

Devolution of Power in South African Education: Is Democracy Being Served?

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ABSTRACT This paper presents findings of a study that explored democratic governance in South African schools. The focus was on principals and educators who served in school governing bodies (SGBs). A qualitative research design was adopted. Data were collected through semi-structured focus group interviews and the resultant transcripts were analysed by following Giorgi's phenomenological steps. The paper argues that all the stakeholders in schools have a role to play in ensuring that democratic governance exists in schools in South Africa. These stakeholders must be assisted in developing democratic values, behaviour, skills and attitudes that are consistent with the Constitution of the Republic of South Africa.