

With the advent of democracy in South Africa in 1994, education has witnessed an attempt at great transformation and restructuring. School governance was among the many facets of education under review. This resulted in the enactment of the South African Schools Act (SASA) in November 1996. This paper considers the contestations regarding the SASA highlighting the contradictions embedded in the Act and the likely possibilities that may emerge. It further interrogates the contestations between national and provincial educational policy formulation processes. The paper argues that policy formulation is fraught with conflict and contestation that shape the implementation of educational change.