

Introduction of Traditional Leadership and Local Government Mayors and Councilors in Improving Learner Performance and Quality Education in the Limpopo Province

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ABSTRACT The quality of education is enhanced by members of society where schools are situated. In urban areas, members of society, besides parents, educators and learners may be School Governing Bodies' (SGB) federations, social partners (that is, teacher unions), student movements, Non-Governmental Organizations (that is, Development Foundation and Trust) industry owners and business leaders who can sponsor schools with different support services that can enhance quality of schools. In rural areas where schools are mostly under Quintile 1-3, society members might include Traditional Leaders, Traditional or Royal Council Members, Executive and local Mayors, Traditional Healers, Ward Councilors, Ward Committee Members, Civic Leaders and Business Leaders and qualified professionals (including retired ones). If educators, learners and parents, with members of society mentioned above, can come together in supporting schools by whatsoever means they have, there can be some difference in the provision of quality education in the Limpopo Province. This assertion is informed by South African President's 2016 State of the Nation Address in which education was declared as a "societal" matter. This is a paper which aims at bringing together unimagined members of society (traditional leaders and local government leaders) in the provision of quality education in the Limpopo Province. The paper used qualitative design where interviews were used to gather data from traditional council members and local mayors. The findings were that traditional leaders and local councils are not involved in education as there is no legislation stipulating their role in education. The paper also suggests mechanisms on how to include all members of society in education.