

Editorial

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The issue of migration around the globe has again gained momentum in recent times. This is worsened by the geopolitical tensions caused by a wide range of topics. This includes socio-economic factors such as poverty, unemployment, political instability, and deepening inequality. In her article **“The Effects of Migration on Higher Education: The Case of The City of Tshwane Metropolitan Municipality,”** J Sethu argues that an influx of international students into South Africa poses serious challenges for the higher education system. In this quoted article, the author believes that the increasing intake of international students hurts South African students' access to universities. This is an empirical study conducted within the Tshwane area, with a view to understanding how and to what extent migration relates to the government's ability to provide quality and accessible higher education. This paper concludes that the South African higher education system needs policy interventions in dealing with migration and managing relations within this space. To a certain extent, Sethu argues that while migration is a general challenge, higher education, which bears potential for a turnaround for a better society, needs to pay special attention to the adverse effects of this phenomenon.

The paper titled **“An Assessment of Tourism Development Projects in Sustaining Livelihood Strategies: A Case of The Rural and Urban Communities of South Africa,”** co-authored by Mnisi P.T. and Ramoroka T.M., points out the importance of tourism projects as a vehicle for poverty alleviation in both rural and urban areas of South Africa as one of the ‘triple challenges’ confronting South African societies, poverty levels and the gap between the rich and poor continue to widen without any viable government response. Mnisi and Ramoroka’s paper assesses the challenges and prospects of the tourism industry through development projects and how these can be used strategically for sustainable livelihoods. Some of the challenges the paper argues include land degradation, pollution, strain on local infrastructure, and negative impacts on the livelihood strategies of urban residents. It goes without saying that a pragmatic policy shift is necessary and urgent if tourism development projects are to yield the intended results, thereby creating the much-needed jobs. The paper deemed the Sustainable Livelihood Framework the appropriate theoretical lens for the problem under investigation. Therefore, it was concluded and recommended that for tourism development projects to act as a catalyst for poverty alleviation, communities must be integral to the policy discourse.

Thelele K.C. and Asha A. A interrogates the role of provincial legislative oversight in enhancing accountability. In the field of governance and other related disciplines, the concept of accountability continues to dominate the discourse of the operations and functioning of

States. Accountability in the South African environment is found in Chapter 10 of the Constitution of the Republic of South Africa, 1996, primarily through section 195 (1), which equivocally states that 'public administration must be accountable'. The responsibility to hold the executive to account in both provincial and national government is vested with the legislative authorities. In the article titled "**The Role of Provincial Legislative Oversight in Enhancing Executive Accountability in Limpopo Province,**" Thelele and Asha argue that poor performance, maladministration, abuse of state power, and corruption are a result of the Limpopo provincial legislature's exercise of its oversight role and function. In a multi-party democracy such as South Africa, holding the executive to account remains a 'daydream' as members of various political parties fail to uphold the constitution, but rather tow party lines. The paper concludes that new systems and mechanisms for ensuring oversight are necessary.

Madzivhandila T.S. and Nethengwe R., in their paper titled "Student Entrepreneurship and Food Security in South African Universities: A Road towards Achieving SDG 2 at University of Limpopo," interrogate the role of student entrepreneurship in ensuring food security. The aforementioned paper draws from the aspirations of the Sustainable Development Goals and uses the University of Limpopo in South Africa as a unit of analysis. Undoubtedly, the emergence and sustainability of student entrepreneurs remains a daunting task, and fails to adequately contribute to food production and the security thereof. Although the paper acknowledges that entrepreneurship among students cannot be the only way to achieve SDG 2, it can go a long way in empowering student communities in South African institutions of higher learning. The paper adopts the Entrepreneurial Event Model to answer the question 'How does Student Entrepreneurship affect Food Security?'

In conclusion, the authors argue that higher learning institutions need to assist student entrepreneurs by creating entrepreneurship programs. This can be included as part of the university curriculum.

Maela K.D., Munzhedzi P.H., and Mathebula N.E. probed the challenges of implementing local economic development (LED) in Polokwane Local Municipality, South Africa. Municipalities use LED for economic development and growth in communities within their jurisdiction. This paper is titled "**Challenges Associated with the Implementation of Local Economic Development in Polokwane Local Municipality, South Africa.**" The paper is the culmination of an empirical study that sought to understand the challenges confronting the Polokwane Local Municipality in implementing LED. Some of the challenges identified through the primary data findings are political meddling, shortage of resources, lack of capacity, limited experience, lack of funding for LED, poor political leadership, lack of efficient bureaucracy, corruption and Infrastructure availability. Municipalities fail to create local jobs and bring about economic prosperity if their LED strategies are improperly implemented. The unit of analysis adopted in this paper is no exception. It was therefore recommended that municipalities view LED as a policy to champion the realisation of their ambitions through guided implementation.

Referencing the paper titled "**COVID-19 and the Implementation of South Africa's National Development Plan 2030: Insights from Vhembe District Municipality,**" Mathebula N.E., Maemu E., and Munzhedzi P.H. sought to evaluate how the COVID-19 pandemic may have played a role in the attainment or failure thereof in the goals of the NDP. The NDP is a policy document that aims to reduce the deepening poverty levels and the ever-increasing inequality by the year 2030. This takes into cognisance the disruptive nature of the pandemic,

which almost stalled all sectors of society in 2020. The paper argues that the loss of jobs and livelihoods may have affected achieving the NDP objectives even after the pandemic ended. Specifically, this paper focused on the Vhembe District Municipality in Limpopo Province, South Africa, as one of the districts most affected. All South Africans still feel the impact of the pandemic. The aforementioned paper concluded that the local economy's capacity at the end of the COVID-19 pandemic was significantly impaired and consequently hindered the path to the achievement of the NDP ambitions. The paper recommends an economic recovery plan, particularly for local government, if municipalities are still to be used as a driver in achieving the NDP goals.

Carmen J. and Nel-Sander D. co-authored a paper titled “**The Role of E-Governance and ICT in Education to Promote Social Justice**”. The paper argues that education needs to be aligned with ICT offerings to prepare students of the 21st century. Their paper argues that the government should adapt to the Fourth Industrial Revolution and ensure citizens benefit from technological advancement. This paper highlights the importance of e-governance and ICT in education in the Gauteng Department of Education (GDE). It investigates the role of these factors for social justice. This qualitative paper adopts a case study design to understand the problem. The findings of the study suggest that even though GDE made various efforts, some challenges are still associated with the successful implementation of ICT in education for social justice to be promoted. The desired outcomes of this article suggest that e-governance can be effective towards promoting social justice; however, it is imperative that the implementation of policies is executed in such a manner that buy-in from stakeholders is obtained from the beginning stages of the implementation phases, and that stakeholders are not just informed about the policies.