

**PARTICIPATION OF PUBLIC SCHOOLS IN LOCAL ECONOMIC
DEVELOPMENT IN MARITE, BUSHBUCKRIDGE
IN THE MPUMALANGA PROVINCE**

By

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DEDICATION

This research study is dedicated to all persons directly involved in developmental programmes such as development practitioners, officials and students. And not forgetting the blue collar workers, the tillers of the soil. To them I say *Aluta, continua!*

A special feeling of gratitude goes to my loving mom, Elizabeth Balekile Lekhuleni whose words of encouragement and push for tenacity echoed in my ears.

I also dedicate this study to my church and friends who have supported me throughout the entire process, I will always appreciate all they have done.

DECLARATION

I declare that the **PARTICIPATION OF PUBLIC SCHOOLS IN LED IN MARITE, BUSHBUCKRIDGE IN THE MPUMALANGA PROVINCE** (mini-dissertation) hereby submitted to the University of Limpopo, for the degree of Master of Development has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

MALIBE, T.V (Mr)

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ABSTRACT

The study focused on the participation of public schools in LED. Public schools are viewed as the corner-stone of community development. They are institutions which are based within the community to cater for their needs.

The South African School Act 84 of 1996 section 36, subsection (1) authorizes a governing body of public schools to take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school.

The purpose of this study was to explore the feasibility of using school assets as a means to access the untapped potential of public schools to serve as basis of LED.

The objective of the study was to determine activities that public schools can engage in to enhance LED opportunities. Quantitative, qualitative and explorative researches were used.

KEY CONCEPTS

Community development; industry clusters; LED; public schools; School Governing Bodies.

ABBREVIATIONS AND ACRONYMS

ABCD	Assets-Based Community Development
ANC	African National Congress
BOK	Body of Knowledge
CBOs	Community Based Organizations
CEPA	Centre for Economic Policy Analysis
DBE	Department of Basic Education
EEA	Employment of Educators Act
ELRC	Education Labour Relations Council
EMS	Economics Management and Sciences
FBOs	Faith Based Organizations
HOD	Head of Department
ICT	Information & Communication and Technology
LED	Local Economic Development
LTSM	Learner Teacher Support Material
MDE	Mpumalanga Department of Education
MEC	Member of Executive Council
NDBE	National Department of Basic Education
NDE	National Department of Education
NGOs	Non-Governmental Organizations
NSNP	National School Nutritional Programme
PED	Provincial Department of Education
SASA	South African School Act (Act No. 84 of 1996)
SFN	School Funding Norms
SGBs	School Governing Bodies
SMTs	School Management Teams

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Public schools are key hubs for communal activities and can play an important role in their community without stepping outside their core educational role. Vibrant communities depend on the next generation having the skills, knowledge and values to be active citizens and public schools benefit society as a whole fostering these values in learners. Having experience with communities as part of their school curriculum can help learners become more effective citizens as young people and as future contributors. In addition, these public schools are widely available and accessible to most local communities (Department of Education, 2002:1).

Rural communities and their public schools often overlook the resources and opportunities that they can offer to each other. These institutions serve as large employers especially in rural areas and again the school facilities are valuable resources for community development. Therefore, in this era of economic transformation, the role of public schools is being recast (Hinz, 2003:11).

Peifer (2014:2) emphasises that public schools have been expected to fulfil certain public missions that go beyond the purely academic purpose of all schools. These missions are characterised as follows:

1. To provide universal access to free education;
2. To guarantee equal opportunities for all children;
3. To unify a diverse population;
4. To prepare people for citizenship in a democratic society;
5. To prepare people to become economically self-reliant;
6. To improve social conditions.

This research stresses the need to remember the public purpose for public schools in their communities.

1.2 STATEMENT OF THE PROBLEM

According to the South African Schools Act (Act 84 of 1996) the responsibilities of the School Governing Bodies are as follows:

- Supplementing school resources;
- Using school facilities to generate income;
- Employing and paying additional staff members;
- Investing surplus money

This act empowers both the public schools and their School Governing Bodies to devise strategies that enable them to source additional income that can be used to supplement funds provided by the Department of Education (DoE) as a further contribution to the provision of quality education for all learners. This means that public schools are at liberty to use accumulated funds to generate extra income which can simultaneously contribute to Local Economic Development. Despite the position and mandate accorded to School Governing Bodies (SGBs) in terms of raising funds to augment school resources, it seems that most public schools are not aware of the potential role they can play in Local Economic Development.

Therefore, in view of the above, the following primary research problem was stated:

What measures need to be applied to enhance opportunities for public schools to participate in Local Economic Development initiatives? The research problem was further encapsulated by means of the following research questions:

- How can public schools effectively and efficiently use their assets such as infrastructure and personnel to start Local economic development initiatives?
- What are the roles of public school in Local economic development programmes?
- In which activities can public schools engage to enhance Local economic development?
- Are there any value-adding prospects in public schools participating in Local economic development initiatives?

1.3 THE AIM OF THE STUDY

The main aim of the study is to explore whether public schools have a role to play in Local economic development in Bushbuckridge, Mpumalanga Province. This research study was solely confined to Marite Village in Bushbuckridge.

1.4 SPECIFIC OBJECTIVES

The specific objectives of the study are as follows:

- To determine which activities public schools can engage in to enhance Local Economic Development initiatives;
- To find out whether the School Governing Bodies (SGBs) execute their responsibility as stipulated by section 36, subsection (1) of the South African Schools Act (No. 84 of 1996) and their roles in Local economic development;
- To find out whether there is a value for public schools to participate in Local economic development;
- To identify and recommend strategies that might assist to initiate Local economic development activities in public schools.

1.5 RESEARCH QUESTIONS

It is essential for a researcher to have research questions as they act as a guideline for the study. De Vos and Van Zyl (1998) and Tully (2014) point out that the research question helps to narrow down the problem to a workable size. Therefore, in this study, the research questions have been purposefully designed to logically move both the researcher and the reader through the research project, from the general role of public schools through to insights on the specifics of Local economic development and implications within the subject area.

- Which activities can public schools engage in to enhance Local economic development initiatives?
- What are the School Governing Bodies doing to comply with the provision made by Section 36 (1) of the South African Schools Act, No.84 of 1996?

- What values are added by public schools participating in Local economic development?
- What strategies can be employed to encourage public schools to take part in Local economic development?

1.6 MOTIVATION FOR THE STUDY

It is very important to conduct this study because it possesses both practical and theoretical significance. The study might provide School Governing Bodies (SGBs) and School Management Teams (SMTs) with practical and tangible recommendations of the significance of public schools to participate in Local economic development initiatives through the usage of their physical infrastructure and personnel. In most instances, public schools as part and parcel of the community network have access to local resources such as plot of land, trained personnel, kitchen utensils and learning centres such as libraries and laboratories unlike other communal structures such as churches, home based care facilities and clinics. In addition, this study will also contribute to the debates and increase policy makers' understanding of the dynamics of the role of public schools in Local economic Development.

This study may invoke further research on such topic. Educators and other non-teaching staff members might have the opportunity to play a role in Local Economic Development and lastly, learners will acquire knowledge and skills in economic development at a young age.

On the theoretical part, this study's findings and analysis may provide public schools and residents with untapped underlying opportunities to develop the local economy.

1.7 DELIMITATION

The study focused on the participation of public schools in Local Economic Development in Marite Village in the Marite Circuit of Education.

1.8 LIMITATIONS

The researcher used only schools which are found within the vicinity of Marite Circuit. Therefore, its findings cannot be generalised into the whole province and the country as well.

1.9 DEFINITION OF CONCEPTS

For the purpose of clarity, it will be necessary to attempt a definition of certain terminologies used in this report. This will give a more focused meaning to the words and their contextual meaning.

1.9.1 Community development

Nkamuhebwa (2013:6) defines community as a process by which community members come together to take collective action and generate solutions to common problems, whereas Chambers (1997) states that community development means that the community is empowered to take control of its own development.

Mansuri and Rao (2004) wrap up this concept by stating that community development is an umbrella term of projects that actively include beneficiaries in their design and management.

McClenaghan (2002:1) points out that community development is in general a social learning process, which serves to empower individuals and involve them as citizens in collective activities aimed at socio-economic development. It is a development which is purposively directed towards altering local conditions in a positive way (Luloff & Bridger, 2003). Therefore, based on these various definitions, McClenaghan' (2002) definition is the most relevant to this study.

1.9.2 Industry clusters

An industry cluster is a grouping of related industries and institutions in an area or region. The industries are inter-linked and connected in many different ways. Some industries in the cluster will be suppliers to others; some will be buyers from others; some will share labor or resources. The important thing about a cluster is that the industries within the cluster are economically linked. They both collaborate and

compete, and are, to some degree, dependent upon each other. Ideally, synergies are produced by these clusters (Swinburn, Goga & Murphy, 2006).

1.9.3 Local Economic Development

Local economic development (LED) is defined as a process whereby partnerships between local governments, community-based groups and the private sector are established - to manage existing resources, to create jobs, and to stimulate the economy of a well-defined territory (Rogerson, 2006).

LED refers to a process and a strategy in which locally-based individuals or organisations use resources to modify or expand local economic activity to the benefit of the majority in the local community (Nel & Humphrys, 1999:277).

1.9.4 Public schools

According to the South African Schools Act (84 of 1996) public schools are institutions of teaching and learning which are provided by the state, especially by the provincial legislature.

1.9.5 School governance

According to South African Schools Act (SASA) Act 84 of 1996, governance is all about managing the school in accordance with the Acts, policies and procedures that govern the schools.

1.9.6 School Governing Body

The South African Schools Act 84 of 1996 defines a *School Governing Body* as a statutory structure made up of relevant and democratically elected stakeholders.

1.10 OUTLINE OF RESEARCH REPORT

This study consists of five chapters which are outlined below.

1.10.1 Chapter One: Orientation to the study

This is the introductory chapter which contains the introduction, statement of the problem, research questions, significance of the study, clarification of concepts and lastly the exposition of the study.

1.10.2. Chapter Two: Literature review

This chapter deals with literature information pertaining to the participating of public schools in local economic development. This chapter seeks to highlight theoretical perspectives that provide an explanation of public schools taking part in local economic development.

1.10.3 Chapter Three: Research method and design

This chapter highlights the research design and methodology and the data collection methods.

The researcher explains the population, sampling procedure, data collection and analysis methods and also why such methods are used.

1.10.4 Chapter Four: Results

This chapter deals with data presentation, analysis and interpretation as well.

1.10.5 Chapter Five: Conclusions and recommendations

This is the final chapter of the study. It includes conclusion and recommendation of the study. Furthermore, critical issues for further research will be identified.

1.11 CONCLUSION

This chapter provided the background of the problem on the participation of public schools in Local economic development in Marite Village, Bushbuckridge in the Mpumalanga Province. The purpose, research question, motivation, delimitation, limitation and definition of concepts were presented.

In the next chapter, the review of relevant literature on Local Economic Development and its implications will be discussed in full.

CHAPTER TWO

LITERATURE REVIEW: LOCAL ECONOMIC DEVELOPMENT IN HISTORICAL PERSPECTIVE

2.1 INTRODUCTION

In this chapter, the relevant literature on Local Economic Development is reviewed. This chapter focuses on the review of relevant literature with the aim of establishing broad meaning and understanding of the concept within the context of participation of public schools in local economic development.

2.2 THE PURPOSE OF THIS LITERATURE REVIEW

The main purpose of reviewing literature was to locate the current study within the existing body of knowledge. For members of both the School Governing Body and School Management Team to understand the relationship between the role of school and Local Economic Development, they need to understand the meaning of the latter.

In addition, the researcher provides a literature review pertaining to the role of School Governing Bodies supplementing school resources; the activities that might assist public schools to take part in local economic initiatives, the value that might be added by schools in Local Economic Development, and lastly the brief history of Local Economic Development as a developmental strategy.

Over the past century the world has experienced significant political and economic changes. This resulted in high levels of economic growth and of inequality. Those inequalities, in both developed and developing countries, resulted in governments having to introduce policies of decentralising power and resources to address them.

The broader macroeconomic policies had to be downsized into district and regional policies that would address the economic needs of those districts. This resulted in different localities having different economic needs and resulting in different economic policies and thus resulting into Local Economic Development (LED) being adopted in different countries as a Local Economic Development policy (Motswiane, 2009:8).

2.3 UNDERSTANDING THE CONCEPT “LOCAL ECONOMIC DEVELOPMENT”

2.3.1 Defining Local Economic Development (LED)

Before delving into the complexities of Local Economic Development in South Africa, it is important to gain some clarity on what Local Economic Development in its essence aims to be. When one considers any definition of LED, reference is made to issues of partnership, ownership, empowerment, and participation, amongst others. References to elements, such as the above are to be found in several authoritative definitions of Local Economic Development.

- The improvement of the competitiveness of local firms;
- The attraction of inward investment;
- The upgrading of human capital and labour skills; and
- The upgrading of local infrastructure.

(Rodriguez-Pose, 2002:9)

According to Rogerson (2002:12) Local Economic Development is defined as “a process whereby partnership between local governments, community based groups and the private sector are established to manage existing resources, to create jobs, and to stimulate the economy of a well-defined territory.”

To support this definition, Stohr (1990:1), attests that, “LED emphasises local control, using the potentials of human, institutional and physical resources. Its initiatives mobilize actors, organizations and resources; develop new institutions and local systems through dialogue and strategic actions.” Furthermore, Nel, (2001:12 asserts that, “there are important investment complementarities within the private and community sectors and between the public and private agents, which, when properly managed, could result in important economic gains and external benefit that otherwise would not have been forthcoming.”

Nyathi (2014:5) argues that Local Economic Development is seen as a “multi-actor affair and rarely no one single stakeholder holds all the stakes, or has all the resources to achieve Local Economic Development goals.”

Therefore, the above-mentioned argument denotes that public schools are stakeholders in local communities. Therefore, they act as one of the key actors in Local Economic Development.

“Local Economic Development (LED) is an approach towards economic development which allows and encourages local people to work together to achieve sustainable economic growth and development, thereby bringing economic benefits and improved quality of life for all residents in a local municipal area” (DPLG, 2006:7).

The literature review reveals that different writers and researchers define LED in different ways but the concept behind it is the development and empowerment of local people and improvement of the standard of living for the local citizens. The issue of Local Economic Development is a very popular one in both developed and developing countries.

According to DPLG (2006), as from the late 1970s Local Economic Development increased its popularity and took different forms ranging from the public sector led Local Enterprise Boards in the UK to the flagship projects of private sector led entrepreneurialism in the inner cities of Europe and North America.

Local Economic Development is about “local people working together to achieve sustainable economic growth that brings economic benefits and improvement in the quality of life for all in the community” (Davis, 2005:6).

Zaaijer and Sara (1993:129), state that LED “...is essentially a process in which local governments and/or community based groups manage their existing resources and enter into partnership arrangements with the private sector, or with each other, to create new jobs and stimulate economic activity in an economic area”.

Mashele (2009:15) refers to Local Economic Development as “the improvement of the standard of living in the population as a whole.” This involves:

- Development *of* people, through investment in education, health and nutrition so that people can make a contribution to economic, political and social structures.
- Development *by* people, which is done by full participation in all planning, and the implementation of development strategies
- Development *for* people, that caters for individual needs and creates opportunities for everyone.

In order to accelerate economic growth and development, the following issues need to be taken into consideration:

- All institutions in the community must be utilised;
- More and/or better government services, which will result in a longer life expectancy and a higher literacy rate for the population as a whole;
- More job opportunities;
- A better and/or fairer distribution of income;
- Individual freedom; and
- Stability in changes which occur.

To sum it up, LED includes the characteristics, principles processes and policies by which a nation improves the economic, political and social well-being of its people.

2.3.2 Characteristics of Local Economic Development

Todaro and Smith (2009:132) state the following as characteristics of economic development:

- High rates of growth per capita output and population;
- High rate increase in total factor productivity, especially labour productivity;
- High rates of structural transformation;
- The prosperity of economically developed countries to reach out to the rest of the world for markets and raw materials;
- The limited spread of this economic growth to only a third of the world's population.

Apart from the above characteristics, Local Economic Development is also characterised by the following factors:

- Participatory and inclusive process that involves the participation of a range of stakeholder interests;
- Bottom-up approach that is about local people making local decisions about local issues;
- Undertaken for the purpose of fostering some qualitative and/or quantitative improvement in economic well-being;
- Takes place in a defined territory, most commonly congruent with a political boundary;
- Encompasses the pursuit or facilitation of some manner of economic stimulation (Mawila, 2013:5).

From the above information, it is evident that concepts cannot be related into practice if are not based on sound economic values and guiding principles.

2.3.3 Core values

According to Mawila (2013:7) “there are three basic components that can help development practitioners to integrate community projects towards Local Economic Development” namely:

- Life sustenance;
- Self-esteem; and
- Freedom.

2.3.4 Life sustenance: The ability to provide basic needs

Basic needs include food, shelter, health and protection. A country which fails to provide these needs is regarded as underdeveloped. If the country wants to move from underdeveloped to developed, it should provide the necessary needs to its people. For

people to live well, they need to stay in good shelter, eat healthy food, access health facilities and good security for their protection.

A good integrated community development initiative should be geared towards the needs of the local people. These initiatives should be initiated with the aim of creating decent jobs for local people, which will in turn help them to build good houses, buy healthy food, and give their children better education and access to basic facilities.

2.3.5 Self-esteem: To be a person

This core value expects people to be treated with respect and dignity. In this process, they will have a sense of worth and self-respect. People should not be treated as tools by others for their own ends. In every society, people need some basic forum of self-esteem. This process involves authenticity, dignity and respect, honour or recognition.

From the above information, it is clear that for every integrated community development initiative to succeed it should take cognisance of the dignity of the people, their respect and their sense of worth. The development practitioners must honour them for their contribution to the project.

2.3.6 Freedom from servitude: To be able choose

All citizens who live in a particular country always want to spend their lives where they can exercise their freedom. This kind of freedom is not linked with politics and party ideological beliefs. People want to make decisions on their freedom of choice. Freedom to build their own shelter, to eat food of their choice or to enjoy their leisure time according to their preferences (Nyathi, 2014:9).

Apart from the above core values, there are also important principles that contribute towards Local Economic Development.

2.4 THE GUIDING PRINCIPLES OF LOCAL ECONOMIC DEVELOPMENT

LED is a strategically planned process. Local Economic Development programming is based on an understanding of local economic, political and social conditions. It builds on competitive advantages and local capacities / capabilities; and, it focuses on realistic and relevant short-term and long-term goals / objectives (Rogerson, 2006:232).

Meyer-Stamer (2014:3) states that another way of defining Local Economic Development is by formulating the following few guiding principles:

- “Local Economic Development aims at creating favourable locational factors, i.e. qualities which make your place a good place to do business. This includes obvious elements such as improving the infrastructure and training workers, but also less obvious elements such as the business-mindedness and efficiency of local administration;
- Local Economic Development aims at promoting business. This can be existing businesses, start-ups or external companies coming into your location. You would also look at linking things: promote and support spin-offs and subcontracting, attract investors which fit nicely into the local economic structure, and consider franchises as a source of new local businesses. At the same time
- Local Economic Development must never create unfair competition for existing businesses, in particular by subsidising some companies to the detriment of others. It may often be justified to support start-ups, even financially, but this must be based on a clear understanding of barriers to entry (e.g. due to economies of scale) and other types of market failure, and it must be clear that this is a fixed-term support;
- Local Economic Development aims at making local markets work better. It aims at creating places and opportunities to match supply and demand, as well as to discover, propagate and promote new business opportunities;
- Local Economic Development aims at making better use of locally available resources;
- Local Economic Development is premised on strong local leadership. Success in Local Economic Development depends highly on the adequacy and commitment

of local leadership. Although there may be a wealth of opportunities, they remain relatively unimportant if there is an absence of leadership and the commitment to move forward;

- LED is about sustainable development. The environment is not separate from the economy and the economy cannot be detached from the environment. Therefore, environmental values need to be integrated into Local Economic Development decision-making. Sustainability is about balancing and building on the synergies between economic growth, social inclusion and preservation of the natural environment.”

2.5 LOCAL ECONOMIC DEVELOPMENT IN A SOUTH AFRICAN CONTEXT

“South Africa is one of the few countries in Sub-Saharan African region that has been officially embarking on Local Economic Development projects for over a decade. A focus on so called Local Economic Development strategies was introduced shortly after the end of Apartheid” (Nel & Rogerson, 2005:9).

In South Africa, Local Economic Development tends to have a more distinctive pro-poor orientation and the degree of national state endorsement of local-level action is particularly noteworthy (Rogerson, 2006:234). In the South African context, LED usually refers to actions initiated at the local level, typically by a combination of partners, to address particular socio-economic problems or to respond to economic opportunities (Swinburn, 2006:44).

In the South African case, just like in India, it is now a local government mandate, but can also occur as result of private or community-level initiative. The Indian government introduced important changes in their system in 1993. Amendments were made to their constitution which obliged states to create local government institutions, called *Panchayati Raj*. *Panchayati* are responsible for the preparation and implementation of certain schemes for economic development and social justice, as well as levying and collecting the appropriate taxes, duties, tolls and fees. They are intended to increase participatory rather than representative democracy, by raising the participation of those

citizens generally excluded from decision-making process for social, economic, or gender reasons (Nayarana, 2005).

In South Africa LED was mandated to local governments by the constitution of the Republic of South Africa, (Act 108 of 1996) and by the White Paper on Local Government (1998). The aim of the mandate was to involve local government in economic development to address poverty, unemployment and redistribution in their local areas. Local governments were also required to participate in various economic development programmes of the provincial and national government (White Paper on Local Government, 1998).

Nel and Humphrys (2009:277) emphasise that “Local Economic Development is a process and a strategy in which locally based individuals or organisations use resources to modify or expand local economic activity to the benefit of the majority in local community. Local initiatives may either be self-generated by community members or stimulated by external agencies like a provincial government or development agency.”

The Department of Provincial and Local Government (DPLG, 2000 c: 1), however, defines *Local Economic Development* as an outcome-based, local initiative that should be driven by local stakeholders. It involves identifying and using primarily local resources, ideas and skills to stimulate economic growth and development. The aim of LED according to the DPLG is to create employment opportunities to the benefit of all local residents. It should encompass all stakeholders in a local community who are involved in different initiatives aimed at addressing the socio-economic needs in that community. Furthermore, The Local Economic Development Policy Paper (CASE, 2001) stated that there is no single approach to LED. Each municipality, therefore, needs to develop its own approach best suited to the local situation in order to meet particular targets.

According to the DPLG, municipalities can develop a wide range of strategies to promote the development of their local economy. Common strategies are for example:

- Industrial recruitment and place marketing;

- SMMEs promotion and support;
- Community economic development;
- Export promotion and international trade; and
- Business retention and expansion (DPLG, 2000 a: 3-8).

According to the International Republican Institute and National Business Initiative (IRI & NBI, 1998: 153-154), it is important that local governments promote Local Economic Development in their municipal areas for the following reasons:

- LED is one of the logical ways in which to address the apartheid legacy by addressing socio-economic inequalities and promoting urban integration, job creation and service provision;
- LED can contribute to local employment, empowerment and wealth generation;
- LED can - directly or indirectly - promote economic development and empowerment of community groupings;
- LED increases income levels and enables people to pay for services. It broadens the tax base and the revenue base of the local authority;
- LED enables the local authority to provide more and better services and facilities to the local citizens;
- Local government councillors were elected on a mandate to undertake development. The local government is a dominant player in a local economy and it is well positioned to embark on development;
- LED builds new institutions for sustainable economic development and promotes linkages between developed and underdeveloped areas;
- There are not enough resources in South Africa to allow a welfare solution. Increasing local economic initiatives have to be undertaken because fiscal constraints on national and provincial government encourage and oblige local level action;
- LED can be a key component of, and a supplement to a broader process of regional and national development and it can assist with the attainment of macro-economic policy objectives. LED can be a "grass roots" complement to "top down" national development.

The policy document makes it quite clear that the local government is not responsible for creating jobs. Instead, it will be responsible for ensuring that overall economic and social conditions of the locality are conducive to the creation of employment opportunities and income generation. This denotes that the local government is charged with creating an enabling environment. Although credence is given to other stakeholders such as the private sector, NGOs and others, the local government is at the centre of the LED planning debates in contemporary South Africa (Rogerson, 2006:3).

Pike (2006:7) stresses that “Local Economic Development is a comprehensive strategy that goes well beyond identifying and taking into account local economic strengths, weaknesses, opportunities and threats to set specific medium- and long-run development goals. It represents a development process in itself which encompasses not only economic and physical features, but also the social, cultural and institutional characteristics of places. This involves the consideration of actions aiming to meet both the present and future needs of any given territory.”

A comprehensive development strategy requires a development plan. The plan should include a strategic vision of development, combining economic, social and environmental goals. Combining economic, social and environmental aims in the medium and long-run implies a certain degree of sustainability, that is, the goal of increasing the quality of people’s life, while simultaneously preserving local resources and the environment in good condition for future generations (UNIDO, 2009; United Nations, *Agenda 21*:139) As noted, Local Economic Development entails the cooperation among different types of local stakeholders – from the public and private sector, as well as from the social and cultural realms of the local society – who become the protagonists and owners of the development process.

As a consequence, a successful LED strategy has to take a series of participation mechanisms into consideration. Such a setting requires the establishment of adequate institutions and capabilities, which include elements of capacity building. In addition, the

presence of entrepreneurial attitudes and skills, including leadership, at the local level would greatly facilitate not only starting up the process, but also the achievement of the development goals. Hence, entrepreneurship is another key element of LED (Mavuso, 2014:8).

Therefore, this study focuses on all possible variations of Local Economic Development features such as values, characteristics and guiding principles. In addition, the researcher looked into partnerships in Local Economic Development. They are critical in the application of Local Economic Development.

2.6 STAKEHOLDERS IN LOCAL ECONOMIC DEVELOPMENT

Meyer (2013:12) gives a schematic drawing of major stakeholders in Local Economic Development.

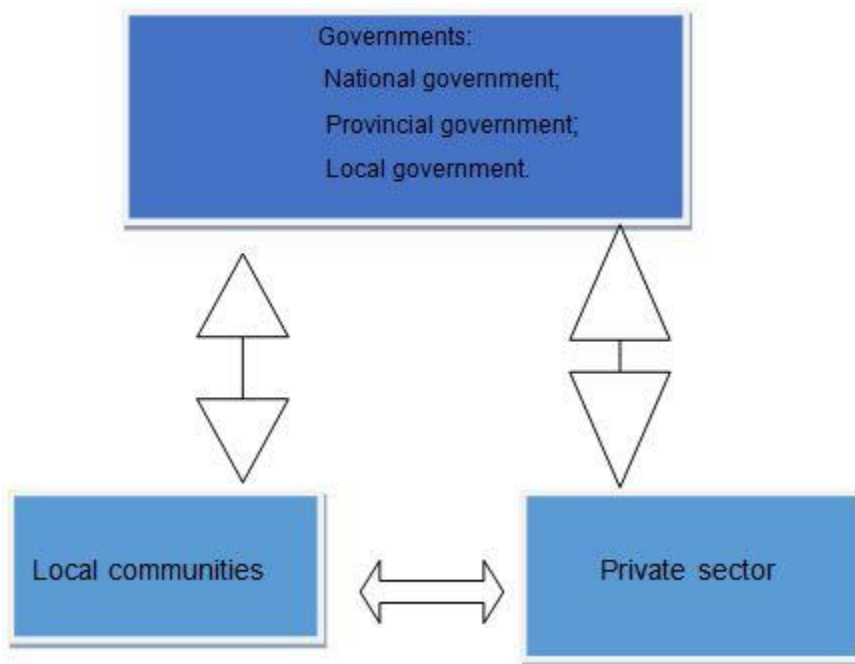


Figure 2.1: Service delivery triangle regarding to Local economic development. *Source:* Meyer, 2013

Various pieces of legislation and policy form the foundation of LED in South Africa. The Constitution (no.108 Of 1996) is the foundation and provides for a developmental model

of local government. In addition, the local government is not only responsible for service, but also for socio-economic development of its communities.

Since the downfall of apartheid in 1994 South Africa has been moving for change in the political and economic structure of government. The fall of apartheid as a system of governance paved a way for the African National Congress (ANC) led government to introduce new policies to address the imbalances caused by the apartheid government. One major area in which the apartheid government had left a mark is in the economy of the country. While people from other parts of the world see South Africa boosting, economically better than other parts of Africa, the reality is that the majority of South Africans still live in severe poverty, as a results of the injustices of the apartheid government. The fall of apartheid gave rise to a new constitution of South Africa where in chapter 7 the responsibilities of the local government are defined. Municipalities forms part of the three spheres of government in South Africa (SA constitution, 1996).

As early as 1995, constitutional debates on the future form and shape of local government stated clearly the proactive role of municipalities. In South Africa, municipalities are the lowest level of government structures. The municipalities are governed and defined by separate municipal structure acts adopted by the parliament. Municipalities are classified into three categories: category A (referred to as Metropolitan municipalities): these are large regions which are mostly urbanised, category B (District municipalities), which are main divisions in provinces and category C (Local municipalities), which are small municipalities that make a district (Municipal Structures Act 1999).

According to the constitution of South Africa there are objectives that a municipality should strive to achieve: first to promote social and economic development and secondly to encourage the involvement of communities and community organisations in the matters of the local government (SA Constitution. 1996).

In terms of the constitution, the local government needs to fulfil the following functions (IIED, 2000; Republic of South Africa):

- Provide democratic and accountable government for all communities;
- Ensure service provision in sustainable way;
- Promote social and economic development;
- Promote a safe and healthy environment;
- Encourage community participation and involvement in matters of the area.

2.7 DEVELOPMENTAL PROGRAMME INITIATED BY NATIONAL GOVERNMENT

The Bushbuckridge Local Municipality has been identified as a beneficiary of the Comprehensive Rural Development Programme (CRDP). The CRDP is a national government initiative which came into existence because of the national government priorities commonly known as the twelve (12) outcomes identified and agreed to by the cabinet of the Republic of South Africa which are as follows:

1. Improved quality of basic education;
2. A long and healthy life for all South Africans;
3. All people in South Africa are and feel safe;
4. Decent employment through inclusive economic growth;
5. A skilled and capable workforce to support an inclusive growth path;
6. An efficient, competitive and responsive economic infrastructure network;
7. Vibrant, equitable and sustainable rural communities with food security for all;
8. Sustainable human settlements and improved quality of household life;
9. A responsive, accountable, effective and efficient local government system;
10. Environmental assets and natural resources that are well protected and continually enhanced;
11. Create a better South Africa and contribute to a better and safer Africa and World;
12. An efficient, effective and development oriented public service and an empowered, fair and inclusive citizenship (Randfontein Local Municipality IDP, 2015/16:140).

The aim of the programme is to eradicate poverty and its main focus is on rural areas where the support base is poor and under-resourced. Therefore, in the Mpumalanga Province seven local municipalities have been identified as beneficiaries of the Comprehensive Rural Development Programme. The Bushbuckridge Local Municipality is one of them (Mpumalanga Provincial Government, Comprehensive Rural Development Programme, 2009:5).

The CRDP is not a stand-alone programme because each department is expected to clearly indicate its contribution towards the Comprehensive Rural Development Programme in their budget vote. It is also proposed that a contribution of at least thirty percent (30%) on the procurement of services and projects should be earmarked for local beneficiation.

According to Statistics South Africa's mid-year estimates for 2013, the Mpumalanga provincial population is estimated at 3.6 million people representing 7.2% of South Africa's population which makes it's the sixth largest in the province. The Mpumalanga provincial population distribution by district is as follows:

- Ehlanzeni: 41.6%;
- Nkangala: 30.1%;
- Gert Sibande: 28.2%.

(Mpumalanga Provincial Government, Comprehensive Rural Development Programme, 2009:9).

The demographic details relating to Bushbuckridge that are available include:

- The population is 1.689 million people;
- The land is 1,587.56 (km²);
- The unemployment rate is 52,6%;
- Employed (between the ages of 15-64) are 60,459;
- Unemployed 67,041;
- Child headed household 2,629 i.e. the highest number in the Mpumalanga Province (Statistics South Africa, 2011).

2.8 THE ROLE OF SCHOOL GOVERNING BODIES IN SUPPLEMENTING SCHOOL RESOURCES

According to the Department of Education (1996:24) the state (Central Government) must fund public schools from the revenue on an equitable basis in order to ensure proper exercise of the right of a learner to education and the redress of the past inequalities in education provision. This implies that the state is responsible to allocate more funds for the learners from the previously disadvantaged communities than for others.

However, the above-mentioned statement, in one way or another does not exonerate the School Governing Body from executing its key responsibility, because the South African Schools Act (Act 84 of 1996) provides that the governance of a public school is vested in the governing body that stands in the position of trust towards the school.

Roos (2009:1) emphasizes that School Governing Bodies may supplement school resources by using the following strategies:

- Voluntary contributions such as donations and bequests;
- Maximising the core business of the school through using school buildings and resources, offering after care services;
- Actual business venture;
- Their right to advertise, interview and nominate the teachers of their choice;
- The provisions in the South African Schools Act (Act 84 of 1996) to employ additional teachers on behalf of the school and
- Bursary and learnership schemes in order to train teachers to be employed at the school once they are qualified.

This demonstrates that School Governing Bodies have a duty to organise fundraising activities including asking for donations from the public or business people to supplement the money provided by the government and the money raised through school fees (South African Schools Act 84 of 1996).

The responsibilities of financial control entrusted to the School Governing Body are probably their most important ones, in particular the preparation and approval of the annual budget (Clarke, 2007: 280-281). Section 37 of the South African Schools Act (Act No.84 of 1996) prescribes that the SGB should perform the following mandatory financial functions:

- Establish a school fund;
- Collect and administer school fees;
- Keep financial records;
- Draw up annual financial statements, and
- Supplement state resources.

The supplementation of the state resources serves as the gist of the study, because public schools serve as link between various stakeholders within a heterogeneous community. In addition, public schools, as centres of community development, are more accessible than any other communal institutions.

2.8.1 School facilities

According to the school Act (Act 84 of 1996) School Governing Bodies may determine the conditions under which school facilities are made available to the community. If the School Governing Body intends to allow the community to use the school property (e.g. grounds, classrooms, school hall), then it should clearly state the conditions that will apply. For instance, the amount of time that a school hall can be used and when it can be used or what factors should be considered before permission to use any of the school facilities is granted to anybody. The value of allowing the community to use the school facilities is that the school will be able to strengthen ties with the community. In similar vein, Filardo and Vincent (2004:11) report that in Ohio State in the USA, the board of education shall, upon request and the payment of a reasonable fee, permit the use of any schoolhouse and rooms therein and the grounds and other property under its control for giving instructions in any branch of education, learning, or the arts, holding educational, religious, civic, social, or recreational meetings and entertainments and for such other purposes as promote the welfare of the community.

Filardo and Vincent (2014:5) emphasise that there is an increasing demand for community use of public-school buildings and grounds. Traditional examples of community use include schools serving as polling places on Election Day, schools allowing local sports leagues to use courts or fields, non-profit organizations providing before/after-school programming, and schools opening schoolyard gates on weekends for open, informal use. Public schools receive a wide range of requests from private-sector entities to rent school spaces for uses that do often not involve children or youth, such as the use of parking lots for event parking, fundraisers by outside groups, and for-profit events such as professional seminars. In addition, the same authors emphasise that public schools serve as community “hubs,” bringing together many partners to offer a range of support services and opportunities to children, youth, families and communities (Filardo & Vincent, 2014).

Black (2008) states that the most significant school-based community economic development options are those that make use of school facilities primarily during after-school hours. A number of national experiments are underway to use school facilities for child care, job training, and Community Economic Development (CED) vocational education centres. Currently, the use of Chicago school facilities during after-school hours is severely limited by the requirement that an engineer must be present, whenever a school building is open. But the cost of opening the school building could be covered by the enterprise using the facility. Using school facilities for such activities, and others can be a source of increasing neighbourhood employment. Such use could also be a source of school income, enabling local schools to expand other educational programs.

2.8.2 School personnel

Teachers and students are substantial assets for community economic development conducting neighbourhood consumer surveys, and using teachers as technical advisors for CED groups. Many of the suggestions can be carried out by a School Governing Body, the principal and staff members. Other possibilities, however, are dependent upon the use of school facilities after hours (Hallet & McKnight, 2007).

2.8.3 School procurement

Jackson (2010) outlines how, in recent years, procurement has moved from being a largely bureaucratic function governed primarily by the notions of competition and best value, to an activity which can “provide a bulwark to a local economy in terms of:

- Supporting business and the voluntary and community sector;
- Providing employment opportunity;
- Ensuring the promotion of spending within the local economy, thus enabling the sustainability of local shops and services. “Local authorities in the UK spend £ 58 billion annually procuring goods and services, which represents a hugely significant lever for local economic development if used strategically, such as by supporting local suppliers” (Jackson, 2010: 7).

2.8.4 School fundraising

Potgieter, Visser, Van der Bank, Mothata and Squelch (1997:8) state that it is “the duty of the School Governing Body to obtain more money and property for schools”. In addition, Bisschoff, Du Plessis and Smith (2004:73) support this by stating that governing body members need to expand the resources through proposals to generate additional funds. Fundraising can benefit public schools in many of the following ways:

- Fundraising is not only about money, but it is also about the number of supporters. Clarke and Norton (1999:11) emphasise this by stating that some companies are unwilling to give money but will consider helping in kind. For example a carpet company may donate carpets to the school;
- Fundraising will enable public schools to expand and develop their work and improve their services in order to meet challenges of the future;
- Fundraising is also about creating a viable and strong organisation, which is able to sustain itself into the future. Fundraising enhances the status of the school, since the funds raised contribute to better facilities. It also contributes to improving the school’s identity.

The advantage of fundraising is that it establishes closer relations between public schools and the community.

2.9 UNEMPLOYMENT IN SOUTH AFRICA

South Africa has one of highest unemployment rates recorded internationally: 25.3 per cent in the third quarter of 2010 (Statistics South Africa, 2010).

Kingdon and Knight (2004:392) argue that one would expect a large informal sector to absorb this surplus labour, but South Africa has a relatively small informal sector. This shows that South Africa lacks entrepreneurial spirit. In addition, the South African government has implemented various strategies to encourage entrepreneurs and small business without success.

Bosman and Levie, (2009:21) report that South Africa performs very poorly in international entrepreneurship surveys and has consistently been ranked near or at the bottom in the Global Entrepreneurship Monitor (GEM). This denotes that both the government and big businesses cannot provide job opportunities to all citizens of the country, but other sectors need to be involved.

2.10 VIEWS OF SCHOLARS ON THE ROLE OF SCHOOLS IN LOCAL ECONOMIC DEVELOPMENT

Education is the key to the socio-economic development of a country. It plays a vital role in building human capabilities and accelerates economic growth through knowledge, skills and creative strength of a society.

Bokova (2009:2) points out that "education empowers individuals with knowledge and skills to better lives. More broadly, it opens the way to active citizenship and democratic participation". This means that education, which is normally provided by public schools in most communities, could play a leading role in Local Economic Development.

Studies exploring the link between public schools and the economy recognise in general terms that public schools impact on the state and on local economies in many ways. In

addition to raising national productivity, research indicates that quality public schools can help make states and localities more economically competitive.

Education can play its role in economic growth and benefit the society and individuals as well. For individuals it can increase employment opportunities and lead to higher income and improve the quality of life (Mavuso, 2014:11).

Chung (2002) emphasises the “use of public schools as tools for community and economic development. As major place-based infrastructure and an integral part of the community fabric, public schools can have a profound impact on the economic, social and physical character of neighbourhood”.

By significantly increasing community control over neighbourhood schools through elected Local School Councils (LSCs, this structure is equivalent to School Governing Body in South Africa), the Chicago School Reform Act has been hailed as a national experiment to revitalize the country’s floundering schools. Increased community control over neighbourhood schools also opens the door to a broader mission of revitalizing the entire community as well as the schools. As has been noted elsewhere, “educational revitalization” and “community revitalization” are mutually reinforcing each other if based on a genuine community-school partnership (Hallet and McKnight, 2007).

One aspect of such a community-school partnership is linking Chicago local schools’ assets to Community Economic Development (CED). An analysis of school-based CED options reveals there is significant potential for LSCs to use school assets to promote CED. Local community development groups might combine with LSCs to explore a number of community economic development possibilities.

Weiss (2004) concludes that public schools impact on economic development in a number of ways. “On the national level, there is convincing evidence showing that public schools have a profound effect on national economic growth, influencing the quantity and quality of education. Weiss also found that many studies have shown that public schools and school spending impact on the state and on local economies and can play

a role in attracting business. By educating the future workforce, public schools help making the state and localities more economically competitive.

Public schools are major employers that have a short term stimulus impact on the state and on local economies, and the quality of public schools influence business site selection and labour location decisions.

Harmon and Schafft (2009) concur that schools function as centres of community activity and nurture public participation in civic and community affairs. “They also provide physical space that enables community members to come together as a community, for sporting events, theatrical productions and school board meeting”.

According to Mawila (2013:9), “public schools also provide economically integrative local roles. In rural areas, public schools are the principal source of local employment. The collaboration between public schools and the community in Local Economic Development programmes might uplift the standard of living and the quality of life of the people. Moreover, the schools will produce human capital teaching cohorts of young people and provide them with skills and knowledge to become economically productive adults.”

Weiss (2004:31) claims that in one aspect of local development, there is clear-cut, undisputed evidence: the quality of public schools directly influences residential property values. Homes in high performing school districts sell for higher prices than those in lower performing districts. It is essential that School Governing Bodies and School Management Teams in public schools work collaboratively with both the parent community and the school community. This collaboration will yield mutual and beneficial results.

Serote (2001:4) emphasises that the school is an “institution established to meet the academic needs of the school’s community that operates in a social and cultural context”.

This shows that public schools as institutions do not exist in isolation; they are interwoven among the communities and their activities. Therefore, public schools have a role to play in LED.

Babatunde and Adefabi (2005:45) argue that education is triggering economic growth through many factors like enhancing the employment opportunities, improving health facilities, reducing fertility and poverty level, improving technological development and as a source of political stability.

Mohamadi (2006) and Komijani and Memernejad (2004) analysed the effect of education on economic growth in case of Iran and found that education had a positive and significant effect on economic growth of Iran.

2.10.1 Community colleges and universities in Local Economic Development

The literature shows that institutions of higher learning such as community colleges and universities, particularly research level universities, often serve as regional economic catalysts. There is evidence that colleges and universities affect regional development through a variety of channels, including:

- The direct, indirect, and induced effects of college, faculty, student, and visitor expenditures (Knapp & Shobe 2007);
- Improvements to the productivity and earning capacity of graduates who remain in the area (Bartik, 2004),
- Improvement of local innovative capacity and technology transfer (Knapp & Shobe 2007; Bartik 2004);
- Stimulation of local entrepreneurship and business spin-offs (Knapp & Shobe 2007; Bartik 2004), and
- Enhanced quality of life and improved social capital (Shapiro, 2003).

Adams (2003:73) concurs, that “higher education institutions have become centrepieces of urban economies, employing large numbers, purchasing goods and services, and anchoring neighbourhoods by their land investments”.

Mavuso (2014:12) emphasises that a public school cannot be separated from its community. They work together as partners. So, both the public school and the community as stakeholders of the partnership have a responsibility to ensure that the school provides good quality education.

Blakely and Leigh (2010:75), in the updated edition of their work, acknowledge that to pursue pure growth is not sufficient; instead, the focus needs to be on development and on the quality of life. Their recent argument is that Local Economic Development is achieved when a community's standard of living can be preserved and increased through a process of human and physical development that is based on principles of equity and sustainability.

Liu (2006) analysed the causality and integration between education and gross domestic product, showing that economic development is the cause of higher education and the result of primary education in China, for the period of 1978-2004.

Gutema and Mekonnen (2004) concur that public schools have got a significant positive influence on the economic growth of Sub-saharian Africa. In addition, Loening (2004) investigated the impact of education on economic growth in Guatemala. The results were positive because they revealed that education has an impact on economic growth.

So, the enactment of the South African Schools Act (Act 84 of 1996) is intended to provide the country with a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in doing so lay a foundation for the development of all our people's talents and capabilities.

The above-mentioned Act envisages that increasing community participation over schools control will also open the door to a broader mission of revitalising the whole community, thus forming a genuine community-public school partnership. However, it seems that since the democratic dispensation public schools rely heavily on state

resources, whereas independent schools are pre-dominantly generating their own income through Local Economic Development initiatives.

2.11 ECONOMICS AND MANAGEMENT SCIENCES SUBJECT (EMS) AS PART OF CURRICULUM IN SOUTH AFRICAN SCHOOLS

The Department of Basic Education (DBE) introduced *Economics and Management Sciences* as one of the learning areas/subject from grade 7-9.

The purpose of this subject is to equip learners with the knowledge, skills, values and attitude that will enable them to adapt, participate and survive in complex, unequal economic context. This subject also aims to promote productivity, social justice and environmental sustainability.

This will be achieved by enabling learners to:

- Become economically literate;
- Understand and apply economic and management principles and concepts in a responsible and accountable way;
- Understand and reflect critically on the wealth creation process;
- Understand and promote the importance of savings and investments for economic development;
- Develop the entrepreneurial skills needed to play a vital role in transforming the country's socio-economic environment, and reducing the gap between rich and poor; and
- Understand the impact of economic activities on human, natural and financial resources and socio-economic systems.

The EMS subject deals with the following aspects:

- The nature, processes and production of goods and services;
- The South African economy and socio-economic systems in different countries;
- Financial management and planning skills for private, public or collective ownership

(Revised National Curriculum Statement Grades R-9, Economics and Management Sciences, 2002).

From the above information it is clear that public schools can contribute towards economic development, because the Economics and Management Sciences subject provides an entrepreneurial curriculum. This entrepreneurial curriculum fosters the entrepreneurial qualities of critical thinking, innovation, and independence as desired educational outcomes for all learners throughout the school curriculum. Furthermore, this curriculum serves as the broadest approach to school and Local Economic Development. This denotes that both the school and the community work as partners for educational benefit and economic development.

2.12 CONCLUSION

This section provided an overview of relevant literature to the study. It focused on the policies and theories of framework of the studies which gave the core point of the research. The literature review also looked at the experiences of other countries on general participation of schools in economic development, so as to look whether South Africa is on the same level with required ways and means of the subject of the study.

The literature review further outlined the beneficiaries' schools' involvement in LED. It also investigated, whether the School Governing Bodies are executing their responsibilities in terms of section 36, subsection (1) and (4) as amended, of the South African Schools Act No. 84 of 1996.

However, literature review shows that in a South African context little attention has been given to public schools as a potential avenue to generate sustainable local Economic Development initiatives. Therefore, resulting from this exploration of the literature it can be argued that public schools may play a role in LED.

In conclusion, it is observed all over the world that not a single country has achieved sustained economic development without substantially investing in the education sector.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter provides a more detailed explanation of the theory underpinning the method, design and the data collection instruments. Data analysis procedures are also explained, and ethical clearance is discussed.

3.2 RESEARCH METHOD

This section proposes the research methodology that was followed in conducting the research. Imenda and Muyangwa (2000:89) state that research methodology describes the way the study is going to be carried out, whereas Leedy (2006: 91) asserts that “methodology is an operational framework within which the facts are placed so that their meaning may be seen more clearly”.

In this study the researcher used both quantitative and qualitative research approaches in order to explore the participation of public schools in Local Economic Development. De Vaus (2002) is of the opinion that the researcher gains the advantages of both methods by mixing qualitative and quantitative approaches. In addition, Creswell (2003) points out that this model is well known to the majority of researchers and that it might lead to confirmed and validated findings, which are regarded as another advantage of the mixed methods approach. Fouche (2007:270-272), states that in qualitative research the design or strategy is determined by the researcher’s choices and actions. The most important feature of a qualitative approach is that it requires the researcher to go into the field and move close enough to the people and circumstances to capture what is happening.

In the context of this study, people in the particular setting “refer to School Management Teams members, School Governing Bodies (SGBs), educators and administrative clerks.”

Neuman (2000: 7) is of the opinion that a quantitative or empirical analytical research method relates to data being expressed as numbers, whereas the qualitative research method considers the data in terms of words, pictures or objects. For the purpose of this research, it is deemed necessary to use both approaches, mainly because of the nature of the research which requires both figures to explain some instances and direct interrogation of the subjects and explanation in words of the phenomenon under study during data collection stage.

3.3 RESEARCH DESIGN

Mouton (2001:49) refers to research design as the “type of study to be undertaken in order to provide acceptable answers to the research problem or question.” Bless and Higson-Smith (2000:156) provide a closely related definition by referring to it as the “set of procedures that guide the researcher in the process of verifying a particular hypothesis and excluding all other possible hypotheses or explanations.”

A research design indicates the general plan of the research. This includes when, from whom and under what conditions the data were obtained. It also indicates how the research is set up, what happens to the subjects and what methods of data collection are used (McMillan & Schumacher, 2006:22). Furthermore, a research design is a procedural plan that is adopted to answer questions validly, objectively, accurately and economically (Kumar, 2005:84). The research design aims to achieve a research which can yield results that contribute to the theory and form part of the body of knowledge which other researchers can study.

This section therefore explains the approaches and methodology that were used in finding answers to the research questions that have been stated for this study. In light of the research questions and purpose of the study, which was exploratory in nature, the research used the case study approach.

Case studies afford researchers opportunities to explore or describe a phenomenon in context using a variety of data sources. It allows the researcher to explore individuals or

organisations. Furthermore, case studies manifest themselves in various forms, so the researcher opted for the exploratory version. According to Yin (2003), a case study is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes. The advantage of a case study is that it allows researchers to present the data collected from multiple methods such as interviews, surveys and observation. In addition, exploratory studies are very valuable in social scientific research, especially whenever breaking new ground, such as this current study.

3.4 STUDY AREA

The focus of the study was to explore the participation of public schools in Local Economic Development in Marite Village, Bushbuckridge in the Mpumalanga Province.

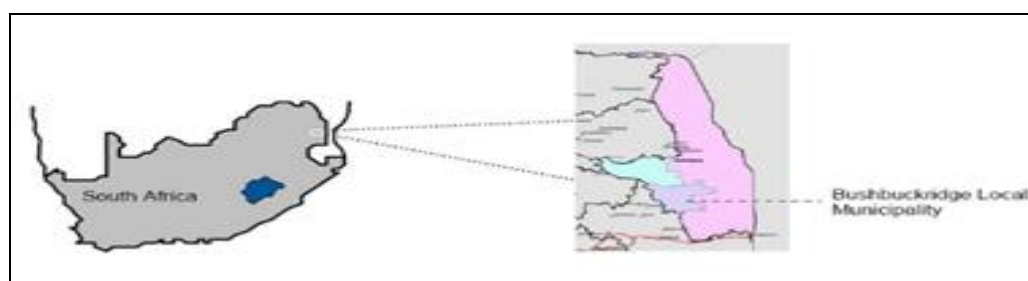


Figure 3.1: Map of South Africa depicting Bushbuckridge Local Municipality. *Source:* Maluleka, 2005

Marite Village is one of the poverty stricken rural areas situated on the southern side of the Bushbuckridge Local Municipality, Ehlanzeni District in the Mpumalanga Province (Bushbuckridge Local Municipality Integrated Development Plan, 2011-2016:9-10). It is situated between two small towns which are Hazyview and Bushbuckridge. These towns serve as the economic hub of Marite and the neighbouring villages.

According to Statistics-SA (2010) the Mpumalanga province is faced with several problems including:

- Rural areas continue to be marginalised economically and are highly dependent on social grants;
- The province is still faced with problems related to infrastructure, literacy, Human Development Index, households' income and other developmental issues

whereby it is trailing behind most of the provinces by ranking fifth (5th), or worse, ninth (9th);

- About 46.6% of the Mpumalanga citizens are living in poverty and is recorded fifth in terms of poverty levels among the nine provinces. At least 1.74 million people lived in households with an income less than the poverty income. Almost 49% of households earn less than R3500 per month. Pensions and grants are an important source of income contributing 22% of total income. Social grant beneficiaries increased from 703,400 in March 2005 to 1.04 million people in March 2010 which indicates high dependency on government with fiscal/budget implications. Over three million people in the province do not have medical aid which overloads the public health system in the province;
- Mpumalanga province is having the highest level (28.7%) of unemployment in the country in 2010 shedding 34,000 jobs out of the 118,000 jobs shed by the South African labour market (Statistics-SA, 2010).

3.5 POPULATION

Cooper and Schindler (as cited by Lushaba 2006), describe *population* as the total collection of elements about which the study wishes to make some inferences. According to Rubin and Babbie (1997:238), a study of population is the aggregation of elements from which the sample is actually selected. Neuman (2000: 201) refers to study population as a “target population and defines it as a specific pool of cases that the researcher wants to study.”

For the purpose of this study the population consisted of the twenty-five (25) public schools which are situated in Marite Circuit of the Bohlabela District in the Mpumalanga Province, including the four (4) schools that are administered by the Maviljan Circuit. The actual population meant for the study consisted of two hundred and seventy-six (276) people, which was categorised as follows:

- principals (25);
- educators (146);
- admin-clerks (25)

- general workers (30);
- School Governing Body members (chairpersons (25) & treasurers (25)).

3.5.1 Sampling

Cooper and Schindler (as cited by Lushaba 2006) assert that “the basic idea of sampling is by selecting some of the elements in a population, one can draw conclusions about the entire population”. Therefore, it is in this context that the researcher tried to draw conclusions based on the selected respondents.

Sampling is the process of drawing a sample from a population. “A sample is a set of elements taken from a larger population” (Burke & Larry 2011:216). In this study, the researcher sampled the following heterogeneous groups: principals, School Governing Body members, educators, administrative clerks and general workers.

3.5.2 Sampling method

In research, sampling methods are classified as either probability or nonprobability methods. In probability samples, each member of the population has a known non-zero probability of being selected. In addition, probability methods include random sampling, systematic sampling, and stratified sampling. In nonprobability sampling, members are selected from the population in some non-random manner. These include convenience sampling, judgment sampling, quota sampling, and snowball sampling. The advantage of probability sampling is that a sampling error can be calculated. The sampling error is the degree to which a sample might differ from the population. When inferring to the population, results are reported plus or minus the sampling error. In nonprobability sampling, the degree to which the sample differs from the population remains unknown (Polit & Hungler, 2004:294).

David and Sutton (2004:150) assert that “simple random sampling gives an equal opportunity for all participants to be selected in the study”.

In this study, the researcher used two sample methods, namely:

- purposive and

- Stratified random sampling.

Maree (2007:178) remarks that the “purposive method is used in special situations where the sampling is done with a specific purpose in mind”. This type of sampling is based entirely on the judgement of the researcher.

The researcher applied purposive sampling when selecting principals because they were the key personnel in this study. They serve as ex-officio members in the School Governing Body. The principals were selected because they manage schools which offered Economics Management and Sciences subject from grade 7-9. They were selected because of their expertise which was relevant to the study.

The researcher also used stratified random sampling to select educators, admin-clerks, School Governing Body members and gardeners. This was done to ensure that all the strata in this study were represented. Polit and Hungler (2004:298) state that a “stratum is a subset of the population that share at least one common characteristic: male/female; manager/non-manager.” The researcher applied this method taking into consideration the various strata of every category.

3.5.3 Sample size

The sixty (60) participants were selected on the premise that they are directly involved in school activities, but in various capacities such as leadership and management, governance, teaching and administrative.

The researcher chose the number of respondents according to pre-determined criteria with a view to arriving at a valuable contribution that will increase the knowledge in relation to the topic in question. Those were the reason that propelled the researcher to use both probability and non-probability sampling methods because it suited the research approaches used and also the researcher was targeting specific groupings of respondents such as School Governing Bodies, school managers, educators and

administrative clerks. Furthermore, the researcher took into cognisance the four key factors in sampling, namely:

- Sample size;
- The representativeness and parameters of the sample;
- Access to the sample and the
- Sample strategy.

The study was made up of the following respondents:

Table 3.1: Number of population, sample size and proportion

Target	population	sample size	Proportion
Principals	25	18	72%
Educators	146	14	9,5%
Clerks	25	12	48%
SGBs	50	6	12%
General workers	30	10	33%
Total	276	60	

3.6 ETHICAL CONSIDERATIONS

The researcher had a moral obligation to strictly consider the rights of the participants who were expected to provide this knowledge (Streubert & Carpenter, 2003:314).

Saunders, Lewis & Thornhill (2000:130) define ethics as the “appropriateness of the researcher's behaviour in relation to the rights of those who become participants of the research or who are affected by it”. White (2003:57) defines ethics as a “set of moral principles, as is suggested by an individual or group, which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents”.

Babbie (2008: 67-72) explains that the most important ethical agreements that prevail in social research are voluntary participation, no harm to the participants, anonymity, confidentiality and no deception. Research ethics provide researchers with a code of moral guideline on how to conduct research in a morally accepted way.

Ethical considerations were an important aspect in this study. The ethical measures in this study included consent, confidentiality, anonymity, dissemination of results and the right to withdraw.

3.6.1 Consent

The researcher requested permission from the relevant structures such as the provincial Mpumalanga Department of Education, the Marite and Maviljan Circuits and the targeted schools as well. Written permission was also obtained from the Mpumalanga Department of Education (Polit & Hungler 2004:151). In addition, the researcher sought informed consent from participants for the interviews.

3.6.2 Confidentiality and anonymity

Polit and Hungler (2004:143) state that “confidentiality means that no information that the participant divulges is made public or available to others. The anonymity of a person or an institution is protected by making it impossible to link aspects of data to a specific person or institution. Confidentiality and anonymity are guaranteed by ensuring that data obtained are used in such a way that no one other than the researcher knows the source.”

In this study no names were attached to the information obtained, but codes were used.

3.6.3 Privacy

According to De Vos (2000:67), “privacy refers to agreements between persons that limit the access of others to private information”. In this study, the researcher ensured that information was solely used for this study. Privacy refers to the freedom an individual has to determine the time, extent and general circumstances under which private information will be shared with or withheld from others (Burns & Grove 2003:171). In this study, privacy was also maintained by not attaching participants’ names to the information.

3.6.4 The right to withdraw from the study

The researcher informed the participants that they could withdraw from the study at any time if they wished to. This right was explained to them prior to engagement in the study, before the interview (Holloway 2005:292). This right is part of the informed consent.

3.6.5 Dissemination of results

The researcher informed participants that results would be disseminated in the form of a research report. The report would stimulate readers to want to study it and also determine its feasibility for implementation (De Vos, 2002:414). The report should not expose the secrets or weaknesses of the institution to the readers, but should recommend improvements of service.

3.7 DATA COLLECTION

Data collection is the process by which the researcher collects empirical data of historical, documentary and statistical nature. Mouton (1996:35) says this is “accomplished through various methods and techniques of observation such as document analysis, content analysis, interviewing and psychometric testing.”

3.7.1 Questionnaires

The researcher designed and developed a self-administered questionnaire against the objectives stated in chapter one. The questionnaire had twenty items which comprised of four different sections. All were closed and structured questions. A five-category Likert scale was used where respondents were requested to give their opinions accordingly.

According to Bell (2005:25), “scales are intended to help researchers discover strength of feeling or attitude. The five-responses Likert scales give respondents enough options whether to agree, disagree or take a neutral stance on certain questions”.

The researcher handed in questionnaires to the respondents and gave them chance to complete and later collected the questionnaires back. A schedule of the questionnaire is attached as part of the annexure C.

Section A of the questionnaires contained the biographic information of the respondents which were as follows:

- Gender;
- Educational qualification and
- Position / work.

Section B of the questionnaire contains the response categories (Mouton, 2001:153) which are as follows:

RATING VALUE

1 = Strongly disagree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly agree

The researcher used questionnaires because they are easy to analyse. Data entry and tabulation for most surveys can be easily done with computer software packages, which reduce bias. There is a uniform presentation of questions and no middle man bias and they are less intrusive than telephone or face-to-face surveys (Fox and Bayat, 2007:88).

3.7.2 Semi-structured interviews

According to Mawila (2013:10), “there are three main types of interviews, namely structured, semi-structured and unstructured interviews”. Johnson and Christensen (2011:178) define an interview as a “data collection method in which the interviewer asks questions from an interviewee”.

In this case, the researcher used semi-structured interviews to collect data from the school principals. Dawson (2009:28) states that semi-structured interviewing is perhaps the most common type of interview used in qualitative social research; the researcher wants to know specific information which can be compared to and contrasted with information gained in other interviews. Furthermore, a semi-structured interview is open,

allowing new ideas to be brought up during the interview as a result of what the interviewee says. This denotes that the researcher is free to probe and also identify new emerging lines of inquiry that are directly related to the phenomenon being studied, and explore these. In other words, this method gives both the researcher and the respondent much more flexibility.

The researcher designed semi-structured interview based on an interview schedule (see Annexure D) which encompassed questions that were selected from various sources covering all the variables of the research questions. During the interviews all designated respondent, especially the principals responded to a pre-formulated question as listed in the interview schedule. The schedule was prepared to ensure that the same basic lines of inquiry were pursued with each respondent. The interviews were arranged at the respondents' suitability and lasted 5-10 minutes. Each interview was recorded and transcribed verbatim for analysis.

3.8 DATA ANALYSIS

Data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher (Burns & Grove, 2003:479). De Vos (2002:339) asserts that "data analysis is a challenging and a creative process characterized by an intimate relationship of the researcher with the participants and the data generated."

Therefore, in this the researcher used both quantitative and qualitative data analysis methods.

3.8.1 Quantitative data analysis

The researcher used a descriptive univariate statistical data analysis method to analyse quantitative data. The researcher used Microsoft Office - Excel 2007, to summarise quantitative data and to compile appropriate tables and graphs.

3.8.2 Qualitative data analysis

The researcher used a phenomenological data analysis method. In phenomenological research, the analysis begins as soon as the first data are collected. The researcher examined the relationship among variables. In addition, texts, views, expressions and

opinions were analysed using Content Analysis as it is one of the methods used for the analysis of qualitative data.

The above mentioned sources were examined systematically to record the frequencies of the themes and the ways in which these themes are portrayed. The study assessed the opinions of respondents with regard to a number of cues which include, the role of public schools in local community economic development, the value of public schools in community development and the effectiveness of School Governing Bodies in supplementing school resources. Each interview was coded soon after it was transcribed. An emergent, interpretive approach was adopted to provide a framework for transcript analysis and theme development (Neumann, 2000; Strauss & Corbin, 1998).

The emergent method of analysis allowed the researcher to search for underlying themes or patterns relating to the role of public schools and centres of community development as they emerged from the data, rather than on concepts determined *a priori* by the researcher or other authors (Neumann, 2000; Strauss & Corbin, 1998).

The researcher categorised the data into subject areas. These themes were identified during both literature review and the field work, and were constantly revisited and modified. The minimum data were derived from the interview transcription with the participants and they were organised and analysed to trace significant patterns that were interpreted and grouped according to different categories.

Finally, in this study, the interpretation of the results is presented in a narrative form supported by direct quotations that serve as confirmation of important interpretations.

3.9 CONCLUSION

This chapter provided a detailed explanation of the research design which is a plan the researcher uses when attempting to answer questions objectively. This plan includes the discussion of the approaches as applied in the study and reason for the selection of

these approaches. The next chapter discusses the results of the research study in the view of the stated theoretical framework.

CHAPTER FOUR

RESULTS

4.1 INTRODUCTION

In this chapter the results are discussed in the light of the theoretical framework. The presentation is mainly descriptive and supported by percentages (%). Appropriate graphs and tables are used to illustrate the results.

The findings are grouped in the following categories:

- Data collected through questionnaires and
- Data collected through semi-structured interviews.

The data are classified into three sections which are as follows:

- Section A - biographical information;
- Section B - analysis of questionnaires and
- Section C - comments by respondents.

4.2 ANALYSIS OF DEMOGRAPHIC CHARACTERISTICS

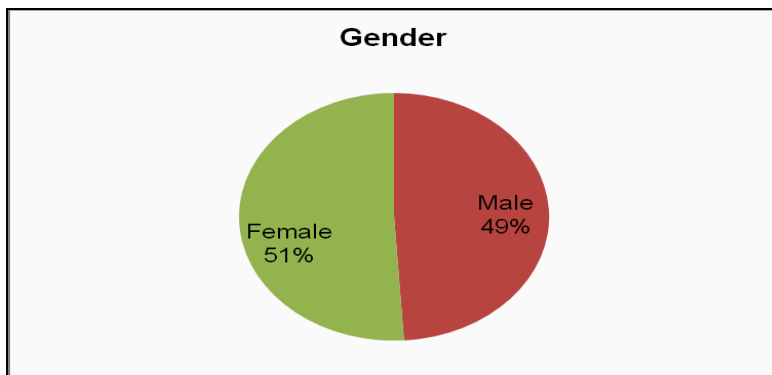


Figure 4.1: Gender

This figure indicates that 31 out of 60 (52%) are females and 48% are males. This means that there were more females than males in this study. These figures are confirmed by the Bushbuckridge Local Municipal Integrated Development Plan (IDP) (2012-2016: 26). The IDP states that female residents contributes 279,913 (54%) while males constitutes 230,054 (46%) of the entire population of Bushbuckridge.

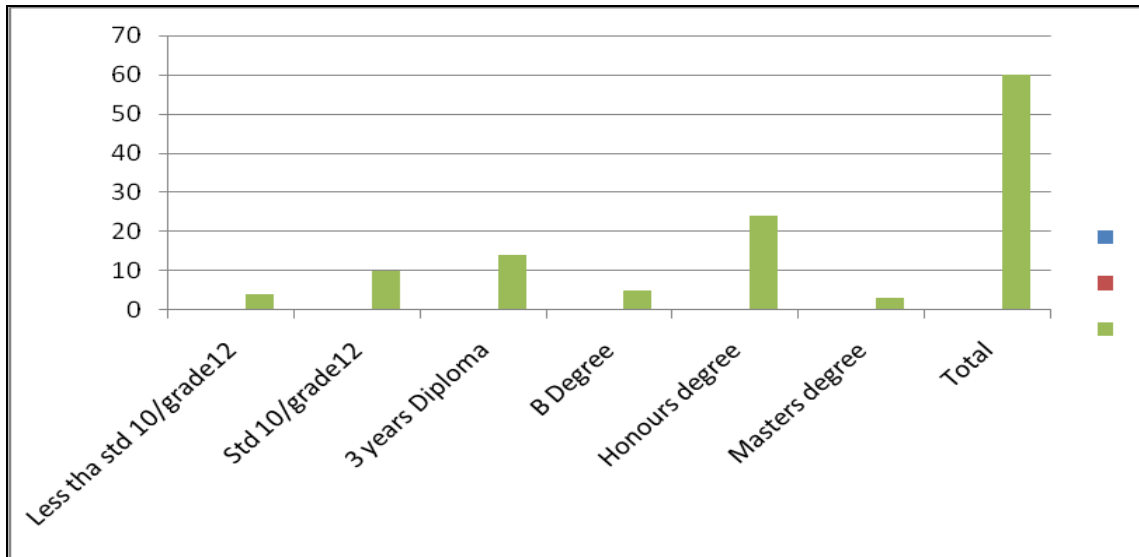


Figure 4.2: Educational qualifications

The figure displays educational qualifications of the participants as follows: less than std 10/grade12, 3%; std10/grade12 10%; 3 years Diploma 15%; B degree 5%; Honours degree 25% and 2% had Masters degree. The Bushbuckridge Local Municipality has realised a 37% reduction in illiteracy, an attribute in the access to Adult Basic Education and Training (ABET). In comparing the illiteracy level of the census 2001 conducted by the Statistics SA and the Community Survey of 2007. Census 2001 recorded 86 866 people aged 20 and above with no formal schooling while Community Survey recorded 54 696 in 2007. The difference is 34 170 which indicates a drop in illiteracy.

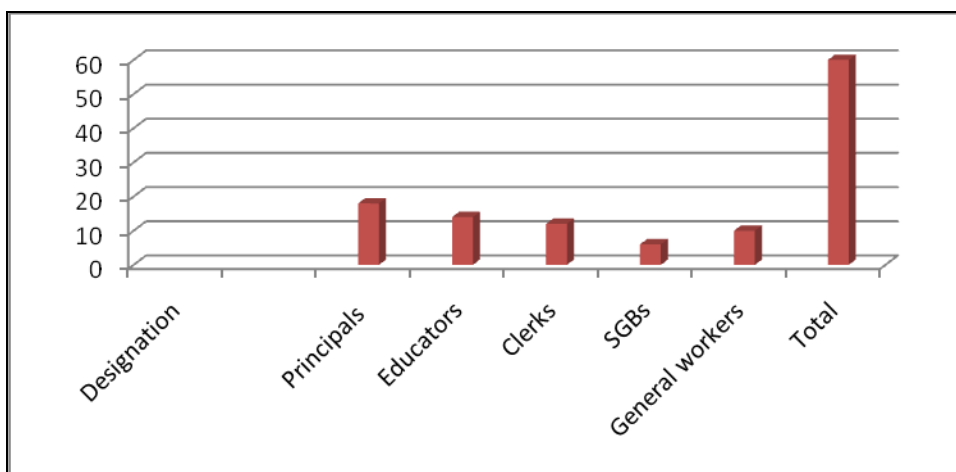


Figure 4.3: Designation

This figure shows that indeed the researcher involved almost every education worker at school level. This was done to ensure that the researcher gets the views of almost all relevant stakeholders in the education environment.

4.3 FINDINGS FROM THE QUESTIONNAIRES

The questionnaire instrument was aimed at finding out respondents' views concerning the participation of public schools in Local Economic Development. In order to gather information, twenty questions were administered per questionnaire. The researcher distributed sixty questionnaires which were all returned.

4.3.1 Activities that public schools might engage in to participate in Local Economic Development

Table 4.1: Public schools should include new and emerging skills needed in the workplace to the curriculum

	Frequency	Percentage
Strongly agree	30	50
Agree	28	47
Not sure	2	3
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.1 shows that 50 percent of the respondents substantially agree with the statement of public schools including new and emerging skills needed in the workplace. 47% also agree with the statement. In fact this confirms an outcry by business that South African schools normally produce learners who are not ready for the workplace. Only three percent who are not sure about this statement.

Table 4.2 Public schools should create educational programming for technical careers tied to industry

	Frequency	Percentage
Strongly agree	25	42
Agree	33	55
Not sure	2	3
Disagree	0	0
Strongly disagree	0	0
Total	60	100

cluster

Table 4.2 indicates that 42% of the respondents agree that public schools have a role to play in making sure that there is a mutual understanding between schools and industries. Whereas 55% agree with the statement. But only 3% were not sure about the statement mentioned above.

Table 4.3: Provide information to all stakeholders about the economic development benefit to public schools

	Frequency	Percentage
Strongly agree	28	47
Agree	31	52
Not sure	1	2
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.3 displays that 47% of the respondents firmly support the statement and 52% also accede with the statement . Whereas 2% of the respondents were not sure about such being the case. Considering the above percentages, the majority of the respondents were satisfied with the opinion of making information available to stakeholders.

Table 4.4: Create educational programming tied to Local Economic Development initiatives

	Frequency	Percentage
Strongly agree	28	47
Agree	30	50
Not sure	2	3
Disagree	0	0
Strongly disagree	0	0
Total	60	100

This table shows that 47% of the respondents are substantially supporting the idea of public schools participating in Local Economic Development initiatives. 50% are also agreeing with the statement and only 3% are not sure.

Table 4.5: Advocate use of and contract with local business

	Frequency	Percentage
Strongly agree	34	57
Agree	24	40
Not sure	2	3
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.5 reflects that 57% of the respondents greatly support the statement and 40% agree idea of using and also having contract with local business. Only 3% of the respondents were not sure. In that way, public schools will be playing a role in Local Economic Development. In this instance, public schools might even get discount from local business. In addition, public school might save on transportation cost because they are using local business.

4.3.2 The roles that can be played by the School Governing Bodies in Local economic development initiatives

Table 4.6: School Governing Bodies should work with developers to ensure the school voice in the planning process

	Frequency	Percentage
Strongly agree	28	47
Agree	29	48
Not sure	3	5
Disagree	0	0
Strongly disagree	0	0
Total	60	100

This table attests that 47% of the respondents are greatly supporting the view that School Governing Bodies (governance structure) should work with developers to make sure that they have a voice in the development of their schools. 48% are also in unison with the statement. However, 5% of the respondents are not sure whether the School Governing Bodies should work with developers. In conclusion, it can be said that the majority of the respondents value the importance of School Governing Bodies to work with developers to ensure that the school voice is heard.

Table 4.7: School Governing Bodies should develop partnership for school facility use and expense sharing

	Frequency	Percentage
Strongly agree	24	40
Agree	20	33
Not sure	11	18
Disagree	3	5
Strongly disagree	2	3
Total	60	100

Table 4.7 clearly depicts that 40% of respondents completely agree that the School Governing Bodies should develop partnerships for school facility use and expense sharing. 33% also support the statement. This result, therefore, indicates that there is a consensus that school facilities can be used and share expenses. However, 18% of the

respondents were not sure whether the School Governing Body should develop partnerships and 8% disagree with the view mentioned above.

Table 4.8: School Governing Bodies should create a pro-active Business Committee instead of Fundraising Committee

	Frequency	Percentage
Strongly agree	26	43
Agree	21	35
Not sure	10	17
Disagree	1	2
Strongly disagree	2	3
Total	60	100

Table 4.8 shows that the respondents are divided about the School Governing Bodies creating a pro-active Business Committee in the place of Fundraising Committee which are normally found in public schools. The majority of the respondents (43%) are completely supporting the view of having a Business Committee instead of Fundraising Committee. 35% are also in support. On the other hand, 17% of the respondents are not sure of the applicability of this view point. 5% of the respondents are disagreeing with such argument. It means that these respondents still support the presence of Fundraising Committees in public schools.

Table 4.9: School Governing Bodies should attend developmental activities related to business, economic and workforce development

	Frequency	Percentage
Strongly agree	43	72
Agree	16	27
Not sure	1	2
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.9 depicts that most of the respondents (72%) are of the view that School Governing Bodies Should attend developmental activities, specifically related to

business, economic and workforce development. In addition 27% of the respondents also in support of the statement whereas only 2% are not sure of the view point.

Table 4.10: School Governing Bodies should support learner initiated projects such as handcraft

	Frequency	Percentage
Strongly agree	42	70
Agree	15	25
Not sure	2	3
Disagree	1	2
Strongly disagree	0	0
Total	60	100

Table 4.10 reveals that 57 out of 60 respondents (95%) either strongly agree, or agree that the School Governing Bodies should support learner initiated projects. But 3% of the respondents are not sure, whereas 2% disagree.

4.3.3 Value of public schools participating in Local Economic Development

Table 4.11: Public schools should plough back to the community

	Frequency	Percentage
Strongly agree	41	68
Agree	17	28
Not sure	2	3
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.11 reveals that most of the respondents 58 out of 60 (97%) either strongly agree or agree with the statement that public schools have to plough back to the community they serve. Three percent were not sure about the statement.

Table 4.12: Economics and management sciences (subject) should impart entrepreneurial skills to learners

	Frequency	Percentage
Strongly agree	45	75
Agree	13	22
Not sure	2	3
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.12 displays that 75% of the respondents are steadily agreeing with the statement that Economics and Management Sciences, as newly introduced subject in grade 7-9, should impart entrepreneurial skills to learners, 22% are also supporting, whereas 3% are not sure.

Table 4.13: Public schools should serve as a centre of community development

	Frequency	Percentage
Strongly agree	41	68
Agree	16	27
Not sure	3	5
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.13 indicates that most of the respondents (68%) firmly agree that public schools should serve as centres of community development because they are the mostly accessible communal institutions in comparisons with the others. 27% of the respondents agree with the statement. However, 5% of the respondents were not sure.

Table 4.14: Public schools should emphasize career development in the curriculum

	Frequency	Percentage
Strongly agree	38	63
Agree	19	32
Not sure	3	5
Disagree	0	0

Strongly disagree	0	0
Total	60	100

Table 4.14 demonstrates that 63% of the respondents are either substantially or agreeing with the idea that public schools should emphasize career development in the curriculum, whereas 5% of the respondents.

Table 4.15: Public schools should promote the concept of diversification in career development

	Frequency	Percentage
Strongly agree	49	82
Agree	10	17
Not sure	1	2
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.15 shows that 59 out of 60 (99%) of the respondents support that public schools should promote the concept of diversification in career development. But the other 2% of the respondents are not sure whether public schools are relevant institutions to diversify career development.

4.3.4 Strategies that may assist public schools to participate in Local Economic Development initiatives

Table 4.16: Public schools should provide resources for learner entrepreneurship

	Frequency	Percentage
Strongly agree	48	80
Agree	10	17
Not sure	2	3
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.16 shows that most of the respondents (97%) agree that public schools should provide resources for learner entrepreneurship. Taking into consideration the above percentages, this means that indeed public schools should play an active role in initiating Local Economic Development programmes by providing learners with necessary resources which will equip them with skills and knowledge. But 3% are not sure whether public schools should provide resources for learner entrepreneurship or not.

Table 4.17: Public schools should implement 'Market/entrepreneurs 'day at schools

	Frequency	Percentage
Strongly agree	48	80
Agree	12	20
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.17 shows that all the respondents (100%) are supporting the idea that public schools should implement Market/Entrepreneur's day at schools.

Table 4.18: Public schools should play active role in paper and tin can recycling projects

	Frequency	Percentage
Strongly agree	54	90
Agree	6	10
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.18 depicts that the all respondents (100%) agree with the statement that public schools should indeed play a role in recycling projects. This result, therefore, indicates that there is an agreement that public schools should take part in the above-mentioned projects.

Table 4.19: Encourage staff members to join their business community organizations

	Frequency	Percentage
Strongly agree	29	48
Agree	17	28
Not sure	9	15
Disagree	1	2
Strongly disagree	4	7
Total	60	100

Table 4.19 shows that the respondents are divided about encouraging of staff members to join business community organizations. 77% of the respondents are supporting the view, whereas 15% of the respondents are unsure and the remaining 8% are disagreeing with the idea of encouraging staff members to join business community organizations.

Table 4.20: Public schools may use local resources to start Local economic development programmes

	Frequency	Percentage
Strongly agree	43	72
Agree	17	28
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	60	100

Table 4.20 portrays that all the respondents (100%) are agreeing with the above-mentioned statement.

4.4 FINDINGS FROM SEMI-STRUCTURED INTERVIEWS

The researcher used themes, and also alpha-numeric codes to conceal the identity of the respondents. The researcher translated and transcribed the tape-recorded interviews, then read and re-read the interviews in their entirety, reflecting on the interviews as a whole. The researcher identified only one major theme from the data,

which was about the activities which public schools might engage in to initiate Local Economic Development initiatives.

4.4.1 Views on the role of public schools in Local Economic Development

Eighteen respondents stated various activities that their schools engage with that contribute to Local Economic Development. Most (80%) stated that their institutions do the following activities:

- Greenery projects; these projects include various activities such as food gardens, school beautification, rain water harvesting and nurseries. Therefore, produce from these activities would be sold to staff and community members.
- Entrepreneurial day, another respondent (E2) mentioned that her school holds an entrepreneurial day during the third term. She mentioned that grade 7 learners are the ones responsible for erecting stalls and selling goods, while the other grades serve as customers. Profits are equally shared by the grade 7 learners. In addition, she mentioned that as a school they also celebrate Consumer's Rights Day on the 15th of March every year. She emphasized that these activities impart entrepreneurial skills among the learners.
- Sewing school uniform;

P2 stated that his school is already in 'advanced' because they have brought in local women (seamstress) to sew the school uniform. So parents are now buying right at the school instead of going to town and at an affordable price”.

A1 stated that his institution was already involved because they are providing the community with the following services:

- Typing of assignments CVs;
- Photocopying and

- Laminating of birth certificates and other important documents.

All the respondents mentioned that it is pivotal for the public schools to play a role in Local Economic Development. The findings imply that some public schools realise the potential they have to institute Local Economic Development initiatives. This is reflected in the analyses of both the questionnaires and the semi-structured interviews.

4.5 CONCLUSION

The researcher's conclusion emerged from a combination of analysis of questionnaires and the similarities amongst the views of the respondents as expressed in the interviews. The researcher also found out that most of the School Governing Bodies parent component, which are the majority members, lack knowledge and skills to do their work in accordance with the provision of the South African Schools Act (Act No.84 of 1996).

The next chapter provides a summary, as well as the researcher's conclusions and recommendations. The researcher also highlights areas which may call for further research.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the main focus is about the conclusions and the recommendations influenced by the literature review and the empirical data that emerged from the research.

5.2 SUMMARY

The focus of this research project was to explore the participation of public schools in LED in Marite Circuit, Bushbuckridge, Mpumalanga Province. The empirical exploration has been triggered by several provisions of the South African Schools Act (Act 84 of 1996) which mandate School Governing Bodies to generate extra income for their respective institutions. This means that schools have the potential to contribute to LED. The recommendations and conclusion reflect on this potential.

In chapter one, the problem statement was discussed in order to motivate the significance of this study. From the problem statement it was evident that the South African School Governing Bodies and their institutions, which are public schools, have a potential role to play in LED. In addition, clarification of concepts, research structure and summary were presented.

Chapter two included a literature review relating to contribution that public schools make to LED using both international and South African scientific sources.

Chapter three described the methodology including the population and sample that were utilised to collect the empirical data. Both questionnaires and semi-structured interviews were used to collect data.

Chapter four was dedicated to the interpretation and analysis of results that subsequently led to the conclusions and recommendations.

Against this background the following conclusions can be drawn from this study.

5.3 CONCLUSIONS

The principal conclusions that can be drawn from this study are listed below.

5.3.1 Local Economic Development activities that public schools engage in

Eighty percent of the respondents mentioned some of the activities that their school were doing to contribute to LED. The activities are as follows: food gardens; nurseries; sewing of school uniforms and office work for external clients such as typing, photocopying and laminating of documents such as birth certificates.

Therefore, these findings indicate that some schools are involved in activities that contribute to LED.

5.3.2 The School Governing Bodies complying with the South African Schools Act that stipulates generating additional income

Ninety-five percent of the respondents agree that School Governing Bodies can contribute to LED, they also agree that the School Governing Bodies should be involved with local LED initiatives so that the value that a school's personnel.

5.3.3 Value added by public schools through participating in Local Economic Development

The findings affirmed that public schools are adding value by participating in local Economic Development initiatives. Value is added by empowering individuals (learners) with knowledge and skills to better lives.

5.3.4 Strategies to assist public schools to participate in Local Economic Development

97% of respondents agreed that public schools should provide resources for learner entrepreneurship as a mechanism to inculcate an entrepreneurial culture amongst the learners.

5.4 RECOMMENDATIONS

The researcher makes the following recommendations as a result of research findings:

Recommendation one

It is recommended that the benefits accrued to the school by engaging with LED initiatives in this study are shared with schools that are not participating in LED activities. By sharing these lessons it may encourage other schools to follow their lead. Examples of lessons that can be shared include: greenery projects such as food gardens; the Entrepreneurial Day; sewing of school uniform and office work such as typing and photocopying. Other lessons can be shared by using case studies from the literature that was reviewed.

Recommendation two

Section 20 (2) of South African Schools Act (Act 84 of 1996) states that the SGB may allow a reasonable use of the facilities of the school for community, social and school fund-raising purposes, subject to reasonable and equitable conditions as the governing body may determine. Therefore, it is recommended that the SGBs should work with partners such as churches and community halls to offer activities such as dance lessons, computer lessons and adult education and trainings. These partners might assist by paying a reasonable fee which the SGB would charge.

In that way the SGBs would be sharing the expense of consumables such as electricity and water. Furthermore, the SGBs might hire their facilities to other people who may need to use it. All of these examples are ways that the school would be generating income.

Recommendation three

It is recommended that public schools should also play a role in LED, because they are part and parcel of the communal infrastructure in most communities. Public schools will be adding value in local communities. The value-adding activity might trigger other communal institution such as churches to participate in LED.

Recommendation four

It is recommended that the public schools should be run as if they are a profit making business. This would assist both SGBs and SMTs to move away from relying on sponsors and donations. The SGBs should establish a proactive Business Committee instead of Fundraising Committees.

5.5 RECOMMENDATION FOR FURTHER RESEARCH STUDY

The researcher recommends that following additional research should be considered.

1. A similar investigation as this one on the participation of public schools, but from the perspective of independent or private schools;
2. Further studies should be conducted which seeks to identify school Local Economic Development initiatives with local municipalities;
3. In-depth studies should be conducted in a South African context, because most of the case studies that were identified during the literature review were conducted in the United States.

5.6 CONCLUSION

The study was intended to investigate the participation of public schools in Local Economic Development in Marite Village, Bushbuckridge in the Mpumalanga Province. This study reveals that some public schools are engaged with LED activities that are producing financial benefits to the schools, but there are yet untapped opportunities to be exploited. The research findings represent a potential springboard to catalyse increased participation of schools in Local Economic Development in the Province and beyond.

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APPENDICES

ANNEXURE A: Letter seeking permission from Department of Education: Mpumalanga province

Enq: Malibe T.V (Mr.)
Cell: 072 654 7646
Malibe.tv@gmail.com

P.O. BOX 1121
Hazyview
1242
30 January 2013

Mpumalanga Provincial Government
Department of Education
Research Unit
Private Bag X 1134
NELSPRUIT
1200

Dear Sir/Madam,

**APPLICATION FOR PERMISSION TO CONDUCT SCIENTIFIC RESEARCH:
RESEARCH TITLE. PARTICIPATION OF PUBLIC SCHOOLS IN LOCAL ECONOMIC
DEVELOPMENT IN MARITE, BUSHBUCKRIDGE MPUMALANGA PROVINCE.**

I hereby apply for permission to conduct research in public schools as part of a Masters Degree I am conducting at the University of Limpopo.

I am conducting a study on the participation of public schools in local economic development in Marite, Bushbuckridge in Mpumalanga province. The need for the study is coupled with efforts of the Action Plan to 2014, Towards the Realization of Schooling 2025 and as well as the aspirations of the National Development Plan (NDP). The focus of the research study is on rural areas, drawing its attention to Marite Circuit.

The study will be using questionnaires and semi-structured interviews to collect data. The respondents will be distributed with pre-formulated questionnaires in advance. This will be done to ensure that the respondents familiarise themselves with the content of the questionnaires. Furthermore, the respondents will tackle the questionnaire during their own time.

Interviews will be conducted with twenty-four purposively selected respondents. Therefore, when the researcher visits the targeted schools, the respondents will just hand out their completed questionnaires. My key responsibilities on the day of the interviews will be tape recording the proceedings and also taking some notes.

The interview will take place in the afternoon or over the weekends to ensure that the study does not interfere with contact time.

I would be very grateful if my request is taken into consideration. I count on your support

Yours Faithfully,
.....
Malibe T.V (Mr.)

ANNEXURE B: Letter of approval: Department of Education: Mpumalanga province

ANNEXURE C: QUESTIONNAIRE

PARTICIPATION OF PUBLIC SCHOOLS IN LOCAL ECONOMIC DEVELOPMENT IN MARITE, BUSHBUCKRIDGE MPUMALANGA PROVINCE.

These questionnaires intend to find out your views concerning the participation of public schools in Local Economic Development.

SECTION A: BIOGRAPHICAL INFORMATION

Please, answer each question by putting an **(x)** appropriate box or write down your response in the space provided.

A 1. What is your gender?

Male	1
Female	2

A 2. What is your highest qualification?

Below Std 10/Grade 12	1
Std 10/Grade 12	2
Certificate	3
B degree	4
Honours degree	5
Masters degree	6
Doctors degree	7
Other (specify)	8

A3. Please indicate your current job level at the public school

Principal	1
Teacher	2
Admin-clerk	3
Support staff (general worker)	4
School Governing body member	5
Other (specify)	6

SECTION B

Please indicate the extent to which you agree or disagree by ticking the appropriate box. The ratings are as follows:

1	2	3	4	5
Strongly disagree	Disagree	Not sure	Agree	Strongly agree

OBJECTIVE: 1. ACTIVITY THAT PUBLIC SCHOOLS MIGHT ENGAGE IN TO PARTICIPATE IN LOCAL ECONOMIC DEVELOPMENT

ITEM NO.	QUESTIONS	RATINGS					
		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	
B1.	Public schools should include new & emerging skills needed in the workplace to the curriculum	1	2	3	4	5	
B2.	Create educational programming for technical careers tied to industry clusters	1	2	3	4	5	
B3.	Provide information to all stakeholders about the economic development benefit to public schools.	1	2	3	4	5	
B4.	Create educational programming tied to Local economic development initiatives.	1	2	3	4	5	
B5.	Advocate use of and contract with local business	1	2	3	4	5	

OBJECTIVE: 2. ROLES THAT CAN BE PLAYED BY THE SCHOOL GOVERNING BODIES IN LOCAL ECONOMIC DEVELOPMENT INITIATIVES.

ITEM NO.	QUESTIONS	RATINGS				
		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
B6.	SGBs should work with developers to ensure school voice in the planning process.	1	2	3	4	5
B7.	SGBs should develop partnership for school facility use and expense sharing.	1	2	3	4	5
B8.	Create a proactive Business Committee instead of Fundraising Committee.	1	2	3	4	5
B9.	Attend developmental activities related to business, economic & workforce development.	1	2	3	4	5
B10.	Support learner initiated projects such handcraft.	1	2	3	4	5

OBJECTIVE: 3. VALUES OF PUBLIC SCHOOLS PARTICIPATING IN LOCAL ECONOMIC DEVELOPMENT.

ITEM NO.	QUESTIONS	RATINGS				
		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
B11.	Public schools should plough back to the community.	1	2	3	4	5
B12.	Economics and Management Sciences should impart entrepreneurial skills to learners.	1	2	3	4	5
B13.	Public schools should serve as a centre of community development.	1	2	3	4	5
B14.	Emphasize career development in the curriculum.	1	2	3	4	5
B15.	Promote the concept of diversification in career development.	1	2	3	4	5

OBJECTIVE: 4. STRATEGIES THAT MAY ASSIST PUBLIC SCHOOLS TO PARTICIPATE IN LOCAL ECONOMIC DEVELOPMENT INITIATIVES.

ITEM NO.	QUESTIONS	RATINGS				
		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
B16.	Providing resources for learner entrepreneurship.	1	2	3	4	5
B17.	Implement 'Market/Entrepreneurs' day at schools.	1	2	3	4	5
B18.	Play active role in paper & tin recycling projects.	1	2	3	4	5
B19.	Encourage staff members to join their business community organizations.	1	2	3	4	5
B20.	Use local resources to start LED programmes.	1	2	3	4	5

ANNEXURE D: INTERVIEW SCHEDULE

PARTICIPATION OF PUBLIC SCHOOLS IN LOCAL ECONOMIC DEVELOPMENT IN MARITE, BUSHBUCKRIDGE.

1. What is your opinion with regards to public school playing role in Local economic development?

2. Which types of activities that you think your school can engage in to enhance Local economic development activities?

3. What three things could you do to contribute towards the development of the local economy in your school?

Thank you for your contribution to this research study.