

Philanthropy in Education from Sociological Perspective

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Introduction

In this chapter, philanthropy and the motivational sources of philanthropy will be examined and the sociological dimension of philanthropy in education will be discussed. Additionally, education financing in different countries will be examined and examples of different financial sources for education will be presented.

People share what they have with others to contribute to society and create better living standards for other people. This concept, known as philanthropy, has transformed over time with the developing technology and has been moved from the individual level to the local and then to the international level. As a result of this transformation, these activities now reach wider; It has also become more planned and professional structure.

Education financing aims to use resources effectively and efficiently in order to train manpower that can compete with other countries. However, in cases where resources are insufficient, it is very important to create different financial opportunities and channel them to the right places.

According to the TUSEV (Third Sector Foundation of Turkey) report, the sum of donations made by an individual during the year constitutes approximately 0.8 percent of that country's gross domestic product. While this rate does not change in European Union countries and Turkey, it constitutes 1.5 percent in the United States. Among the general philanthropic activities, the share of those made in the field of education is 8.3% (Çarkoglu, 2016). Whereas, the important point is quality of the usage like; where and how this amount is used rather than quantity like the amount of the money. In this context, since the beginning of the 2000s, the effectiveness of philanthropic activities in the field of education in many countries has become a matter of debate (Reckhow & Snyder, 2014). It can be said that this share should be handled more systematically and evaluated with a holistic perspective in order to add value to the education economy.

From the beginning of basic education to the other levels, education is among the basic rights that states offer to their citizens. However, there are alternative sources of finance through contributions or other income collected at schools. The fact that the amount of these additional financial revenues from time to time reached quite serious levels with the campaigns or other activities made not only the transfer of these

resources to the areas of need, but also their supervision, follow-up and sustainability open to discussion.

It is known that in no country, all of the education expenses are not only supported by public resources. For example, it is seen that 25% of donations made in the United States are devoted to education. The majority of this amount, rather than basic education or secondary education institutions; they are mostly distributed to higher education institutions (Colvin, 2005). Important names of the IT world such as Bill Gates, Jim Barksdale, Michael Dell or David Packard invest in education in significant amounts. Numerous studies are being conducted on the returns on these investments. For example, in a compilation study by Aguinis and Glasvas (2012) in which 690 studies were examined, it was determined that philanthropy activities not only serve public interests, but also have positive effects on the performance, behavior and attitudes of the employees of the institutions that carry out the activities. As for the philanthropy in Türkiye, Akgeyik (2007) states that businesses carry out these activities for the purpose of "charity" in the traditional sense.

Development

Joint Action of Humanity: Concepts of Philanthropy and Charity

Since the beginning of history, people have been in need of each other's help to meet their material and spiritual needs. The helping is an act that people do many times in everyday life. Helping encompasses many different activities, from guiding a foreigner to religious volunteering activities, from blood donation to donation to the graduated school. Although there are different motivations for helping, helpfulness in the historical process; psychology, sociology, economics, etc., it has been examined in the literature and many theories and models have been suggested about helping behaviour (Drollinger, 2010).

When the literature is examined, it is seen that there are many words used synonymously with the concept of philanthropy. philanthropy in related studies; It is used together with the words philanthropy, donation, charitable donation, altruism, benevolence, sharing, helping, gift, giving. However, the discussions focus on the concepts of philanthropy and donation (Dietlin, 2010).

The word philanthropy comes from the combination of the Greek words "philien" meaning love and "anthropos" meaning human and means "human love". On the other hand, while philanthropy in Turkish culture is the act of individuals mostly with religious, conscientious and emotional motivations, the concept of philanthropy in other cultures generally includes donations to non-governmental organizations in order to increase the welfare of the society. Philanthropy includes a wide network of foundations, corporate donors and donor individuals who are not only concerned with charity but also interested in improving the quality of life of society for many reasons (Bikmen, 2006).

Philanthropy also indicates “voluntary actions for the public good.” The action referred to here refers not only to financial aid, but also to time and service as expertise, institutions that both collect and distribute financial aid. While “public good” in the West Countries include individuals outside the family, similarly, the concept of “*maslaha*” in Islam corresponds to this meaning and is used in the sense of “public interest”. What is meant by the concept of *maslahat* here is a concept that includes the extended family, neighbors, citizens and the *Islamic Ummah* (Singer, 2012). Although the concepts seem the same, the meaning that different cultures ascribe to the concept also differs. Bozan (2010) handled philanthropy from a different perspective in a study he conducted and carried it beyond the issue of give and take. According to him, the concept of philanthropy should be considered not only in a material sense, but also as an action that people who are not rich can do. Activities such as educating, treating, distributing rights and justice, and sharing knowledge are philanthropy. Knowledge, attention, love, organizing, collecting and distributing aid are all elements that create value in philanthropy. At this point, the concept of philanthropy was handled holistically, and he argued that teaching knowledge for a profession as well as giving money should be evaluated within the scope of philanthropy (Bozan, 2016).

From sociological perspective; philanthropy is considered as altruism. It was Auguste Comte who introduced this term to philosophy. According to him, altruism explains it as a condition for the moral and cultural development of humanity (FTS, 1975). The point emphasized in the definition is to do good to others without expecting anything in return. Considering that there are motivational sources such as tax reductions in philanthropic activities, especially in modern societies (Vesterlund, 2006), it can be said that the concept of altruism cannot find its semantic counterpart in this respect.

Philanthropy is also seen as an agent of social change, as it increases the welfare of the society with the donations of individuals. In this sense, philanthropy is a tool that supports public institutions, private institutions and the third sector. Charity activities, which are an indispensable tool for organizations, provide resources for solving social problems together. Philanthropy plays an important role in the formation of the great society agenda.

The concept of philanthropy includes both aid to the needy and human love in English. The second meaning of philanthropy comes from the Latin word “*caritas*” and derives from a mistranslation in the King James Bible, first published in 1611. The “love” mentioned in the New Testament was the Greek word for “*agape*”. It means the love of God. “*agape*” entered Latin as “*caritas*”. This word means God's love for mankind. The Board King James Bible Translation Committee translated “*caritas*” as “charity” and the meaning of the word came to mean the love that people show both to each other and thus to God through charitable acts. Although some authors refrain from drawing a line between these two words, philanthropy was defined as worldly in the 19th and 20th centuries, while charity seems to originate from religious motivations (Singer, 2012).

Although these two concepts are used synonymously, there are some semantic differences between them. Both words mean to do good and help people however; there are differences in the way they are perceived by the society. Charity; direct and

immediate help to solve a problem. On the other hand, philanthropy is donations made to love people and therefore improve their current situation. In other words, philanthropy focuses on long-term donations, while charity focuses on short-term instant donations. These concepts explained through the example of giving fish to a hungry person; If a hungry person is given fish then it is defined as charity on the other hand when fishing actions is taught then it is philanthropy (Dietlin, 2010).

Types of Philanthropy

Rapid changes in many areas such as social, cultural, political, economic and education have also affected the system, knowledge and methods applied in these areas and have dragged these concepts into a transformation. The concept of philanthropy has also not been able to resist the pull of change and has undergone some transformations. Especially the transition to the industrial society has led to some transformations in the concept of philanthropy. The concept of philanthropy has now turned into corporate activities as well as individual initiatives, so philanthropy has been examined under two headings; individual and strategic.

Individual philanthropy is defined as any kind of help that an individual gives to family members, close circles, neighbors or other people in need of help in the society, based on some motivational resources or rewards (Sarıyer, 2011).

Strategic philanthropy is defined as the donations made by companies are also related to the economic goals of the companies. Modern companies have a greater say in the resolution of social events and are more concerned with the reflection of the benefits they bring to their own strategic goals. As a result, they began to integrate philanthropic activities into the management of their strategic plans (Porter & Kramer, 2002).

The Modern Face of Traditional Philanthropy: The Third Sector

Changing world conditions and the rapidly increasing world population have caused some changes in the field of philanthropy. Individuals who cannot go beyond their immediate circle to donate through traditional methods now have the opportunity to reach larger audiences. Because the sectors that act as intermediary institutions between the receiving hand and the giving hand are voluntarily applying for this job. This sector mentioned is the new generation sector called the third sector.

Traditional acts of philanthropy and charity offer short-term solutions to meet people's needs, whereas permanent and sustainable methods need to be implemented to solve issues such as poverty and inequality. The third sector, which ensures that such activities carried out in the public interest take on an institutional structure; they are institutions that make a difference in philanthropy in the long term with their resources, flexibility, leadership and entrepreneurship (Bikmen & Meydanoglu, 2006).

In his study, Baidhavy (2015) evaluates the third sector as an effort to increase social welfare. The concept of social welfare does not only limit itself to economic and material meaning, but also includes elements such as people living like humans and

supporting social justice. In this sense, this sector, which is also considered as agents of change in societies, is considered as a solution in terms of providing democratic solutions, especially in societies where government interventions are high (Baidhaw, 2015).

Third sector institutions focus on the field of education and carry out studies and projects to address problems. The fields of activity of education associations are grouped under 10 themes;

- Education-research-project associations,
- School protection and development associations,
- Alumni association,
- Religious education support association,
- Local-regional-city education support association,
- Disabled-special education associations,
- Environmental and health education associations,
- Earthquake and search and rescue training associations,
- Scholarship-oriented associations,
- Associations focused on specialist training (Eraslan, 2007).

Although it has some advantages, there are also criticisms of the third sector. TUSEV-Individual Giving and Philanthropy in Turkey 2021 Report indicates that organizations don't give any detailed reports for philanthropist about their giving. Moreover individuals donate organizations without any information about where and how their donations will be used. This can be considered one of the most important indicators of the inability to establish long-term trust relationships between the donors and organizations (TUSEV, 2021).

Why Do People Give Their Money?

Explaining the reasons underlying philanthropy theoretically and empirically will help to better understand the philanthropic process.

The disciplines of psychology and economics have tried to understand the reasons why people prefer to give the money or goods they earn to others rather than spending them on themselves. Although many people say that they give only because they are asked, it has been revealed that there are a number of reasons that push people to give (Konrath & Handy, 2018).

Sarıyer (2011) examined the reasons why individuals give under two headings; These are psychological reasons and secondly, religious reasons. Individuals donate for reasons such as suppressing the feeling of guilt that relieves the individual's soul, being happy, sharing, and doing good. On the other hand, individuals help and donate to those in need in order to fulfill their religious duties (Sarıyer, 2011). It can be said that individuals who fulfill their religious duties feel more peaceful psychologically and that these two reasons trigger each other.

Konrath and Handy (2018) stated that the benefits obtained as a result of philanthropical activity may be financial or non-material (Konrath & Handy, 2018). In addition, donations may directly benefit the donor, or donations may only benefit others. All these topics are collected under two main themes in the literature; these are the public and personal benefits of philanthropy (Vesterlund, 2006).

Sargeant and Shang listed the motivations that push people to do philanthropy as follows;

- Self-esteem: One of the factors that motivates people to donate is gaining self-esteem. People feel good and satisfied by donating.
- Atonement for Sins: The thought of having past sins forgiven is also among the reasons for donating.
- Recognition: Receiving appreciation and recognition from society, close circle and family are also among the motivational sources of donation.
- Access to Services: People need to go to hospitals etc. in the future. He also donates with the idea of accessing and benefiting from certain services.
- Expecting Repayment: Donations are made in return for a service for which they have received help in the past.
- In Memory of a Relative: Those who have lost a family member or relative also donate on their behalf.
- Tax Exemption: People also donate when they want to benefit from tax deduction or exemption. All of these are evaluated under the motivation that direct people to philanthropic activities (Sargeant & Shang, 2010).

Saltman (2011) bases the activities of philanthropy, especially in the field of education, on economic and political motivations. He stated that wealthy people donate to some foundations to benefit from tax deductions. In addition, these donors also have power in education policies with the large amounts of donations they make. In this way, philanthropists indirectly work in education policies (Saltman, 2011).

Philanthropy and Social Effect

Examining the social context of philanthropy and how donors understand this context is important for understanding and sustaining philanthropic activities. Because the motivation sources that direct people to donate are largely shaped by the society and social environment they live in. Their social identities and social networks affect their donation mechanisms. In other words, donations are shaped by the traditions and norms of behavior in the society in which they live (Singer, 2012). According to social identity theory, the reason why individuals donate to charities is that it helps them gain prestige and fame thanks to the identity of that institution. It has also been revealed that corporate identities help their donors develop a sense of belonging to an identity by developing a sense of unity among them. In this way, donations have become an advantage for individuals to become known and gain prestige in society. Social effects related to philanthropy are examined in two groups; informative social effect and normative social effect.

Informative social effect

There are many studies showing that people's philanthropic activities are affected by the social environment they live in. Individuals and groups make decisions about how much aid they will donate and which charities they will donate to, based on the behavior of other people around them and the communities in which they live. This type of social effect, which has gained great importance in recent years, is called informative social impact (Bekkers, 2012).

Social informative effects occur when people respond to information about the behavior of others. People have difficulty deciding what is right in some situations. For example, it becomes difficult for people to decide which charity to donate to, how much to donate, or when to donate. In this case, people observe what other people are doing in the public space they are in or look for clues about it (Sargeant & Shang, 2010). The information they receive from the social environment they are in directs them to make decisions, and the choice of the majority affects them.

Normative social effect

One of the mechanisms that affect the donations made by individuals is group norms and efforts to gain a place in the group (Bekkers, 2012). Normative effect is defined as changing thoughts and behaviors due to desires such as being loved and accepted by society; It is very important in philanthropic activities. People donate more than they planned during mass ceremonies in order to be more active and accepted in their social environments. Being superior and being accepted in the group they are in is effective on an individual's donation behavior. For example, individuals tend to donate more that year when they hear about other individuals who donated more than themselves in the previous year (Sargeant and Shang, 2010). In this way, they feel more active and effective in the social groups they are in.

Philanthropy in Education

Economy means the efficient use or savings of existing resources. The concept of economics, which is a branch of science, examines the ways and preferences of people and societies in using limited production resources. Education, which is the activity of providing desired behavior to the individual, is intertwined with economics because education is also a branch of science in which the economic aspects of the individual are examined, as well as their philosophical, psychological, sociological and cultural aspects. In terms of economics, education both produces value and provides individuals with a profession, thus making them take on the role of consumer. Thus, in addition to the social and political functions of education, its economic function also emerges (Kural, 2002).

The field of educational economics attracted the attention of many classical economists in the 18th and 19th centuries and discussions began on this subject. The study titled "The Economic Importance of National Education" in the Soviet Union in 1924 gave impetus to the field. However, studies on education and economic concepts increased rapidly in the United Kingdom and the United States. These studies; The

contribution of education to economic growth, the profitability of investment in education, and the cost of education have brought to the agenda the issue of education financing.

Education Financing

Determining the distribution of resources allocated to education, those involved in the distribution process and those affected by the distribution, and their ability to benefit from the right to education as a result of this distribution process are examined within the discipline of education finance. Carrying out these activities effectively ensures the effective use of public resources and citizens' right to education. This situation makes providing and planning the financial resources necessary for education a very important issue for countries.

Financing issues of compulsory education, creating resources and diversifying these resources have recently become controversial in the public. Economic changes, especially in the 1980s, led countries to seek different financial resources in education. This situation has resulted in philanthropic individuals and institutions starting to take a greater role in education financing (Bircan, 1991). Increasing population and internal and external migration in recent years, combined with the state's need to allocate resources to health, security and justice services, have led to a decrease in the resources allocated to education (Kural, 2002).

As a solution to this, emphasis is placed on the effective and efficient management of the education finance, more efficient use of resources and the search for new resources (Fleet, 2011). Another important point is the process of distributing money fairly as well as managing money and obtaining resources in education financing (Kural, 2002).

The New Bosses of Education Policies: Philanthropists

The understanding of philanthropy in education has been experiencing a change since the 2000s. While the inadequacy of donations to education was discussed before these years, today these discussions have changed direction and the increasing power of donations on education policies has become debatable. Donations made in the field of education determine some of the country's education-related policies. The areas of work of education foundations in many countries are; It covers issues such as strengthening the reliability policies of schools by supporting academic standards in schools, developing teacher evaluation criteria, supporting new research and leading education reforms, and working on advanced school selection (Reckhow & Snyder, 2014). This new formation also brings with it pressures regarding being accountable to the public. Because philanthropic activities operate in many areas, from the development and maintenance of PISA assessment items to supporting disadvantaged school districts (Lewis, 2017).

According to Reckhow, there are three strategies followed by foundations operating in the field of education. The first of these strategies is that these institutions follow strategies that will contribute to each other's corporate messages. Secondly; They prefer the areas they donate to be a specific school area or region rather than covering the whole country. Finally, they increase their investments by adopting parallel

strategies with the state. To achieve this, they achieve this by developing relationships with policy makers, financing think tanks or funding program development studies (Reckhow, 2018).

As a result, philanthropists who intervene in all these areas have thus taken on the role of patrons of the rising voices of education policies. The important point in this context is that local authorities and philanthropists work in cooperation and government support and donations are carried out in a coordinated manner (Reckhow and Snyder, 2014). Furthermore, philanthropists need to carefully examine the outcomes of their strategies and consider how future investments can strengthen local communities and address the long-term health of the public sector in education (Thumler, 2011).

Educational Financing in Different Countries

Türkiye

There are a number of legal regulations in Turkey that encourage philanthropy. On 29/03/2018, an amendment was made to the 1st paragraph of the 13th article of the Value Added Tax Law No. 3065 and the donations made by philanthropists were exempt from tax with the following article of the law.

The "Regulation on Aid Collection Principles and Procedures" published in the Official Gazette has been examined and it has been seen that the procedures and principles of all kinds of aid to be collected are determined. The principles and procedures for sharing the expenses to be made and the income to be obtained from fundraising activities among the Social Assistance and Solidarity Foundations, Turkish Aeronautical Association, Turkish Red Crescent Association, Social Services and Child Protection Agency, and Turkish Religious Foundation have been determined (Official Gazette dated 27.12.1999, Issue: 23919 Regulation on Aid Collection Principles and Procedures). However, it is possible to interpret that these expenditures and incomes are not transferred to an association, institution or organization related to education, and therefore do not provide additional financial resources to educational institutions. It can be said that additional regulations to be made in this article are required.

Holland

In Holland, the financial resources of schools are the Ministry of Education, Science and Culture and local governments. The relationship between educational institutions and the government is largely maintained by institutional autonomy. While the government just creates the right conditions, schools; It uses funding sources provided that they meet the quality standards and financing conditions imposed by law for the school system as a whole.

Educational institutions receive income from additional funds such as special projects, capital interest, contract activities and sponsorships from municipal authorities, as well as donations from non-governmental organizations or businesses. Also parents, excursions etc. They also make donations for activities or participate in activities such

as volunteering their time or serving the school. Educational institutions use 85 percent of the budget allocated to them for personnel expenses and 15 percent for operating expenses (Eurodice, 2015).

France

In France, the budget of schools consists of contributions from the state, local governments, households and companies. 67.9% of the state's financing of education, local governments'

The contribution of companies is 10.6%, companies are 8.8% and households are 9.5%. In France, local governments contribute in the form of what they are obliged to do in line with localization laws (operating costs, construction of schools, colleges and high schools, non-teaching personnel expenses) and activities based on volunteering (e.g. financing of textbooks for high school students).

In France, companies contribute to education under the name of apprenticeship tax. The apprenticeship tax provides financing for the costs necessary to develop vocational and technical education. The amount of tax to be paid by the company is calculated based on the gross salaries paid by the company in the same year. Tax rates increase for companies with 250 or more employees and those that do not have enough apprentices. In short, the fewer apprentices a company employs, the more tax it pays.

Even though education and textbooks are free in France, in 2014, households; It financed 5.9% of domestic expenditures for pre-school and primary education and 7.1% of the cost of secondary education. The scope of financed activities is; It consists of food services and extra-curricular activities (Eurodice, 2015).

Germany

The financing of education in Germany is covered by the budgets of state and local governments. Education financing arrangements are formed as a result of decision-making processes in the political and administrative system according to the priorities of federations, local governments and education policies. According to ISCED data, 11.6 billion Euros of the 87.6 billion Euros of general education expenditures in Germany are covered by the private sector. In vocational education, training costs are covered by companies in accordance with the "dual system". In the dual system, vocational schools are financed by companies responsible for education and training as well as public financing (Education Policy Outlook Germany, 2014).

England

Financial resources of education in England, which has a localized resource distribution mechanism; local governments, private organizations and school administrations. In 2015, the British Government decided to apply the national financing formula for calculating the financial revenues of formal education institutions. The dimensions of financing are created by a combination of decisions taken at local and national levels.

It also includes the financing needed and annual financing calculations and the rates of some services covered by local authorities. Apart from this, schools also generate income from different sources. Additionally, most schools generate some of their own income. These resources obtained through fundraising activities include parental contributions, rental income of school facilities rented for educational activities, and sponsorship activities (Roberts & Bolton, 2017).

United States of America

The great migration to the United States (USA) in the late 19th century, as well as changes in the nature of the workforce and work, also affected the paradigms of education (Graham, 2005). For the first time in the nation's history, the Smith-Hughes Act of 1917 provided federal funding for schools to support vocational programs necessitated by the changing nature of factory work and the need for educated workers (Steffes, 2010). At the same time, the 1918 Cardinal Principles Report made recommendations on how education could respond to the increasingly complex physical, economic and socioeconomic needs of students (Hunt, 2010).

Education in the United States is primarily funded by a combination of local, state, and federal funds, which vary widely among states, among districts within the same state, and even among schools within a single district. Responsibility for financing K-12 education rests primarily with state and local governments (United States Department of Education [USDE], 2005). Private educational institutions have always been an alternative in the United States, and small for-profit K-12 schools have gained popularity in recent years (Vedder and Hall, 2002). Most other educational institutions are somewhat dependent on philanthropic donations for support.

“Charity Navigation” Sample

Apart from these studies, through a platform called "Charity Navigation" that has been operating in the USA since 2001, donors choose their criteria on the site for the schools they want to donate to and make their donations to the schools that meet their criteria by filling out a form through the system. With this model developed to support the financing structures of schools, donors can identify schools in need on their screens in a more practical way.

Conclusion

When philanthropy in education are considered, a picture emerges in terms of behavioral patterns, general perceptions and traditionalist structure. The idea that educational activities should be covered only by the state is dominant in many societies. Although this idea prevails in a large part of the society, it is seen that philanthropic activities in education are increasing. In addition, there are also the effects of some shocks that affect philanthropic practicality around the world. It is possible to say that, as in many other issues, the economic fluctuations, political uncertainties and trust problems in society after the pandemic affect education and philanthropy issues.

It is obvious that the greatest responsibility in overcoming the economic difficulties in education is given to state institutions. However, there is no doubt that the structure to be created, especially charities and non-governmental organizations, will be a very important source of education financing. Transparent and accountable structures that will be created by knowing the society's motivation sources in philanthropy will be the pioneers of transformation in education.

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