

Configuring Space for Learner Participation in School Governance

Maura Mbunyuza-de Heer Menlah

*Department of Curriculum and Instructional Studies, University for South Africa,
PO Box 0003 UNISA, South Africa
E-mail: Mbunynmm@unisa.ac.za*

KEYWORDS Empowerment. Youth. Development. Equality. Leadership. Access

ABSTRACT Education reforms are a recurring process that becomes more pronounced when there is change of government. This is the case in South Africa with drastic political changes in the country ushering in major changes in education. The birth of School Governing Bodies (SGB's) is one such change and it brought democracy in governance of schools with learners assigned a prominent role to play through the learner representatives. The study seeks to determine whether the learner representatives were in a position to play their assigned roles. Critical Theory was used within qualitative methodology. Results confirmed that learner representatives were not empowered to take their rightful place in school governance. Recommendations are based on findings.