

**THE ROLE OF SOCIAL COHESION IN THE IMPLEMENTATION OF A LOCAL
ECONOMIC DEVELOPMENT (LED) PROGRAMME: A CASE STUDY FOR THE
POLOKWANE AREA**

by

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MINI-DISSERTATION

Submitted in (partial) fulfilment of the requirements for the degree of

MASTER OF DEVELOPMENT (MDEV)

in the

**FACULTY OF MANAGEMENT AND LAW
(Turfloop Graduate School of Leadership)**

at the

UNIVERSITY OF LIMPOPO

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2016

DEDICATIONS

This study is dedicated to all the people of Polokwane in particular and of South Africa in general, who strive amidst the most difficult of conditions and circumstances to achieve economic survival through LED programmes within the varying social challenges they experience daily and with the least of resources at their disposal.

It is also dedicated to all the stakeholders who strive to inculcate the value of social cohesion with a view to better and improved social relationships and social capital within the varying demographics of our South African society and of Polokwane in particular.

To my wife, children, family, friends and colleagues from whom the conception of the study through engagements emerged. Such is the spirit with which as individuals and as a collective we should embrace the opportunity to positively contribute to the common good of society.

DECLARATION

I declare that, “The Role of Social Cohesion in the Implementation of a Local Economic Development (LED) Programme: A Case Study for the Polokwane Area”, hereby submitted to the University of Limpopo, for the degree of Master of Development (Social Cohesion and Local Economic Development) has not been previously 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.

Mathonsi E. J. (Mr)

08/12/2016

ACKNOWLEDGEMENTS

I want to thank the following for their respective contributions to this dissertation:

- My research supervisor, Professor G. Makombe for his invaluable advice, motivation, constructive criticism and persistence to get the project to fruition.
- The key stakeholders at the Polokwane Municipality, the Limpopo Department of Agriculture, the National Development Agency (NDA), and the Limpopo Economic Development Agency (LEDA) for allowing me access to the projects they incubate and support wherein respondents were sourced.
- The respondents who participated in the study and formed the sample of the study.
- My wife, Dr. Simpiwe Mathonsi, for invaluable encouragement, motivation and critique as well as the support and understanding of my children (Vutomi, Amo and Mixo).
- My parents (Ian and Patricia Mathonsi) for always encouraging the quest for acquiring knowledge and continued learning.
- Friends and colleagues who provided support in varying forms and encouragement.
- University of Limpopo Statistician (Mr. Victor Netshidzhivhani) for his critical and analytical assistance and encouragement as well as Mr. Louis Mako (Stats SA Polokwane) for his unwavering assistance, motivation and encouragement.
- University of Limpopo Librarian, Ms. G. Ramaboea, for her prompt and efficient assistance with reference materials.
- My editor, Revd. Dr. L. Ackerman for his astute and sincere editing.
- Finally, God Almighty for making all possible despite the challenges personal and otherwise over the period. Thank you!

ABSTRACT

The study seeks to establish whether social cohesion is a factor for the success or failure of an LED project. This process is important as there is a need to understand what are some of the factors that are integral to the functioning of LED projects to the extent of them (the LED projects) serving the intended purpose. There seems to be a general understanding that projects would naturally thrive albeit without proper understanding of the reasons thereof.

This study seeks to provide for an understanding on the part of participants in projects as well as to the stakeholders that would support such projects of the probable factors that would lead to the success or failure of projects. This is very important as such factors need consistent consideration.

The study focussed only on active participants of a LED projects within the geographical area of Polokwane over the period of the study. These projects were supported by the Polokwane Municipality as well as the Limpopo Department of Agriculture. Within this context the researcher argues that social cohesion is imperative for the success or failure of LED projects. It is also further argued that the projects' successes or failures are not solely in economic terms but also on the social bonds that hold together communities or members of projects that have a common goal or objective.

A quantitative research method was used to gather data. A random sample of 85 respondents was interviewed by the researcher from both successful and failed projects. The data were analysed using the SPSS software with specific focus on Chi-square analysis. The study found that social cohesion is a factor for the success or failure of an LED project. Further it was established that factors such as education of the respondents play a role. It is observed from the findings that these factors are important for social cohesion to be a factor for success of LED projects. Further, it has been also observed there is an opportunity to compare the influence of education separately as a factor for success against the influence of incubation. However such could be an opportunity for further studies.

It has been observed that this study contributes to the understanding of the importance of social cohesion in the implementation of LED projects both those that

are stakeholder supported and those that are not. There are lessons to be learned about the importance of this factor over and above the economic practices of the LED processes. This study emphasises the importance of the human and societal elements to the implementation of LED projects that may be overlooked and/or assumed to have a role although not clearly defined.

The study seeks to make provision for the fact that stakeholders involved in the implementation of LED projects need to incorporate and weigh the importance of social cohesion, education and incubation as integral components for the success of an LED project over and above invested material resources. These lessons may also be transferable to projects other than LEDs that seeks to understand the success or failure in their implementations.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS: Acquired Immune Deficiency Syndrome

ASGISA: Accelerated Growth Initiative for South Africa

BBBEE: Broad Based Black Economic Empowerment

BDS: Business Development Services

CBD: Central Business District

DAC: Department of Arts and Culture

CSES: Centre for Strategy and Evaluation Services

DBSA: Development Bank of South Africa

DFID: Department for International Development

DPLG: Department of Provincial and Local Government

EPWP: Expanded Public Works Projects

ERID: Emerging and Re-emerging Infectious Disease

EU: European Union

FYR: Fifth Year Review

GTZ: German Agency for Technical Cooperation

HIV: Human Immuno-deficiency Virus

IDC: Independent Development Corporation

IDP: Integrated Development Programme

IDT: Independent Development Trust

ILO: International Labour Organization

ISS: Institute for Security Studies

LED: Local Economic Development

LEDA: Limpopo Economic Development Agency
LEDA: Local Economic Development Agency
MIG: Municipal Infrastructure Grant
MSE: Medium Sized Enterprise
NDA: National Development Agency
NDP: National Development Plan
NDPG: Neighbourhood Development Partnership Grant
NGO: Non-Governmental Organization
NPC: National Planning Commission
RDP: Reconstruction and Development Programme
SETA: Sector Education and Training Authorities
SMI: Scanlon-Monash Index
SME: Small and Medium Enterprises
SMME: Small, Medium and Micro-sized Enterprises
SPSS: Statistical Package for the Social Science
TRC: Truth and Reconciliation Commission
UK: United Kingdom
UNDP: United Nations Development Programme
USAID: United States Agency for International Development

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1. Background Information

Societies and communities are formed from many components. Structurally, societies are composed of many socio-cultural elements such as families, churches, schools and political entities. Other integral parts of society include the socio-emotional connections among the people in that society, such as identity, sense of common good and common aspirations among many.

For these communities to achieve common goals and work towards the common good of its members there is a need of a sound level of cohesion among its members. This sense of cohesion should transcend through the different dynamics and demographics that exist in that society. Members are supposed to have a sense of commonness in their daily processes.

This study seeks to investigate “The Role of Social Cohesion in the Implementation of Local Economic Development Programmes: A Case Study for the Polokwane Area”.

1.1.1. Location and Geography of Polokwane

The City of Polokwane is situated in the Limpopo Province of South Africa. Polokwane means “place of safety” in the local Sepedi language. Within Polokwane, the key township areas are Seshego which is a former “Black” township, Westernburg, which is former “Coloured” township and Nirvana, a former Indian township. The key former White suburbs in the city include Bendor, Fauna Park, Flora Park, Penina Park, Hospital Park, Eduan Park, Ladanna and Ster Park. Recently there are newly established township areas such as Madiba Park, Emdo Park and Lehae la Batho, both near Seshego and Rainbow Park near Nirvana (Jacobsen, 2012).

According to the City of Polokwane Draft Annual Report 2012/2013, the geographical area of Polokwane is “predominantly rural including considerable land under tribal authority. The Polokwane Municipality has 38 wards and a large portion of the population living in rural or peri-urban areas, which for most is unplanned and poorly serviced”.

The Limpopo Spatial Rationale has identified a hierarchy of settlements from a provincial growth point to scattered settlements. Development interventions are proposed in terms of infrastructure provision and government services in a manner that the economic potential of growth points is further stimulated. The interventions at scattered settlements are such that basic services are provided to ensure that the quality of life objectives in the Growth and Development Strategy are achieved but that also prevent over investments in places depopulating (Polokwane Municipality Draft Annual Report 2012/2013).

The Polokwane area or municipal area therefore in line with the Limpopo Spatial Rationale is composed as shown in Table 1:

Table 1: Polokwane Area according to Limpopo Spatial Rationale

Settlement Type	Settlements Name(s)
Towns	City, CBD
Polokwane / Perkebuilt	Bendor, Welgelegen, Penina Park, Ivy Park, Annadale, Flora Park, Nirvana, Ster Park, City, Westernburg, Fauna Park, Farms, Ivydale Agricultural Holdings, Seshego, Bloodriver (Perkebuilt)
Townships	Mankweng, Sebayeng
Rural Settlements	Mabokele, Ramongwane, Laastehoop Ward 7, Moletjie, Thokgwaneng, Chuene Moshate, Ga-Molepo, Ga-Maja
Informal Settlements	New Pietersburg (Disteneng), Tosca City (Mashinini / Seshego-people have been relocated to Ext. 71, Mankweng Unit G Ext. 1, Mankweng Unit F (to be relocated), Rainbow Park, Mohlakaneng, Greenside (people relocated to Ext. 76), Ext. 106 (to be formalized) and Zone 6 (Freedom Park)

Source: City of Polokwane Draft Annual Report 2012/2013

Figure 1: Map of Polokwane



1.1.2. Population

According to the Polokwane Integrated Development Plan (2012-2013/15) the population distribution for Polokwane was 94% Black, 5% White, 10% Coloured and 1% Indian. These population distribution figures are further augmented by the City of Polokwane Draft Annual Report 2012/2013 as the status quo for the period.

According to the City of Polokwane Draft Annual Report 2012/2013, population size refers to the total number of households in a particular municipal area. This is an important determinant of the municipal service provision requirements and infrastructure needs of local inhabitants. The population size and growth of Polokwane is thus depicted in the following table:

Table 2: Population Size and Growth of Polokwane

Years	2009	2010	2011	2012
Population Size	625,084	638,360	651,391	642,183
Population Growth Rate	2.2%	2.1%	2.0%	1.5%

Source: City of Polokwane Draft Annual Report 2012/2013

1.1.3. Languages

The main languages that are spoken in Polokwane include English, Afrikaans, Sepedi, Xitsonga and Venda. Prior to independence in 1994 and the establishment of Polokwane as both the administrative and commercial capital of Limpopo, Xitsonga and Venda were rarely spoken there, if at all. The South African independence has allowed people to move freely around town. Public officials from the former homelands were transferred to Polokwane for common administrative functions of the new province. Due to these factors, the make-up of Polokwane changed in inhabitants and in languages (Jacobsen, 2012).

1.2. Economic Overview of Polokwane

According to the City of Polokwane Draft Annual Report 2012/2013, the economic opportunities within Polokwane are mainly in the fields of agriculture, mining, manufacturing, electricity and water, construction, trade, transportation, finance and community services.

Further economic opportunities lie in the competitive and comparative advantage of Polokwane. The climate and strategic location of the Polokwane city allows for immediate comparative advantage in tourism. Combined with the soil conditions, the climate also offer comparative advantage for vegetable and meat production, provided there is sufficient water supply. The good road connectivity with the national and regional road networks provides a positive advantage as Polokwane is a gateway for both the Southern and East African markets. The city of Polokwane is also within reasonable proximity to the Kruger National Park, which most tourists commonly access via Polokwane. It also has a developing shopping and retail sector which also attracts tourists.

Further, according to the City of Polokwane Draft Annual Report 2012/2013, the following applies for Local Economic Development initiatives: 75 SMMEs were incubated at the Itsoseng Centre, 477 jobs have been created through the LED initiatives and 132 permanent jobs have been created through LED initiatives. The municipality has managed to create 3170 jobs through the Expanded Public Works Projects (EPWP). The municipality has restored the functionality of the hawker system in the 2011/2012 financial year. The installation and training on the utilization

of the electronic hawkers system were finalized in the 2012/2013 financial year and the processes of interviewing the potential hawkers to occupy the demarcated areas within the CBD (Central Business District) are running and permits are issued. The municipality has updated the cooperative database. Lastly, the construction of the African Market has been completed and the business plan to operate it is being finalized.

1.3. Social Cohesion

1.3.1. Defining Social Cohesion

The concept of social cohesion in South Africa is embedded within the concept of ubuntu. According to Moonson et al. (2012), in the African and South African context, social cohesion is often referred to as *ubuntu*. It is the philosophy that an individual only exists in relation to a community, “I am because we are, and since we are, therefore I am” (Mbiti in Monson et al., 2012: 22).

The Department of Arts and Culture (2012) further attests to social cohesion in relation to ubuntu in that “the concept of ubuntu articulates a social humanism of interpersonal care, sharing and a commitment to the greater social good. It posits the individual human being as a social construct in a public culture of human reciprocity and solidarity. In this view the individual is not an entity severed from other human beings. Rather, the individual is human by virtue of other humans. This unreserved humanist and inclusive social ethos places every individual and a social relationship with other individuals”.

Social cohesion therefore is defined as “the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression itself among individuals and communities” (Department of Arts and Culture, 2012).

1.3.2. Theoretical Foundations of Social Cohesion

Social cohesion has been viewed to have been conceptualized differently by many scholars, societies and languages. It has different foundations and implications for many different entities.

Norton and Haan (in the World Development Report 2013:6) state that social cohesion is essentially a sociological concept, comparable perhaps to “markets” for economists. Further, social cohesion has emerged in the social sciences literature in response to the transformations that were viewed to undermine the social fabric of the time. The concept of social cohesion can be traced to the sociologist Emile Durkeim particularly in his book *De La Division Du Travail Social*. However there are inferences indicating earlier conceptualizations in the work of the 15th century author and Muslim scholar and “father of sociology”, Ibn Khaldun, through his concept of *asabiyah*, which is generally translated to social cohesion.

According to Khaldun, *asabihay* refers to the solidarity of small groups or tribes that have power to promote broader social integration, through a number of stages; this can be or rather has been compared to the role culture plays in facilitating integration of immigrants. However, Khaldun was “pessimistic about the capacity of such small groups to maintain their solidarity after they obtain control (through conquest) of a larger social formation. Once a tribe becomes the foundation of a ruling dynasty he regarded its disintegration, over a period of three to four generations, as inevitable” (Norton and Haan in World Development Report, 2013: 6)

According to Norton and Haan (in the World Development Report 2013), the concept of social cohesion received much more attention four centuries later with the work of sociologist, Emile Durkeim. He considered social cohesion mainly through the context of social transformation emerging through the industrialization of Europe. He found primitive societies to be marked by mechanical solidarity and a strong collective ethos based on “relatively homogeneous patterns of life and work”. In advanced industrialist societies however, Durkeim found “organic solidarity based on merit, respect for different roles within the labour force and the need for moral regulation”.

In the recent past (1990s) social cohesion has largely been viewed within the context of social capital through the work of Pierre Bourdieu and Robert Putnam. However it can be concluded that social cohesion can be viewed and understood to be much broader than social capital because it considers and incorporates intergroup relations in a wider context (Norton and Haan in the World Development Report 2013)

Ritzen, Earsterly and Woolcock (in the World Bank Report 2000) however claim that the usage of the concept of social capital implies that social cohesion has limitations in that the term capital can be confusing when referring to social issues because the characteristics of physical capital do not apply. Secondly there is an emerging dark side of social capital through acts such as corruption. Furthermore, social capital has not inherent ambition to be related to inclusion or responsive political institutions whereas social cohesion does. Lastly, the use of the term social cohesion must be such that it is intuitively understood by policy makers and the citizenry alike.

1.3.3. Social Cohesion: The South African Context

According to Cloete and Kotze (2009) social cohesion from the point of view of the South African government, has been and is approached through interventions such as the then Truth and Reconciliation Commission (TRC), legal and policy frameworks (such as the then Reconstruction and Development Programme, the South African Constitution, Local Government/Municipal Systems Act of 2000, the Integrated Development Plan Format Guide of the Department of Provincial and Local Government, the Credible IDP Evaluation Framework as well as the Synthesis Report on Implementation of Government Programmes) and Integrated Development Planning.

The Department of Arts and Culture (DAC) has also instituted a discussion document referred to as the National Strategy for Developing an Inclusive and a Cohesive South African Society. The purpose of the document is to “propose a national strategy on social cohesion and nation-building for South Africa” (Department of Arts and Culture, 2012).

In the National Development Plan (2011: 411), Chapter 15 titled: Transforming Society and Uniting the Country, it is mentioned as a preamble that “we feel we belong, we celebrate the differences among us and that the welfare of each of us is the welfare of all”. Furthermore, the National Development Plan (2011: 413) indicates that South Africa should “foster a feeling of belonging with accountability and responsible behaviour ,ensure that the respect of different cultures are respected and equal citizenship for all is guaranteed and craft and implement a social compact based on mutual benefit and mutual sacrifice”.

1.4. Research Hypothesis

The following hypotheses are stated:

H0: The success of an LED is a function of social cohesion.

H1: The success of an LED is not a function of social cohesion.

1.5. Aim of the Study

The aim of the study thus is to understand from the viewpoint of the people of Polokwane, the role of social cohesion in the success or failure of Local Economic Development Programmes.

1.6. Statement of the Problem

The people of South Africa have made much progress since 1994 in terms of uniting the country; however, society still remains divided. Further, “inequality and inequity” continues. Opportunity continues to be defined by race, gender, geographic location and class and linguistic background. Inequality hardens society into a class system, imprisoning people in the circumstances of their birth. Inequality corrodes trust among fellow citizens, making it seem as if “the game is rigged” (National Development Plan, 2011. c15).

The Chapter 2 of the South African Constitution proposes that South Africa belongs to all who live in it and further that we seek to build a society where opportunity is not defined by race or gender, class or religion (Act 108 of 1996). This is further supported by the National Development Plan 2011 c15, which says that to achieve this, South Africa needs to foster feelings of belonging with accountability and responsible behaviour, craft and implement a social compact, based on mutual benefit and sacrifice. Further, that “societal divisions impede forming a consensus to develop, change or even implement policy”.

In the context of the assertions and acknowledgement as indicated above, this study aims to evaluate the role that social cohesion has in the implementation of a Local Economic Development Programme within the Polokwane area.

1.7. Limitations of the Study

The study is intended to focus only on individuals actively participating in a LED Programmes within the locality of Polokwane area. Further, the subject of focus will only be on the relationship between social cohesion and its components and LED programmes.

1.8. Definition of Terms and Concepts

The following concepts are hereby defined for the purposes of the study:

1.8.1 Social Cohesion. According to Fearon (in King and Samii 2009), social cohesion is the “glue that bonds society together, promoting harmony, a sense of community, and a degree of commitment to promoting the common good”. Further, Maxwell (in Easterly 2006) asserts that social cohesion refers to the “processes of building shared values and communities of interpretations, reducing disparities in wealth and income, and generally enabling people to have a sense that they are engaged in common enterprise, facing shared challenges, and that they are members of the same community”.

1.8.2 Social Capital. According to Chidester, Dexter and James (2003), social capital implies the “social networks, informed by trust, that enable people to participate in reciprocal exchanges, mutual support and collective action to achieve shared goals”. Narayan (1999) further defines social capital by mentioning that “whereas economic capital is in people’s bank accounts and human capital is inside their heads, social capital inheres in the structure of their relationships. To possess social capital, a person must be related to others, and it is these others, not himself, who are the actual source of his or her advantage”.

1.8.3. Incubation. According to the European Commission Enterprise Directorate-General (2002:4), incubation refers to “a place where newly created firms are concentrated in a limited space. Its aim is to improve the chance of growth and rate of survival of these firms by providing them with a modular building with common facilities (telefax, computing facilities, etc.) as well as with managerial support and back-up services. The main emphasis is on local development and job creation”.

1.8.4. Participation. According to Colin (in Swanepoel and De Beer 2011), “participation may simply mean taking part in an initiative without really being its instigator or leader. In this case those participating have no power, but simply a role to play, a task to complete”.

1.8.5. Recognition. For the purposes of the study, recognition means the extent to which the participants’ contributions, efforts and value differences are acknowledged without discrimination in the LED.

1.8.6. Sense of Worth. For the purposes of the study, sense of worth means the extent to which each member in the LED programme is valued for their individualism and contribution.

1.8.7. Acceptance. For the purposes of the study, acceptance means the level with which the individual members are received and perceived within the LED programme.

1.8.8. Rejection. For the purposes of the study, rejection means the level and extent to which individual members preclude one another.

1.8.9. Equity. According to Collins Cobuild Learners Dictionary (1996), equity means “the quality of being fair and reasonable in a way that gives equal treatment to everyone”.

1.8.10. Social Justice. According to Adams et al. (2007), social justice “includes a vision of society in which the distribution of resources is equitable and all members are physically safe and secure”.

1.8.11. Belonging. Belonging means “to be part of and to experience a sense of affiliation to the community and larger society. It involves processes of identification and acceptance within a community and larger society. In a diverse society such as South Africa, it requires identification with and acceptance of groups” (Department of Arts and Culture, 2012).

1.8.12. Local Economic Development (LED) is concerned with “local people working together to achieve sustainable economic growth that brings economic benefits and quality of life improvements to all in the community” (Rogerson in World Bank 2009).

1.8.13. Success of an LED. For the purposes of the study, success of an LED means the extent to which an LED achieves its objectives in accordance with set standards.

1.8.14. Failure of an LED. For the purposes of the study, failure of an LED means the extent to which an LED does not achieve its objectives according to set standards.

1.8.15. Polokwane Area means all the local residential areas of the Polokwane Municipality in terms of the Municipal Systems Act 32 of 2000.

1.9. Underlying Assumptions

The study has the following assumptions:

- a. Members of a Local Economic Development are motivated by economic incentives more than they are with social cohesion.
- b. Local Economic Development programmes are not as active as they are said to be by the stakeholders.
- c. The members taking part in a Local Economic Development will not be very open to a research project.

1.10. Significance of the Study

The study will contribute to the knowledge about whether encouraging social cohesion leads to the success of LED programmes. Polokwane is going to be used as a case example; however the findings may help the RSA government to further understand how societal cohesion may or may not improve. Further, it will also help communities themselves to understand how social cohesion may improve on their endeavours in LED.

1.11. Brief Overview of Chapters

The following outlay of the study shall apply:

1.11.1 Chapter 1: Introduction.

This chapter focuses on the concept of social cohesion, its foundations and theory, as well as the contextual framework within South Africa. Further, a discussion is engaged on Polokwane as the area of focus, its dynamics and related factors.

1.11.2. Chapter 2: Literature Review

This chapter presents two main sections. The first section focuses on social cohesion, definition, theoretical context, related concepts and its relationship with local economic development initiatives and programmes. The second part deals with Local Economic Development, definition and context, the South African experience progress and challenges as well as its relationship with social cohesion.

1.11.3. Chapter 3. Research Methodology

This chapter presents the research methodology, research design, data collection and data analysis used in this study.

1.11.4 Chapter 4: Data Presentation

In this chapter, the collected research data are presented.

1.11.5. Chapter 5: Conclusions and Recommendations

Conclusions and recommendations are made and an outline for further research areas is suggested.

1.12. Conclusion

This chapter served to introduce the study by briefly explaining the aim, background, assumptions and definition of concepts and their contextual foundations. Further, the chapter focused on a brief explanation of the contents of the research document.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

One of the fundamental issues for consideration in a developing country such as South Africa is the extent to which the social systems and indicators are cohesive towards the common developmental agenda. The Presidency (2003: 3) notes that “while the performance of the economy receives significant attention through a series of broad ‘macroeconomic’ indicators (such as consumer price index, production price index, gross domestic product growth by quarters, etc.) that are reported regularly, there is not a similar focus on many ‘social indicators’.

Chidester, Dexter and James (2003: 323) assert that social cohesion and integration are crucial for economic development. However, as many critics including the World Bank have argued, “global economic prescriptions have not worked to advance the social cohesion and integration that are supposedly necessary for those prescriptions to actually work”. South Africa has espoused social cohesion through its constitutional framework, the embracing of indigenous heritages such as the concept of Ubuntu signifying mutual, reciprocal recognition for humanity which might lay the basis for social cohesion, “even when we seek to exploit such a resource for its potential business applications”.

This chapter seeks to provide the theoretical discussions on the concept of social cohesion, its dimensions and dynamics, related concepts, measurements and comparative applications. Furthermore, it discusses the concept of Local Economic Development (LED), its context and applications especially in the South African context, challenges related to LED; and finally it provides a theoretical and practical interface between social cohesion and LED.

2.2. Social Cohesion

2.2.1. The Meaning of Social Cohesion

The concept of social cohesion is understood and defined differently in many communities and societies as such there are a myriad of definitions available. It is also often used interchangeably with other terms such as *social capital*. Chipkin and Ngqulunga (2008: 62) argue that the concept of social cohesion has its origins in “what philosopher Montesquie called *vertu* - the substantive commonality between

people in a democratic state. It is further observed that the work of the Canadian philosopher Charles Taylor has contributed to the understanding of the concept, who says that social cohesion “requires not only a commitment to the democratic project, but also a special sense of bonding among people”.

Ritzen, Easterly and Woolcock (2000: 6) define social cohesion as a “state of affairs in which a group of people (delineated by a geographical region, like a country) demonstrate an aptitude for collaboration that produces a climate for change”. Further, social capital (norms, networks and other related forms of social cohesion) will be an important basis for this aptitude. At the same time it will matter how, with whom and on what terms these norms, networks and other connections are made.

Social cohesion can also be defined as “the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression itself (sic) among individuals and communities”, (Department of Arts and Culture, 2012: 29). In accordance with this definition, it is understood that a community or society is cohesive to the extent that the existing inequalities, exclusions and disparities based on demographics such as ethnicity, gender, class, nationality, age, disability or any other such distinctions which engender divisions distrust and conflict are reduced and/or eliminated in a planned and sustained manner. This may be conducted with the active participation of members and citizens working together for the attainment of shared goals designed and agreed upon to improve the living conditions of all (Department of Arts and Culture, 2012: 29).

Marxwell (in Easterly 2006: 4-5) provides a definition of social cohesion as “the process of building shared values and communities of interpretation, reducing disparities in wealth and income, and generally enabling people to have a sense that they are engaged in a common enterprise, facing shared challenges, and that they are members of the same community”. Accordingly therefore, these divisions (whether by income, ethnicity, political party, caste, language, or other demographic variable) represent vectors around which politically salient societal cleavages develop. Therefore it is suggested that socially cohesive societies are not necessarily demographically homogenous, but rather that they have fewer potential and/or actual leverage points for individuals, groups, or events to expose and

exacerbate social fault lines and ones that find ways to harness the potential residing in their societal diversity.

Berger-Schmitt (2000: 2) asserts that the concept of social cohesion was first used by the sociologist, Emile Durkheim. He considered social cohesion as “an ordering feature of a society and defined it as the interdependence between the members of the society, shared loyalties and solidarity. Aspects often mentioned in describing social cohesion are the strength of social relations, shared values and communities of interpretation, feelings of a common identity and a sense of belonging to the same community, trust among societal members as well as the extent of inequality and disparities”.

Social cohesion is therefore used to describe a process more than a condition or end state, while it is seen involving a sense of commitment, and desire or capacity to live together is some harmony. Social cohesion clearly indicates that problems arise when institutions, particularly public institutions, fail to manage conflicts over recognition or over the legitimacy of claims and do not provide sufficient space for democratic dialogue. Since social cohesion is largely a contested concept, those who use it “tend to see social order as the consequence of values more than interests, of consensus more than conflict, and of social practices more than political action” (Jenson, 1998).

2.3 Concepts Related to Social Cohesion

As alluded to, there are concepts often linked to social cohesion and sometimes used interchangeably. The following concepts are discussed:

2.3.1. Social Capital

According to Bowles and Gintis (2002: 419), social capital “generally refers to trust, concern for one’s associates, a willingness to live by the norms of one’s community and to punish those who do not”. However, Bourdieu and Wacquant (in Nyawasha 2012: 272) define social capital as “the sum of the resources, actual or virtual, that accrue to an individual or group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition”. Furthermore, the currency of social capital is measured in terms of the relationships and mutual acquaintances that one has. It follows therefore that social capital

includes the immaterial and non-economic forms of capital that one has and specifically the cultural and symbolic capital.

Social capital can also be defined as referring to “features of social organization such as trust, norms, and networks that improve the efficiency of society by facilitating coordinated action”. Civic engagement and community participation are therefore essential in the functioning of the society. The networks that constitute social capital also serve as conduits for the flow of helpful information that facilitates achieving our goals (Putnam in Nyawasha 2012: 272).

Social capital may also be viewed as referring to the “institutions, relationships, and norms that shape the quality and quantity of society’s social interactions” (Cardo 2014: 10). There is increasing evidence to suggest that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital as such is not just the “sum of the institutions which underpin society, it is the glue that holds them together” (Cardo 2014: 10).

Putnam (in Cardo 2014: 10) provides a position that views social capital in terms of four features of communities. They are the existence of community networks, civic engagement or participation in community networks, a sense of community identity, solidarity and equality with other community members as well as the norms of trust and reciprocal help and support.

According to Aldrich and Meyer (2014: 5-6) and Putnam (in Cardo 2014: 10), there are three main types of social capital:

a. Bonding social capital. This refers to internal cohesion or connectedness within relatively homogenous groups like families. It describes the connections among individuals who are emotionally close such as friendships and may result in tight bonds to a particular group. The bonding social capital is viewed as characterised commonly by high levels of similarity within the demographic characteristics, attitudes and available information and resources.

b. Bridging social capital. Bridging social capital refers to the level and nature of contact and engagement between different communities, across racial, gendered, and linguistic and class divides. It describes acquaintances or individuals loosely connected that span social groups including class and race. Such ties are most likely

to indicate the demographic diversity and provide for new information and resources that can assist individuals in the advancement of society. Small (in Aldrich and Meyer 2014: 5-6) adds that bridging social capital “often comes from involvement in organizations including civic and political institutions, parent-teacher associations, and sports and interest clubs along with educational and religious groups”.

c. Linking social capital. Linking social capital refers to the relations between individuals and groups in different social strata in a hierarchy where power, social status and wealth are accessed by different groups. This type of network is often referred to as “embodying norms of respect and networks of trusting relationships between people who are interacting across explicit, formal or institutionalized power or authority gradients in society” (Aldrich and Meyer 2014: 5-6 and Putnam in Cardo 2014: 10).

2.3.2. Social Exclusion

Social exclusion “generally describes the phenomenon where particular people have no recognition by, or voice or stake in, the society in which they live”. The causes of social exclusion are multiple and usually appear connected with factors affecting a person’s or community’s social or economic circumstances, where the effect prevents people from participating fully in society. Communities might also self-exclude by removing themselves from wider community (Charity Commission, 2001: 2)

Further, social exclusion might also mean being excluded from one’s society or parts thereof as a result of unemployment, financial hardship, youth or old age, ill health (physical or mental), substance abuse or dependency (including alcohol and drugs), discrimination on the grounds of sex, race, ethnic origin, religion, creed or sexuality, poor educational or skills attainment, relationship and family breakdown as well as crime, either as a victim of crime or as an offender rehabilitating into society (Charity Commission, 2001: 2).

Sen (2000: 1) argues that the concept of social exclusion “is of relatively recent origin”. Rene Lenoir is given credit for the authorship of the expression. Lenoir, who is associated with the *Secrétariat d’État a l’Action Sociale* of the French government, spoke of the following as constituting the “excluded”, then a tenth of the French

population: mentally and physically handicapped, suicidal people, aged invalids, abused children, substance abusers, delinquents, single parents, multi-problem households, marginal, asocial persons, and other social 'misfits'.

The term social exclusion has its origins in France where it was used in the context of debates on a new poverty and as such defined as a rupture of the relationship between individuals and society mainly due to failure on the part of societal institutions to integrate individuals. Researchers of the European Observatory on National Policies to Combat Social Exclusion and of the European Poverty 3 Programme have used the definition of social exclusion extensively to imply the denial of citizenship rights (civil, political and social rights). The researchers suggested that social exclusion should be conceptualized as the insufficiency of one or more of the following:

- a. The democratic and legal systems which promote civil integration.
- b. The labour market which promotes economic integration.
- c. The welfare state system which promotes what may be called social integration.
- d. The family and community system which promotes interpersonal integration (Bergmann in Berger-Schmitt (2000: 4-5)

Hayes, Gray and Edwards (2008: 5) further contend that social exclusion can be explained in a three-fold way. The following categorizations are therefore made:

- a. Wide exclusion refers to the large number of people being excluded on a single or small number of indicators.
- b. Deep exclusion refers to being excluded on multiple or overlapping dimensions. Deep exclusion is more entrenched and deep-seated than wide exclusion.
- c. Concentrated exclusion refers to a geographic concentration of problems and to area exclusion.

2.3.3. Social Inclusion

Rawal (2009: 171) notes that social inclusion has not been defined in its own right. In the literature conceptualizing exclusion, conceptions of inclusion are implicit and unproblematized. Some analysts have argued that both inclusion and exclusion are the inseparable sides of the same coin.

Walker and Wigfield (in Cardo 2014: 13) assert that “if social exclusion is the denial (or non-realization) of different dimensions of citizenship, then the other side of the coin, social inclusion, is the degree to which such citizenship is realized. Formally we might define social inclusion as the degree to which people are and feel integrated in the different relationships, organizations, sub-systems and structures that constitute everyday life. As a process then, social inclusion refers both to integration into social, economic and civic life and the pursuit of active citizenship as well as means to counter poverty understood in the sense of capability deprivation”.

The notion of social inclusion can be dated back to the nineteenth century through the sociologist, Max Weber. In terms of recent history, however, the term is more readily identified through its counterpart, social exclusion. Accordingly this can be traced back to the 1970’s French notion of *les exclus* - those excluded for the social insurance system. The concept spread through Europe and the United Kingdom (UK) throughout the 1980s and 1990s. It regained renewed attention through Tony Blair’s UK government with the establishment of the Social Exclusion Unit and later (2008) in the Australian government via the Rudd administration’s Social Inclusion Board (Gidley, Hampson, Wheeler and Bereded-Samuel 2010: 2).

Social inclusion can imply a variety of areas of social groupings including demographics such as: socio-economic status, culture and primary language, religion, geography, gender and sexual orientation, age, health (physical and mental disabilities), unemployment, homelessness and incarceration. Social inclusion has varying degrees which include the following:

a. Neoliberal access. The neoliberal perspective (or ideology) argues that social inclusion is about “investing in human capital and improving the skills shortages for primary purpose of economic growth as part of a nationalist agenda to build the nation’s economy in order to better perform in a competitive global market”.

b. Social justice participation. From this perspective, social inclusion is about “human rights, egalitarianism of opportunity, human dignity, and fairness for all” (Gidley, Hampson, Wheeler and Bereded-Samuel: 2010: 2).

c. Human potential empowerment. This perspective argues that social inclusion should not merely be about human rights and social justice but rather “seeks to maximise the potential of each human being, employing models of possibility instead of models of deficiency. Human potential approaches centre on the interpretation of social inclusion as *empowerment*” (Gidley, Hampson, Wheeler and Bereded-Samuel 2010: 2-4).

2.4. Dimensions of Social Cohesion

Social cohesion is viewed, conceptualized and measured in many varying ways across societies. According to the Oxford Dictionary (1999: 326) *dimension* refers to the “measurable extent” of a concept or phenomenon. Although there are varying interpretations in Europe, Australia and in Africa, the table below seeks to present the measurable extent as conceived by different authorities and entities. For the purposes of this study, the Scanlon-Monash Index (SMI) of measuring social cohesion has been adopted for use. This is an Australian model developed by the Monash University. According to Markus (2011: 14-17), the SMI depicts social cohesion in five dimensions. These are a sense of belonging, a sense of worth, social justice and equity, participation as well as acceptance and rejection.

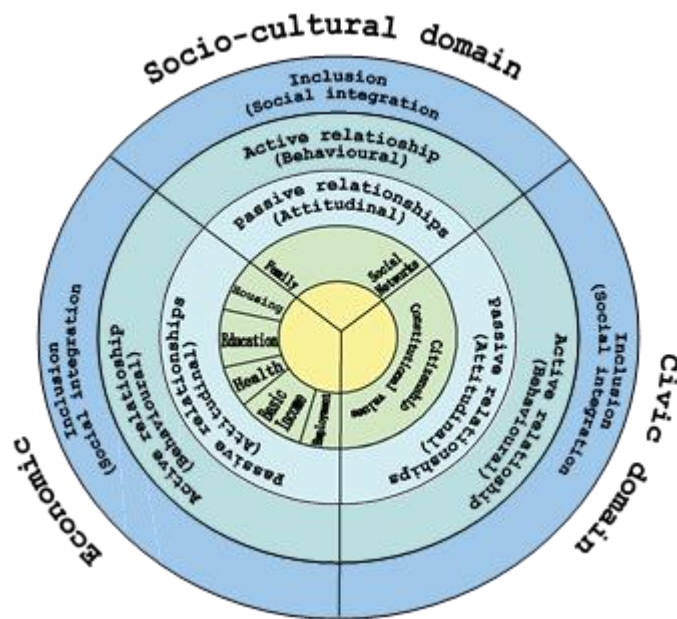
The SMI, which is preferred for this study, also compares well with the Jenson indicators as well as those of the Department of Social Development in the South African government. These indicators for the former are belonging/exclusion, inclusion/exclusion, participation/non-participation; recognition/rejection and legitimacy/illegitimacy whereas the indicators for the latter are belonging, inclusion, participation, recognition and legitimacy as will be shown in the following comparison.

Table 3: Dimensions of Social Cohesion by comparison of differences and similarities.

S/N	Markus (Scanlon-Monash Index) 2011	Jenson (1998)	Holdsworth & Hartman (2009)	Buemer (Sponley Indicators) 2010	Department of Social Development. South Africa. (2009)	Dickes et al. Luxemburg (1999)
1	Sense of Belonging	Belonging / Isolation	Sense of Belonging	Demography	Belonging	Solidarity
2	Sense of Worth	Inclusion / Exclusion	Engagement	Inclusion (labour market)	Inclusion	Trust
3	Social Justice and Equity	Participation / Non-involvement	Perception of Safety	Employment/ Training	Participation	Political Interest
4	Participation	Recognition / Rejection	Access	Social Benefits	Recognition	Political Participation
5	Acceptance and Rejection	Legitimacy / Illegitimacy		Housing	Legitimacy	Involvement Organizations
6				Education		Social Relationships
7				Participation (socio-cultural & political life)		

Struwig et al. (2011: 4) building on the work of Jenson (1998) provide a different view on the conceptualization of social cohesion arguing that social cohesion may be seen as having three distinct domains. They are the economic domain, the socio-cultural domain and the civic domain. Each of these domains, however, has sub-attributes as depicted in the following diagram.

Figure 2: Conceptual Framework for Social Cohesion.



2.5. Dynamics of Social Cohesion

2.5.1. Social Cohesion and Social Theory

Norton and de Haan (2013: 9-10) have the following observations around social cohesion. First, social cohesion implies that there is a set of rules around social membership and/or national citizenship. To this end, a clear sense of who belongs (whether to a community or a nation albeit the two can be conflictual and overlapping) is necessary for the establishment of clarity around the basic rights and obligations which govern social interaction. Secondly “that any degree of social consensus involves norms around the elements of fairness and equity. Different societies have different levels of tolerance for inequality and for varying equality of

opportunity and social mobility”. Lastly, there is contention that the provision of security of access to livelihoods and basic services is critical to social norms around social cohesion. As such, historically, “social insurance was the *safety rope* which provided guarantee that a given individual (like a climber on a rock face) would not fall more than a given distance in terms of their standard of living. Social assistance has been the ‘safety net’ which would ensure that no individual can dip beneath a *social floor*”.

2.5.2. Social Cohesion and Economic Competitiveness

There have been varying arguments regarding the role of social cohesion in the economic development and competitiveness of an area, region or country. Some of the contributors have made a correlation between social cohesion and increased performance while others have argued for the lack of such a correlation.

According to Fainstein (2001: 1) social cohesion facilitates urban economic development and, conversely social exclusion erodes long-run competitive capacity. The competitive advantage of towns and cities is enhanced by social cohesion. The implication therefore being that urban economic growth and social justice are not only compatible but synergistic. Fainstein further claims, however, that the use of ‘competitiveness’ implies that growth must be market-driven and private sector reliant and the ‘cohesion’ alludes to social bonds and trust but not necessarily equity.

Existing literature on urban economic development and competitiveness, rather than linking cohesion to competitiveness, finds a tendency toward greater segmentation, social exclusion and inequality as a consequence of economic growth and urban competition especially in the post-Fordist era. The basic argument thus is that global competitiveness forces companies to lower their costs through the reduction of labour on the part of ‘generic labour’. Simultaneously, in ‘winner takes all’ societies, high skilled personnel can demand higher salaries as companies must compete for the services of these technically trained workers and manager. These two tendencies move societies toward inequality. The conclusion to this argument therefore is that growth and equity do not necessarily reinforce each other and that in contemporary cities, growth seems to be driving the tendency toward greater inequality (Fainstein, 2001: 1-2),

Ritzen, Easterly and Woolcock (2000: 16-17) observe that in economic growth over the last fifty years there has been a contrast between the years 1950-1974 and 1974-1994. The 1950 -1974 period was classified as a period of general prosperity in which all strategies employed yielded positive outcomes, rich and poor countries, open and closed economies, temperate and tropical countries, everyone did well. The 1974-1994 periods were disastrous for virtually everyone except the East Asian Tigers and India. The more cohesive societies have always grown faster than less cohesive societies, but the difference was only pronounced during the economic recession of the 1980's.

The dataset compiled by Kaufmann, Kraay and Zoido-Labatan on whether social cohesion affects economic growth has, however, yielded empirical results showing that “building social cohesion-through the construction and maintenance of high-quality institutions pursuing the common good, and through the lowering of economic (and other) divisions-has been, and remains, a vital task for countries wrestling with development (Ritzen, Easterly and Woolcock, 2000: 16-17).

2.5.3. Social Cohesion and Diseases (Epidemics)

Infectious diseases epidemics have plagued society throughout recorded history leading to high levels of disruption when large portions of a population become incapacitated as the epidemic unfolds. For individuals, health is the critical component for active participation in civil society. From a societal perspective however the individuals' engagement in civil society is critical for the economy and politics to function. Such a connection exacerbates the impact of disease beyond the effect on an individual's own health. As such, emerging and re-emerging infectious diseases (ERIDs) pose a huge challenge to social cohesion, economic performance and political legitimacy (Prescott 2007: 3).

Prescott (2007: 4) further argues that the fear of infection and possible blame from the transmission of the disease can add to social tension in an expanding epidemic. The source and mode of transmission is often poorly understood preventing convincing reassurances from the public health community. “As fear of contracting a disease grows, the pressure increases on individuals to make decisions that previously may have seemed unfathomable”.

Tebandeke and Premkumar (2011: 70) observe that the impact of an epidemic such as HIV/AIDS extends beyond the boundaries of households directly affected, to many other households that intervene to provide support. The social impact of HIV/AIDS involves the illness and deaths of individuals and the consequent effect on the family, community and broader society.

In his observation of the impact of the Ebola virus, Vinhas (2014:01) observes the “psychological impact is less visible, but the virus is also breaking morale”. It is generating fear and negatively impacting mental health. In so doing, it is breeding social collapse, undermining the fabric of communities and contributing to the rise of rejection, violence and conflict, which in turn, facilitate its spread. Further, “the exponential growth of the virus directly interferes with daily life and social habits. Activities such as the Independence Day and regional tournaments in Guinea have been cancelled or postponed. The promotion of health can no longer be carried out at large gatherings, believers are reluctant to attend services, and Muslim pilgrims from affected countries have been denied visas to Saudi Arabia”.

Epidemics can also affect societal bonds as can be seen in the case of Ebola in Guinea (Vinhas, 2014: 1), where the stigmatization and isolation of the infected and affected increased social rejection. People became scared to become pariahs, refusing to report cases, and hiding, running away or refusing to be diagnosed. Contrary to traditional family solidarity, families were being urged not to treat their sick, the deceased not given traditional funerals and the bodies became transmitting agents of the disease and prevention methods are also contrary to local customs, which are essentially based on sociability and human interaction.

2.5.4. Social Cohesion and Migration

Migration may have an impact on the promotion and/or lack of promotion of social cohesion. It is the authors’ opinion that the influx of people into a new area may break the homogeneity and/or increase the heterogeneity of a community. As such the identity may be affected as well as other aspects of social cohesion to which such a community may ascribe to.

The concept of migration is used to refer to denote movements by people from one legally defined geographical area to another. According to the Department of Arts and Culture (2012: 43), South Africa is experiencing two forms of migration. That is,

internal or in-country migration and external migration. External migration can be either legal or illegal.

Both forms of migration, especially to the urban areas, “contribute to the spread of or formation of informal settlements and result in competition for limited resources and work opportunities and under conditions of widespread poverty frequently resulting in violent confrontations”. (Department of Arts and Culture, 2012: 43) A case in point is the report by the Human Rights Commission in 2008 in which “community members from African countries were targeted, leaving 62 people dead, hundreds wounded and contributed to the displacement of at least 100 000 people or more”. These xenophobic attacks and continued tension between locals and immigrants pose a challenge to social cohesion to integrate locals and foreigners into communities on the basis of equal human rights and respect for international law protecting immigrants in which South Africa is a signatory (Department of Arts and Culture, 2012: 43).

Monson et al. (2012: 38-39) provides a different dynamic within the context of social cohesion and internal migration based on divisions on ‘bona fide’ resident status. In their study, it was found that “there were particular groups considered to be authentic (‘bona fide’) residents of the area and others were seen as relative outsiders, usually by virtue of being more recent arrivals in the area”. South African citizens who are recent arrivals in the city or in particular settlement are often considered outsiders by residents who have lived there longer. In the case of Atteridgeville, there were reported social and political tensions between people who are originally from Atteridgeville and those who are from Limpopo. The Atteridgeville Concerned Residents Association has a leader who says that “we cannot be ruled by people from other provinces” in reference to an elected leader. Reportedly the ANC (African National Congress) Youth League Zonal Chair noted that Atteridgeville had “questioned his ability to lead because he had arrived in the area from Limpopo in 1999”.

It follows therefore from the two scenarios illustrated above that social cohesion may be negatively affected by the two forms of migration.

2.6. Social Cohesion in the South African Context

The role of the South African government in promoting social cohesion dates back to the post-1994 general elections. It has been conducted in many ways and processes. One of the first initiatives was with the Truth and Reconciliation Commission (TRC) which focused on human rights, reparations and rehabilitation. The legal and policy frameworks such as the *Reconstruction and Development Plan* (RDP), the *Constitution, Local Government / Municipal Systems Act* (Act 32 of 2000), the *Integrated Development Plan (IDP) Format Guide for the Department of Provincial and Local Government*, the *Credible IDP Evaluation Framework* and the *Synthesis Report on the Implementation of Government programmes: Discussion Document* are among many government interventions towards the commencement of and seeking to attain social cohesion within the South African society (Cloete and Kotze 2009: 24-25).

These legal and policy frameworks were government mechanisms and needed monitoring of implementation for them to have any substantial and positive impact. According to Cloete and Kotze (2009: 26), one of the salient assumptions of the Constitution and the White Paper on Local Government, through the notion of nation building, has been that “improved relationships and social cohesion should develop as an outcome of social, economic and material improvements that addresses needs and aspirations.

Struwig et al. (2012: 02) assert that there has been a realization of the potential for the erosion of social cohesion in the South African society most especially since the 2000s. The Presidency’s Fifteen Year Review (FYR) raised concerns around “persisting income inequality, criminal victimization, declining public confidence in political institutions and state performance, low levels of interpersonal trust, racism, xenophobia and the straining of family and community safety nets”. More recently in 2011, the National Planning Commission (NPC) referred to fault lines that serve as an impediment to social cohesion and that need to be addressed urgently. These include “the divisive effects of institutionalized racism, class divisions, social fragmentation, language, spatial exclusion, sexism, unemployment, crime, corruption, unequal experiences of the law and moral decline”.

As a follow through of the above and the government's intention to monitor social cohesion progress, the FYR indicates the intention of building social cohesion and state legitimacy as one of the key elements of government's development strategy. The NPC released a diagnostic overview report containing five sets of diagnostic documents in June 2011. Two of these documents pertain to nation building, institutions and governance. The government's Programme of Action for the Social Cluster has firmly included social cohesion as one of its core primary actions. Lastly, a concept paper on social cohesion and integrated development planning was instituted by the Department of Social Development and was being integrated into the Department of Arts and Culture's National Strategy and Action Plan on social cohesion in 2011.

2.7. The Family and Social Cohesion

The family is viewed as a major social institution comparable to the economy, polity, education and often religion; and it has been considered as one of the integral ingredients without which the society cannot function. "The primary role of the family is that of socialization, that is, ensuring that each new generation knows and abides by the cultural values and norms of the society in question. In this way, the family contributes to the smooth functioning of society and thus, to social cohesion" (Ziehl in Chidester, Dexter and James 2003: 195).

The continued relevance of the family to the role and sustenance of social cohesion has however been questioned over the years. Ziehl (in Chidester, Dexter and James 2003: 195-216) remarks that the "concern with the welfare of the family is nothing new. It seems that every generation laments the passing of a time when the family was better than it is during its own lifetime". The concerns with the role of the family dates back to the eighteenth century and has transcended through the era of the First and the Second World War to this date.

In the South African context Chipkin and Ngqulunga (2008:69-76) place the relevance of the family to social cohesion dating back to the 1970's and claim that the "fault-lines in the South African society are in the family and between friends". The argument placed is that the role of violent crime and domestic violence issues within nuclear and extended families as contained in the Institute of Security Studies

(ISS) Reports as well as the Presidency's Macro-Social Report indicate a perceived decline of the expected protective roles of these two entities.

The 1990's emergence of social problems such as HIV and AIDS, changes in family structures and the role of migration from rural to urban areas also served to test the role of families to providing social cohesion. Ziehl (in Chidester, Dexter and James 2003: 218) indicates that on the whole, South Africans compared to Western Europe and the United States do not follow the nuclear family pattern and a relatively large proportion of households are extended ones. In the United States and in Western Europe "despite the media hype about the rise in the divorce rate and acceptance of 'alternative life styles', the conventional nuclear family pattern is still the statistical norm", Ziehl in Chidester, Dexter and James 2003: 218.

In South Africa as a response to the HIV (Human Immuno-deficiency Virus) and to AIDS (Acquired Immune Deficiency Syndrome) and other emerging social problems the Child Support Grant was introduced in 1998. The effectiveness of the grant has been the subject of debates over the years. It has since been established, however, that there is evidence to suggest that the grant is "working better than detractors claim". In a study in the Ceres in the Western Cape and Hlabisa in Kwazulu-Natal researchers have found that "residents relied chiefly on support from other family members" and as such it may suggest that "extended family, especially in rural areas, might still be a site of solidarity and reciprocity divide and/or what is happening in urban households" (Chipkin and Ngqulunga 2008: 72).

2.8. Community Resilience and Vulnerability

Community resilience has been linked to the concept of social cohesion over the years. According to McAslan (2010: 1) community resilience has also been used "alongside security to understand how governments, local authorities, the emergency services and community leaders can best address natural disasters, malicious attacks and other disruptive challenges". The understanding of the concept of community resilience may be provided through the contextualization first of the term community itself and then resilience.

2.8.1. Community

The concept of community has been defined differently over the years with the primary understanding being to describe a group of people living and working in a common location, usually of social groups larger than families. According to McAslan (2010: 6), the concept is now applied in three distinct categories:

a. Community of Location. It can range from street level, through to recognized administrative boundaries such as a parish, district, county or even a state. The defining feature is where the community exists and operates.

b. Community of Interest. This is a group of people who have affiliations which have evolved as a result of their interaction with one another through shared interests such as hobbies, faith, employment, education, sport, politics and entertainment. The common interest may include skills and resources which a community can use when preparing for, responding to, and recovering from disasters.

c. Community of Circumstance. This type of community is created when a group of people are affected by the same incident or have a common immediate need. These individuals are unlikely to have the same interests but may form a community in the aftermath of an event. They are in nature temporary but some may grow and sustain in the long term post the disaster or immediate need.

2.8.2. Resilience

According to Chandra et al. (2010: 6) resilience refers to the “ability of a community to withstand adversity and maintain cohesion and healthy functioning”. Further, according to the Community and Regional Resilience Institute (in Chandra et al. 2010: 6) resilience may be explained through the stages of response and recovery to include that, “when a community is truly resilient, it should be able to avoid the ascending systems failures to help minimize any disaster’s disruption to everyday life and local economy. A resilient community is not only prepared to help prevent or minimize the loss or damage to life, property, and the environment, but also it has the ability to quickly return citizens to work, reopen businesses, and restore other essential services needed for a full and swift economic recovery”.

Van Donk and Gaidien (2014: 10) further indicate that resilience can be identified through three characteristics, which are; the amount of change the system can

undergo while still remaining its structure and function, the degree to which the system is capable of self-reorganization and the degree to which the system can build the capacity to learn and adapt.

2.8.3. Vulnerability

Pasteur (in Van Donk 2014: 11) defines vulnerability as “the degree to which a population or system is susceptible to, and unable to cope with, hazards or stresses”. McAslan (in Van Donk and Gaidien 2014: 11) and McAslan (2010: 8) further indicate that vulnerability is context-specific and varies as a consequence of inter-related factors at the individual, household and community levels. Furthermore, in addition to location and access to information, key factors that contribute to social vulnerability are the quality of (public and private) infrastructure, housing type, density of the built environment, economic well-being of a community, access to resources and political status.

The concept of social vulnerability is crucial in the understanding of vulnerability since it emphasizes the importance of the understanding thereof outside of the built environment to which its origins are ascribed. Social vulnerability is important because it “allows for the appreciation that shocks and stresses are not necessarily (exclusively) environmental in nature but can also be the result of changes in the social, economic or political environment, such as illness, death, loss of employment or political conflict”. Secondly, social vulnerability recognizes vulnerability as “the sum total of factors in the socio-cultural, natural, physical, economic and political environment. In other words, it is multi-dimensional” (Van Donk and Gaidien 2014: 11).

2.8.4. Community Resilience

According to McAslan (2010: 9) community resilience is a complex process since it involves the interaction of individuals, families, groups and their environment. Folke et al. (in Van Donk 2014: 14) mention that a resilient community tends to learn from its past and values memories, diversity and strives to pursue strategies that meet its needs. It draws from the local knowledge and organizes around collective issues and further forms linkages with other communities and actors.

According to McAslan (2010: 9-15) and Van Don and Gaidien (2014: 14), community resilience may be attributable to four components. Although these components are not exhaustive, they, however, form the integral portions from which such community resilience may be achieved. The components are as follows:

a. Physical Enablers. Physical enablers are derived from Abraham Maslow's *Theory of Human Motivation* which espouses a hierarchy of human needs as being physiological, safety, belonging, esteem and self-actualization needs. Physical enablers of community resilience aim to satisfy the two basic needs, physiological and safety. This affects in particular the improvements in national and local infrastructure to ensure utilities such as food, health services, transportation and communications - among others - can operate at a level within which individuals and groups survive and recover.

b. Procedural Enablers. These enablers of community resilience serve for the provision of information and ideas needed to plan and prepare for, respond to, and recover from major disruptive events.

c. Social Enablers. This refers to getting people to mobilize their personal circumstances to assist others to survive. Further it is about having people prepared and willing to confront and overcome dangerous and difficult circumstances and it involves two related elements, which are community cohesion and motivation. McAslan (2010: 11) further indicates that community cohesion is attained when individuals want to stay together and provide each other with support to achieve a common outcome.

2.8.5. Community Resilience Outcomes

McAslan (2010: 11) concludes that the physical, procedural and social enablers are collectively integral to the achievement of community resilience. These three sets of enablers describe the ingredients of community resilience. The "physical systems and assets provide the means to survive and recover, policies, plans and operational procedures provide the ideas on how to survive and recover and social cohesion provides the will to survive and recover".

2.9. Challenges and Debates to Achieving Social Cohesion in South Africa

2.9.1. Social Cohesion and Crime and Violence

Social cohesion as a concept continues to be understood and used in different ways. Langa et al. (2016: 41) mention that in the South African context, social cohesion is equated with issues of social relations and that on the other hand, international scholars have used social cohesion to analyse and understand the interaction between social exclusion, poverty and inequality. Further, the term social cohesion has recently been linked to studies in crime and violence with the assertion that lack of social cohesion is associated with high crime rates. Veit, Barolsky and Pillay (in Langa et al. 2016: 42) argue that “increasing levels of crime and violence are a sign of weak social cohesion in South Africa and can be ascribed to apartheid, which led to social disintegration and the erosion of social values in many black communities”.

The link between social cohesion and crime and violence in the South African context is further echoed by Eagle (2015: 83-84) who mentions that social cohesion and “whatever valence it holds for the people of South Africa, seems an important project at this time in our history”. Eagle (2015: 84) argues that “the post-apartheid state is under pressure and ruptures are evident across a broad range of social formations including trade unions, political constituencies and civil society groups, as evidenced, for example, in tensions between national and non-national citizens, pervasive service delivery protests, labour unrest, student demonstrations, racial polarization, and the range of legal battles taking place in response to allegations of corruption and abuses of power, many of these directed at government figures and agencies”.

In South Africa, the economy is ailing in many respects. Unemployment is severe and wealth inequality amongst the worst in the world. Such conditions not “only reflect a lack of social cohesion but also threaten any project designed to enhance this aspect of social relationships” (Eagle 2015: 84).

2.9.2. Social Cohesion and Inequality

The Oxfam Report (in Nkata 2013: 3) indicates that South Africa financially is the most unequal place on earth. The report further indicates that inequality breeds contempt and that extreme wealth and inequality undermines societies and leads to a decreased mobility among the citizens. Inequality has been linked to many social

ills including violence, mental health, crime and obesity. Although the social and economic divisiveness of inequality may place an important strain on social cohesion, Nkata (2013: 3) observes that a country such as Mozambique does not have the same rate of violent crime as other countries plagued by high poverty rates and unemployment.

There is a further argument that seeks to establish whether the extent to which poverty and unemployment influence violent crime. Nkata (2013: 3) indicates that in South Africa, for example, the Northern Cape is one of the poorest provinces, but still has far less violent crime statistics than the Gauteng province, which is far better off.

Desai (2015:3), concurring with the Oxfam Report, says that the UNDP report defined South Africa's economy as "highly skewed distribution of wealth". There is an extremely large earnings-inequality, weak access to basic services by the poor, unemployment and underemployment, a declining employment outcome of economic growth, environmental degradation, HIV/AIDS and an inadequate social security system. Desai (2015:3) further asserts that the UNDP report was an indication that South Africans were not line with the five social cohesion dimensions of belonging, inclusion, participation, recognition and legitimacy as contained in the Cloete and Kotze (2009) concept paper on social inclusion for the Department of Social Development.

2.9.3. Social Cohesion and the Concept of the "Other"

Arguably one of the threats to social cohesion in South Africa is the concept of the "other". Nkata (2013:3) suggests that the notion of the "other" may drive violence in South Africa. Concepts that relate to this concept of the other are race and race relations. Race relations are viewed as one of the most divisive factors that define social relations and social class in South Africa. The second "other" occurs in gender relations, which means between men and women, boys and girls. It breeds patriarchy and the stereotype of men viewed as superior to women and thus affects negatively the relations between people.

The third "other" in South Africa is the derogatory naming of foreign nationals as *makwerekwere*. Such terms are used to amplify the otherness of foreign nationals which "turns them into objects that can be violated with impunity". This is viewed to happen when the victim is perceived to be "not one of us" and therefore not

deserving of their protection. Lastly, the fourth “other” is sexual orientation. There are constitutional and other laws that prohibit discrimination based on sexual orientation; however, violations still abound (Nkata, 2013:3).

2.10. Interventions to Promote Social Cohesion

Regardless of the varying views on social cohesion, there seems to be a realization that there is a need to promote social cohesion as an imperative social agenda in the world and South Africa in particular. Cloete and Kotze (2009: 43-49) suggest the following as ways that can be employed to promote social cohesion:

2.10.1. Change of Thinking.

There is a need for a new way of thinking social cohesion especially with regards to the “other”. The stereotyping of the “out-group”, often seen as a minority, and the consequent process of “othering” need to be attended to in a conscious manner. There must be thinking towards the inculcation of civic practices that will “contradict othering, generate authentic relationships, and build community-wide awareness and a shared understanding of a common future”. Such practices should lead to an internalization of positive values which may serve as motivational force for a sustainable nation formation and building (Cloete and Kotze, 2009:44).

2.10.2. A Review of Divisive Structures.

Policies, legislation and systems of administration that continue to divide people and groups and filter frustrations of attempts to address the needs and aspirations of the people need to be reviewed. In the spirit of promoting social cohesion, the policies and legislation that are exclusivist needs to be upgraded, revised and/or scrapped. Two fundamental questions need to be considered by all spheres of government with respect to current policy and legislative framework driving social cohesion in South Africa:

(a) Do the policies and legislative frameworks provide adequately for the promotion of social cohesion, social capital and sustainable livelihoods for sustaining a satisfactory quality of life for all?

(b) Does it address adequately the bridging of deep divisions and social distances between groups and individuals and make provision for the healing and

reconciliation in broken relationships and dignifying of all people according to a norm of human worth?(Cloete and Kotze, 2009:44-45).

2.10.3. Activities and Campaigns that Promote Social Cohesion.

A change in the thinking and review of policy provisions and measures are needed as well as concrete and specific actions to provide a full package of national impact. Such a project must be viewed and accepted as of national significance. Therefore, the leadership at all levels must give full support and it must be backed up by policy and legislative provision. Examples of such activities may include, programmes on national and local dialogues, contribution of arts and culture to social cohesion, promotion of culture of inclusion, use of media and dissemination of information and special programmes to promote opportunities for special grouping among others (Cloete and Kotze, 2009: 45-46)

2.10.4. Partnerships

Heinz (in Cloete and Kotze 2009: 27) maintains that *“as modernizing economies increasingly shift to free markets and private enterprise, they often experience a decline in social cohesion and an increase in economic and social inequality. In these circumstances the non-governmental sector has proven to be an essential mitigation force that helps create a healthier balance between the potential excesses of capitalism and the inefficiencies and limited resources of the state”*. As such interdisciplinary and inter-sectoral collaborations between government, business, labour and Non-Governmental Organizations (NGO's) are necessary to achieve the objectives of social cohesion.

2.11. Conclusion

Social cohesion is perceived, conceptualized and understood differently by different societies and communities. The extent to which a society is cohesive or non-cohesive is subject to the very understanding within the society. The relationship between social cohesion and economic competitiveness is a subject matter for this research project. As such the prevailing perceptions will be proven or disputed by conclusive evidence that will be presented in the concluding chapter.

2.12. Local Economic Development

2.13. Introduction

Local Economic Development (LED) occurs and must be facilitated within the realm of local governance. The role and functions of local government is crucial to the development, implementation and monitoring of LED programmes and projects aimed at empowering local economies and communities.

The White Paper on Local Government (1998) in its executive summary alludes to the fact that the past system of apartheid had “fundamentally damaged the spatial, social and economic environments in which people live, work, raise families, and seek to fulfil their aspirations”. The local government, therefore, has a crucial role in the rebuilding of local communities and environments as the fundamental basis for democratic, integrated, prosperous and truly non-racial societies in South Africa.

The interface between the role of the local government and the prescripts or proviso’s of the South African constitution is prescribed as follows:

- a. The provision for a democratic and accountable government to local communities.
- b. Promotion of social and economic development.
- c. Promotion of a safe and healthy environment.
- d. Ensuring the provision of services in a sustainable manner.
- e. Encouragement of the involvement of communities and organizations in matters of the local government.

It is, therefore, through this mandate that the local government initiatives as well as through other imperatives linked to these that the LED initiatives must unfold going forth.

2.14. What is Local Economic Development?

There are numerous definitions of and ways of understanding the concept of LED. Nel (2001: 1005) attests that LED per se is not a new phenomenon and that it has been practiced for over one hundred years. What is new, however, is the increasing incidence of the practice of LED activity, its growing acceptance and the parallel

increase in the importance of various Non-Governmental Organizations (NGO's) and community based developmental initiatives.

Zaaijer and Sara (in Nel 2001: 1005) define Local Economic Development as “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”. Furthermore, Blakely in (Nel 2001: 1005) defines LED as “the process in which local governments or community-based organizations engage to stimulate or maintain business activity and/or employment. The principal goal of LED is to stimulate local employment opportunities in sectors that improve the community, using existing human, natural, and institutional resources”. The fundamental difference between these definitions lies in the fact that the former does not include government as a role player whereas the latter does.

LED can materialise when local agencies and/or people take the initiative and engage in actions which unify communities, businesses and other relevant stakeholders in their local area in a joint endeavour to improve their economic and social conditions. Nel (2001: 1006) further mentions that LED is generally a cost-effective and community empowering process which has a defined role to play and which can yield tangible benefits for participating entities. Within this set-up, there is a clearly defined role for the government, which is “facilitating, supporting, part-financing and devolving control”. The practice of LED often relies more on small-scale and community-based initiatives, utilizing indigenous skills and seeking primarily to ensure survival rather than participating in a global economy.

2.15. Background of LED in South Africa

LED in South Africa first appeared in the development arena in the 1990s with the demise of apartheid in 1994. Since its inception and within a remarkably short period it has experienced a radical transformation in its acceptance and credibility, from being regarded as a “rural curiosity to becoming mainstream development policy” (Nel, Binns and Bek 2009: 225).

Patterson (2008: 4), concurring with the above, however further indicates that LED is a post-1995 phenomenon. Under the apartheid government, South Africa was

characterised by a district regional planning policy regarding settlement patterns with all the residential areas reflecting the underlying racial segregation. As a result of this design, the majority of the population was displaced and lived in marginalized townships. There was strong central government control, characteristic of the 20th century model which suppressed the emergence of LED initiatives in townships and cities resulting in the erosion of local autonomy.

South Africa, however, according to Meyer-Stamer (2006: 2), is a “special case when it comes to Local Economic Development. Whereas in other countries LED tends to be a voluntary activity of local government, often born out of necessity or desperation, in South Africa it is a statutory activity. The South African Constitution establishes ‘developmental local government’, and this includes the responsibility for economic development”.

The democratization of South Africa in 1994 has brought along a new vision of development and subsequently the concept of LED attracted more and more attention in government circles and amongst policy makers to the point of being an explicit government priority to date. A host of policy and legislative documents that contributed, directly and indirectly, to the LED process in South Africa, according to Patterson (2008: 4) include the following:

- a. The Constitution (1996)
- b. White Paper on Local Government (1998)
- c. Local Government: Municipal Systems Act (2000)
- d. A policy paper on Integrated Development Planning (2000)
- e. LED Guidelines to Institutional Arrangements (2000)
- f. Draft LED Policy (2002)
- g. Policy Guidelines for Implementing LED in South Africa (2005)
- h. National Framework for Local Economic Development (LED) in South Africa (2006-2011)

The *Strategic Review of Local Economic Development In South Africa* commissioned by the Department of Local Government was issued in 2009 as a

“result of a request made from the Minister of DPLG for the preparation of a strategic review of key challenges facing Local Economic Development (LED) in South Africa in order to offer directions as to future options for LED policy” (Rogerson, 2009: 2).

There are essentially three imperative phases or processes that have marked the LED background and development to date in South Africa. LED development is depicted in the following phases by Patterson (2008: 6-15) in the Country Report on LED as well as Nel (2001: 1008-1020) in Local Economic Development: A Review and Assessment in South Africa: (a) Emerging LED: 1994-2000, (b) LED Policy after 2000 as well as (c) the Funding of LED.

a. Emerging LED: 1994-2000. The South African economy was viewed as highly dualistic, “with a sophisticated formal sector of numerous globally-competitive multinational companies, paralleled to a population where up to 40% are unemployed and dependant on welfare grants and the informal sector to survive. This duality in South Africa has been termed as the first (formal) and second (informal) economy”.

Policy framework provisions in that period came in through the South African Constitution, especially Sections 152 (c) and 153 (a) which prescribed that the local government must “promote social and economic development” and “structure and manage its administration, and budgeting and planning processes to give priority to the basic needs of the community, and to promote the social and economic development of the community”. The Reconstruction and Development Programme (RDP) also made references to the notion of LED through apparent support for community-based development and loyalty-based initiatives.

Development policy became more practical and provided for targeting measures that were intended to promote the first and second economies that directly supported and encouraged pro-poor LED initiatives through numerous support mechanisms. The White Paper on Local Government (1998) defined some of the local government challenges and provided the mandate for local municipalities to deal with these challenges such as skewed settlement patterns, service delivery backlogs and spatial segregation.

The White Paper on Local Government also introduced the concept of “developmental local government”. Local Economic Development is defined as “local

government committed to working with citizens and groups with the community to find sustainable ways to meet their social, economic and material needs, and improve the quality of their lives”. However, the White Paper on Local Government also made it clear that “local government is not directly responsible for creating jobs”; rather it is “responsible for taking active steps to ensure that the overall economic and social conditions of the locality are conducive to the creation of employment opportunities”. Furthermore, the White Paper makes the provision that “the powers and functions of local government should be exercised in a way that has maximum impact on the social development of communities-in particular meeting the basic needs of the poor- and on the growth of the local economy”.

b. LED Policy After 2000. This period was characterized by the emergence and promulgation of the LED Guidelines on Institutional Arrangements (2000), the Draft LED Policy (2002), Policy Guidelines for Implementing LED in South Africa (2005) and National Frameworks for Local Economic Development (LED) in South Africa (2006-2011).

The LED Guidelines to Institutional Arrangements (2000) and the Draft LED Policy placed emphasis on a more “community-oriented approach to LED, stressing that LED should be pro-poor oriented and target previously disadvantaged people and marginalized towns and regions”. The Department of Provincial and Local Government (DPLG) launched the LED Fund as part of poverty alleviation strategy. Municipalities had to apply to the DPLG for funding of projects such as business facilities, promotion of agri-industry, tourism initiatives and human resource development programmes. The fund has, however, since failed to deliver sustainable LED and as a result a number of small projects are scattered around the country, unsustainable for a myriad of reasons.

In 2006 the LED Framework was oriented to discourage dependency on government for funding. The framework emphasized that the “local government is not responsible for creating jobs but should rather invest in providing the overall economic and social conditions conducive to creating employment opportunities”. LED therefore was about creating the ‘platform and environment’ to engaged stakeholders in implementing strategies and programmes. Municipalities were expected to play a connector role with respect to LED, mobilizing resources locked in a range of

different government support instruments and mechanisms into their localities. A typical example being to draw on the support of the Sector Education and Training Authorities (SETAs) to address the skills development in their areas.

There were four identified focus areas for the framework. They are (1) improving on good governance, service delivery, public and market confidence in municipalities; (2) spatial development planning and exploiting the comparative advantage and competitiveness of districts and metros; (3) enterprise support and business infrastructure development and lastly (4) the introduction of sustainable community investment programmes.

Another significant feature of this period was the introduction of Accelerated Shared Growth Initiative for South Africa (ASGISA) launched by the Presidency in 2006, in which the government provided for commitment to “reducing unemployment and poverty by half in the second decade of democracy”. This fit, however, required an “economic growth rate of around 4.5 percent between 2005 and 2009 and an average rate of about 6 percent between 2010 and 2014. In assessing this period, it is imperative to take into cognisance the fact that LED was part of a broader plan, that is, the South African Government’s 5 Year Local Government Strategic Agenda (2006/2011). This plan was intended to provide for effective and functional local government, financially sustainable municipalities, improved infrastructure and services, improved resilience and vibrancy of local economies as well as strengthening of the local democracy.

Patterson (2009: 10) contends, however, that given the above-mentioned policy and legislative prescripts, there were still practical challenges and processes during this era in the development of LED in South Africa. One of the observations was that LED was not yet well embedded in the municipal practices and there was a lack of impact of interventions. Further, although there were financial support mechanisms from a range of sources, there was a difficulty because municipalities or LED agencies often lacked “adequate, locally available funds and competencies to drive the LED processes independently. Lack of coherence and compartmentalization of economic development was another challenge. The many pro-poor statements in municipal strategic documents were not translated into tangible budgeting. This impedes the overall scale and impact of LED policies. Lastly, there has been

significant failure of linkage between line function interventions and those of the national government funded projects, for example, in housing construction and infrastructure development programmes.

c. Funding LED. According to Patterson (2009: 11), “municipalities can either employ funds generated locally to implement municipal LED activities, such as levying of rates and taxes, or funding can be derived from higher tiers of government”. LED generally has no secure source of funding and often relies on charitable donation and public grants, where available. The role of local and international Non-Governmental Organizations (NGOs) and donors is of great importance in accessing and making available funds for local economic development projects and programmes.

Table 4: Possible Avenues for Funding.

Table 4 summarizes the possible avenues for funding for LED projects

S/N	Donor Funding	Funding Areas
1	Municipal Infrastructure Grant (MIG)	Support basic infrastructure development
2	Neighbourhood Development Partnership Grant (NDPG)	Municipalities to organize themselves and apply to the NDPG from 2006-2009
3	National Sector Support	There are a range of funding sources available from various government departments
4	Development Finance Institutions	IDC, DBSA, IDT, National Empowerment Fund, NDA
5	Local Government own Revenue	Municipalities to generate revenue from taxes and municipal services
6	Equitable Share	High growth municipalities to support low growth municipalities
		Improve utilization of provincial equitable share and transfers to municipalities

Source: Patterson, 2009: 11

The different donors play different roles in the financing of local economic development agencies in line with the agreements made with the South African government and other related stakeholders. The EU (European Union) funds projects with broad objectives of poverty alleviation and local economic development as well as capacity building in the Limpopo, Eastern Cape and Kwazulu-Natal

Provinces. The World Bank offers grants to facilitate development projects to encourage innovation, co-operation between organizations and increase the participation in projects of local stakeholders. The bilateral technical co-operation between GTZ (German Agency for Technical Cooperation) and South Africa allows for the assistance on Local Governance and Development, Skills Development, and Good Governance.

Many other agencies play different roles in line with the objectives of LED in South Africa such as United Kingdom's Department for International Development (DFID) which offers funding and technical support to DGLG and the Development Bank of South Africa (DBSA) is intended to accelerate sustainable socio-economic development by funding physical, social and economic infrastructure. The NDPG, which was established by the National Treasury in 2006, is primarily focused on stimulating and accelerating investment in poor, underserved neighbourhoods such as townships by providing technical assistance and grant financing for municipal projects that have a distinct private sector element in the project. The Independent Development Corporation (IDC) provides support in cooperation with other stakeholders to improve business confidence in local areas by creating investment opportunities through the Local Economic Development Agencies (LEDAs). Lastly, the National Development Agency (NDA) is mandated to eradicate poverty and its causes and the Independent Development Trust (IDT) seeks to play a role in the "delivery of the government's socio-economic development agenda in helping to eradicate poverty and boost job creation" (Patterson 2009: 13-14).

2.16. Why Local Economic Development?

The history of LED in South Africa, according to Nel (2001: 1005), has been defined "as an aspect of [the] local government in the North for more than a century". Although in South Africa, it has only been observed after the advent of democracy, it was necessary in terms of the then current trends in the economic development of countries. Beyond the observance of economic trends, LED processes and initiatives have been embarked upon for a number of reasons.

Meyer-Stamer (2003: 1-4) maintains that the reasons for LED are two-fold:

- a. Many developing countries are shifting towards decentralization policies and “as part and parcel [of that], responsibilities for promotion of economic development are also delegated to provincial and/or local governments. There is hope that governing may be easier at the local level, and that developmental local government may be feasible, since issues such as low national cohesion and ethnic tensions on the one hand and overburdening of government bodies and increasing differentiation and fragmentation of problems, policies and governmental institutions on the other hand are less of an issue at this level.”
- b. Many developing countries suffer for different reasons, from a limited governance and delivery capacity at the national level. There is a shift from the centralized industrial policy - as it has been pursued with some success in most newly industrialized countries - due to external pressure and to the weakening internal governance capacity. Furthermore, irrespective of the existence of a decentralization policy, the local stakeholders are starting to get involved in economic promotion activities since problems such as unemployment and poverty are most urgently felt at the local levels.

2.17. Spheres of LED

The spheres of LED are in the main, enterprise, locality and community development. However there is an argument that governance may form the fourth tier. Hindson and Vincente (2005: 19), however, emphasize that “these spheres do not represent watertight compartments either conceptually or empirically. They are heuristic devices intended to capture the clustering of relationships and institutions that make up social, economic and political life. They may seem to be parts of a complex whole of inter-relationships within a locality. LED relates as much to relations within each sphere as to relations between them”. Hereunder is an outline of each of the spheres of LED.

2.17.1. Enterprise Development

According to Hindson and Vincente (2005: 19), enterprise development refers to those actions which are intended to help strengthen the economic base and competitiveness of a locality through improving the access of individual and group enterprises to market opportunities and enhance the collective efficiency of groups of

connected businesses. It includes initiatives such as the promotion of linkages between local businesses, emergent entrepreneurs and start-up companies as well as potential investors from outside, the use of public procurement policies, strengthening of economic clusters and value chains, financial support and non-financial Business Development Services (BDS).

Meyer-Stamer (in Hindson and Vincente 2005: 19) argue that enterprise development is increasingly taking the centre stage, representing the core of LED and “within enterprise development there has been a shift of focus from investment attraction (associated with the first generation of LED) to retention and growth of existing businesses within a locality, particularly small and medium sized ones”. There has been as well an increasing focus on linkages between existing, newly forming and external enterprise, as emphasized in the UNDP (United Nations Development Programme) report on “Unleashing Entrepreneurship” and the work of Prahalad (2004) among others, on market ecosystems.

An observed shift in the enterprise development internationally has been on the movement of focus from state to market-based support measures following the widespread government failure to provide effective business support services, both financial and non-financial ones (management training, technical support, marketing etc.). This market approach, according to the World Bank/ILO report, is based on the “fundamental belief in the principles of a market economy, where the state has a role in providing an enabling environment, in connecting or compensating for market failures, and in the provision of public goods, but not in the direct provision of private goods that can be more efficiently provided by the market”. (Hindson and Vincente, 2005: 20).

Market development as such include, in principle, all factor and commodity markets. Two typologies emerge, one focusing on improving the market institutions to enable increased participation of the poor within them and the other focuses on the market provision of Business Development Services (BDS).

2.17.2. Locality Development

Locality development refers to the “improvement in the social, economic and environmental conditions in which businesses operate within a given territory, and includes the strengthening of both tangible and location factors”. The Provision of the

Guidelines in the White Paper in Local Government is coherent with the provisions of locality development in that there is an emphasis on the role of the local government, not being responsible for creating jobs but rather taking active steps in ensuring that the overall economic and social conditions of the locality are conducive to the creation of employment opportunities. The major part of the locality development as well is to provide public or quasi-public goods and services. This makes it the one sphere of LED in which it is appropriate for the local government to occupy the centre stage. However, cognisance must be taken of the other stakeholders in the private sector and in the community, who often are partners of the process (Hindson and Vincente 2005: 22).

Planning is integral in locality development, involving all stakeholders. In South Africa, through the Integrated Development Plans (IDP's) and based on the principles of participation, there has been an ability to unite all stakeholders around the broad visions and programmes of development. The challenge, however, regarding locality development to date in South Africa is progress beyond the "once-off impacts of the public works programme on employment, business formation and income generation within localities. The next step is focus on the complementary private investment in economic activity geared to commercial markets in which local business can compete to generate sustainable growth" (Hindson and Vincente 2005: 23)

2.17.3. Community Development

According to Hindson and Vincente (2005: 24) community development refers to "measures to improve the health, housing, education, welfare, including economic welfare of individuals, households and communities in a locality". Ravitz (in Lombard 1991: 111) defines community development as "community education" in some circles, in others as "community organization" or "community participation". However these diverse terms all refer to the "active involvement of people at the local community level to either support a matter, a phenomenon or programme in which they are interested".

Many authors have had diverging views on whether community development is at the core of local economic development. For some, it (community development) is not but it provides an important part of the context. The daily challenges faced by

communities create the potential for opportunities for enterprises. Helmsing (in Hindson and Vincente 2005: 25) contends that a category referred to as *community economic development* can usually be distinguished from others. It refers to the actions that strengthen the capacity of individuals, households and groups within poor communities to take up employment and business opportunities, improve livelihoods and promote economic welfare.

Helmsing (2001: 65) mentions that community economic development has a number of broad aims or functions such as to stimulate a sense of community, to promote self-help and empowerment, to contribute to the generation of self-employment, to improve the living conditions in settlements and to create public and community services.

Furthermore, the community economic development initiatives according to Helmsing (2001: 66-67) have the following components:

- a. Creating local safety nets. Among the key features of poverty is the inability to withstand economic shocks of any kind. Therefore local safety nets and reducing insecurity is important for creating better conditions for LED. Day-care centres run by women groups for mutual support networks at the neighbourhood level and the formation of savings and credit groups to meet income emergencies can be part of financial safety nets. The village and neighbourhood watch committees organised by communities may provide for the required physical security needed. Examples provided include, the “Savings and Thrift Co-operative” in Sri Lanka and the municipal savings and loans in Peru.
- b. Housing improvement and settlement upgrading. Settlement upgrading should allow for home based economic activities and incorporate provisions of small enterprise plots. So it is important that it must include activities like creating space for basic services such as water, sanitation, roads, community facilities for health and education as well as to improve homesteads and housing quality. It is further noted, however, that, commercial redevelopment of central locations of the settlement also complement the whole process.
- c. Basic service delivery. The provision of basic services for the populace drive dates back to the 1990s and may proceed well into the future. It is important

to unbundle service delivery within certain sectors. The unbundling process may help to create awareness of which services may be privatized (commercially or on non-profit basis), which may be brought into the realm of the community enterprise and lastly which may require continued direct responsibility of the public sector. An example is Ghana, where in the area of public sanitation public latrines have been contracted to 51 medium sized enterprises (MSEs) and the collection of solid waste is privatized to a large international contractor, which subcontracted 11 local enterprises.

- d. Stimulating community economy. The households in a local economy act in three distinct ways, i.e. as consumers, micro-entrepreneurs and as workers. This is often done individually or in functional groups that have community interest. However due to varying factors including limited and insecure resources base and intense competition (due to large number of poor people in similar conditions), local communities may have very low incomes and may be vulnerable to unequal market exchanges. That is why it is important that the playing field is levelled for the poor and their enterprises by, i. e. reducing barriers arising from informality. Micro-enterprise programmes should constitute the core of community economic development programmes. Such programmes must consist of three or more components including credit, training and technical assistance and marketing.

2.18. Challenges to Local Economic Development

Different authors and role players have identified a number of impediments to the success of LED in South Africa and elsewhere. Some have defined these as problems whereas others have opted to define them as challenges. Regardless of how they are called, however, these issues affect the desired goal and achievement for LED. Hereunder is an outline of the challenges and/ or problems which affect LED. Meyer-Stamer (2003: 6-16) and Mahlawe (2010: 12-17) identify the following:

2.18.1. LED and Local Government

LED is often viewed or conceptualised as a “public task that involves planning and strategy”. LED is often driven by the government and therefore planning LED activities fits into the normal frame of mind, i. e. “this is the way government operates

when it has to do something apart from routine service delivery. The opportunity-driven, flexible way of approaching matters which comes natural for business people is alien to public servants". Furthermore, many LED practitioners have an urban planning background and as such their objective is often to operationalise their approach to work in terms of planning, while they are less receptive to local economic dynamics and practices.

2.18.2. LED and Community Development.

There is continued confusion and lack of separation of conceptualization between what Local Economic Development and community development are. The former is viewed as "bringing together employment policy, urban development policy, rural development policy, social policy, family policy and health policy. The *E* in LED, i. e. Local Economic Development is marginalized" (Meyer-Stamer, 2003: 3-4). Further, one way of lifting this confusion is to distinguish between community development and community involvement. Community involvement in LED processes is most desirable and necessary and not just the involvement of the local business community but also of the other sectors such as local societies likes education and academia and non-governmental organizations. Lastly, it is important to understand that LED is "not part of a venture, namely local economic development".

2.18.3. LED and Business or LED as Business.

According to a purely economic perspective, LED is only justified to the "extent that it remedies market failure". A typical problem in LED is the lack of visibility of new businesses, which in nature is a scale problem. For example, if the business was older it would create costly overhead costs such as advertising but smaller businesses have limited resources and are thus susceptible to a vicious cycle. Another typical problem is the lack of access to capital. New businesses with no track record and little collateral struggle to acquire credit from commercial banks. LED however targets such problems through other means as "organizing informal get-togethers, formal events or fairs to stimulate business contacts and networking, and perhaps by organizing a business angel scheme".

2.18.4. The Role of the Public and Private Sectors

Meyer-Stamer (2003: 11) contends that there seems to be no first-best model for this relationship in their involvement in LED. There are often contradicting objectives regarding the involvement of the private and public entities in LED. The private sector is perceived to have a profit-driven orientation which is not the case with the public sector objectives. It is perceived that either the institutional structure at the local level is less developed, in which case a newly formed LED initiative will be overwhelmed by the variety of tasks it is expected to perform or alternatively there may be already a "structure with a number of different organizations pursuing LED activities in an uncoordinated way, which will tend to perceive an LED agency as a competitor rather than a welcome co-ordinator" Meyer-Stamer (2003: 11).

2.18.5. An Increasing Urban-Rural Divide

Additionally, according to Mahlawe (2010: 12) the increasing urban-rural divide is also contributing to the challenges. The average level of inequalities across South Africa is not declining, and even initiatives such as Broad Based Black Economic Empowerment (BBBEE) are only reaching a few. Job opportunities, real incomes and real standards of living in urban areas are increasing significantly faster than in rural areas.

2.18.6. Lack of Common Understanding of Role of LED and LED Processes

Mahlawe (2010: 12) indicates that there is divergence of opinion in terms of what constitutes an effective and sustainable LED strategy and the role of the local authority in the very strategy. The large body of policy and legislative documents that bear on LED is also in many ways contributing to the confusion since it is not always clear exactly how practitioners in local authorities must prioritize, interpret and apply the various policies. Furthermore, policy makers have also realized that having policies does not imply that there will be LED activities in place. Lastly, in the face of LED, it is unclear for smaller local authorities what their priorities must be when conducting planning given the conflicting signals from the central government as well.

2.18.7. Practical Spatial Constraints of Economic Planning at a Very Local Level

In South Africa, economic activity tends to be concentrated in relatively few enterprises with a wide geographic reach. These modern economic structures have strong spatial components as a result of long value chains, specializations and the optimization of economies of scale. As a result, there are very few objectively and truly self-contained local economies. In practice, the local area and economies contain some of the components of the value chains and/or the potential to be competitive in other components of a value chain. The more remote and under-developed a particular area, the less likely it is to have a self-contained economic structure in the same as the big cities and metropolitan areas, and the greater the leakages out of injections into the system from other areas. It is, therefore, important for LED practitioners to study and understand these value chains that are relevant to their own local areas and to identify economic opportunities, rather than sticking to a particular self-contained “economic island” (Mahlawe, 2010: 13-14).

2.18.8. Less than Effective Relationship Between Provinces, Districts and Local Authorities

Local LED officials are perceived to have a literal view of local as opposed to understanding that their local economy is linked to the district, the national and global economies. Furthermore, two issues are observed regarding these relationships. The first is that although LED planning undertaken by provinces, districts and local municipalities is intended to be aligned, that is not the case in practice. Secondly, the local IDP plans refer to national, provincial and district priorities and strategies; however, it is much less likely that the content of the very LED plans actually encompasses and includes these. There is also continued permeation of contradicting plans in reference to the three spheres (Mahlawe, 2010: 13-14) and the locality concept is often misplaced with respect to where there could be maximum local economic impact. The three spheres also represent layers of authority and view laterally may compromise programmes merely by where they are located or conceived.

2.18.9. Lack of Effective LED Networks in Many Areas

Mahlawe (2010: 13-1) further argues that although the DPLG's Policy Guidelines prescribe for the formation of LED networks, that comes across only in general terms as there is little practical guidance for local authorities on how these should be established or maintained and on how to extract value from these networks. It has been observed that the problem is not the same in large metros as it is in small local economies. Metropolitan cities have succeeded to some degree to be part of LED networks, particularly with partnerships with the private sector although many are still new and need to be deepened. The smaller local authorities recognize this need for inclusion and participation in the LED, but have differences in terms of who should be included and how. This may be viewed as loss of opportunity for capacity and strengthening of LED initiatives.

2.18.10. The Inability of Many Local Authorities to Clearly Define LED Strategy Within the Broader IDP Process

Mahlawe (2010: 16) maintains that the legal requirement for districts and local municipalities is an Integrated Development Plan (IDP) which must contain an LED section. Emanating from this premise, therefore, it follows that LED planning must be part of the "wider development planning". This view is accepted to be correct only if local authorities were "correctly interpreting their LED role as facilitators and enablers" and such linkage would prove more important, but the "reality on the ground does not always reflect this outcome". In reality the smaller and poorer municipalities have historically received much pressure from residents for improved service delivery rather than for effective LED strategies. As a result, these municipalities have interpreted "pro-poor" development planning as meaning the delivery of basic services such as housing and water instead of creating a more competitive environment for business.

2.18.11. Lack of Planning of Resources and Capacity

Smaller municipalities do not naturally have the in-house capacity or the resources to purchase outside skills that are required to develop effective LED plans. Since they lack economic, business and general planning skills, their LED plans are generally of low quality and are characterised by a focus on projects, unrealistic targets as well as a clear inability to identify the real drivers of economic development and

opportunity. Secondly through, smaller local municipalities have little or no oversight over the qualitative components of LED plans. So there is very little feedback for local authorities as to the real reasons why LED initiatives have not had the desired results.

2.19. Incubation

Important to the functioning of small businesses and LED's is the support they often require for their survival in the economic arena. To this end, there has been realization of the importance of this process in many countries. The European Commission Enterprise Directorate-General (2002: 4) mentions that the origins of incubation may be traced back to Western industrialised countries in the late 1970's and early 1980s.

Business incubation or incubation may be described as "A place where newly created firms are concentrated in a limited space. Its aim is to improve the chance of growth and rate of survival of these firms by providing them with a modular building with common facilities (telefax, computing facilities, etc.) as well as with managerial support and back-up services. The main emphasis is on local development and job creation" (European Commission Enterprise Directorate-General (2002: 4).

According to the South African Business Incubator Establishment Handbook (2014: 12), business incubators are "physical and/or virtual facilities that support the development of early stage SMEs through a combination of business development services, funding and access to the physical space necessary to conduct business".

Accordingly, there are key areas to focus on when defining incubation and these include the facts that incubators focus on SME's in their early stages, offer services aimed at strengthening the capacity of SMEs to operate on their own; and that incubation is temporary. (South African Business Incubator Establishment Handbook (2014: 12)

2.19.1 The Role of and Services offered by incubators

Figure 3 indicates the role of and services offered by incubators as adopted from the South African Business Incubator Establishment Handbook (2014: 15):

Figure 3: The role and services of incubators

TYPE	DESCRIPTION	EXAMPLES
BUSINESS DEVELOPMENT SERVICES	<ul style="list-style-type: none"> Services aimed at strengthening the business acumen of entrepreneurs and the business systems and strategic focus of their enterprises 	<ul style="list-style-type: none"> Business Strategy Support System Support Access to Markets Access to Finance People Training and Development Mentorship and Networking
PROVISION OF PHYSICAL SPACE AND RESOURCES	<ul style="list-style-type: none"> The provision of space in which SMEs can conduct operations Incubators offer various combinations of basic office space, sector-specific resources and meeting facilities 	<ul style="list-style-type: none"> Office Space Technical Equipment and Specialized Facilities Meeting Facilities and Conference Rooms
FUNDING	<ul style="list-style-type: none"> The provision of actual financial capital to SMEs or the facilitation of access to financial resources. 	<ul style="list-style-type: none"> Grants Equity Debt/Loans

See Glossary for definitions of key terms such as Access to Markets

Source: SA Business Incubator Establishment Handbook

2.19.2. Importance of Incubation to the study

The study seeks to establish whether social cohesion is a factor for the success or failure of LED projects within the Polokwane area. The population from which the respondents are sourced is drawn from LED projects that are incubated by the relevant stakeholders including the Polokwane Municipality, NDA, LEDA and Limpopo Department of Agriculture. The role that these stakeholders perform is important to understand both for contextualization of the concept of incubation as well as assessing the importance of the incubation process to the LED projects, the participants and the incubators.

2.20. Conclusion

Social cohesion and its role on the success of a Local Economic Development programme is the subject for this research project. The relationship between the two is elaborated and they are contrasted by many authors as indicated in the literature review above. It is however still imperative to ponder the relationship within the context of Polokwane and source thereof the applicability and possible contribution for LED success as a source of livelihood and sense of belonging among many factors.

Both social cohesion and LED are conceptualised differently and the contextual theoretical input as alluded to above strived to portray such differences while simultaneously placing arguments leading to similar understandings. Imperatively, it is conceived that the two concepts are in a symbiotic relationship that may be used to direct societies in their endeavours for social existence and economic survival.

This chapter had attempted to provide for a sound theoretical basis for social cohesion and related concepts as well as for a discussion on LED, its context (and applicability within the South African context), using experiences from Africa and elsewhere. Further, the concept of incubation and its relevance and importance for the research project and participants was discussed. All these endeavours were done with the view to further contextualize the terrain within which the research question must be answered.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

The need to understand how people are driven towards the achievement of certain goals in their societal life has been and remains an area for which many researchers show interest especially from the point of view of the factor or factors that yield such outcomes or contribute to them. The relationship between social cohesion and LED programmes' success is one such an area. The purpose of this study is to establish, through empirical means and processes, whether or not social cohesion is a factor for the success or failure of LED programmes in the Polokwane area.

The aim of this chapter is to outline the research methodology to be used in the study. This chapter shall focus on and explain the following components: research design, research methodology, research instruments, data collection and data analysis, limitations of the study as well as ethical considerations. These descriptions shall outline and define the respective concepts as well as explain their relevance and applicable usage in the study.

3.2. Research Design

Grinnell (1998: 219) defines research design as “a plan which includes every aspect of a proposed research study from the conceptualization of the problem right through to the dissemination of the findings”. Devos (1998: 123) further mentions that research design is “a blue-print or detailed plan for how a research study is to be conducted”. According to Bhattacharjee (2012: 35), however, this “blueprint” for empirical research is aimed at answering specific research questions or testing a hypothesis and must specify at least three processes including the data collection process, the instrument development process and the sampling process. This must be achieved in the most economical manner possible.

Kothari (2004: 31) concurs and further mentions that a research design is “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”. Furthermore, the research design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of

data. Accordingly and more explicitly, the decisions of the design emanate from consideration of the following: what the study is about, why the study is made, where it will be carried out, what type of data is required and where it can be found, when the study will be conducted, sample design, techniques for data collection, how the data will be utilized and lastly in what style will the report be prepared.

For the purposes of this study, a quantitative or positivist research design will be used. According to Welman, Kruger and Mitchell (2005: 6), the positivist or quantitative approach is based on philosophical approach known as logical positivism. The positivist approach implies that “research must be limited to what we can observe and measure objectively, that is, that which exists independently of the feelings and opinions of individuals”. Importantly, the concept of objectivity means that “people other than the researcher should agree on what is being observed”.

Quantitative research conceives its approach as the study of observable human behaviour and it is aimed at uncovering the general laws of relationships and/or causality that apply to all people and at all times. As such it seeks to understand the subjects’ point of view by means of controlling the situation and using remote empirical and inferential methods and not merely the subjective views of the researcher (Welman, Kruger and Mitchell, 2005: 7).

Quantitative research methods are best suited in trying to establish cause-effect relationship between variables or to describe relatively straightforward characteristics such as demographic variables. Furthermore, quantitative methods are probably useful “when we have extensive prior knowledge of the culture and environment in which the study will take place”. This type of research design often requires ease of access to the respondents and a high level of legitimacy as they are in nature more intrusive than qualitative methods. This may create challenges for data collection in the study (Grinell, 1988: 196).

Available, in the case of this study, are considerable conceptual development, namely a well-developed theoretical base on LED and social cohesion. The researcher will thoroughly observe the necessary protocol for access and permissions in line with the prescripts of the Polokwane Municipality and the Department of Agriculture in the Limpopo Province as primary sources for the respondents.

The study aims at determining whether social cohesion is a factor in the success or failure of LED programmes in the Polokwane area. This hypothesis is to be tested objectively among participants in the LED programmes in Polokwane and the quantitative approach is applicable in such an endeavour.

3.2.1. Population

The population of the study consists of all LED programmes in the Polokwane area and the participants in the programmes.

3.2.2. Sampling

The sample has been formed by a proportionate simple random selection of 35 participants from successful LED programmes and 50 participants from failed LED programmes.

3.3. Research Methodology

Babbie and Mouton (2001: 74-75) assert that research methodology is often confused with research design. Research design is the plan or the blue-print of how you intend to conduct the research. Research methodology however “consists of the systematic, methodological and accurate execution of the design”(Babbie and Mouton,2001: 74-75) . The discussion on the research methodology will include research instruments, data collection and data analysis.

3.3.1. Research Instruments

The study uses a structured questionnaire for collecting data. According to De Vos (1998: 89), “a questionnaire is an instrument with open or closed questions or statements to which a respondent must react”. There are different kinds of questionnaires including mailed or posted questionnaires, telephonic or group questionnaires.

DePoy and Gitlin (1998: 190) further explain that questionnaires, similarly to interviews may be structured or unstructured. Structured questionnaires have the advantages of honest responses, responses can be compared across the groups

and statistical analysis can be conducted to describe and compare responses. There are however shortcomings regarding interpretations of questions as well as limitations to socially undesirable responses being withheld.

For the purposes of the study, the data has been collected through probability sampling using a simple random sample of the respondents from the population (Welman, Kruger and Mitchell, 2005: 56). Structured questionnaires have been administered individually by the researcher to a simple random sample from two categories of LED programmes. The categories were classified as successful or failed LED projects as defined in Chapter 1. The population from which the respondents were interviewed was active members of LED programmes that were incubated by the Polokwane Municipality, Limpopo Department of Agriculture, National Development Agency and the Limpopo Economic Development Agency.

The purpose of gathering data across the two different sampling groups is to test whether social cohesion is a factor for the success or failure of LED projects.

3.3.2. Validity of Questionnaires

According to Devos (1998: 83) a valid instrument is described “as doing what it is intended to do, as measuring what it is supposed to measure and yielding scores whose differences reflect the true differences of the variable being measured rather than random or constant errors”. Thus the “instrument actually measures the concept in question, and the concept is measured accurately”. The questionnaire will allow for validity as the social cohesion will be measured through five key areas consistently across the three samples. The five areas are sense of belonging, sense of worth, social justice and equity, participation and acceptance and rejection. A set of 27 questions distributed across these measures have been asked equitably and consistently across all respondents.

3.3.3. Reliability of Questionnaires

Reliability refers to “the degree to the degree of consistency with which an instrument measures an attribute. Reliability is an indicator of the ability of an instrument to produce similar scores on repeated testing occasions that occur under similar conditions” (De Poy and Gitlin, 1998: 201). De Vos (1998: 85) mentions that

reliability is the “accuracy or precision of an instrument; as the degree of consistency or agreement between two independently derived sets of scores; and as the extent to which independent administrations of the same instrument yield the same (or similar) results under comparable conditions”. The synonyms for reliability are dependability, stability, consistency, predictability, accuracy, reproducibility, repeatability and generalizability.

The researcher will ensure reliability by ensuring that all questionnaires are administered similarly and under similar conditions including privacy and the explanation of the purpose of the study. The respondents will not be informed of the category of their LED programme (i. e. successful, mediocre or failed) as this may affect how they respond with the possibility of yielding a *Hawthorne Effect*.

According to Macefield (2007: 145), Hawthorne effect “is an experimenter effect whereby (sic) participants, in any human-related study, may exhibit atypically high levels of performance simply because they are aware that they are being studied”. The researcher argues therefore that indications of the different study categories of the LED programmes may produce such atypical levels of performance and therefore compromise the reliability of the study. The questionnaire was, however, marked to depict the two sampling categories to allow for proper identification and further processing of the results.

3.3.4. Data Collection

Singh (2006: 212) mentions that data may be obtained through the administering of questionnaires, testing, personal observations, interviews and many other techniques of collecting quantitative and qualitative evidence. However, caution is given to the fact that the researcher must know when and how much and what kind of data collection will take place. Data collection is “the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures. The main purpose of data collection is to verify the research hypothesis” (Singh 2006: 212).

According to Singh (2006: 216), quantitative data are collected through standardized tests which must be reliable and valid and allow for easy generalizations and

conclusions to be made with a certain level of accuracy. Quantitative data are highly objective and can be easily interpreted with scientific accuracy and is always based upon the purpose of the study.

The data will be collected using a structured questionnaire or interview schedule consisting of 26 questions that are spread over the five dimensions of social cohesion and one open ended question to allow for further comments. The questionnaire will be individually administered by the researcher to all the respondents. The data will be collected from participants from the successful and failed projects.

For the purposes of the reliability and validity of the study the same research questionnaire will be administered to the two samples of the population by the researcher. All respondents are to be actively involved in an identifiable and properly registered LED project at the time of the administering of the questionnaires. For the research question to be answered, qualitative and quantitative statistical analysis across the two samples will be conducted.

3.3.5. Data Analysis

Data analysis is conducted statistically in accordance with quantitative analysis process. Babbie (2013: 414) explains quantitative analysis as referring to the “numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon that those observations reflect”. The Statistical Package for Social Sciences (SPSS) is utilized to analyse data.

Chi-Square Test Analysis will be used to test for associations among variables. According to Welman, Kruger and Mitchell (2005: 236), it is generally used to make inferences when data can be divided into different categories. Such categories may be, for example, male and female. Bryman (2012: 348) indicates that Chi-Square Analysis allows for researchers to “establish how confident we can be that there is a relationship between two variables in a population”. The Chi-Square statistic will be used to test whether or not there are associations between the social cohesion variables and gender, age and education. Furthermore, regression analysis will be

used to test for causality between the success or failure of LED projects and social cohesion variables.

For the qualitative data, thematic analysis will be used. Braun and Clarke (2006: 6) defines thematic analysis as a method of identifying, analysing, and reporting patterns and themes within data. This is done to minimally organize and describe a data set in more detail. However, it can also be used to interpret various aspects of the research topic. For the purpose of this study, thematic analysis will seek to analyse the qualitative data in question 27 of the research instrument.

3.4. Limitations of the Study

The study has got the following limitations:

- a. The respondents were interviewed in their own environment, that is, where the LED programme is undertaken. This has created challenges in that the respondents' level of concentration may have been affected as their customers interrupted the interviews as they were buying goods from them.
- b. The Hawthorne Effect. Some of the respondents have taken part in studies before with no feedback and may have acted on the instructions of their seniors, as some of the responses given may not be objective. The hierarchical structure and the relationship between members of the LED and the stakeholders may also compromised the true reflection of issues.
- c. The poor organization and management of some of the LED especially Green Park Car Wash may be negatively affected by the relationship between the registered members and the non-registered members as there may be visible and or latent animosity between the two groups during the conducting of the interviews.
- d. Although the questionnaires are designed in English, some of the respondents' understanding of the language may be poor, as such translations into their own language will be provided. This may result in loss of meaning and content.

3.5. Ethical Considerations

Welman, Kruger and Mitchell (2005: 181) indicate that ethical considerations come into play mainly at three stages of the research project, i.e. when participants are recruited, during the intervention and/or the measurement procedure to which they are subjected and in the release of the obtained results”.

The following ethical considerations apply for the study:

- a. All respondents will participate in the study willingly. They will be provided with the understanding of the purpose thereof and their privacy will be observed in so far as their responses were concerned. The names would be taken solely for the purpose of possible follow up to unclear or ambiguous responses.
- b. During interviews, privacy will be maintained.
- c. The results of the study will be given due consideration in accordance with the confidentiality of the respondents and the applicable codes of ethics of the University of Limpopo, Polokwane Municipality and the Department of Agriculture have been strictly observed.

3.6. Conclusion

In this chapter, the researcher has discussed the research methodology applied in the research project, the research design, and limitations of the study as well as the ethical considerations applicable.

CHAPTER 4: DATA PRESENTATION

4.1. Introduction

This chapter summarises the results of the analysis. Thematic analysis was used for the qualitative data. The Chi-square test and regression analysis were used for the quantitative data.

4.2. Results and Discussion

The following section summarises the results of the qualitative analysis.

4.3. Thematic Analysis

Data analysis in qualitative research may be approached using various methods. The method that was chosen for this study is thematic analysis. Thematic analysis, according to Braun and Clarke (2006: 6), “is a method of identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic”

Alhojailan (2012: 39) indicates that in thematic analysis, three principles are applied. The first principle is to “compact extensive and diverse raw data into succinct structure”. This could be achieved by organizing oral and written data into charts and tables thus enabling the researcher the opportunity to identify, compare and determine the data upon which to focus. The second principle involves making the relationship between the research objectives and the summary clear. And the third principle implies that the researcher should “conclude by developing a model and / or improving the conceptual basis of the research” (Alhojailan (2012: 39).

Attride-Stirling (2001: 390-394) emphasizes that a thematic networks analysis is conducted in six steps. That is, coding the material, identifying themes, constructing the networks, describing and exploring the thematic networks, summarizing the thematic networks and lastly the interpretations of patterns.

4.4. Qualitative Data Analysis and Presentation

For the purposes of this study, the data were classified into the categories of successful and failed projects. The following themes were then developed:

- a. Stakeholder Involvement (Consultation and Participation)
- b. Participant Involvement
- c. Marketing and Project Accessibility
- d. Resources Usage and Management
- e. Social Justice and Equity
- f. Training
- g. Local Community Involvement.

4.4.1. Stakeholder Involvement

For stakeholder involvement, the data gathered from both the successful and failed project were summarized in the following sub-categories:

(a) Consultation

The respondents from the successful projects indicated that the stakeholders involved must timeously visit the stalls or projects and seek to know their challenges and needs. At this stage the challenges are not responded to. Further, the respondents feel that they are not informed of any plans or progress of the projects.

Respondents from the failed projects indicated that the stakeholders are not adhering to scheduled meetings with the participants. The action committees that were set up have since been disbanded. As a result there has been no communication for the past three years, in one case. Furthermore, the members feel that the stakeholders must be creating cohesion among participants. An example is where some of the participants are not registered with the projects and they also do not have identity documents or cards. Such people create chaos as they trade forcefully and threaten violence.

(b) Participation

Participants from successful projects indicate that the stakeholders must enforce applicable laws of hygiene and cleanliness and also ensure that the stalls are attractive. They (respondents) are currently having challenges of people other than

members of the LED projects using the non-allocated stalls for drug peddling and prostitution. As a result the drug addicts are frequently asking for money from their customers and as a result the area is steadily becoming non-conducive for their projects trading and possible success.

According to participants from failed projects, the stakeholders undermine the views of the participants. In situations where they (participants) indicate flouting of rules as an example, they are threatened with eviction. Due to such actions as non-adherence to lease agreements and the poor implementation of incubation concept, some of the stalls are used for sleeping, some used as storage and others left unoccupied thus attracting vagrants and drug peddlers. The stakeholders are viewed as having less interest in the goals of the projects and are further accused of misappropriating donor funds.

(c) Private-Public Partnership

The respondents / participants from successful projects feel that there should be more collaboration between private and public stakeholders that will ensure accessibility especially for the rural communities. At this stage, it appears as if the information about LED only reaches people in the urban and semi-urban areas within the Polokwane area. The respondents from the failed projects indicate that they do not think there is adequate support for the success of the projects. Although there is a stakeholder they are linked to, there is not much happening - among other processes - in terms of assistance with market access as well as regulations of competition since they are a small business competing with bigger traders within the Polokwane city.

4.4.2. Participant Involvement

The following sub-categories were used to present data for participant involvement:

(a) Networking and Teamwork

Participants from the successful projects view their involvement with the LED as having opened their mind and created an avenue for involvement in the growth of the economy of Limpopo. The incubation has created opportunities to meet other people within the same or similar field as well as those that can be feeders and vice versa.

Participants feel that LED can create opportunities for the young and unemployed to develop own businesses and possible avenues for self-sustenance.

Participants from failed projects indicated that often the members of the LED are not working as a team or unit. They do not seem to view the value of the common good of the projects. They, like the successful participants, also view the LED as a place to work as a team and improvement of standards of living. Furthermore, they see it as a place to create job opportunities for others as well as a possible source of learning new skills and as a source of meaning and self-fulfilment. However, they also indicate that community grievances and in-fighting threatens such prospective gains.

(b) Participation

As it was the case in stakeholder involvement above, participants from failed projects indicate that the behaviour of the members of the LED threatens the very existence of the projects. In cases where members are not registered and trade forcefully, lack of lease agreements and the secondary trading such as selling of cigarettes and dagga, is a challenge to many projects. Secondary trading tends to attract other customers who are not benefiting the primary goals and objectives of the project (for an example in a car wash project).

4.4.3. Marketing and Project Accessibility

The data with regards to the marketing and accessibility of projects will be presented in the following sub-categories:

(a) Project Location and Access

Members of the successful project indicate that the location of some of the stalls or projects is not within reach of the potential customers as they are, for example, far from the taxi rank. The members indicate further that the places must be open and visible to the public so they can sell their stock. They mentioned that the current allocations are restrictive.

(b) Market Access

Participants from the failed projects indicated that there is a need for market access. The respondents indicated that they compete with bigger business for the same

market and the unregulated competition is making it difficult for them to trade, especially with respect to pricing and market space. They also indicated that they do not have other skills such as financial management to help with current challenges. Participants further indicated that the stakeholders need to assist them with marketing campaigns to the public as well as other platforms where other traders meet, discuss ideas and / or trade, such as the Polokwane show.

4.4.4.. Resources Usage and Management

The data will be presented in the following sub-categories:

(a) Availability of Resources

Participants from successful projects assert that they experience shortage of basic necessities for their project albeit in an incubation and / or supported by their stakeholders. Stakeholders provide support in terms of human and material resources. However, constraints on the part of the stakeholders such as budgets, may create losses among other problems for the projects. An example has been the lack of immunizations for cattle breeding which affected the growth and increased vulnerability to diseases of the breed. In other projects, although with support from stakeholders, natural disasters rendered the projects vulnerable with no possible alternative use for the products. An example was the chillis farm that was struck by lightning twice resulting in non-adherence to contractual obligations with the buyer and no alternative use for the remainder of the chillis.

Participants in the failed projects indicated the lack of basic services such as stock and chicken feeds for their project although this was part of the agreement for provision by the stakeholder. Other projects lack finance, water and electricity, and qualified human resources (e.g. a veterinarian) as critical components of the survival of the project on a daily basis. In other projects, however, and linked to participant involvement above, members of the LED misuse such basic resources for personal use. In other instances, where profit is supposed to be used to procure such basic services, it is misused by the leadership who in turn blame the stakeholders for lack of support.

4.4.5. Social Justice and Equity

Social justice and equity, according to members of the failed projects, is desirable and members must share every responsibility equally. They further indicate that there must be mutual respect, love and agreement and that they should have meetings with all stakeholders. They also indicate that in the LED there is good communication in general. The members of the successful projects did not have any comment on social justice and equity.

4.4.6. Training

The members of the LED in the failed categories have indicated that training and capacity building is critical. They concede to the fact that “members lack training” within the project in which they are involved.

4.4.7. Local Community Involvement

Participants in the failed LED categories view the link between the community at large where the project is located and the members within that project as very important for the success of the project. The participants indicate that among other challenges in the relationship are acts such as theft from the project by members of the community. The members view the LED as a possible source of community cohesion as it not only serves the LED purpose but may create a platform for discussions of other issues that may benefit participants. Furthermore, the LED is viewed as a source of new networks for socio-emotional needs, among other benefits.

This qualitative analysis was used as a precursor to the quantitative analysis which follows.

4.5. Quantitative Data Analysis and Presentation

As a point of departure in the analysis of the quantitative data the frequencies of the responses to the questions related to social cohesion were summarised in tabular form and Chi-Square tests were performed to test for association between social cohesion variables and gender, age and education for successful and failed LED projects. All tests were performed at the 5 percent level of significance

4.5.1. The Chi-Square Analysis

4.5.1. 1. Results of Chi-Square test for Sense of Belonging

The Chi-Square statistic was used to test for association between gender, age, education and *sense of belonging*. Table 5 summarizes the results. All tests were performed at the 5 percent level of significance.

Table 5: Testing for association between gender, age and education and *sense of belonging* for successful and failed LED projects (%) (n=85).

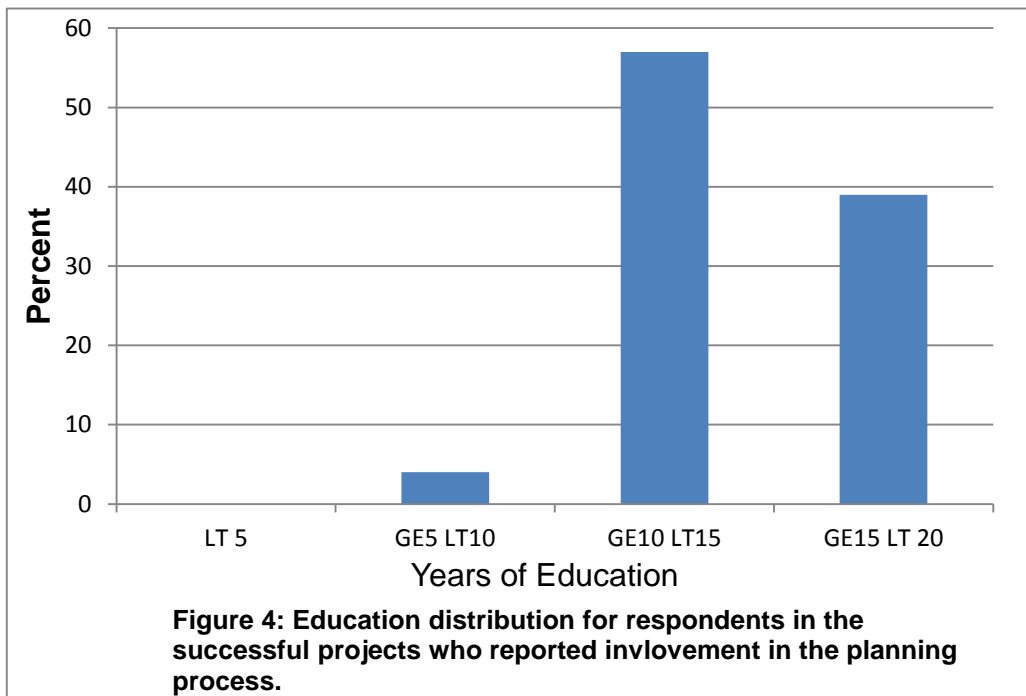
S/N	Question / Statement	Successful				Failed			
		Yes	Gender	Age	Educ.	Yes	Gender	Age	Educ.
1	I am a resident of the community in which the LED is implemented.	77	0.089	0.753	0.658	66	0.003	0.740	0.513
2	I am involved in the planning process of the LED.	80	0.331	0.199	0.001	54	0.363	0.884	0.076
3	I feel that I belong to the membership of the LED.	91	0.212	0.956	0.958	88	0.711	0.006	0.605
4	I feel excluded on some of the processes of the LED.	51	0.615	0.180	0.737	60	0.134	0.381	0.000
5	The members of the LED are welcoming.	86	0.349	0.097	0.296	88	0.789	0.598	0.201

Seventy seven percent of the respondents from the successful LED projects reported that they were residents of the community in which the LED is implemented. The Chi-Square statistic for gender ($p=0.089$), age ($p=0.753$) and education (0.658) shows that there is no relationship between gender, age and education and being a resident of the community in which the LED is implemented. The success of the LED project therefore does not seem to depend on being a resident of the community in which the LED project is implemented.

Sixty six percent of the respondents from the failed LED projects reported that they are residents of the community in which the LED is implemented. The Chi-Square statistic for gender ($p=0.003$) indicates that there is an association between gender and being a resident of the community in which the LED is implemented. Fifty five percent of those in the failed project who said yes they are residents were female. There is need to investigate whether this might have a bearing on the failure of the projects. The Chi-Square statistics for age ($p=0.740$) and that of education ($p=0.513$) indicates that there is no relationship between educational level and being a resident of the community in which the LED is implemented. The success of the LED project therefore does not seem to depend on being a resident of the community in which the LED project is implemented.

Eighty percent of the respondents in the successful LED projects reported that they are involved in the planning process of the LED. The Chi-Square statistic for gender ($p=0.331$) and that for age ($p=0.199$) indicates that there is no association between gender and age and being involved in the planning process of the LED process. However, the Chi-Square statistic for educational level ($p=0.001$) indicates that there an association between the level of education and being involved in the planning process of the LED projects.

Figure 4: Shows the distribution of education for those in the successful projects who reported that they are involved in the planning process.



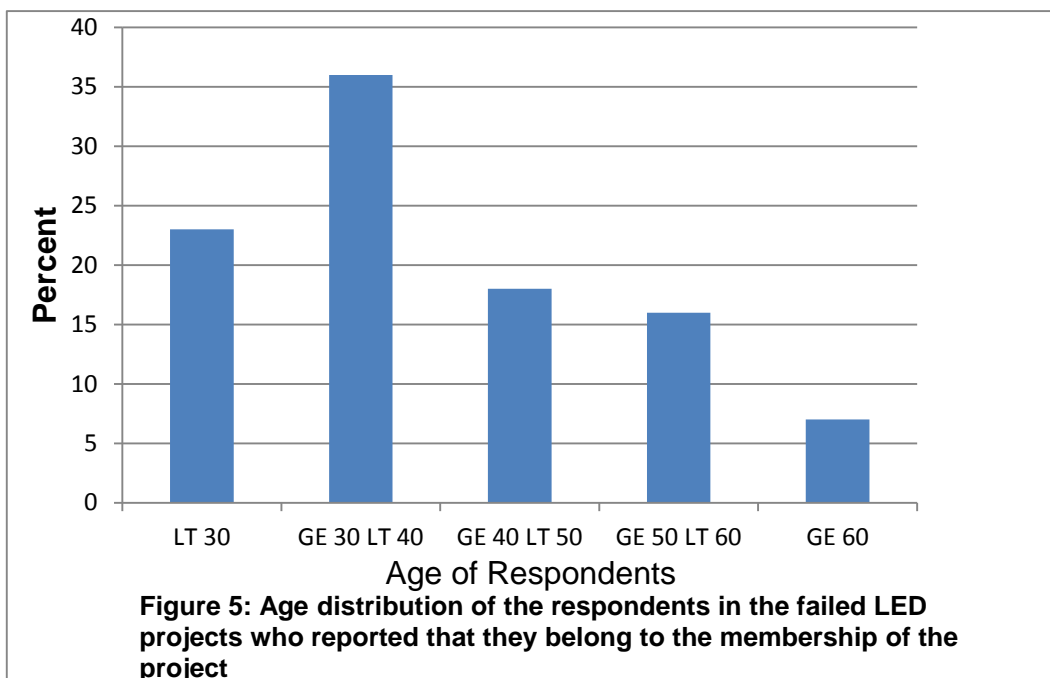
From figure 4, it can be observed that 96 percent of those who reported involvement in the planning process had an educational level of greater/equal to 15 and less than 20. This could explain their involvement in the planning process. However, there is a need to investigate whether this influences the success of the projects.

Fifty four percent of the respondents in the failed LED projects reported that they were involved in the planning process of the LED projects. The Chi-Square statistics for gender ($p=0.363$), age ($p=0.884$) and for education ($p=0.076$) show that there is no relationship between educational level and being involved in the planning process of the LED projects.

Ninety one percent of the respondents in the successful LED projects reported that they feel that they belong to the membership of the LED. The Chi-Square statistic for gender ($p=0.212$), age ($p=0.956$) and education ($p=0.958$) shows that there is no association between feelings of belonging to the membership of an LED and gender, age and education.

Eighty eight percent of the respondents in the failed LED project reported that they feel that they belong to the membership of the LED projects. The Chi-Square statistic for gender ($p=0.711$), educational level ($p=0.605$) shows no relationship between gender and educational level and the respondents' feeling of belonging to the membership of the LED project. However, the Chi-Square statistic for age ($p=0.006$) shows that there is an association between age and the respondents' feeling of belonging to the membership of the LED projects.

Figure 5: Shows the distribution of age for the respondents from the failed projects who reported that they feel that they belong to the membership of the LED projects.



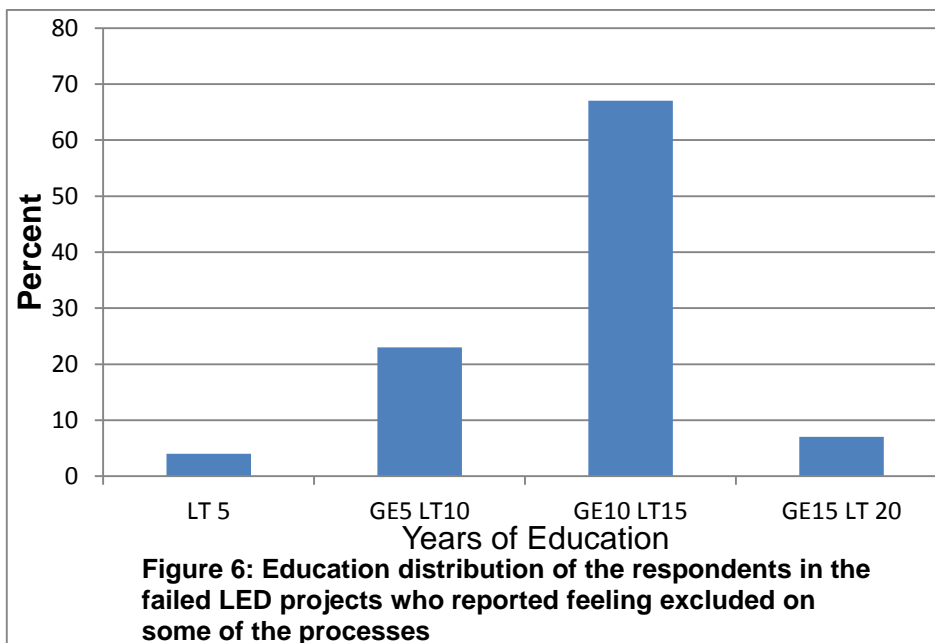
From figure 5, it can be observed that 59 percent of those respondents who reported feeling they belong to the membership of the project were below 40. It therefore appears that the more younger project members feel like they belong to the project than older members. However, there is a need to investigate whether age influences the failure of the LED projects.

Fifty one percent of the respondents in the successful LED projects reported that they feel excluded on some of the projects' processes. The Chi-Square statistics for gender ($p=0.615$), age ($p=0.180$) and educational level ($p=0.737$) indicate no

association between educational level and feelings of being excluded in some of the projects processes.

Sixty percent of the respondents in the failed LED projects reported that they feel excluded from some of the processes of the LED. The Chi-Square statistics for gender ($p=0.134$) and age ($p=0.381$) indicate that there is no association between gender and age and feelings of being excluded on some of the processes on the part of the respondents. The Chi-Square statistic for education ($p=0.000$) shows that there is an association between education and the respondents' feelings of exclusion of some of the LED processes.

Figure 6: Shows the distribution of education of the respondents in the failed LED projects who reported that they feel excluded on some of the processes of the LED project.



From figure 6, it can be observed that 67 percent of the respondents who reported that they feel excluded on some of the processes of the LED project had an education level of greater/equal to 10 and less than 15. Realizing that one is excluded from some of the processes of the LED projects may be function of

education. However, there is a need to investigate whether this influences the failure of the project.

Eighty six percent of the respondents in the successful LED projects reported that the members of the LED are welcoming. The Chi-Square statistics for gender ($p=0.349$), age ($p=0.097$) and for education ($p=0.296$) show no relationship between education and the feeling that members of the LED projects are welcoming.

Eighty eight percent of the respondents in the failed LED projects reported that the participants in projects are welcoming. The Chi-Square statistics for gender ($p=0.789$), age ($p=0.5998$) and for education ($p=0.201$) show no association between the participants' feeling that members of LED projects are welcoming gender, age and education.

4.5.2. Results of Chi-Square test for Sense of Worth

The Chi-Square statistic was used to test for association between gender, age, education and *sense of worth*. Table 6 summarizes the results. All tests were performed at the 5 percent level of significance.

Table 6: Testing for association between gender, age and education and Sense of Worth for successful and failed LED projects (%) (n=85).

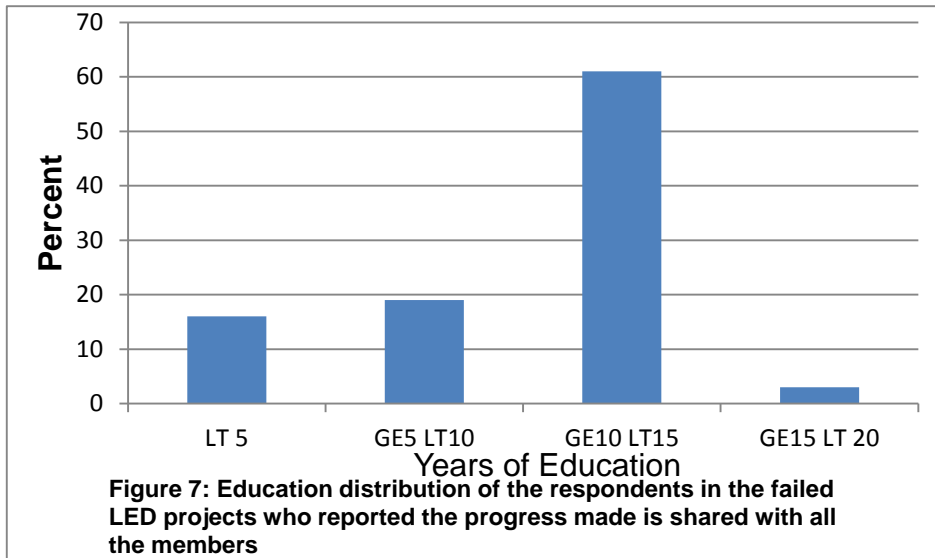
S/N	Question / Statement	Successful				Failed			
		Yes	Gender	Age	Educ.	Yes	Gender	Age	Educ.
6	The progress made in the LED is shared with all members.	74	0.166	0.581	0.467	62	0.026	0.741	0.000
7	I am part of the successes of the LED.	80	0.331	0.123	0.006	66	0.088	0.618	0.161
8	I am part of the failures of the LED.	71	0.994	0.053	0.109	68	0.026	0.297	0.161
9	We are informed of the current prospects of the LED project.	77	0.369	0.432	0.033	60	0.077	0.874	0.471
10	We are informed of the future prospects of the LED.	80	0.028	0.725	0.371	54	0.203	0.831	0.519
11	I feel that my contribution is never considered.	34	0.838	0.490	0.445	42	0.021	0.337	0.951
12	I am motivated to contribute to the progress of the LED.	86	0.679	0.364	0.523	90	0.246	0.030	0.771

Seventy four percent of the respondents in the successful LED projects reported that the progress made is shared with all members. The Chi-Square statistics for gender ($p=0.166$), age ($p=0.581$) and for education ($p=0.467$) indicate no relationship between and the statement that the progress made is shared with all members and gender, age and educational level.

In the failed LED projects, sixty two percent of the respondents reported that the progress made is shared with all members. The Chi-Square statistic for age ($p=0.741$) indicates no relationship between age and the sharing of LED projects progress among all members. However, the Chi-square statistics for gender ($p=0.026$) and for education ($p=0.000$) indicate an association between gender and education and the sharing of the LED projects progress among all members. Fifty

two percent of those respondents who said the progress made in the LED is shared with all members were female. There is a need to investigate whether this has a bearing on the failure of the LED projects.

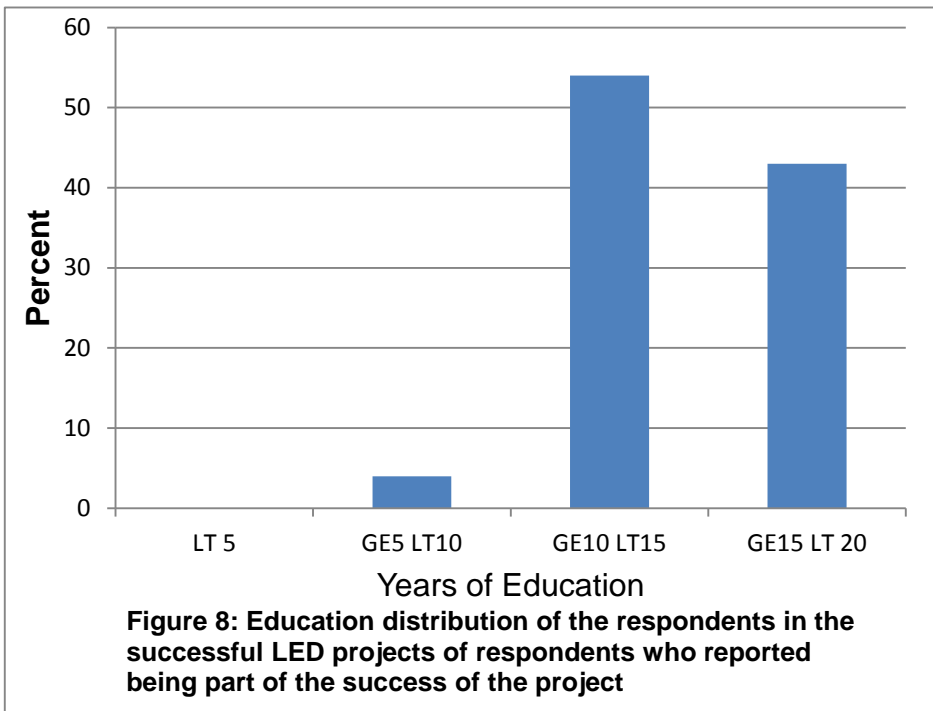
Figure 7: Shows the distribution of education in the failed LED projects of the respondents who reported that the progress made is shared with all the members.



From figure 7, it can be observed that 64 percent of the respondents who reported that the progress made is shared with all the members have an education level of greater/equal 10 and less than 15. It therefore appears that the feeling that the progress made is shared with all members is a function of education. However, there is a need to investigate whether this influences the failure of the project

In the successful LED projects, eighty percent of the respondents reported that they are part of the successes of the LED projects. The Chi-Square statistics for gender ($p=0.331$) and age ($p=0.123$) indicate no relationship between being part of the successes of the LED and gender and age. However, the Chi-Square statistic for education ($p=0.006$) shows an association between education and being part of the successes of the LED project.

Figure 8: Shows the distribution of education in the successful projects for the respondents who reported that they are part of the successes of the LED projects.



From figure 8, it can be observed that 97 percent of the respondents who reported that they were part of the success of the LED projects had a number of years of education greater/equal to 15 and less than 20. It therefore appears that the feeling that one was part of the success of an LED projects is a function of education. However, there is a need to investigate whether this influences the success of the project

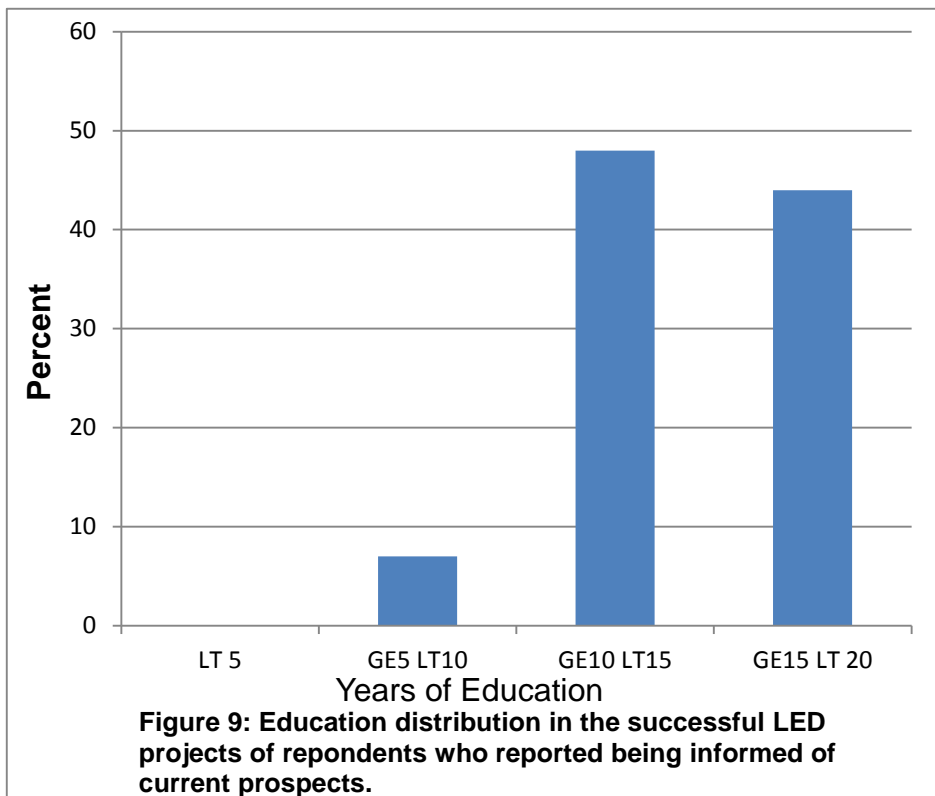
Sixty six percent of the respondents from failed LED projects reported that they are part of the successes of the LED projects. The Chi-Square statistics for gender ($p=0.088$), age ($p=0.618$) and for education ($p=0.161$) indicate no association between being part of the successes of the projects gender, age and education.

A total of seventy one percent of the respondents in the successful LED projects reported that they are part of the failures of the projects. The Chi-Square statistics for gender ($p=0.994$), age ($p=0.053$) and for education ($p=0.109$) show no association between education and being part of the failures of the projects.

Sixty eight percent of the respondents in the failed LED projects reported that they are part of the failures of the projects. The Chi-Square value for gender ($p=0.026$) shows an association between gender and being part of the failure of an LED project. Twenty nine percent of the respondents in the failed LED projects who reported that they were part of the failures of the LED were female. There is a need to investigate whether this influences the failure of the LED project. The Chi-Square statistic for age ($p=0.297$) and for education ($p=0.161$) show no association between being part of the failures of an LED project and age and education.

Seventy seven percent of respondents in the successful LED project reported that they are informed of the current prospects of the LED project. The Chi-Square statistics for gender ($p=0.369$) and age ($p=0.432$) show no relationship between age and being informed of current prospects of the LED project. However, the Chi-Square statistic for education ($p=0.033$) shows an association between education and being informed of the current prospects of the LED projects.

Figure 9: Shows the distribution of education in the successful LED projects of respondents who reported that they are informed of the current prospects of the project.



From figure 9, it can be observed that 92 percent of the respondents who reported that they are informed of the current prospects of the projects have an educational of greater/equal to 15 and less than 20. This could mean that the feeling that members are informed of the current prospects of the project seems to be is a function of education. However, there is a need to investigate whether this influences the success of the LED projects.

Sixty percent of the respondents in the failed LED projects reported that they are informed of the current prospects of the projects. The Chi-Square statistic for gender ($p=0.077$), age ($p=0.874$) and for education ($p=0.471$) show no association between education and being informed of the LED projects' current prospects. Eighty percent of the respondents in the successful LED projects reported that they are informed of the future prospects of the LED projects.

The Chi-Square statistic for gender ($p=0.028$) indicate an association between gender and being informed of the future prospects of the LED. Forty four percent of the respondents who said they were informed of the future prospects of the LED were female. There is a need to investigate whether this might have a bearing on the

success of an LED project. The Chi-Square statistics for age ($p=0.725$) and for education ($p=0.371$) show no association between education and being informed of the projects' future prospects.

Fifty four percent of the respondents in the failed LED projects reported that they are informed of the future prospects of the LED projects. The Chi-Square statistics for gender ($p=0.203$), age ($p=0.831$) and for education ($p=0.519$) show no association between education and being informed of the projects' future prospects.

Thirty four percent of respondents in the successful LED projects reported that they feel their contribution was never considered. The Chi-Square statistics for gender ($p=0.838$), age ($p=0.490$) and for education ($p=0.445$) show no association between the respondents' feeling that their contribution is not considered.

In the failed LED projects, forty two percent of respondents reported that they feel that their contribution is never considered. The Chi-Square statistic for gender ($p=0.021$) indicates that there is an association between gender and the respondents' feeling of their contribution never being considered. Twenty four percent of the respondents who reported that they feel their contribution is never considered were females. There is a need to investigate whether this might have a bearing on the failure of the project. However the Chi-square statistics for age ($p=0.337$) and for education ($p=0.951$) show no relationship between age and education and the participants feelings that their contribution is never considered.

In the successful LED projects, eighty six percent of the respondents reported that they are motivated to contribute to the progress of the LED project. The Chi-Square statistics for gender ($p=0.679$), age ($p=0.364$) and for education ($p=0.523$) show no association between the participants' motivation to contribute to the progress of the LED and gender, age and education.

In the failed LED projects, ninety percent of the respondents reported that they are motivated to contribute to the progress of the LED projects. The Chi-Square statistics for gender ($p=0.246$) and for education ($p=0.771$) show no association between gender and education and the members' motivation to contribute to project progress.

Chi-square statistic for age ($p=0.030$) shows an association between age and the member's motivation to contribute to LED progress. There is an association between age and the member's motivation to contribute to the progress of the LED.

Figure 10: Shows the age distribution of the respondents in the failed LED projects who reported that they are motivated to contribute to the progress of the projects.



From figure 10, it can be observed that 60 percent of the respondents who reported being motivated to contribute to the progress of the projects are below forty years of age. The younger members of the project appear to be motivated to contribute to the progress of the project more than the older members. There is a need to investigate whether this may have a bearing on the failure of LED projects.

4.5.3. Results of Chi-Square Test for Social Justice and Equity

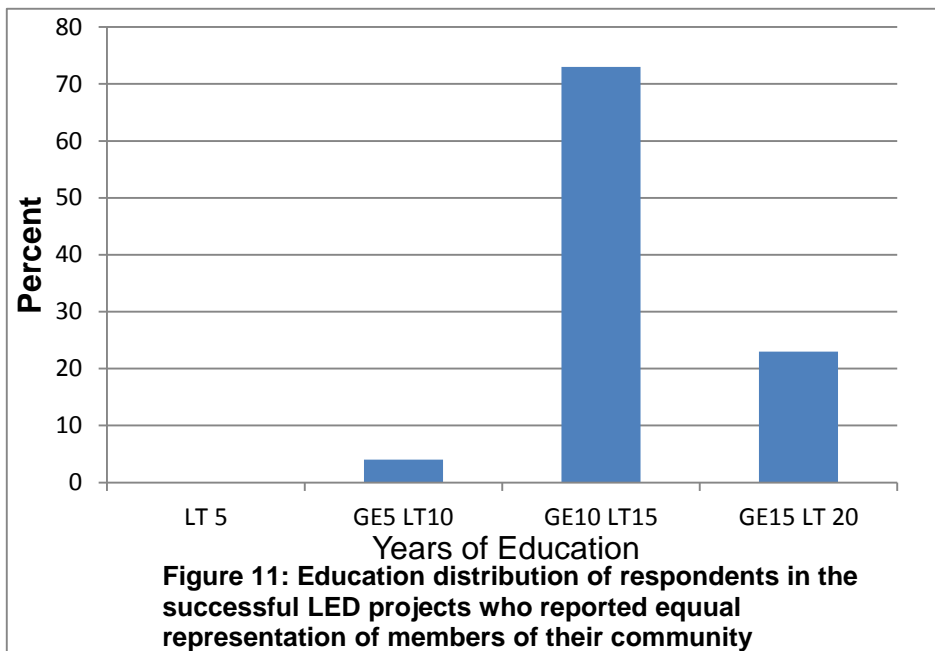
The Chi-Square statistic was used to test for association between gender, age, education and *social justice and equity*. Table 7 summarizes the results. All tests were performed at the 5 percent level of significance.

Table 7: Testing for association between gender, age and education and Social Justice and Equity for successful and failed LED projects (%) (n=85).

S/N	Question/Statement	Successful				Failed			
		Yes	Gender	Age	Educ.	Yes	Gender	Age	Educ.
13	There is equal representation of members of our community in the LED.	74	0.918	0.487	0.010	68	0.317	0.369	0.197
14	The LED is comprised mainly of people connected to the community leadership.	31	0.274	0.588	0.639	16	0.529	0.192	0.020
15	There is equal acknowledgement of member's contribution.	77	0.317	0.168	0.906	64	0.352	0.005	0.966
16	Some of the members are not acknowledged for the work they do.	43	0.359	0.88	0.450	46	0.471	0.278	0.774
17	Members of the LED are treated fairly.	74	0.847	0.170	0.499	64	0.125	0.185	0.831

Seventy four percent of the respondents in the successful LED projects reported there is equal representation of members of their communities in the LED. The Chi-Square statistics for gender ($p=0.918$) and for age ($p=0.487$) show no association between gender and age and the respondents views of equal representation of members of their community. The Chi-Square for education ($p=0.010$) shows that there is an association between education and the participants view that there is equal representation of the members of their communities in the LED projects.

Figure 11: Shows the distribution of education of the respondents in the successful LED projects who reported that there is equal representation of the members of their communities in the projects.



From figure 11, it can be observed that 73 percent of the respondents who reported equal representation of the members of their communities in the project have an educational level of greater/equal to 10 and less than 15. There is a need to investigate whether this influences the success of the LED project.

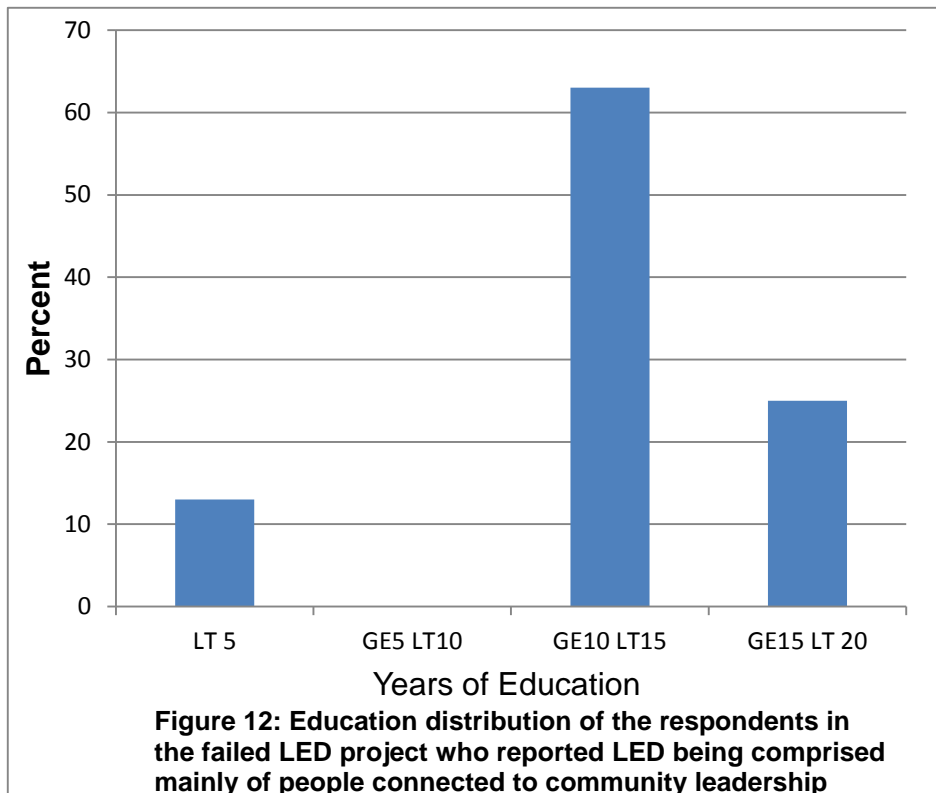
In the failed LED projects, sixty eight percent of the respondents reported that there is equal representation of the members of their community in the LED projects. The Chi-Square statistics for gender ($p=0.317$), age ($p=0.369$) and education ($p=0.197$) show no relationship between the respondents views of equal representation of members of their community and gender, age and education.

Thirty one percent of the respondents in the successful LED projects reported that the LED comprises mainly people connected to the community leadership. The Chi-Square statistics for gender ($p=0.274$), age ($p=0.588$) and education ($p=0.639$) show no association between gender, age and education and the participants views on that the LED comprises people connected to the community leadership.

Sixteen percent of the respondents in the failed LED projects reported that the LED is comprised mainly of people connected to the community leadership. The Chi-square statistics for gender ($p=0.529$) and for age ($p=0.192$) show no association

between age and participants' connectedness to the community leadership. The Chi-Square statistic for education ($p=0.020$) shows that there is an association between education and the participants connectedness to the community leadership.

Figure 12: Shows the distribution of education in the failed LED projects of respondents who reported that the projects are comprised mainly of people connected to the community leadership.



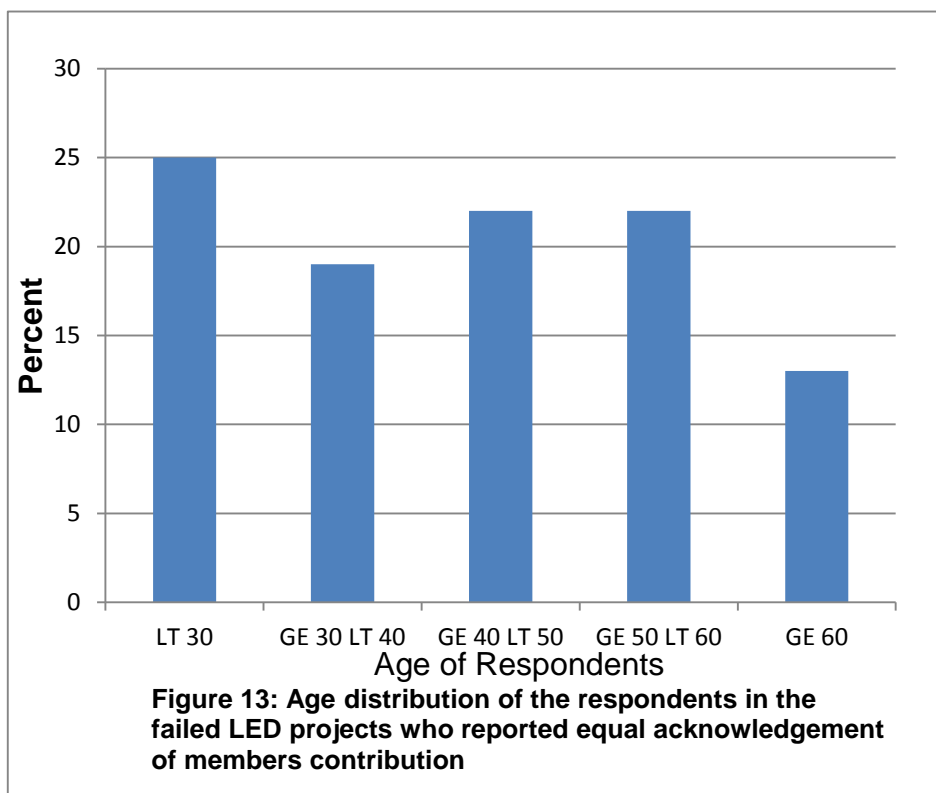
From figure 12, it can be observed that 63 percent of the respondents who reported that the projects are comprised mainly of people connected to the community leadership have an educational level of greater/equal to 10 and less than 15. This could explain their view of LED being comprised mainly of people connected to community leadership. However, there is a need to investigate whether this influences the failure of the projects.

In the successful LED projects, seventy seven percent of the respondents reported that there is equal acknowledgement of the members' contribution. The Chi-Square statistics for gender ($p= 0.317$), age ($p=0.168$) and education ($p=0.906$) show no

association between these variables and the equal acknowledgement of the members' contribution.

Sixty four percent of the respondents in the failed LED projects reported that there is equal acknowledgement of the members' contribution. The Chi-Square statistics for gender (0.352) and for education ($p=0.966$) indicate that there is no association between gender and education and the equal acknowledgement of the members' contribution. The Chi-Square statistic for age (0.005) shows that there is an association between age and the equal acknowledgement of the members' contribution.

Figure 13: Shows the distribution of age of the respondents in the failed LED projects who reported equal acknowledgement of member's contribution.



From figure 13, it can be observed that the participants' feeling that they receive equal acknowledgement of the members' contribution does not seem to be a function of age. Whether this affects failure of the project needs to be investigated.

Forty three percent of the respondents in the successful LED projects reported that some members are not acknowledged for the work they do. The Chi-Square

statistics for gender ($p=0.359$), age ($p=0.882$) and education ($p=0.450$) indicate no relationship between some of the members not being acknowledged for the work they do and gender, age and education.

In the failed LED forty six percent of the respondents reported that some of the members are not acknowledged for the work they do. The Chi-Square statistics for gender ($p=0.471$), age ($p=0.278$) and for education ($p=0.774$) show no association between education and that some of the members are not acknowledged for the work they do.

In the successful LED projects, seventy four percent of the respondents reported that the members of the LED projects are treated fairly. Chi-Square statistics for gender ($p=0.847$), age ($p=0.170$) and for education ($p=0.499$) show no association between gender, age and education and the fair treatment of members.

Sixty four percent of the respondents in the failed LED projects reported that members of the LED projects are treated fairly. The Chi-Square statistics for gender ($p=0.125$), age ($p=0.185$) and for education ($p=0.831$) indicate no association between gender, age and education and the fair treatment of members.

4.5.4. Results of Chi-Square Test for Participation

The Chi-Square statistic was used to test for association between gender, age, education and *participation*. Table 8 summarizes the results. All tests were performed at the 5 percent level of significance.

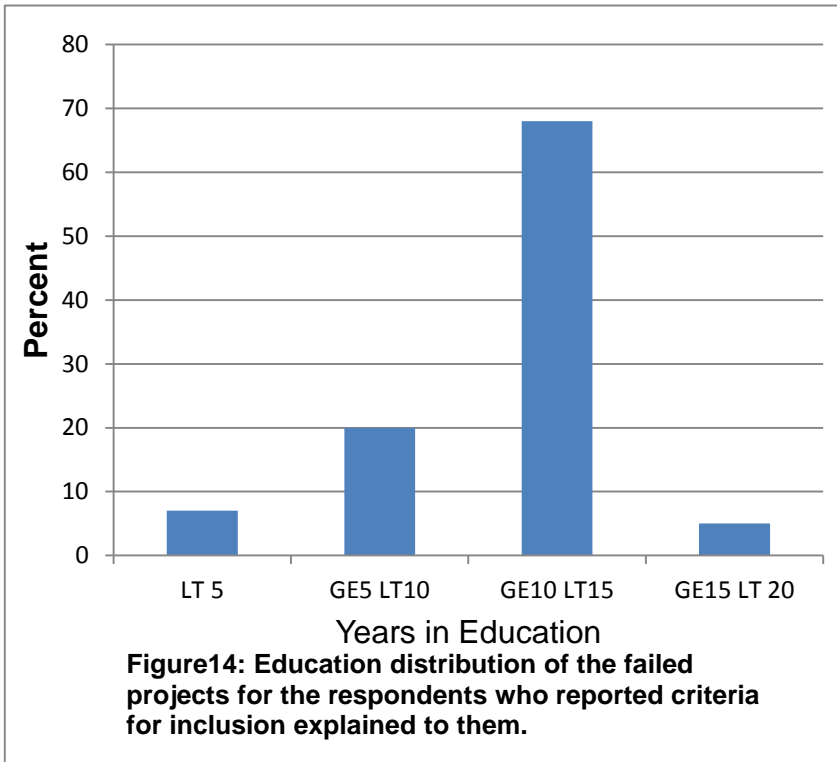
Table 8: Testing for association between gender, age, education and Participation for successful and failed LED projects (%) (n=85).

S/N	Question/Statement	Successful				Failed			
		Yes	Gender	Age	Educ.	Yes	Gender	Age	Educ.
18	The criteria for inclusion in the LED project were explained to me.	80	0.176	0.667	0.188	82	0.293	0.447	0.031
19	There is no clear information about the goals of the LED.	29	0.503	0.085	0.362	40	0.018	0.336	0.509
20	I feel our ideas are ignored.	34	0.859	0.349	0.089	40	0.055	0.788	0.819
21	Management informs us of plans for the LED.	74	0.289	0.590	0.523	50	0.021	0.863	0.192
22	Most of us only view the LED as possible source of income	69	0.328	0.644	0.486	68	0.179	0.713	0.000

For the successful LED projects, eighty percent of the respondents reported that the criteria for inclusion in the LED project were explained to them. The Chi-Square statistics for gender ($p=0.176$), age ($p=0.667$) and for education ($p=0.188$) show no association between gender, age and education and having the criteria for inclusion in the LED explained to the participants.

In the failed LED projects, eighty two percent of the respondents reported that the criteria for inclusion in the LED were explained to them. Chi-Square statistics for gender ($p=0.293$) and age ($p=0.447$) show no association between gender and age and having the criteria for inclusion in the LED projects explained to the members. The Chi-Square statistic for education ($p=0.031$) shows an association between education and having the criteria for inclusion explained to the LED project members.

Figure 14 shows the education distribution for the respondents in the failed LED projects who reported that the criteria for inclusion were explained to them.



From figure 14, it is observed that 68 percent of the respondents who reported that criteria for inclusion were explained to them have an education level of greater/equal to 10 and less than 15. There is a need to investigate whether this influences the failure of the LED project.

Twenty nine percent of the respondents in the successful LED projects reported that there is no clear information about the goals of the LED project. The Chi-Square statistics for gender ($p=0.503$), age ($p=0.085$) and for education ($p=0.362$) show no association between education and there being no clear information about the goals of the organization.

Forty percent of the respondents in the failed LED projects reported that there is no clear information about the goals of the LED projects. The Chi-Square statistic for gender ($p=0.018$) shows that there is an association between gender and there being no clear information about the goals of the LED projects. Twenty percent of the respondents who reported that there is no clear information about the goals of the LED project were female. There is a need to investigate whether this may have a

bearing on the failure of the project. The Chi-Square statistics for age ($p=0.336$) and for education ($p=0.509$) show no association between there being no clear information about the goals of the LED projects and age and education.

In the successful LED projects, thirty four percent of the respondents reported that they feel that their ideas are ignored. Chi-Square statistics for gender ($p=0.859$), age ($p=0.349$) and for education ($p=0.089$) indicate no association between the participants' ideas being ignored and gender, age and education.

In the failed LED projects, forty percent of the respondents reported that they feel that their ideas are ignored. The Chi-Square statistics for gender ($p=0.055$), age (0.788) and for education ($p=0.819$) indicate no association between education and the participants' ideas being ignored.

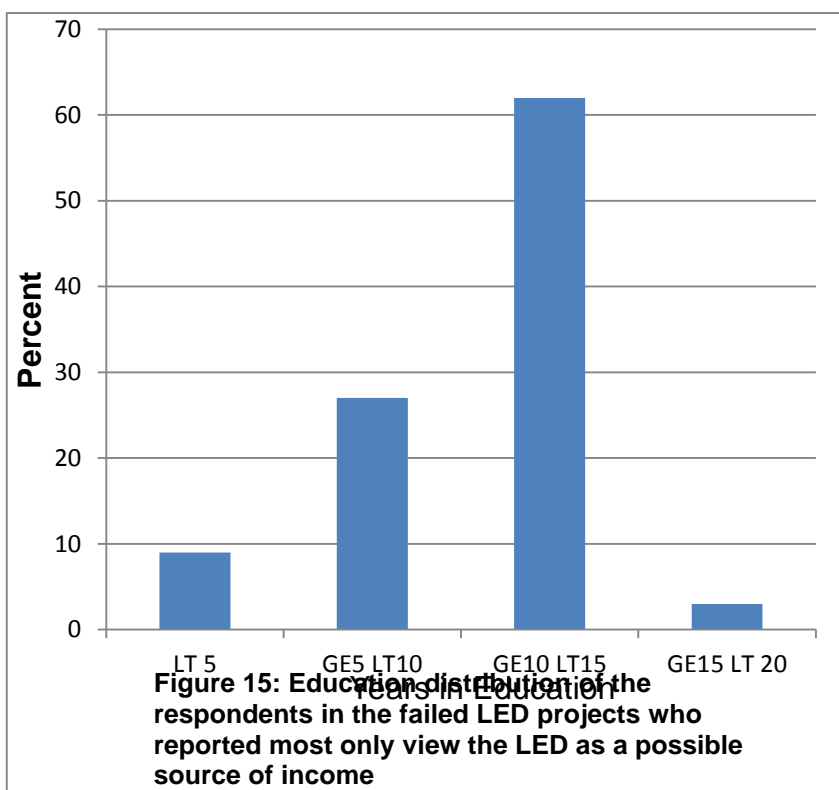
Seventy four percent of the respondents in the successful LED projects reported that the management informs them of the plans of the projects. The Chi-Square statistics for gender ($p=0.289$), age ($p=0.590$) and for education (0.523) show no association between being informed of the LED plans and gender, age and education.

In the failed LED projects, fifty percent of the respondents reported that management informs them of the plans of the projects. The Chi-Square statistic for gender ($p=0.021$) shows that there is an association between gender and being informed of the plans of the LED. Fifty six percent of the respondents who reported that management informs them of the plans of the LED were female. There is a need to investigate whether this could be a factor for the failure of an LED project. Chi-Square statistics for age (0.863) and for education ($p=0.192$) show no association between being informed of the LED project plans and age and education.

Sixty nine percent of the respondents in the successful LED projects reported that most of them only view the LED as a possible source of income. The Chi-square statistics for gender ($p=0.328$), age ($p=0.644$) and for education ($p=0.486$) show no association between the participant view of the LED only as a possible source of income and gender, age and education.

In the failed LED projects, sixty eight percent of the respondents reported most of them only view the LED as a possible source of income. The Chi-square statistics for gender ($p=0.179$) and for age ($p=0.173$) show no association between age and the participants' view of the LED only as a source of income. The Chi-square statistic for education ($p=0.000$) shows that there is a strong association between education and the participants' view of the LED only as a source of income.

Figure 15: Shows the education distribution of the respondents in the failed LED projects who reported that they only view the LED as a possible source of income.



From figure 15 it can be observed that 62 percent of the respondents who reported viewing the project as a possible source of income are of the educational level of greater/equal to 10 and less than 15. There is a need to investigate whether this influences the failure of the LED projects.

4.5.5. Results of Chi-Square Test for Acceptance and Rejection

The Chi-Square statistic was used to test for association between gender, age and education and *acceptance and rejection*. Table 9 summarizes the results. All tests were performed at the 5 percent level of significance.

Table 9: Testing for association between gender, age and education and Acceptance and Rejection for successful and failed LED projects (%) (n=85).

S/N	Question/Statement	Successful				Failed			
		Yes	Gender	Age	Educ.	Yes	Gender	Age	Educ.
23	Some of the responsibilities are reserved for some members only.	63	0.248	0.082	0.069	58	0.024	0.053	0.341
24	I look forward to the daily activities.	100	92	0.171	0.407	0.000
25	I feel disliked by some of the members.	34	0.295	0.377	0.176	40	0.005	0.554	0.058
26	All members are equally important to the success of the LED.	91	0.176	0.398	0.000	82	0.835	0.385	0.020

Sixty three percent of the respondents in the successful LED projects reported that there is reservation of responsibilities for some members only. The Chi-Square statistics for gender ($P=0.248$), age ($p=0.082$) and for education ($p=0.069$) show that there is no relationship between gender, age and education and the reservation of responsibilities for some of the LED project participants.

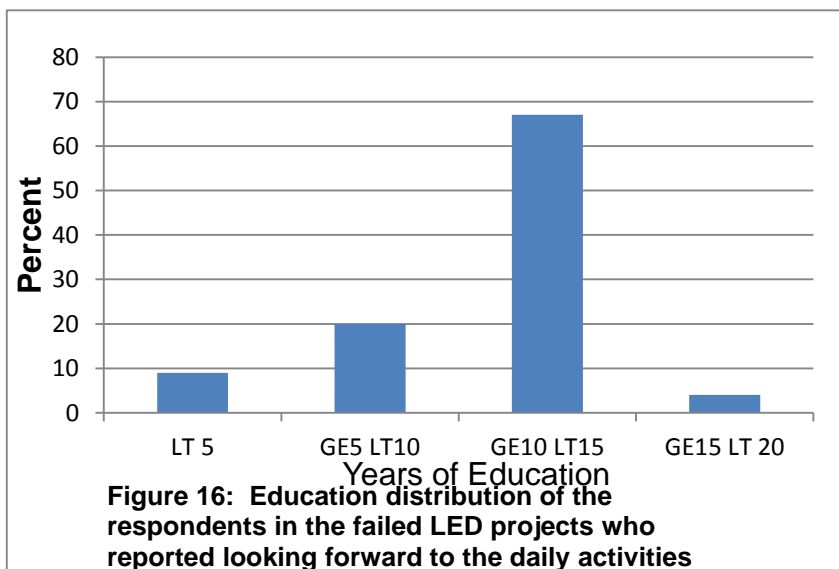
In the failed LED projects, fifty eight percent of the respondents reported that there is reservation of responsibilities for some members. The Chi-Square statistic for gender ($p=0.024$) shows that there is an association between gender and the reservation of responsibilities for some of the members. Of the respondents who reported that there is reservation of responsibilities for some the member, twenty eight percent were female. There is a need to investigate whether this has a bearing on the failure of the LED projects.

The Chi-Square statistics for age ($p=0.053$) and that for education ($p=0.341$) indicate that there is no relationship between age and education and the reservation of responsibilities for some of the members.

Hundred percent of the participants in the successful LED projects reported that they look forward to the daily activities. There is no Chi-Square statistic for gender, age and education.

In the failed LED projects, ninety two percent of the respondents reported that they look forward to the daily activities. The Chi-square statistics for gender ($p=0.171$) and for age ($p=0.407$) show no relationship between gender and age and the participants looking forward to their daily activities. The Chi-Square statistic for education ($p=0.000$) shows an association between the participants looking forward to their daily activities and education.

Figure 16: Shows the education distribution of the respondents in the failed LED projects who reported they look forward to the daily activities.



From figure 16, it can be observed 67 percent of the respondents who reported looking forward to the daily activities are in the educational level of greater/equal to

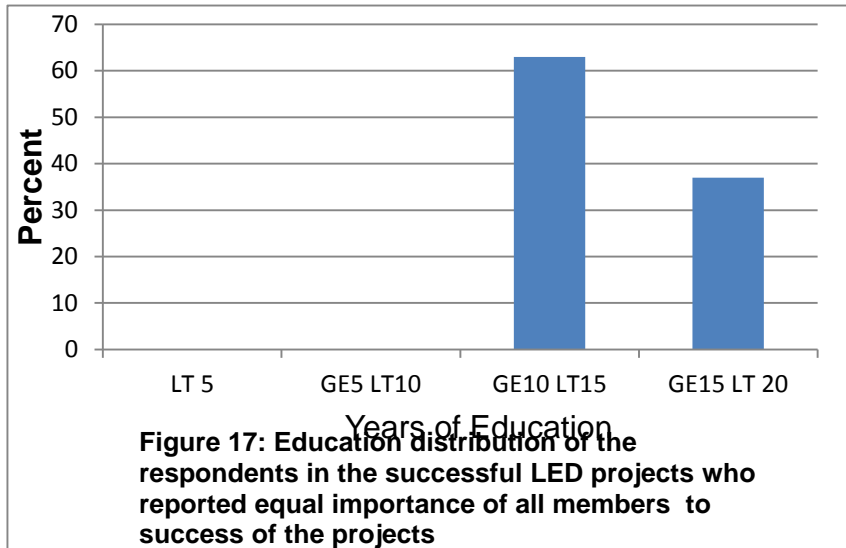
10 and less than 15. There is a need to investigate whether this influences the failure of the LED projects.

Thirty four percent of the respondents in the successful LED projects feel disliked by some of the members. The Chi-Square statistics for gender ($p=0.295$), age ($p=0.377$) and for education (0.176) show no association between being disliked by some of the members gender, age and education.

In the failed LED projects, forty percent of the respondents reported feelings of being disliked by some of the members of the LED. The Chi-Square statistic for gender ($p=0.005$) shows an association between gender and feelings of being disliked by some of the participants. Fifteen percent of the respondents who reported feelings of being disliked by some of the members were female. There is a need to investigate whether this influences the failure of the LED projects. The Chi-Square statistics for age ($p=0.554$) and for education ($p=0.058$) show no association between feelings of being disliked by some of the members and age and education.

Ninety one percent of the respondents in the successful LED projects reported that all members are equally important for the success of the LED project. The Chi-square statistics for gender ($p=0.176$), and for age ($p=0.398$) show no association between gender and age and the equal importance of all members for the LED success. The Chi-square statistic for education ($p=0.000$) shows an association between the equal importance of all members for the LED success and education.

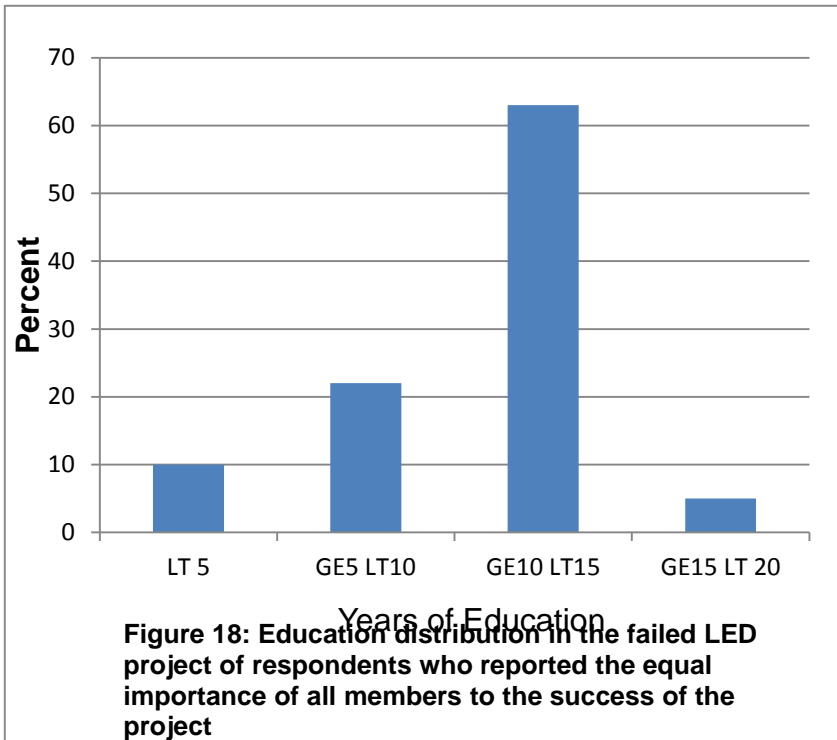
Figure 17: Shows the education distribution in the successful LED projects of the respondents who reported that all members were equally important to the success of the LED.



From figure 17, it is observed that 63 percent of the respondents who reported that all members are equally important to the success of the LED project had an educational level of greater/equal to 10 and less than 15. This could explain their realization of the equal importance of all members for the success of the LED. However, there is a need to investigate whether this influences the success of the LED projects.

In the failed LED projects, eight two percent of the respondents reported that all members are equally important for the LED project's success. The Chi-Square statistics for gender ($p=0.835$) and for age ($p=0.385$) show no association between gender and age and the equal importance of all members for the LED project's success. The Chi-Square statistic for education ($p=0.020$) shows an association between education and the equal importance of all members for the success of the LED project.

Figure 18: Shows the education distribution of the respondents in the failed LED projects who reported that all members are equally important to the success of the LED.



From figure 18, it is observed that 63 percent of the respondents who reported that all members are equally important to the success of the LED are in the educational level just of greater/equal to 10 and less than 15. This could explain their realization of the equal importance of all members to the success of the LED. However, there is a need to investigate whether this influences the failure of the LED projects.

4.6. Regression analysis

Both the qualitative and quantitative analysis suggests that there might exist causality between success/failure of LED projects and social cohesion. To explore this proposition a regression function was specified and estimated as follows:

$$S/F = f \beta (SB, SW, SJ, P, AR, IN) + e$$

Where:

β = A vector of coefficients to be estimated.

S/F = Success/Failure of the LED project (1=Successful, 0 otherwise).

SB = Sense of belonging

SW = Sense of worth

SJ = Social justice and equity

P = Participation

AR = Acceptance / rejection

IN = Whether the project was incubated or not (1=incubated, 0 otherwise)

e = an error term.

Each of the social cohesion variables has more than one question to which the sample responded to. For instance *sense of belonging* has got five questions. In constructing the SB variable, all the “yes” responses were summed across the *sense of belonging* questions for a respondent. This procedure was applied to all social cohesion variables. Appendix B provides a snapshot of the resultant data. Since the dependent variable is dichotomous, the regression is logistic.

Table 10 summarises the results of the logistic regression analysis.

Table 10: Results of the logistic regression

Variable	B	S.E.	Sig
Constant	-8.747	2.459	0.000
SB	0.093	0.399	0.816
SW	0.702	0.238	0.003
SJ	0.794	0.387	0.040
P	-0.290	0.380	0.445
AR	-0.065	0.392	0.868
IN	4.989	1.052	0.000
Omnibus test (model)	0.000		

All the variables have expected signs except P and AR which have negative signs which implies that as they increase failure increases. This is counterintuitive however, these variables are insignificant.

The omnibus test, which tests whether the explained variance is significantly greater than the unexplained variance is highly significant. The study therefore concludes that there is causality between the social cohesion variables and the success/failure of the LED projects.

4.7. Conclusion

Both the qualitative and quantitative analysis indicated that there is an association between social cohesion and the success or failure of the LED projects. The regression analysis actually suggests that there is causality between success/failure of LED projects and social cohesion. From this analysis we can conclude that better social cohesion should lead to increased success of LED projects. It is therefore recommended that LED policy makers should find ways of infusing training that increases social cohesion. Suggested ways of such training could be in team building, communication and conflict management. However, the identification of such programmes needs to be done in consultation with social workers and psychologists.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the conclusions and recommendations based on the analysis.

5.2. Conclusions

From the analysis, we can draw the following conclusions:

5.2.1. From the Chi-Square analysis of the association between sense of belonging variables and gender, age and education we can make the following conclusions:

5.2.1.1: For the failed projects, there is an association between gender and being a resident of the community in which the LED project is implemented. Fifty five percent of those in the failed project who said yes they are residents were female.

5.2.1.2. For the successful projects, there is an association between the educational level of the respondents and their being involved in the planning process of the LED projects. Ninety six percent of the respondents who reported their involvement in the planning processes had years of education equivalent to just under matric and above. Education might explain involvement in project planning and therefore the success of the project.

5.2.1.3. For the failed projects, there is an association between age and the feeling of belonging to the membership projects. Fifty nine percent of those who reported feeling they belong to the project were below 40. Maybe if more of the younger project members felt they belong to the project, this might contribute to the success of the project

5.2.1.4. For the failed projects, there is an association between education and the respondents' feelings of exclusion from some of the LED processes. Seventy four percent of the respondents who reported feeling of being excluded on some of the processes of the LED had an educational level of greater than grade 8. The realization that one is excluded from the processes of the LED projects maybe a function of the success of the project.

5.2.2. In the Chi-Square analysis of the association between *sense of worth* variables and gender, age and education we can draw the following conclusions:

5.2.2.1. For the failed LED projects, there is an association between gender and the educational level of the respondents and the progress made being shared with all members. Fifty two percent of those respondents were female and 64 percent had an educational level above grade 8. The feeling that the progress made is shared with all members appears to be a function of education.

5.2.2.2. For the successful projects, there is an association between education and being part of the success of the LED projects. Ninety seven percent of the respondents had years of education just below matric and above. Education might explain being part of the success of the project and therefore the success of the projects.

5.2.2.3. For the failed projects, there is an association between gender and being part of the failure of the project. Twenty nine percent of the respondents were female.

5.2.2.4. For the successful LED projects, there is an association between education and being informed of the current prospects of the projects. Ninety two percent of the respondents had an educational level of just below matric and above. Education might explain being informed of the current prospects of the LED programme and therefore the success of the project. This could imply that being unaware of the current prospects of LED projects may result in their failure.

5.2.2.5. For the successful projects, there is an association between gender and being informed of the future prospects of the LED projects. Forty percent of the respondents were female.

5.2.2.6. For the failed LED projects, there is an association between gender and the feeling that the respondents' contribution is never considered. Of those respondents who reported feeling their contribution is never considered, 24 percent were female.

5.2.2.7. For the failed LED projects, there is an association between age and the member's motivation to contribute to the projects progress. Sixty percent of those who reported being motivated to contribute to the LED progress was below forty years of age. This could imply that if more of the younger project members felt being motivated to contribute, this may result in projects becoming successful.

5.2.3. In the Chi-Square analysis of the association between *social justice and equity* variables and gender, age and education we can make the following conclusions.

5.2.3.1. For the successful LED projects, there is an association between education and the participants' view that there is equal representation of the members of their community in the LED projects. Seventy three percent of the respondents who reported equal representation of members from their community had an educational level of just below grade 8 and up to degree level. Education might explain the equal representation and therefore the success of the project.

5.2.3.2. For the failed LED projects, there is an association between education and the participants' connectedness to the community leadership. Sixty three percent of the respondents who reported participants' connectedness to community leadership had an educational level of just above grade 10 and up to a degree level. Education might explain the connectedness to community leadership and therefore the failure of the projects.

5.2.3.3. For the failed projects, there is an association between age and the equal acknowledgement of the member's contribution. The feeling that they receive equal acknowledgement of member's contribution does not seem to be a function of age.

5.2.4. In the Chi-Square analysis of the association between *participation* variables and gender, age and education we can make the following conclusions:

5.2.4.1. For the failed LED projects, there is an association between education and having the criteria for inclusion explained to the participants. Sixty eight percent of the respondents who reported having the criteria for inclusion explained to them had

an educational level of just above grade 10 and up to degree level. Education might explain the criteria for inclusion and therefore the failure of the projects.

5.2.4.2. For the failed LED projects, there is an association between gender and there being no clear information about the goals of the LED. Twenty percent of the respondents who reported there being no clear information about the goals of the LED projects were female.

5.2.4.3. For the failed LED projects, there is an association between gender and being informed of the plans of the projects. Fifty six percent of the respondents who reported that management informs them of the plans of the LED projects were female.

5.2.4.4. For the failed LED projects, there is an association between education and the participants' view of the LED projects only as a source of income. Sixty two percent of those respondents who reported LED projects only as a possible source of income had an educational level of just above grade 10 and up to a degree. Education might explain the view of the LED projects only as a possible source of income and therefore the failure of the projects.

5.2.5. In the Chi-Square analysis of the association between *acceptance and rejection* variables and gender, age and education we can make the following conclusions:

5.2.5.1. For the failed LED projects, there is an association between gender and the reservation of responsibilities for some of the members. Twenty eight percent of the respondents who reported that there is reservation of responsibilities for some of the members were female.

5.2.5.2. For the failed LED projects, there is an association between education and the participants looking forward to their daily activities. Sixty seven percent of the respondents who reported looking forward to their daily activities had an educational level of just above grade 8 and up to degree level. Education might explain the

participants' looking forward to daily activities and therefore the failure of the LED projects.

5.2.5.3. For the failed LED projects, there is an association between gender and feelings of being disliked by some of the participants. Fifteen percent of the respondents who reported being disliked by some of the participants were female. This may imply that this view is more held by males than their female colleagues in the projects.

5.2.5.4. For the successful LED projects, there is an association between education and the equal importance of all members for the projects. Sixty three percent of the respondents who reported that all members are equally important to the success of the LED projects had an educational level of grade 8 and up to degree level. Education might explain the realization of the equal importance of all members such project success and therefore the actual success of thereof.

5.2.5.5. For the failed LED projects, there is an association between education and the equal importance of all members for project success. Sixty three percent of the respondents who reported that all members are equally important for the success of the projects had an educational level just above grade 10 and up to a degree level. Education might explain the realization of the equal importance of all members for project success and therefore the failure of the project.

The Chi-Square Test used to make the observations above is a test for association Maree (2007:250). Allan (1980: 148) also refers to the Chi-Square as a test of two way dependency. Causality can therefore not be concluded from the analysis. What the analysis clearly indicates is that for successful and failed LED projects, there is an interrelation between the social cohesion variables and gender, age and education. Since the variables gender, age and education can be controlled within the LED and these are connected to the social cohesion variables, there is then need to investigate the relationship between social cohesion and the success or otherwise of the LED projects.

This proposition that the success or otherwise of the LED projects is related to social cohesion variables was tested using logistic regression. From the regression analysis the study concluded that there is causality between the social cohesion variables and the success / failure of the LED projects. Given the signs of the coefficients of the significant variables, we conclude that as social cohesion increases, the probability of success of the LED projects increases.

5.3. Recommendations

From the regression analysis, we conclude that if there are attempts to increase social cohesion within the LED projects their success is likely to increase. It is therefore recommended that programmes that increase social cohesion among the LED projects should be implemented. Increasing social cohesion within the LED projects can be accomplished through programmes and training which include mentorship, conflict and relationship management and financial and marketing management. These were identified by Markus (2015: 12) as variables that affect social cohesion.

It is therefore recommended that these programmes should be implemented for the LED projects. Incubation is highly significant in the regression analysis. Therefore where possible, it is recommended that LED projects be incubated.

5.4. Areas of Further Research

The following are areas of further study:

- 5.4.1. The interaction between social cohesion variables and gender, age and education warrants further analysis. This may involve estimating logistic regression equations for each of the factors contributing towards social cohesion.
- 5.4.2. In Australia the surveys for the Scanlon-Monash Index for social cohesion, adopted in this study, are conducted longitudinally (Markus, 2015: 5). The potential benefit of conducting such longitudinal studies to establish trends in social cohesion for the LED projects and the financial viability of such longitudinal studies needs to be investigated.

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APPENDIX A: RESEARCH QUASTIONNAIRE

University of Limpopo
Turfloop Graduate School of Leadership
P. O. Box 756
Fauna Park
0787
Telephone: 015 290 2836
Facsimile: 015 290 2852

Dear Respondent

Research Project for a Master's Degree in Development

I, Everance J Mathonsi, am a Master of Development degree student at the University of Limpopo (Turfloop Graduate School of Leadership).

I am conducting research as part of the degree requirements on the "The Role of Social Cohesion in the Implementation of a Local Economic Development programme: A Case Study for the Polokwane Area"

I hereby request for your participation in the research by completion of the attached questionnaire. This participation is voluntary and you are under no duress to complete. All completed questionnaires and the information therein will be kept confidential and only be used for the purposes of the research project.

Your participation is appreciated.

Faithfully

Mr. E. J. Mathonsi

Student Number: 200729486

SECTION A: BIOGRAPHICAL DATA

IDENTIFIERS:

Respondent Name		Village	
Gender		Educational Level	
Race		Period in LED	
Age		Location of LED	
Nationality		Name of LED	

SECTION B: INDICATORS OF SOCIAL COHESION

Answer the questions in the following manner:

DY = Definitely Yes, Y = Yes, P = Perhaps, N = No, and DN = Definitely No.

Sense of Belonging

S/N	Questions/Statements	Answer
1	I am resident of the community in which the LED is implemented.	
2	I am involved in the planning process of the LED.	
3	I feel that I belong to the membership of the LED.	
4	I feel excluded on some of the processes of the LED.	
5	The members of the LED are welcoming.	

Sense of Worth

S/N	Questions/Statements	Answer
6	The progress made in the LED is shared with all members.	
7	I am part of the successes of the LED.	
8	I am part of the failures of the LED	
9	We are informed of the current prospects of the LED project	
10	We are informed of the future prospects of the LED.	
11	I feel that my contribution is never considered.	
12	I am motivated to contribute to the progress of the LED.	

Social Justice and Equity

S/N	Questions/Statements	Answer
13	There is equal representation of members of our community in the LED.	
14	The LED is comprised mainly of people connected to the community leadership.	
15	There is equal acknowledgement of members' contribution.	
16	Some of the members are not acknowledged for the work they do.	
17	Members of the LED are treated fairly.	

Participation

S/N	Questions/Statements	Answer
18	The criteria for inclusion in the LED project were explained to me.	
19	There is no clear information about the goals of the LED.	
20	I feel that our ideas are ignored.	
21	Management informs us of plans for the LED.	
22	Most of us only view the LED as a possible source of income.	

Acceptance and Rejection

S/N	Questions/Statements	Answer
23	Some of the responsibilities are reserved for some members only.	
24	I look forward to the daily activities.	
25	I feel disliked by some of the members.	
26	All members are equally important to the success of the LED.	

General Comments

27. I wish to make the following comments:

Thank You

APPENDIX B: SNAPSHOT OF THE REGRESSION ANALYSIS DATA

SF	SB	SW	SJ	P	AR	IN
1.0	4.0	6.0	3.0	3.0	3.0	1.0
1.0	4.0	6.0	3.0	3.0	3.0	1.0
1.0	5.0	6.0	2.0	3.0	3.0	1.0
1.0	3.0	2.0	3.0	3.0	4.0	1.0
1.0	3.0	5.0	2.0	3.0	4.0	1.0
1.0	3.0	5.0	3.0	3.0	4.0	1.0
1.0	4.0	6.0	3.0	3.0	3.0	1.0
1.0		5.0	3.0	3.0	2.0	1.0
1.0	5.0	6.0	3.0	2.0	2.0	1.0
1.0	5.0	5.0	3.0	3.0	2.0	1.0
1.0	4.0	5.0	3.0	2.0	4.0	0.0
1.0	5.0	7.0	2.0	2.0	3.0	0.0
0.0	3.0	5.0	3.0	2.0	3.0	0.0
0.0	4.0	6.0	3.0	2.0	3.0	0.0
0.0	4.0	6.0	3.0	2.0	2.0	0.0
0.0	3.0	6.0	3.0	2.0	2.0	0.0
0.0	4.0	5.0	3.0	2.0	2.0	0.0
0.0	4.0	6.0	4.0	2.0	2.0	0.0
0.0	5.0	7.0	4.0	2.0	3.0	0.0
0.0	4.0	5.0	2.0	0.0	3.0	0.0
0.0	5.0	7.0	5.0	4.0	4.0	0.0
0.0	3.0	4.0	4.0	3.0	3.0	0.0