by the outbreak of the Covid-19 pandemic.

Given the responses, it is evident that the outbreak of the pandemic to an extent did affect the key deliverables of the UKZN foundation since some tasks weren't able to be carried out due to the pandemic.

4.2.3. The attitude of UKZN Foundation's donors towards funding in the light of the Covid-19 pandemic.

Participants, both the UKZN management team and External donors, were unanimous in their view that the attitude of donors towards fundraising has not at all changed, rather, it has been positive, and in fact, donors understood the importance of pledging in the light of the outbreak.

The Donor Relations manager mentioned that;

"Some donors which had not donated previously, suddenly donated as a result of the need that was brought about by Covid". She further stated; *"That donor sentiment towards funding has remained positive even during the outbreak of the Covid-19 pandemic"*.

The acting Executive Director of the Foundation also stated that; *"The donor sentiment towards funding has not changed even in the light of the outbreak of the pandemic, donors still want to pledge towards the foundation"* The acting Executive Director of the Foundation further mentions that; *"Due to the impact Covid 19 has had on businesses, companies had to review their budgets, therefore, making them contribute less than normal however there was no negative sentiment from donors towards funding."*

The former Executive Director of the Foundations maintains that:

“There was no change in donor sentiment towards funding, however, the major issue was the mere fact that most of the companies were not able to contribute funds towards the university due to the economic impact that the Covid-19 pandemic had on companies’ financial position”.

In speaking to the donors directly it was evident that they were positive about funding in the light of the pandemic. They mentioned they were keen to give however, they did mention that budget constraints were a challenge. The bursary manager for Company A mentioned that *“Donor sentiment has not changed, I have not seen any change in their sentiment at all”*. She further mentioned, *“None of the donors had anything adverse to say around funding, the donors still have a mandate to provide funds towards skills development, and donors have since committed to still contributing towards skills development”*.

The HR Manager of Company C mentioned, *“There was no change in their attitude towards funding in the light of the outbreak of the Covid-19 pandemic, how we worked during the pandemic strengthened our relationship because before that we relied on contact meetings to discuss matters”*.

The Transformation Manager of Company D explained that; *“There was no change in our attitude towards funding as a company, allocation towards the pool of students we currently funding won’t change.”* The Transformation Manager of Company D further states; *“They will continue to fund students”*. Despite the outbreak of the pandemic. Given the responses above it is clear that the donors’ attitude towards funding remained positive despite the outbreak of the pandemic. However, some donors pledged less due to budget cuts and some did not pledge at all due to the impact the pandemic had on their companies.

4.2.3.1. Opportunities brought about by the outbreak of the Covid-19 pandemic.

Despite the fatalities brought by the outbreak of Covid-19, there were a lot of opportunities that came about as a result of the pandemic. Fundraising to an extent was affected, however, certain opportunities were availed, to alleviate the decline in fundraising.

UKZN management spoke around the fact that due to online working there was a lot of cost-saving as far as operating costs of the UKZN Foundation. The other opportunity brought about by the Covid-19 pandemic is the fact that donor relationship managers were able to develop international relationships with donors and be able to appeal to the international community online. There was no need to travel abroad to meet donors, instead, they could be met online. The former Executive Director of the UKZN Foundation in responding to the above question stated that; *“The greatest opportunity that has come out of this, there has been a reduced need to travel both nationally and internationally, we can still fundraise without physically leaving our working space”*. He further states that; *“Cost-cutting measure is good for the bottom line, there is opportunity to make greater contact with the international community without having to travel to them or be caught in a tight itinerary, we are now able to meet the donor at their convenience through virtual meetings”*.

As a result of the pandemic, the government allocated more funds to universities, therefore alleviating the funding challenges that were brought about by the pandemic. The student funding manager responded as follows to the above question; *“The SETAs came through during the pandemic, SETAs were able to fund the university extensively during the pandemic”*.

There was a great emotional appeal that resulted as a result of the outbreak of the pandemic, donors exercised a great deal of compassion and showed more interest in student needs during the pandemic. Donors understood the challenges faced by students, it is for this reason they dug deep into their pockets to assist students.

The Bursary manager of Company A mentions further; *“Donors in the light of the outbreak of the pandemic have shown more interest in student needs as compared to previous years, donors now realize the importance of not only funding students but also being fully involved in the development students beyond their studies”*.

To a certain extent, the duties of the UKZN Foundation were impacted by the outbreak of the pandemic, donor relationship managers were not able to meet with donors as normal and therefore the foundation had to opt for a virtual method of meeting. Foundations are consistently expected to align their goals with the goals of donors

globally, they should be able to seek ways and methods that are convenient to donors to appeal effectively (Haddad, 2020).

Foundations need to advance an approach that allows them to be able to appeal to donors on a cause-effect approach, they are instrumental in identifying programs that have an impact and be able to provide an alignment between the university and the concerned donor (Jaumont, 2016; Jung and Harrow, 2018). Foundations continue to work towards addressing complicated financial complexities that exist within universities, foundations are expected to raise philanthropic funding which can advance programs of the university (Kania et al, 2014).

Foundations are continuously faced with various challenges particularly as far as raising funds is concerned, they are expected to still appeal despite the conditions they face since universities still need the funding to carry out their programs (Kania et al, 2014). The mere fact that the UKZN Foundation was not able to meet donors physically to an extent affected it in carrying out some of the key duties, however, virtual meetings were still conducted and proved to be effective and donors still communicated with the UKZN Foundation staff.

Foundations need to adapt to various environments, they must remain flexible and despite challenges, they encounter they should still be able to appeal to donors (Kania et al, 2014). The UKZN Foundation undertook two new projects which included the Covid-19 research fund and the sourcing of funds for students' needs during the pandemic, donors are not fixed on investing in specific causes but are flexible to social needs as they happen (Kania et al, 2014).

Donors remain flexible as far as pledging to various initiatives, it is the role of foundations to make donors aware of initiatives that require funding (Hagerty, 2012). The UKZN Foundation has since prioritised student funding and covid-19 research and has managed to appeal to donors. Foundations can still raise a substantial amount of funds as a result of a cause they appealing for. Donors are keen to support causes all the time. Initiatives are imperative for the sustainability of universities as they can present funding opportunities and thus allow collaborations between universities and the world (TIAA Institute, 2019). Both the external donors and the UKZN Management

team mentioned that a lot of opportunities were created as a result of the outbreak of the pandemic.

There were funding opportunities that came as a result of the pandemic such as increased government funding through SETAs, companies pledged towards laptops, data, and allowances as a measure to support needs in the light of the pandemic, and more funds were allocated by both government and corporates towards Covid-19 research. Funding opportunities are created by initiatives that foundations implement. Once initiatives are determined donors are approached to gauge whether there is an appetite to fund the cause.

4.3. Conclusion

This chapter highlighted the impact that the Covid-19 pandemic had on the fundraising efforts of the UKZN Foundation. The economic pressure brought about by the pandemic led to most organisations donating less than they used to and, in some instances, making them not donate at all. Despite the outbreak of the pandemic, the UKZN Foundation was still able to achieve its financial target, thus being able to alleviate the pressures of the UKZN.

The UKZN Foundation was able to secure funds that benefited student funding and Covid-19 research. Its partnerships with various organisations were able to assist with the raising of funds. The UKZN Foundation was able to undertake new projects, particularly those that focused on Covid-19 research. Despite the economic pressures brought about by the pandemic, there were still fundraising opportunities that the Foundation was able to exploit.

CHAPTER FIVE

Conclusion and Recommendations

This chapter provides the conclusion of the study and the recommendations. It begins by summarising the key findings which arose from the interviews with the UKZN Foundation team, external donors, and all other key stakeholders. The Key themes were identified and are summarised:

5.1. The role of the UKZN Foundation in the light of the outbreak of the Covid-19 pandemic

There has been a growing need by the foundation to appeal to more donors in the light of the Covid-19 pandemic, so to secure more funding and ensure that it can generate more income to support institutional programs. Priorities of the university changed in the light of the outbreak of the Covid-19 pandemic, the need to support students with their academic priorities grew more than ever, and the outbreak of the pandemic meant that students had to work remotely, as a measure to mitigate the spread of the virus within the university.

Therefore, the university undertook a position to ensure that they protect the lives of both students and staff, students were therefore expected to study remotely. Studying remotely came with its challenges for students particularly in terms of access to resources as far as remote studying is concerned. The university had pressure to ensure that even in the light of the outbreak of the Covid-19 pandemic that the academic programs run as normal and students are still able to be educated effectively.

The outbreak exposed the socio-economic dynamics that were faced by our UKZN students. These challenges were around the availability of laptops for students to do their work; to attend classes virtually, access to the internet to connect, sufficient funds to maintain their day-to-day needs, and mostly all the necessary equipment to conduct

their studies effectively. The role of the UKZN foundation in the light of these sudden changes brought about by the outbreak of the Covid-19 pandemic, the foundation had to ensure that they further appeal to both existing donors and new donors for all necessary equipment to support the studies of UKZN students.

Donors understood the dynamics brought about by the pandemic and the impact it had on our students and the university in its entirety. There was a pressing need from the university to prioritize students' needs and research around the Covid-19 pandemic, the foundation also had to adjust its priorities during the pandemic to align its priorities with those of the university. The UKZN Foundation had to raise funds that would support the university during the outbreak, therefore the foundation had to focus strongly on student funding and research towards Covid-19.

5.2. Attitude of Donors/Funders in the light of the outbreak of the Covid-19 pandemic

The Donor attitude towards funding has remained positive and donors continue to be committed to funding even in the light of the outbreak. The concern, however, has been the economic downturn brought about by the pandemic, therefore, forcing companies to review their budgets. The sentiment, though, remains positive amongst most companies that the foundation has approached them for funding.

Certain companies in the light of the pandemic continued to thrive, and certain industries even during the pandemic were still able to operate fully despite the restrictions imposed by the government, for example, Company A is in the essential services space, therefore their profits grew during the pandemic. The company was able to continue funding UKZN students and they have since mentioned that they will be continuing funding UKZN students and they intend to fund more students.

Some organizations even had to liquefy their shares to assist students in the light of the outbreak. The need to intervene by companies became stronger, the need to support students became a priority. Donors were positive about funding in light of the pandemic. There was a need to assist and ensure that students' needs are maintained.

5.3. Funding Opportunities created by the outbreak of Covid-19

The pandemic allowed the UKZN foundation to save a substantial amount due to remote working which was imposed by the university as a measure to reduce the infection rate within the university. A position was undertaken by the university to suspend physical travel by university staff to see clients. Therefore, suspending hotel bookings, flights, and rental of cars during business trips. This in turn introduced the virtual way of conducting meetings for business meetings, and the university took a position that even teaching would be conducted online.

This online method of conducting business meant the UKZN Foundation managed to save a substantial amount of costs, thus, having to allocate funds to other areas within the foundation. It ultimately had a positive impact on the bottom line of the foundation. Donors in the light of the pandemic showed a great deal of interest in student needs, more than ever, they understood the importance of not just funding students but also being involved beyond funding. Donors did not only fund students during the pandemic but also looked at funding equipment that would support their learning in the light of the pandemic. Many donors spent more as a form of committing towards assisting student needs in the light of the outbreak.

5.4. The State of University of Kwazulu-Natal in the light of the outbreak of Covid-19

UKZN, as an institution was severely impacted by the sudden changes brought about by the outbreak of the pandemic, the entire university had to review its method of teaching and had pressure to deliver on its program despite the changes that came with the pandemic. The University of Kwazulu-Natal executive management was pressured to adhere to the government's call to ensure an environment that is safe for both staff and students in light of the outbreak of the pandemic. Therefore, as a measure to reduce the spread of the virus, the UKZN management needed to adopt an online method of learning for the majority of its students.

The pressure to ensure that academic programs continue is a necessity, the university needed to avail of necessary infrastructure and resources to allow the students to

continue studying. This sudden change in the landscape of education forced the university to change its entire academic program, and a sudden pressure towards funding the changes was evident. Students had to be equipped with the necessary resources to continue learning.

The university strategy had to be revised to fit the new order of business, it is for this reason the UKZN became very strategic in assisting with the process of ensuring support for its efforts to implement online learning. The UKZN Foundation was instrumental in appealing to organizations and governments to intervene and support the university with all necessary support to implement online learning.

It is evident that there needs to be a further effort to increase the fundraising efforts of the university, the UKZN Foundation has a responsibility to ensure that works harder to secure more funding for the university and be able to support projects that exist in the university. The challenges brought about by the outbreak of the pandemic have been an eye-opener to the state of readiness of the university as far as its ability to handle online studying. The other reality is that there is a pressing need for the university to dedicate more effort to its fundraising efforts to be resourceful and be able to handle any changes that come with academic development.

5.5. Recommendations to the Board of Trustees of the UKZN Foundation

This study has contributed to the understanding of the landscape of the UKZN Foundation concerning fundraising in the wake of the outbreak of the Covid-19 pandemic.

5.5.1. Increasing Income within the UKZN Foundation

- The UKZN Foundation has a responsibility to continue to appeal to as many donors as possible, they have a mandate to extend their network so they can generate more income. The UKZN Foundation needs to enhance and better its relationships with donors. Donors mentioned, that their attitude toward fundraising remains positive and they would continue to pledge towards projects of the UKZN Foundation.

- The UKZN Foundation needs to ensure donors are aware of all projects that require funding within the Foundation, donors have indicated that they are willing to support projects of the university, therefore donors must be informed about all projects that require funding.
- In the wake of the pandemic SETA funding became useful for the University, the UKZN Foundation was able to raise a substantial amount of funds to support both student funding needs and Covid-19 research. The UKZN Foundation should continue building stronger relationships with all SETAs to generate more revenue and ensure more projects secure funding.

5.5.2. Improve Communication with both External and Internal Stakeholders

- The UKZN Foundation needs to maintain strong communication with both potential and existing donors, such communication is to keep donors up to date with all the projects that exist within the university.
- The UKZN Foundation is required to understand the CSI needs of donors, the Foundation needs to see how they can collaborate with donors to achieve the CSI objectives of the donor.
- The UKZN Foundation should also maintain strong communication with internal stakeholders, so they are aware of the work of the UKZN Foundation and how it can benefit them.
- The more the UKZN Foundation remains in contact with the various colleges the more they can secure more projects from the University. Therefore, developing internal relationships can have a major benefit for both the university and the foundation.

5.6. Opportunities and benefits of the Covid-19 pandemic to the UKZN Foundation.

- The UKZN Foundation fundraisers were able to appeal to both local and international companies without having to travel to their respective offices. Donors were able to be accessible through virtual platforms.
- The UKZN Foundation enjoyed substantial cost savings in light of the outbreak of the pandemic, costs for hotels, car rentals, accommodation, and catering were saved.
- The UKZN Foundation was able to conduct webinar sessions online as part of its effort to appeal to donors and keep them abreast with the latest developments in the academic space.
- Some donors donated purely because of an emotional appeal, they felt the need to support the university in the light of the pandemic with both student funding needs and the Covid-19 research.
- A lot of funds were raised in light of the pandemic, but the UKZN Foundation was still able to achieve its financial target during the pandemic.

5.7. Conclusion

Despite the devastation brought about by the pandemic to the lives of many people, there were opportunities that the UKZN Foundation also enjoyed as a result of the outbreak of the pandemic. The University of Kwazulu-Natal was confronted by a series of challenges including being able to support the virtual method of teaching and making resources available for students to learn remotely.

There were financial strains that exposed the university and therefore financial assistance was required. It is, for this reason, the UKZN Foundation dedicated

resources to appealing to donors to support the university in light of the pandemic. The UZKN Foundation was able to raise substantial funds to support remote learning and provide necessary equipment such as laptops and data so to support virtual learning. Inroads were made to alleviate pressures experienced by both students and the university. The UKZN Foundation remains a strategic part of managing the relationships between donors and the university.

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1. <u>Research Objectives</u>	<u>Supporting Questions</u>
2. To establish whether the UKZN foundation is able to achieve its income and donor targets in the wake of the Covid-19 pandemic.	<ul style="list-style-type: none"> ✚ Has foundation achieved its 2020-year financial target ✚ Which sources of income showed either an increase or decrease in funds compared to previous years ✚ Has there been an increase in the number of donors in the year 2020.
3. To explore the extent to which the foundation has been impacted in meeting project demands.	<ul style="list-style-type: none"> ✚ What impact has the outbreak of pandemic had on the foundation performing their duties ✚ Has there been any new projects undertaken during Covid-19, if yes were they able to be completed by the foundation ✚ How has the pandemic affected the normal way of working within the foundation ✚ What key areas have been affected by the outbreak of the pandemic in as far as achieving deliverables

<p>4. To investigate whether the foundation's stakeholders and relationship management has been affected by the outbreak of the Covid-19 pandemic.</p>	<ul style="list-style-type: none"> ✚ Has they been any changes in donor sentiment towards funding during the pandemic ✚ What has been attitude of stakeholders towards fundraising in the light of the outbreak of the pandemic
--	---

	<ul style="list-style-type: none"> ✚ Has they been any strain in relationships as far as existing donors are concerned due to the sudden change in operations since the outbreak of Covid-19 ✚ Are they opportunities that have resulted with stakeholders and relationships since the outbreak of the pandemic.
5. To establish if the foundation was able to remain in alignment with the requirements of the UKZN strategy during the Covid-19 pandemic.	<ul style="list-style-type: none"> ✚ How far is the UKZN foundation with achieving targets as set by the UKZN ✚ Has the foundations prioritised the strategies as set by the UKZN ✚ Has they been any challenges with achieving the UKZN strategy ✚ What interventions are in place to ensure that the UKZN foundation is working towards aligning with the overall UKZN strategy in the light of the outbreak of the pandemic.

Mr. Tebelo Kokoropo

Masters in Business Management (MBA)

220101236

Dissertation

Year 2021

Part-Time

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The investigation of the impact of the Covid-19 pandemic on the University of Kwazulu-Natal Foundation's fundraising efforts

Consent to take part in research

I..... voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

I understand that participation involves me being interviewed by the researcher for the purpose of investigating the impact of the Covid-19 pandemic on the University of Kwazulu-Natal Foundation's fundraising efforts

I understand that I will not benefit directly from participating in this research.

I agree to my interview being audio-recorded using either Zoom or Microsoft Teams platforms.

I understand that all information I provide for this study will be treated confidentially.

I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I understand that disguised extracts from my interview may be quoted in data from the interview.

I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

☐ I understand that signed consent forms and original audio recordings will be uploaded on a cloud account which will be created by the researcher in which their Supervisor will have access to. I'm aware that the data will be kept for 5yrs before it is disposed of.

☐ I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.

☐ I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

☐ I understand that this research study will be available on UKZN online library platforms for the public to view. It will be available for participants to view.

Signature of research participant

Date:

Signature of researcher

I believe the participant is giving informed consent to participate in this study

Date:



UNIVERSITY OF KwaZULU-NATAL
INYUVESI YAKWAZULU-NATALI
24 November 2021

Tebelo Kokoropo
(220101236) Grad
School Of Bus &
Leadership
Westville Campus

Dear T Kokoropo,

Protocol reference number: HSSREC/00003379/2021

Project title: The investigation of the impact of the Covid-19 pandemic on the University of Kwazulu-Natal Foundation's fundraising efforts. Degree: Masters

Approval Notification — Expedited Application

This letter serves to notify you that your application received on 14 September 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

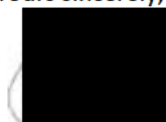
This approval is valid until 24 November 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website:

<http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg
Westville

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