

## **Group 5: Governance Group Report**

The limited independence of the Board and the Principal (Headmistress) of the school was all too apparent after their narrations on some of the governance and administrative challenges; enumerated by both representatives at the plenary section and during the group discussions. Some examples cited include:

- Budgetary Limitations. eg .₺3.00 per student per day
- Human Resource Quality Control. eg. Staff appointments done by GES
- Student Intake Quality Control. eg. Pressures to lower cut-off from 460 to 250 score

The consensus of the group was that effective governance and management can best be achieved with more autonomy granted to the board and the principal. However, it was acknowledged that such advocacy will be resisted, particularly by the GES and more particularly autonomy for Achimota School. This, because of the uniqueness of the school vis a vis the GES; no religious guardian and its location in the capital.

The question of whether the mandate of the GES was regulatory or administrative was mentioned; it was determined that this issue must be examined more comprehensively.

It was also the view of the group that the OAA must actively support the Board and the Principal to achieve more autonomy for the purpose of better governance and administration.

To achieve effective support the OAA must consider both Hard and Soft advocacy at all levels of government, both political and administrative. Bearing cognisance that the uniqueness of the school, mentioned above, makes it particularly vulnerable to adverse reaction, it was considered wise to solicit support from schools of similar ilk to join our advocacy efforts where mutually beneficial.