MINISTRY OF EDUCATION

Government

TEACHER MANUAL

YEAR 1 - BOOK 1

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

NaCCA

MINISTRY OF EDUCATION

REPUBLIC OF GHANA

Government

Teacher Manual

Year One - Book One

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

GOVERNMENT TEACHERS MANUAL

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Government covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 12 weeks of Year One, with the remaining 12 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship

- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication

- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

o   Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.

o   External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.

- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.

- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.

- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Government is:

Philosophy: The philosophy underlying the study of government is to develop learners with effective leadership and problem-solving skills through enquiry-based learning environment that can transform them to become functional citizens in society.

Vision: Learners equipped with effective leadership skills, the spirit of patriotism and the ability to solve societal problems to become global citizens capable of pursuing further studies or proceeding to the world of work and adult life.

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SCOPE AND SEQUENCE

Government Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Government and Development	Basics of Government	1	1	3	1	2	6	1	1	2
		Indigenous and Contemporary Governance in Ghana	1	1	3	1	1	2	1	1	2
2	Constitution, Institutions and Administration	Constitution and Organs of Government	1	2	5	1	1	3	1	1	3
		State and Non-state Actors in Ghana	1	1	3	1	2	5	1	2	4
3	Ghana in the Global System	Ghana in the Community of Nations	1	1	2	1	1	2	1	1	2
		Globalisation and Development	-	-	-	1	1	2	1	1	2
Total			**5**	**6**	**16**	**6**	**8**	**20**	**6**	**7**	**15**

Overall Totals (SHS 1 – 3)

Content Standards	**17**
Learning Outcomes	**21**
Learning Indicators	**51**

SECTION 1: INTRODUCTION AND IMPORTANCE OF STUDYING GOVERNMENT

Strand: Government and Development

Sub-Strand: Basics of Government

Learning Outcome: *Evaluate the meanings, basic concepts, principles, and importance of government.*

Content Standard: Demonstrate understanding of the meanings, basic concepts, principles, and importance of government.

INTRODUCTION AND SECTION SUMMARY

The section centres on the meanings of government. Learners will be introduced to some of the key concepts and principles of government. There will be discussions on some of the definitions and the relevance of the various basic concepts and principles of government. Learners will look at the practical aspects of these various basic concepts and principles. Though the focus of this subject is Ghana, learners should appreciate some of the basic concepts/principles that govern the discourse of the discipline at the international level. The section recommends various pedagogical techniques and assessment strategies to enhance understanding. By the end of the section, learners will have an improved grasp of the values of tolerance, courage and confidence as well as 21st-century skills of communication skills and critical thinking. The most likely opportunities for linkages are with History and Social Studies.

The themes covered by the section are:

Week 1: Meanings of government and the importance of study of government

Weeks 2 and 3: Basic concepts of government

Week 4: Basic principles of government

SUMMARY OF PEDAGOGICAL EXEMPLARS

To synthesise the content knowledge, several pedagogical strategies are proposed, taking into consideration the 21st-century skills, gender equality and social inclusion (GESI), and core national values. The pedagogical strategies are designed to help learners develop their skills of analysis, evaluation and creativity. The pedagogical exemplars include interactive teacher exposition, experiential learning, talk for learning, group work, and case studies. Other inclusive and flexible teaching approaches are structuring talks for learning, debates and mini projects.

ASSESSMENT SUMMARY

The assessment in this section is designed for both formative and summative purposes. The assessment strategies include oral presentations, class exercises, quizzes, homework assignments, project work, and the end-of-term assessment. These assessment tools are aligned with the learning outcomes. The assessment also takes into consideration the scalability and the depth of knowledge (DoK) which ranges from level 1 to 4.

WEEK 1

Learning Indicator(s):

1. *Identify and analyse the meanings of government.*

2. *Explain the importance of the study of government.*

Theme/Focal Area 1: The Meanings of Government

Government has three main meanings/aspects:

1. Government as a discipline/academic field of study

2. Government as an institution of state

3. Government as an art/process

Government as a distinct discipline or academic field of study takes place within an educational institution. It focuses on the study of theories and concepts such as power, principles, political institutions, diplomacy, and globalisation.

Government as an institution discusses the machinery of the state. It deals with how state activities are organised by a set of dedicated institutions to run its affairs and administer its various functions and duties, e.g., executive, legislature, and judiciary.

Government as an art/process focuses on the mechanisms, rules and procedures government institutions use in carrying out their day-to-day activities/functions to ensure smooth running of the affairs of the state.

Learning Task

1. State the three meanings of government.

2. Explain the main features of each of the three meanings/aspects.

3. Explore the connections between the three meanings/aspects.

4. Identify additional examples of concepts, institutions or mechanisms.

Pedagogical Exemplars

Talk for Learning:

1. The teacher leads a whole class discussion and targets questions to draw out what learners already know of the meanings of government in their environment or from their own knowledge and experience (e.g., the news or family discussion)

2. In groups, learners discuss the meanings of government, try to explain them in their own words and think of examples beyond those that the teacher has provided.

3. Teacher should identify and give support to learners who might be struggling to understand the meanings of government.

4. Learners who grasp the three meanings quite easily should be encouraged to discuss the relationships among the three, e.g., how government as an academic discipline might influence government institutions or mechanisms and procedures, or how changes in governmental

institutions or practices around the world might stimulate developments in the academic discipline, e.g. studies of authoritarianism.

5. Conscious efforts should be made to include persons with special needs in the discussion of the subject matter. The teacher should guide learners in the discussion to be mindful of the values including tolerance, courage, and loyalty and encourage acquisition of collaboration and communication skills.

Theme/Focal Area 2: Importance of The Study of Government

Government as an institution

It is important to understand government as an institution because of the significant role it plays in everyone's lives.

- Security: defence against external enemies, criminal justice
- Welfare provision (housing, health, pension benefits, etc.)
- Economic development
- Enactment of laws

Government as discipline/academic field

- Promotes understanding of how government works.
- Develops insights into the strengths and weaknesses of government practice.
- Provide path for career opportunities.
- Aids understanding of the rights and responsibilities of citizens.
- Encourages participation in political activities.

Government as an art/process

- Understanding of the way the institutions of state work may enable citizens to participate in political activities and exercise their rights.
- Understanding of the strengths and weaknesses of government mechanisms, rules and procedures may encourage beneficial reforms.

Learning Task

1. State reasons for the importance of the study of government.

2. Explain why government is so important in people's lives.

3. Explain how the study of government may improve the lives of citizens and the practice of government.

Pedagogical Exemplars

Experiential learning (Role Play)

1. The teacher consolidates the learning of the meanings of government through targeted questioning and by inviting some learners to provide examples for the class. This should lead into discussion about why government is important.

2. In mixed groups, learners role-play a selected civic issue of their interest (e.g., provision of social amenities) and various functions of government.

3. Learners are assigned their roles.

4. Learners who are experiencing difficulties should receive some guidance and support from the teacher. Learners who are confident act out their roles independently.

5. On completion of the role play, the teacher leads a whole-class discussion on what they learnt from the exercise about the importance of government, highlighting the civic values of hard work, loyalty and patriotism. Proficient and highly proficient learners should be encouraged to expand and develop further ideas on the importance of government.

Key Assessment

Level 1: State the three meanings of government and why each is important.

Level 2: Explain the importance of the study of government with appropriate examples.

Level 3: Investigate and report on one of the three meanings/aspects of government or an example of the importance of government, showing grasp of relevant concepts.

WEEK 2

Learning Indicator(s): *Analyse the basic concepts and principles of government.*

Theme/Focal Area 1: The Concept of State

State refers to a politically organised entity that possesses the use of coercive/legitimate force within a specific geographical boundary.

Features of the state

- Geographical boundary
- Population
- Government
- Sovereignty

Learning Task

1. State the main features of the concept of the state.

2. Explain the significance of each of the main features.

3. Explain how understanding of the concept of the state is used in international relations/politics (e.g., principle of national self-determination, national boundaries and immigration, United Nations).

Pedagogical Exemplars

1. Using interactive questioning, the teacher leads a whole-class discussion on the meaning of the state.

2. In small groups, learners identify and discuss the features of the state.

3. In the same groups, learners should then develop a presentation to explain the features of the state (e.g., territory, population, government) for a specific audience, e.g., primary school pupils.

4. The teacher should walk round the groups, identifying learners who have difficulties in understanding the concepts and assisting them, e.g., by asking questions to help them relate the subject matter to their own experience. Learners with a good understanding of the subject matter should be encouraged to offer assistance to peers.

5. Some groups (depending on time) should then make their presentations, followed by a whole-class discussion in which the teacher and learners themselves clarify any concepts about which there is any confusion and discuss any new questions arising.

Theme/Focal Area 2: The Concept of Development

The concept of development is about processes that improve people's lives. There are narrow and broader versions of the concept.

Narrow (Traditional) View of Development

The narrow view of development encompasses rapid industrialisation, urbanisation, and economic growth. This traditional aspect is seen largely in economic terms of producing more goods and services and raising income, e.g., high gross domestic product (GDP). It entails investment in infrastructure such as roads or building skyscrapers, expansion in manufacturing and the troubling problems of inequality and poverty.

Broader (Modern) View of Development

The broader view of development also looks at the non-economic dimensions. It calls for putting people/citizens at the front and centre; what is called human development. It deals with improving individual well-being to benefit from the greater freedom development will bring. The necessary qualities under the modern version of development include institutional development and governance principles of inclusion, freedom, equity, transparency, and legitimacy. Other indicators of the modern view are individuals being treated with dignity and respect. The broader view of development encompasses socio-economic progress, cultural conditions, political development and advances in science and technology.

Learning Task

1. Describe the two views of development.

2. Compare and contrast these versions of the meaning of development.

3. Consider the implications for states and their people of the adoption of one or other view of development.

4. Present reasoned arguments as to which model of development is preferable.

Pedagogical Exemplars

Group Work (Pyramid Discussion)

1. Through interactive discussion, the teacher uses an image portraying the 'now' and 'then' of development to illuminate the concept.

2. Learners in small mixed-ability groups, compare and contrast the two views (narrow and broader) of development.

3. The teacher walks round the groups, identifying learners who have difficulties in understanding the concept of development or the distinction between the two views, and assists them by encouraging members of the group to suggest familiar examples of development. Proficient learners can help fellow learners with their understanding. Highly proficient learners should be encouraged to develop their ideas on which view is preferable and why.

4. Small groups present their findings to the large class.

5. Other learners join by making short contributions after the main presentations.

6. The teacher guides learners in the discussion to be mindful of the values of confidence, courage, and tolerance. Learners acquire critical thinking and communication skills through discussion.

Dubai, United Arab Emirates (Before and Now)

Source:https://twitter.com/EngInfinityCo/ status/1779290821403025696

Doha, Qatar, (Before and Now)

source: https://mattsko.com/2019/07/28/ my-how-doha-qatar-has-changed-in-the- last-30-years/

Theme/Focal Area 3: The Concepts Of Power, Authority And Legitimacy

Power: The concept of power deals with the ability to force someone to do things against his/her wish which under normal circumstances he/she will not do.

Sources of power: wealth, knowledge, force, position of authority etc.

Types of Power: economic, political, physical, military etc.

Authority: The concept of authority refers to the legitimate use of power.

Types of Authority: Traditional Authority, Legal Authority and Charismatic Authority

Legitimacy: Refers to the right and acceptance of rulership. It deals with the justification of authority.

Learning Task

1. State the sources and types of power.

2. Explain the relationships between authority and power.

3. Explain, with reference to current issues in Africa, the importance of the concepts of power, authority and legitimacy.

Pedagogical Exemplars

Talk for Learning

1. Through a question-and-answer session, the teacher draws out what the learners know about power, authority, and legitimacy. For more knowledgeable learners, this could be from their understanding of current affairs. For learners without this understanding, the teacher could use power and authority in the school as an analogy to the state.

2. In small groups, learners prepare and make a presentation to peers on the basic concepts of power, authority, and legitimacy.

3. Learners takes up leadership roles and offer support/help to peers.

4. The teacher moves around, offers further assistance to learners who may need support e.g., by giving concrete examples of the operation of the use of power in Ghana and neighbouring countries. The teacher also encourages confident learners to develop their understanding further, e.g., through challenging questions or suggestions of further reading.

5. Learners develop critical thinking skills as they compare information and ideas in their own and others' reasoning.

Key Assessment

Level 1: State the main features of the state, the features of the two views of development, and the sources and types of power.

Level 2: Explain the significance of the concepts of state, development, power and authority with reference to people's lives.

Level 3: Explain the importance of the concept of the state in addressing problems in international relations.

Level 3: Present a reasoned argument as to which of the two views of development is preferable and why.

Level 4: Explain the implications of either view of development in addressing any current problem(s) in Ghana.

WEEK 3

Learning Indicator(s): *Analyse the basic concepts and principles of government.*

Theme/Focal Area1: The Concepts of Socialism and Capitalism

Socialism is a system where the means of production, planning and distribution of goods and services are collectively or government owned. The aim is to ensure equitable and fair distribution of resources. Countries that may be considered socialist include the People's Republic of China, Republic of Cuba, Lao People's Democratic Republic, and Socialist Republic of Vietnam. However, some of these countries have introduced elements of capitalism in more recent times in order to boost economic performance. Conversely, some capitalist countries have socialist aspects such as public ownership of essential services.

Features of Socialism

- Ownership of the economy is largely in the hands of state/government.
- Not profit - oriented.
- Governmental regulation of the economy.
- Extensive social welfare provision.

Capitalism is a system where production and distribution of goods and services are in the hands of individuals and private entities/businesses. It is associated with less state or government intervention.

Features of Capitalism

- Ownership of the economy is in the hands of private individuals.
- Focus on profit, seen as a means of developing the economy to the benefit of all, and as the measure of efficiency.
- Allocation of resources is dictated by market mechanisms (demand and supply).

Learning Task

1. List the features of capitalism and socialism.

2. Compare and contrast the advantages and disadvantages of each system.

Pedagogical Exemplars

Talk for Learning/Discussion:

- The teacher leads an interactive whole - class discussion on the concepts of socialism and capitalism.
- Learners in mixed- ability groups discuss a case study on socialism and capitalism.
- Learners explore the features of socialism and capitalism and discuss their respective advantages and disadvantages.
- Groups report on their findings to the whole class and learners from other groups contribute to the ensuing discussion.
- The teacher summarises the main points of learning.

Theme/Focal Area 2: The Concept of Democracy

Democracy

Democracy means rule by the people (from a combination of the Greek word demos, meaning people and kratia, meaning to rule). Democracy is a form of government in which people have decision-making power, either directly or indirectly. A distinction is made between direct and indirect democracy.

Direct democracy

Citizens take part personally in deliberations and vote on the issues. This form of democracy was used in small states in the past (although not all citizens were necessarily included) and occurs in the form of referendums, where citizens are able to vote directly on a single issue.

Indirect democracy

Citizens elect other citizens (Members of parliament, senators etc) as their representatives to participate in debate and pass laws. This approach is democratic to the extent that the voters know what the elected representatives stand for, e.g., because political parties publish manifestos in advance of elections and participate in meetings and debates.

Features of Democracy

While the core of the meaning of democracy is 'rule by the people', it also encompasses features of freedom and fairness.

- Periodic elections, ensuring a degree of citizen involvement in decision-making.
- Rule of law (due process, equity before the law)
- Freedom of expression and the news media
- Free association and assembly

Learning Task

1. State the features of democracy.

2. Compare and contrast democracy with authoritarian/dictatorial systems.

3. Explain advantages and disadvantages of democratic systems.

4. Debate how democratic government could be strengthened and improved.

Pedagogical Exemplars

Talk for Learning:

1. The teacher draws out from the class their understanding of the meaning of democracy and ensures all learners know its key features.

2. The teacher uses press articles on current issues in Ghana to stimulate discussion on the meaning and forms of democracy among the learners.

3. Learners in a think- pair and share activities identify the features of democracy, its advantages, and ways in which it could be strengthened.

4. Learners discuss their answers with the right or left elbow friend.

5. Teacher moves around the classroom, identifies learners who are having difficulties and provides support. Highly proficient learners should be encouraged to develop their ideas further.

6. The teacher asks selected learners to summarise their understanding of the meaning of democracy and its advantages/challenges. Other learners contribute to the ensuing discussion.

7. Learners exhibit values of confidence, courage, and tolerance.

Theme/Focal Area 3: The Concept of Feminism

Feminism refers to the advocacy of women's rights on the basis of the equality of the sexes. It is opposed to the idea that females are inferior to males. Feminism is a concept that encourages a belief in a free and equal society (e.g., social, economic, political, and religious equality of the sexes). It was the driving force behind ensuring that women were allowed to vote and become members of national legislatures. Feminists oppose stereotyping on the basis of sex and gender. It is associated with a drive to ensure that women and girls feel that all occupations and social roles are as open to and appropriate for them as for men and boys, and that males should take up roles traditionally associated with females.

Learning Task

1. State the main features of feminism and the social and political changes for which it has been responsible.

2. Identify contemporary issues relating to gender inequality.

3. Discuss their own experience of gender stereotyping.

4. Debate what changes they would like to see to promote greater gender equality.

Pedagogical Exemplars

Experiential learning

1. The teacher presents videos and pictures portraying various gender roles in Ghanaian society.

2. Learners discuss how these videos and pictures portray or challenge gender stereotyping ideas.

3. In an activity ball strategy, learners identify the features of feminism.

4. Learners discuss equality and gender stereotyping and define these terms in their own words.

5. Learners debate contemporary issues on gender inequality. Further research could be conducted as homework.

6. The teacher moves around the classroom, supporting learners who are having difficulties with the concept by offering practical examples, and encouraging more proficient learners to develop their further understanding by asking challenging questions or suggesting additional reading.

7. The teacher invites selected learners to summarise their conclusions. Other learners contribute to subsequent discussion.

8. Learners begin to be aware of their stereotypes and biases about gender roles in society.

Key Assessment

Level 1: State the main features of socialism, capitalism, democracy, and feminism.

Level 2: Explain relative advantages and disadvantages of socialism and capitalism, compare the benefits of democracy with authoritarian systems, and explain the main challenges that feminism seeks to address.

Level 3: Explain with detailed reasons, why either socialism or capitalism is a preferable system. Present arguments for and against the position that democracy is the best form of government. Present a reasoned view on the issue of dealing with gender stereotyping.

Level 4: Develop a plan, based on own research, to improve management of the economy or strengthen democracy or increase gender equality.

WEEK 4

Learning Indicator(s): *Analyse the basic concepts and principles of government.*

Theme/Focal Area 1: The Principles of Rule of Law and Separation of Powers

Rule of Law

The rule of law is the principle that the laws of a state apply equally to everyone irrespective of position or status within the state and are implemented impartially. This is known as equality before the law. Another important concept under the rule of law is that of due process, i.e., procedures should be clear and transparent and applied consistently. The rule of law is underpinned by an independent judiciary, i.e., judges who are not associated with any political party and who use their knowledge and expertise to make decisions based solely on the law and not on any other considerations.

Separation of Powers

This means that the branches of government (executive, legislature and judiciary) are distinct from each other in terms of personnel and functions. The aim of the separation of powers is to ensure that there no branch of government has excessive power, and that the judiciary is not swayed by party political considerations. Separation of powers is not always absolute. For example, in parliamentary systems, such as that of the UK, the leader of the executive (Prime Minister) is the leader of the party that holds a majority in the legislature. Thus, while parliament and government are distinct, there is some overlap. This is in contrast to presidential systems where the President may be from a different political party to the one that has a majority in the legislature. Another example is where judges are appointed at least in part on the basis of their known political views (e.g., in the USA).

Learning Task

- State the main features of the rule of law and separation of powers.

- Explain the significance of the rule of law and separation of powers for the effective functioning of a democracy and the rights of citizens.

- Discuss the operation of the rule of law and separation of powers in Ghana.

- Debate the challenges with the rule of law and separation of powers and how these might be addressed.

Pedagogical Exemplars

Talk for Learning (Build on what others say)

1. The teacher makes an interactive presentation on the rule of law and separation of powers, using targeted questions to draw out what learners already know and understand.

2. In small groups, learners describe the features of the rule of law and separation of powers in their own words, discuss why these concepts are important, and explore the challenges to the effective implementation of the principles and how these might be addressed. The teachers should try to ensure that all learners can describe the key features, while proficient learners also address the importance of the principles, and highly proficient learners consider challenges and solutions.

3. The groups make brief presentations on their conclusions, with other learners commenting and discussing.

4. The teacher should be mindful of the values of tolerance, diversity, and respect for individual views.

Theme/Focal Area 2: The Principle of Inclusion

Inclusion

Inclusion means that the interests, aspirations and views of all individuals and groups living in the state are taken into consideration in the formulation and implementation of policies and programmes for the well-being of society. Thus, no members of the society are excluded.

Implementation of policies for inclusion require a recognition that some groups in society have been excluded historically and may not be fully included today. These groups include women, ethnic minorities, and people with disabilities. Formulation of effective inclusion policies usually requires the active **participation** of members of excluded groups so that their experiences are fully understood and their views on what needs to be done are properly taken into account. It is also important that all sections of society, including historically excluded groups, have effective **representation** so that their voices are heard on an ongoing basis. A third important aspect of inclusion is **equity**, i.e., ensuring that all groups in society are equal in the eyes of the law and enjoy fair and impartial treatment.

Governments may also take the view that part of their role is to encourage inclusive views and practices in society and may take steps such as positive discrimination to redress inequalities.

Learning Task

1. State the meaning of inclusion.

2. Explain the problems that inclusion policies seek to address and the main features of exclusion.

3. Discuss current inclusion issues in Ghana and how they might be addressed.

Pedagogical Exemplars

Group Work/Discussion

1. The teacher leads an interactive whole-class discussion on the principle of inclusion.

2. Learners come up with the features of inclusion.

3. Using fishbowl strategy, learners discuss the features of inclusion, current issues and problems and potential measures to address them and make presentations.

4. The teacher moves around the classroom, trying to ensure that all learners grasp the basic principle of inclusion, while more proficient learners also consider the deeper questions of how inclusion may be strengthened. The teacher does so, mainly by asking questions to clarify what learners understand and encourage further thinking.

5. Based on what he/she has heard in the groups, the teacher leads a final discussion, summarising what has been learnt and the main issues that have arisen.

6. The teacher should highlight the values of confidence, empathy, and courage. Learners develop analytical and verbal skills as they make use of presentations.

Theme/Focal Area 3: The Principles of Equality, Equity and Consensus Building

Equality denotes providing equal opportunity for all people. It is the absence of restrictions or removal of barriers for the advancement of all people. Equity on the other hand recognises that people have different circumstances and may need specific resources or opportunities to achieve an equal outcome. Thus, people with disabilities, for example, have specific circumstances and needs and cannot have equal opportunity by treating them in exactly the same way as the rest of the population. Similar considerations apply to other specific groups. Put simply, equality is the goal and equity is the process or mechanism to achieve equality.

Consensus building refers to collaborative decision-making to address an identified problem. It takes place when all diverse interests have been explored and agreement reached. Consensus building can be an important tool in achieving equality and equity.

Learning Task

1. State the meanings of equality and equity and the relationship between two.

2. State the meaning of consensus building.

3. Explain the key challenges in equality and equity in Ghana and how consensus building can be used to help address these challenges.

Pedagogical Exemplars

Experiential learning

1. The teacher presents videos and pictures portraying elements of equality and equity in the environment of learners.

2. Learners reflect on the videos/pictures and come up with their observations.

3. Based on their observations, learners list the features of equality and equity.

4. Learners independently research and explain contemporary issues on inequality as homework and submit for presentation.

5. For consensus building, the teacher leads learners to conduct a mini poll on issues relating to their immediate environment. For example, should the SRC build a visitor's lounge or purchase a P.A system as part of the annual project? The results of the poll are discussed and used as a basis for consensus building, recognising that a consensus is different from a majority view, i.e., the majority view may be fiercely opposed by the minority. The teacher encourages learners to develop an answer that has maximum acceptability.

6. The teacher should highlight the values of inclusivity, responsiveness and empathy.

Key Assessment

Level 1: Outline the features of the rule of law, separation of powers and inclusion, and the meanings of equality, equity and consensus building.

Level 2: Explain how the rule of law and separation of powers, OR inclusion policies, OR equality/equity policies OR consensus building contribute to ensuring fairness for all citizens.

Level 3: Analyse current challenges to fairness and equality and how the rule of law and separation of powers, inclusion policies, equality/equity policies and consensus building may address these challenges.

Level 4: Taking one or more of the themes, present plan, based on own research, to improve the lives of citizens in Ghana.

Section 1 Review

The section has presented the meanings of government and the importance of the study of government in such a way that learners can identify with it. The basic concepts and principles of government have also been explained. It is important to emphasise that these basic concepts and principles shape modern states and governments in ways that all people around the world can identify with some if not all the basic concepts/principles.

The content, pedagogies and assessment techniques outlined in this section are guidelines to help the subject-teacher develop more detailed lesson plans for effective learning and teaching.

Additional Reading

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2. Whitham, B., & Heywood, A. (2023). *Global Politics.* Bloomsbury Publishing.

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SECTION 2: INDIGENOUS SYSTEMS OF GOVERNMENT IN GHANA

Strand: **Government and Development**

Sub-Strand: Indigenous and Contemporary Governance in Ghana.

Learning Outcome: *Examine the structure and relevance of traditional leaders, using* examples from the environment.

Content Standard: Exhibit understanding and application of the indigenous systems of government in Ghana.

Learning Indicator(S):

1. *Describe the structure of indigenous systems of government in Ghana.*

2. *Describe how traditional leaders contribute to the socio-economic development of Ghana.*

INTRODUCTION AND SECTION SUMMARY

There are two central approaches to the governance of the Ghanaian state. These are the indigenous and modern governance systems. Ghana has a rich history of indigenous systems of government. The section helps learners to understand the indigenous governance system. The section specifically looks at four indigenous political systems and how their structural setups are in line with their native customs and laws. The section will further explore the role of traditional leaders in contemporary Ghana. Learners will be challenged to apply concepts from this section to real life experiences and topics. To ensure that learners develop and learn in diverse contexts, several teaching methods and learning styles are deployed and used, which at the end of the section enables learners to hold the values of respect and cooperation. This section has links with related subjects such as History and Social Studies.

The themes covered by the section are:

Week 5: Structure of the indigenous systems of government in Ghana.

Week 6: Structure of the indigenous systems of government in Ghana and the roles of traditional leaders in socio-economic development of Ghana.

SUMMARY OF PEDAGOGICAL EXEMPLARS

To ensure that learners understand, analyse, evaluate, and create based on what is studied in the classroom, several pedagogical strategies such as learner-led discussion, group projects and presentations have been deployed. The teacher is encouraged to use these strategies among other innovation techniques.

ASSESSMENT SUMMARY

To promote differentiation at various levels, formative strategies to provide immediate feedback on learners' learning outcomes and summative techniques have been suggested from levels 1 to 4 of the depth of knowledge. These assessment tools are aligned with the content standards and the learning outcomes.

WEEK 5

Theme/Focal Area 1: The Indigenous Government System

The indigenous government system refers to institutional arrangements used in the administration of a society. It is based on local knowledge, customs and traditions and its existence and use are unique to different ethnic groups and societies.

Characteristics of indigenous political/governance system

The choice of a leader is informed by the possession of some near superhuman qualities, behaviour, intelligence etc.
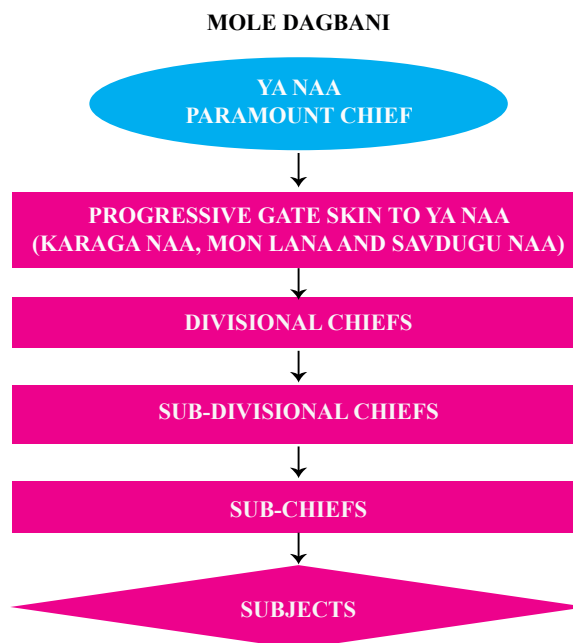
Recruitment to the office is based on ascription. This means that the process of recruitment into the indigenous system is based on clan and lineage relationships.

The behaviour pattern of the leader is seen through tradition, myths and taboos.

Structure of the indigenous systems of government in Ghana (Mole-Dagbani)

The Mole-Dagbani are in the northern part of Ghana and constitute the second largest ethnic group (18.5%). The sub-groups include the Dagomba, Nunumba, Mossi, and Mamprusi.

Structure of the Mole-Dagbani

MOLE DAGBANI

```
          YA NAA
     PARAMOUNT CHIEF
            │
            ▼
  PROGRESSIVE GATE SKIN TO YA NAA
(KARAGA NAA, MON LANA AND SAVDUGU NAA)
            │
            ▼
     DIVISIONAL CHIEFS
            │
            ▼
   SUB-DIVISIONAL CHIEFS
            │
            ▼
       SUB-CHIEFS
            │
            ▼
        SUBJECTS
```

Features of the Mole-Dagbani

- A centralised system; power is in the hands of a single individual.
- The existence of a council of elders.
- Inheritance by patrilineal social organisation.
- Symbol of chiefly authority is the Skin.

Learning Task

1. State the main features of the indigenous governance systems in Ghana.

2. Explain why indigenous governance systems are still important today.

3. Describe the indigenous government system of the Mole-Dagbani.

Pedagogical Exemplars

Experiential Learning (Arts project):

1. The teacher presents videos/pictorial evidence (e.g., festivals, enskinment of chiefs) from different ethnic groups in northern Ghana.

2. Have learners reflect on the videos/pictures and come up with their observations.

3. The teacher leads the class to discuss the structure of the indigenous government of the Mole-Dagbani, with learners adding their own observations.

4. In mixed groups, learners identify the features of the Mole-Dagbani political system. The teacher should move around the class, checking that all learners understand the features and asking questions that will enable learners with better understanding of the concepts should to assist their peers.

5. The teacher selects perhaps two groups of learners to present their findings to the whole class, then invites other learners to comment and offer additional or different points.

6. The teacher should ensure learners discuss issues of ethnicity without offending the sensitivity of some learners or without promoting stereotypical thinking, such as ethnocentrism or xenocentrism.

Theme/Focal Area 2: The Indigenous Government Systems of The Ewe

The Ewes are in the Southeastern part of the country, predominantly around the Volta River. They constitute the third largest ethnic group (about 12.8% of the population) based on the 2021 population and housing census.

Structure of the Ewe Group

Features of the Ewe Political system

- A centralised system; power lies with a single individual.
- Inheritance is patrilineal.
- Symbol of chiefly authority is the Stool.

Learning Task

1. Describe the indigenous government systems of the Ewe.

2. Explain the similarities and differences between the indigenous governance systems of the Ewe and Mole-Dagbani.

Pedagogical Exemplars

Experiential learning (Arts project):

1. The teacher presents a video or pictures of the Ewe ethnic group (e.g., enstoolment of chief/ festival) for learners to watch.

2. Learners reflect and come up with their observations.

3. The teacher leads a whole-class discussion of the structure of the indigenous government of the Ewe. Learners are invited to add information from their own knowledge and experience.

4. Learners outline the features of the indigenous Ewe government system and discuss the similarities with and differences from the Mole-Dagbani. The teacher should move around the class, checking that all learners understand the features and asking questions to enable struggling learners to grasp the ideas and proficient learners to extend their knowledge and understanding.

5. The teacher then selects two different groups of learners to present their findings to the entire class, before asking other groups if they have other different points to offer.

6. Through this lesson, learners reinforce the values of respect and cooperation.

Theme/Focal Area 3: Indigenous Government Systems (Ga-Dangme)

The Ga-Dangmes are in the southern part of the country (i.e., Accra plains) and make up the fourth largest group in the population about 7% based on the 2021 population and housing census.

Structure of the Ga-Dangme
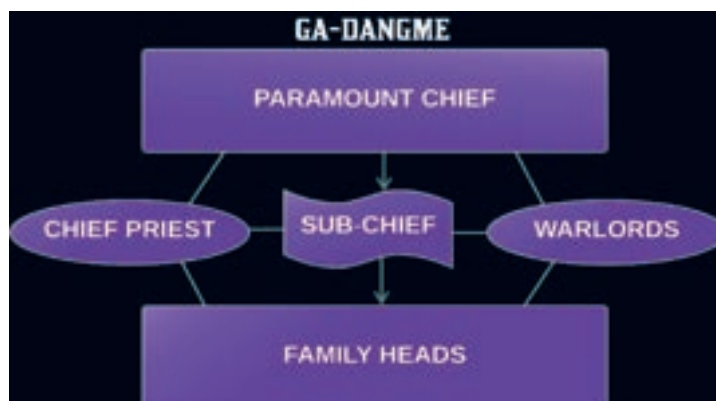
Features of the Ga-Dangme indigenous

- A theocratic political system.
- Inheritance is patrilineal.
- Symbol of chiefly authority is the Stool.

Learning Task

1. Explain the indigenous government systems of the Ga-Dangme.

2. Compare and contrast with the indigenous government systems of the Mole-Dagbani and Ewe.
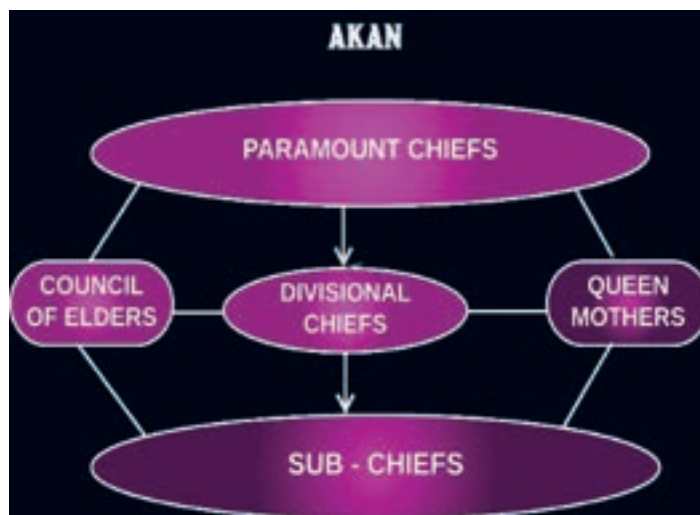
Pedagogical Exemplars

1. The teacher presents videos or pictures of the Ga-Dangme (enstoolment of chief/festival) for learners to watch, then leads a whole-class discussion of the structure of the indigenous government of the Ga-Dangme.

2. Learners are then asked individually to write down the main similarities and differences between the Mole-Dagbani, Ewe and Ga-Dangme governance systems.

3. The teacher invites a few selected learners in turn to present their conclusions to the entire class. If any of the selected learners are not displaying proficiency, the teacher must ensure that the class are respectful and assist them to reach correct conclusions. The teacher then leads a class discussion to reach a consensus on what the key differences and similarities are.

4. Through this lesson, learners should demonstrate the values of respect, and cooperation, and discuss issues of ethnicity without offending the sensitivity of some learners or promoting stereotypical thinking.

WEEK 6

Learning Indicator(s):

1. *Describe the structure of indigenous systems of government in Ghana.*

2. *Describe how traditional leaders contribute to the socio-economic development of Ghana.*

Theme/Focal Area 1: **The Indigenous Systems of Government (Akan)**

The Akan constitute the largest ethnic group in Ghana, i.e, about 45.7% (Ghana Statistical Service, 2021) and are predominantly located in the Southern and Middle belt of the country. The Akan is divided into several groups including the Nzema, Fante, Akyem, Akuapem, and Asante.

Structure of the Akan

Features of the Akan governance system

- Centralised political system
- Inheritance is matrilineal.
- Symbol of chiefly authority is the Stool.
- The existence of council of elders

Learning Task

1. Describe the indigenous government systems of the Akan.

Pedagogical Exemplars

Experiential learning (Mini project/field trip)

1. The teacher presents a video or pictures of any Akan ethnic group (e.g., enstoolment of chief/ festivals) for learners to watch, then leads a whole-class discussion of the structure of the Akan political system. Learners reflect and come up with their observations.

2. The teacher divides the class into a number of small groups and invites them to find out more about the Akan indigenous government systems, through reading and discussion. (In advance of the lesson, the teacher will have identified sufficient reading material for the groups to conduct this activity).

3. Learners collaborate to prepare a presentation on their findings.

4. The teacher invites selected groups (who have not previously presented) to share their findings with the whole class. This should lead into a class discussion to summarise the key features of the Akan system.

5. Through the lesson, the learners develop digital, communication and collaborative skills.

6. The teacher gives learners project work in groups on the similarities and differences in the indigenous government systems in Ghana for the next lesson. The project could be based on field visit, interviews, reading or internet research, depending on the circumstances of the school.

Theme/Focal Area 2: Similarities and Differences in the Indigenous Systems of Government

Similarities

- The indigenous governance systems are composed of a hierarchy of positions.
- Each of the indigenous governance system has a symbol of chiefly authority, i.e., Stool or Skin.
- A common element is the existence of rules and procedures (customary laws and conventions) for the decision-making process.

Differences

- The position and role of female (Queen mother and priestess) in the indigenous system differ from one ethnic group to the other.
- The eligibility and installation of the political sovereign (king/chief) varies among the ethnic groups and societies.

Learning Task

1. State the main differences and similarities in the indigenous systems of government in Ghana.

2. Explain reasons for these similarities and differences.

3. Evaluate the importance of indigenous government systems in Ghana and the reason for their continuation alongside the official government system.

Pedagogical Exemplars

Experiential learning (Mini Project)

1. Learners in groups present findings of project work on the similarities and differences of the indigenous systems of government.

2. Teacher gives feedback on the presentations. Learners ask questions for further clarifications. This leads into a more general discussion of reasons for the similarities and differences and why these systems continue alongside the official government structures.

3. Guide learners to create a graphic organiser explaining the differences and similarities of the indigenous political system in Ghana.

Theme/Focal Area 3: Roles of Traditional Leaders in Socio-Economic Development of Ghana

Roles of Traditional leaders in Ghana

- Adjudication or settlement of disputes

- Mobilisation of resources for development

- Education and awareness creation

Learning Task

1. Examine the role of traditional leaders in the development of Ghana.

Pedagogical Exemplars

Witness Session (Resource person):

1. Invite a Chief/Queen mother within to provide insights and specialised knowledge on the modern role of traditional leaders in Ghana.

2. Teachers lead learners to ask questions for further clarifications.

3. Encourage learners who are shy and unwilling to talk.

4. Learners could then write a story or poem about the roles of traditional leaders.

5. Through the lesson, learners demonstrate creativity, develop communication skills, and embrace the values of respect for authority, loyalty and patriotism.

Key Assessment

Level 1: Outline the features of the Mole-Dagbani, Ewe, Ga-Dangme and Akan governance systems and the main roles of traditional leaders.

Level 2: Compare and contrast the main similarities and differences across the four indigenous governance systems.

Level 3: Suggest reasons why the indigenous governance systems retain their relevance alongside the official government system.

Section 2 Review

This section has examined the indigenous governance systems in Ghana. It covered the four main indigenous political systems and showed that each ethnic group in Ghana has its political system. The section also demonstrated that the position of traditional leaders remains relevant in contemporary times and that the establishment and correct functioning of the indigenous political arrangement essentially give direction and focus to citizens' conduct. It helps maintain a peaceful atmosphere for the thriving of democracy and associated social and economic development in Ghana. To enable the teacher and learner to become familiar with and appreciate the implications of the indigenous governance system, different pedagogical techniques have been suggested coupled with the application of depth of knowledge in the design of the assessment.

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SECTION 3: CONSTITUTIONALISM AND ORGANS OF GOVERNMENT

Strand: **Constitution, Institutions and Administration**

Sub-Strand: Constitution and Organs of Government

Learning Outcome:

1. *Evaluate the meaning and types of constitution.*

2. *Examine the meaning, types and structure of the organs of government.*

Content Standard: Demonstrate knowledge and understanding of the constitution and organs of government.

INTRODUCTION AND SECTION SUMMARY

The functioning of an effective state depends largely on established rules and governance system. This section looks at the constitution and the organs of government. It focuses on the meaning, types, advantages and disadvantages of constitutions, and the nature of the organs of government in different countries. This section can be linked with subjects such as History and Social Studies.

The themes covered by the section are:

Week 7: Constitution and constitutionalism

Weeks 8 and 9: The Executive organs of government

Weeks 10 and 11: The Legislative organs of government

Week 12: The Judicial organ of government

SUMMARY OF PEDAGOGICAL EXEMPLARS

Several pedagogical techniques such as technology-based learning, teacher exposition and group-based learning have been suggested to support learners with different interest and abilities. These pedagogies build social and emotional development of learners. Further, the use of these strategies would help promote interactive and productive classroom sessions.

ASSESSMENT SUMMARY

The assessment in this section is designed both for formative and summative purposes. The assessment strategies include oral presentations, class exercises, quizzes, homework assignments, project works, and the end-of-term assessment. These assessment tools are aligned with the learning outcomes. The assessment also takes into consideration the scalability and the depth of knowledge (DoK) which ranges from level 1 to 4.

WEEK 7

Learning Indicator(s):

1. *Explain the meaning of constitution and constitutionalism.*

2. *Discuss the various types of constitution.*

Theme/Focal Area 1: Constitution and Constitutionalism

A constitution is a body of fundamental principles or established precedents that determine how a state is governed. It describes how governments are to be elected and dismissed, the legitimate powers of government, and the constraints on government power. Constitutions normally embrace principles such as equality before the law, due process of the law and civil rights, to ensure that government does not become excessively powerful, or possess unchecked powers in the performance of its duties.

Constitutionalism means adherence to a constitutional system of government. It is promoted through the rule of law and separation of powers (discussed in Week 4), through education (including courses like this one), through free and independent media, and active civil society organisations.

Learning Task

1. State the meanings of constitution and constitutionalism.

2. Explain the benefits to a country and its citizens of having a constitution.

3. Explain the ways in which constitutionalism is promoted and sustained.

Pedagogical Exemplars

Talk for Learning:

1. To approach this theme through the learners' own experiences, the teacher could use the school and its rules and regulations as an analogy.

2. The learners individually write down some of the school rules and regulations.

3. The teacher leads learners to discuss the purposes of these rules and regulations in school and at home, and through interactive discussion, guides learners to relate these rules to the meaning of the constitution.

4. In pairs, learners come up with examples on how society (e.g. students) can limit the powers of those in authority (i.e. school prefects). The teacher invites learners to share their answers and guides them to relate their responses to the concept of constitutionalism.

5. Still in pairs, learners explore the mechanisms such as civic education and free press for sustaining constitutionalism. The teacher invites different learners to share their answers and then summarises what has been learnt about constitutionalism.

6. Through this lesson, learners will uphold the values of justice, equality, and patriotism, improve their communication skills and speak politely to each other.

Theme/Focal Area 2: Meaning, Features, Advantage, and Disadvantages of Written Constitution

Constitutions may be written or unwritten. This focal area is about written constitutions. A written constitution is codified in a single document or set of documents. It describes the main institutions of the state, and defines the relationship between these institutions, for example the executive, legislature and judiciary. Countries with written constitutions include Ghana, USA, Australia, South Africa, Sierra Leone, Brazil, France and Germany.

Its provisions are entrenched, i.e. they can only be changed by special measures, e.g., a two thirds majority in the country's parliament. The constitutional law is therefore different from other categories of law and is sometimes referred to as a 'fundamental law'. This characteristic of a written constitution is both an advantage and a disadvantage. On the one hand, it means that checks on government power cannot be easily removed. On the other hand, it may mean that it is harder to make changes to the system of government to reflect changes in society.

Learning Task

1. Describe the features of written constitutions.

2. Explain some of the main features of Ghana's written constitution.

Pedagogical Exemplars

Talk for Learning:

1. The teacher leads an interactive whole-class discussion on the meaning and features of written constitution. The teacher then invites learners to share what they know about Ghana's written constitution.

2. In an onion ring activity, learners recall the features of Ghana's written constitution.

3. Learners are then asked to write a short summary of the main elements of Ghana's constitution. The teacher moves around the classroom, assisting learners who are approaching proficiency by asking targeted questions and encouraging proficient/highly proficient learners to extend their answers.

4. Through this lesson, learners imbibe the values of confidence, courage, and tolerance and develop critical thinking and communication skills as they compare information and ideas in their own and others' reasoning.

Theme/Focal Area 3: Meaning, Features, Advantages, and Disadvantages of Unwritten Constitution

An unwritten constitution is one which is not codified in a structured manner and is not formally contained in a single document. Constitutional provisions may be found across a range of Acts of Parliament, regulations, conventions and customs. Examples of countries using unwritten constitution includes the United Kingdom, New Zealand, Israel.

There is debate as to whether written constitutions are superior to unwritten or vice-versa. On the one hand, there is generally greater clarity about the provisions of a written constitution as its contents are transparent. Also, written constitutions provide stronger protection against governments assuming excessive or dictatorial powers, because they cannot be changed on the whim of one person or party. On the other hand, advocates for unwritten constitutions would argue that they are more flexible, allow for easier constitutional change to meet new circumstances, and also allow for the democratic wishes of the people to be met without unnecessary constraints.

Learning Task

1. Describe the characteristics of unwritten constitutions.

2. Compare the advantages and disadvantages of written and unwritten constitutions.

3. Analyse whether Ghana would be better or worse off with an unwritten constitution.

Pedagogical Exemplars

Group Work

1. The teacher leads an interactive discussion on unwritten constitutions, ensuring through targeted questions that all learners understand these features and the important differences between written and unwritten constitutions.

2. In small groups, learners prepare an argument either in favour of written or unwritten constitutions.

3. The learners then present their arguments to the whole class. The teacher and other learners play 'devil's advocate' by challenging the presenters with counter-arguments.

4. The teacher concludes the lesson by giving a balanced summary of the pros and cons of both types of constitution.

5. Throughout the lesson, the teacher should encourage learners to tolerate and respect the views of others.

6. Learners acquire critical thinking and communication skills through the discussion session.

Key Assessment

Level 1: State the meanings of constitution and constitutionalism and the features of written and unwritten constitutions.

Level 2: Explain the advantages to citizens of having a constitution and the relative advantages and disadvantages of written and unwritten constitutions.

Level 3: Compare and contrast the constitution of Ghana with that of another country.

WEEK 8

Theme/Focal Area 1: Meaning and Composition of the Executive Organ of Government

Government has three branches: executive, legislature, and judiciary. This focal area is concerned with the executive. The executive, as its name suggests, is responsible for execution of policy and law, i.e, putting law into effect. It is the organ of government responsible for the formulation and implementation of policies and programmes. The legislature enacts laws while the judiciary decides whether the law has been followed or broken.

The political arm of the executive comprises the head of the government and ministers (the most senior of whom form a special group known as a Cabinet). The executive also includes the civil service and other public servants, whose role is to oversee the detailed implementation of laws and government policy. Traditionally, members of the civil service were politically neutral, but this is now not always the case. Civil servants also have decision making powers but within parameters set by their political masters.

Learning Task

1. Describe the composition and role of the executive branch of government.

2. Describe the composition of the executive branch of government in Ghana.

3. Compare and contrast the executive in Ghana with other selected countries.

Pedagogical Exemplars

Experiential Learning/Talk for Learning:

1. As an introduction, the teacher asks learners to identify current world leaders in various countries around the world.

2. The teacher leads an interactive whole-class discussion on the meaning of the executive organ of government.

3. In small groups, drawing on materials provided by the teacher, learners produce a visual description of the executive in Ghana. The teacher moves around the classroom, guiding learners as required and asking questions to check learners' understanding.

4. The teacher guides learners to uphold the values of equality, equity, transparency, and respect. Through the discussion, learners exhibit communication and critical thinking skills.

Theme/Focal Area 2: Meaning and Features of the Presidential System

The Presidential system is where one person performs both executive and ceremonial functions and is directly elected by the people. The head of the executive (president) is elected separately from the legislative organ of government. Example of countries practising presidential system: Nigeria, Zambia, United States.

Countries with presidential systems normally have clear separation of powers (refer back to week 4). Presidential systems normally specify a fixed term for a president e.g., 4 or 5 years and also whether presidents may seek to be elected for further terms. For example, in the USA, a president may seek

a second term but no more. Constitutions may also provide for impeachment, i.e. a procedure for removing a president before the end of their term in certain circumstances, such as serious malpractice.

Learning Task

1. Describe the features of the presidential system of government.

2. Compare and contrast Ghana's presidential system with that of another country.

Pedagogical Exemplars

Structured Talk for Learning:

1. The teacher leads an interactive discussion on the features of the presidential system of government.

2. In random groups, drawing on materials provided by the teacher, learners find out the main features of the presidential system in Ghana and one other country (half the groups on Ghana and half on the other country.

3. Learners from selected groups present their findings and other learners join by making short contributions after the presentations.

4. The teacher then leads a whole-class discussion on the similarities and differences between the presidential systems of Ghana and the other country.

5. Teacher should guide learners to embrace the values of equality, equity and respect.

6. Through the presentations, learners acquire collaboration, communication and leadership skills.

Theme/Focal Area 3: Advantages and Disadvantages of the Presidential System

Advantages

- Offers clear separation of powers.
- Direct accountability to voters/electorates.
- Leadership is in the hands of single person/authority.
- Flexibility in decision-making.

Disadvantages

- Potential for authoritarianism if checks and balances are weak.
- Might lead to deadlock in the passage/enactment of laws.

Learning Task

1. Explain the advantages and disadvantages of the presidential system of government.

Pedagogical Exemplars

Structured Talk for Learning:

- The teacher leads an interactive discussion on the advantages and disadvantages of the presidential system of government.

- Using think-pair and share strategy, have learners discuss the advantages and disadvantages of the presidential system and share with the larger class.

- Teacher deliberately draws shy learners into the discussion and offer support to learners struggling to understand the concept.

- Learners begin to embrace the values of respect for each other's view and diversity.

- The strategy helps learners acquire communication and collaborative skills.

WEEK 9

Learning Indicator: *Explain the meaning, types and composition of the Executive.*

Theme/Focal Area 1: Meaning and Features of Parliamentary System of Government

In a parliamentary system, the head of the executive (often known as Prime Minister) is the leader of the political party that wins a majority in the parliamentary election. If no one party has an overall majority and a coalition government is formed, the head of the executive will be the leader agreed by the coalition members. A third scenario is that there is neither a majority or coalition government and the largest single party forms what is known as a minority government, and the head of the executive will be the leader of that party.

The government in a parliamentary system is accountable to the legislature and may have to resign if the legislature passes a vote of no confidence in the government.

In a parliamentary system, one person performs the executive duties (head of government) and another performs ceremonial functions (head of state). The head of state may be called a president, although without the political powers of a president in a presidential system. In some countries, e.g., the UK, the head of state is the King or Queen. The parliamentary system is sometimes also known as the Westminster model or Cabinet system. Example of countries practising a parliamentary system: Lesotho, Morocco, United Kingdom, New Zealand, Australia.

Learning Task

1. Describe features of the parliamentary system of government.

2. Explain the relative advantages and disadvantages of parliamentary and presidential systems of government.

Pedagogical Exemplars

Structuring talk and Collaborative Learning

1. The teacher leads whole class discussion and targets questions, to draw out what learners already know on the meaning of parliamentary system of government.

2. In small groups and with materials provided by the teacher, learners investigate the operation of the parliamentary system in different countries. (The teacher should select two or three and provide materials accordingly). The teacher should encourage high proficiency learners to assist their peers and provide guidance to learners who need support.

3. Learners from selected groups present their findings and other learners join by making short contributions after the presentations.

4. The teacher then leads a whole-class discussion on the similarities and differences between parliamentary systems of the countries examined.

5. Teacher guides learners to embrace the values of hard work, responsibility, tolerance and respect for others' views. Learners continue to appreciate the workings of democratic and inclusive society.

Theme/Focal Area 2: Advantages and Disadvantages of the Parliamentary System of Government

Advantages

- Flexibility in the change of leadership
- High level of accountability of political parties

Disadvantages

- Frequent change in leadership
- Weaker separation of powers than presidential system

Learning Task

1. Explain strengths and weaknesses of the parliamentary system with examples.

2. Compare the relative advantages and disadvantages of parliamentary and presidential systems of government.

Pedagogical Exemplars

Problem-based (Case study):

1. The teacher presents a case study of the operation of the parliamentary system in e.g., the UK, that illustrates how the system responds to a crisis.

2. In small groups, learners discuss how well the parliamentary system dealt with the crisis and whether a parliamentary system would have fared better.

3. Learners report their conclusions to the wider class, with other learners joining in to agree or disagree. This leads into a general discussion of the relative strengths and weaknesses of parliamentary systems.

4. The teaching strategies will help imbibe in learners the values of patriotism, loyalty, and the problem-solving skills and critical thinking.

Theme/Focal Area 3: Ghana's Executive Organ of Government (Hybrid)

A hybrid system combines the elements of both the presidential and parliamentary systems of government. The Ghanaian model is a hybrid between the United States presidential and the British parliamentary systems. The 1992 constitution divides powers among a president, parliament, cabinet, council of state and an independent judiciary. The President of Ghana is both head of state and head of government.

Features of the Ghanaian system

- Majority of the ministers of state (more than 50%) are appointed/come from the parliament (Article 78[1]).
- Non-Members of Parliament ministers can participate in legislative process but without voting rights (Article 112).

Learning Task

1. Discuss the features of the hybrid system of government.

2. Explain reasons for Ghana's adoption of the hybrid system of government.

Pedagogical Exemplars

Experiential Learning:

1. Learners watch a video on the national budget presentation in Parliament.

2. Learners reflect on the video and pictures and come up with their observations.

3. The teacher leads the class discussion, explaining that Ghana's current arrangement is a mixed system.

4. In mixed groups, learners create a Venn Diagram comparing the differences and similarities between the Ghanaian form of government and other systems of government (Presidential and Parliamentary).

5. Based on the understanding of the features of the systems of government, learners come up with the reasons why a country adopts a hybrid system.

6. Learners exhibit the values of respect for authority, loyalty, commitment and acquire creativity, digital, communication skills.

Key Assessment

Level 1: State the role of the executive branch of government and describe the main features of presidential, parliamentary, and Ghana's hybrid systems of government.

Level 2: Explain the relative advantages and disadvantages of the different systems of government.

Level 3: Discuss whether Ghana's hybrid system of government combines the best features of both parliamentary and presidential systems of government.

WEEK 10

Learning Indicator: *Explain the meaning, types and structure of the Legislature.*

Theme/Focal Area 1: **Meaning, Types and Structure of The Legislature**

The legislature is a representative body of the people that is responsible for the enactment, amendment and repealing of laws. It is also responsible for scrutinising the activities of the executive and holding it to account. It does this through asking questions of ministers in the chamber, including matters raised by constituents, and through committees established by the legislature for specific purposes.

In some systems, all members are directly elected by the people; in other systems, there may be a mix of appointed and elected members (especially in countries which have two legislative chambers). Members serve for a fixed term (e.g., four or five years) after which they have to seek re-election if they wish to continue. Elections may be called earlier than the fixed term limit e.g., if there is a vote of no confidence in the government or if the head of government is allowed to call for an election at a time of his/her choosing (as in the UK).

Most members of legislatures belong to political parties and are elected on that basis, i.e. people are voting at least as much for the party as the individual. Members therefore generally vote as their party directs, although they are free not to do so if they wish. Legislative members often also take up the concerns of the people in their constituency and fight for their interests.

There may be legislatures at state or province as well as national level, e.g., every state in the USA has its own legislature in addition to the Congress at national level.

Learning Task

1. State the main functions of the legislature.

2. Explain the operation of the Ghanaian legislature.

3. Compare and contrast the functioning of the Ghanaian legislature with other legislatures.

Pedagogical Exemplars

1. Learners watch short videos/documentaries on Parliamentary proceedings.

2. The teacher leads an interactive discussion with learners to draw out what they know about the legislature, both in Ghana and other countries that they may be aware of such as South Africa, UK or USA.

3. Learners make their own flow chart of the leadership of parliament. (i.e. speaker, majority and minority leaders etc).

4. The teacher then introduces the mini project that learners are to engage in over Weeks 10 and 11. The learners are to write a report, individually but on the basis of collaboration with other learners in small groups, on the workings of the Ghanaian Parliament and how it compares with the parliament in another country. (The teacher may decide which other country or let the learners themselves choose, provided that there are materials about that country that learners may access.)

5. The first phase is for the learners to find out all they can about the operation of the Ghanaian Parliament. They will do this by drawing on written and video materials and internet links

provided by the teacher and through their own independent research in the library and on the internet. They should be allowed a substantial period of time to conduct their research.

6. Each group then makes a presentation to the whole class on their findings. Learners from other groups contribute by asking questions or making comments.

WEEK 11

Learning Indicator: *Explain the meaning, types and structure of the Legislature.*

Theme/Focal Area 1: Meaning and Features of the Unicameral and Bicameral Legislature

There are two types of legislature: Unicameral and bicameral.

Unicameral Legislature

The unicameral legislature has one/single debating chamber. Representatives are elected by the eligible voters in the country. Examples of countries using unicameral system: Ghana, Uganda, Sweden. The structure of the unicameral system includes the Speaker, and majority and minority leaders. It is usually practised in countries structured in a unitary governmental system.

Bicameral legislature

A bicameral legislature has two independent debating chambers or houses, with deliberation taking place separately in the lower house and upper house. Examples of countries practising the bicameral legislature: Nigeria (House of Representatives and Senate), Botswana (National Assembly and House of Chiefs), the United States (Congress and Senate), Canada (House of Commons and Senate), Germany (Bundestag and Bundesrat), the United Kingdom (House of Commons and House of Lords), and Brazil (Chamber of Deputies and Senate). The structure or leadership of bicameral legislatures differ from one country to the other.
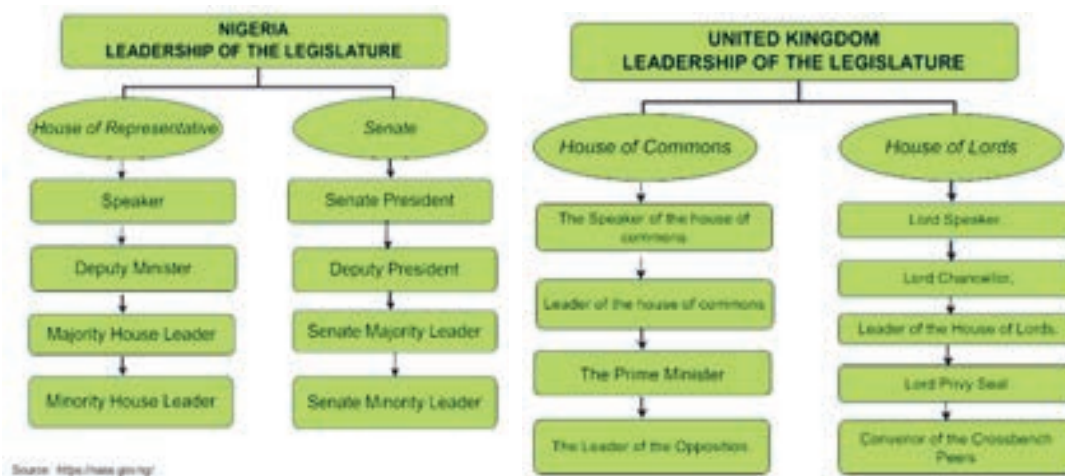

Fig. 1: *Sample structures of Bicameral legislature*

Features of bicameral system

- Two chambers or houses with distinct memberships.
- Law-making functions and responsibilities are shared between the two houses.
- Common in large and federal countries.
- Sometimes used to give a voice to a country's states or provinces.

Learning Task

1. Explain the features of unicameral and bicameral legislatures.

2. Discuss the key differences between unicameral and bicameral legislatures.

Pedagogical Exemplars

Talk for Learning:

1. The teacher refers back to the previous week's project work and draws out the observation that while Ghana's Parliament has one chamber, other countries have two. This leads into a discussion about unicameral and bicameral legislatures, in which the teacher encourages learners to share what they know about each type of system.

2. Learners in pairs list as many features as they can of unicameral and bicameral legislatures. The teacher moves around the classroom, helping learners who are approaching proficiency by giving prompts and encouraging proficient and highly proficient learners to extend their thinking.

3. Learners from selected groups report back and a consensus reached on the important features of both unicameral and bicameral legislatures.

4. The teacher should encourage learners on the ideas of cooperation, empathy, patriotism and loyalty.

Theme/Focal Area 2: Relative Advantages and Disadvantages of Unicameral and Bicameral Legislatures

Advantages of unicameral system

- Relatively less expensive
- Legislative process is faster and less cumbersome.
- May be more appropriate for unitary states.

Disadvantages of unicameral system

- Potential for hasty or biased legislation without thorough debate and scrutiny
- Can also lead to lack of in-house/in-built checks and balances.
- Might not adequately represent diverse viewpoints of the people in the country.

Advantages of bicameral system

- Widens the scope of political participation (e.g. promoting minority interests)
- Improves the quality of legislation and policy decisions.
- Serves as check on the excesses and dominance of one legislature.
- Reduces the workload of a single chamber/house.

Disadvantages of bicameral system

- Possibility of complexities, conflicts, and delays in the legislative process
- More expensive.

Learning Task

1. Explain the relative advantages and disadvantages of unicameral and bicameral legislatures.

Pedagogical Exemplars

Talk for Learning:

1. The teacher recaps the features of unicameral and bicameral legislatures with the whole class.

2. In mixed-ability groups and using graphic organisers, learners discuss the advantages and disadvantages of unicameral and bicameral legislatures.

3. The teacher moves around the classroom, helping learners who are approaching proficiency by giving prompts and encouraging proficient and highly proficient learners to extend their thinking.

4. Learners from selected groups report back and a consensus reached on the advantages and disadvantages of unicameral and bicameral legislatures.

5. Through the lesson, learners appreciate the value of cooperation, integrity and patriotism and further develop collaboration and communication skills.

Mini Project

1. The teacher now asks learners to complete their project reports, drawing on the week's learning about unicameral and bicameral legislatures, as well as the Week 10 research.

Key Assessment

Level 1: State the functions and membership of legislatures, the main features of unicameral and bicameral systems and

Level 2: Explain the relative advantages and disadvantages of unicameral and bicameral legislatures.

Level 3: Compare and contrast the legislature in Ghana with that of another country.

WEEK 12

Theme/Focal Area 1: Meaning of The Judiciary

The Judiciary is the part of a country's government that is responsible for its legal system and consists of all its judges and courts of law. While the legislature enacts laws, the judiciary interprets the meaning and implications of the law in specific cases and adjudicates in disputes. In making decisions, judges add to the body of law, as decisions made in one case will influence or bind a judge in a future case. This is known as case law.

The judiciary is normally politically independent, although this principle is weakened when judges are appointed on a political basis. They are also required to be impartial, meaning that they should have no personal or financial interest in the outcome of the case they are trying.

Learning Task

1. Explain the meaning and features of the Judiciary as an organ of government.

Pedagogical Exemplars

Talk for Learning (Building on what other people say):

1. The teacher leads a whole class discussion and targets questions to draw out what learners already know about the judiciary.

2. Based on their understanding, learners explore the features of the judiciary such as independence, neutrality, impartiality and present to the whole class. The teacher moves around the classroom, supporting learners with special needs, encouraging almost-proficient learners with prompts, and asking challenging questions to proficient and highly proficient learners.

3. Learners appreciate the civic values of justice, fairness, honesty and integrity, and acquire communication and collaborative skills.

Theme/Focal Area 2: The Structure of The Judiciary.

The Judiciary in Ghana has two main structures namely:

1. Upper courts (Supreme Court, Courts of Appeal and High Courts)

2. Lower courts (Circuit, District Courts, Juvenile/Tribunals).

Learning Task

1. Describe the structure of the judiciary in Ghana.

Pedagogical Exemplars

Witness Session (Resource person)/Experiential Learning:

1. The teacher invites a judge/magistrate/lawyer within the school's immediate environment to provide insights and specialised knowledge on the structure of the courts in Ghana.

2. Teacher leads the class and encourage learners to ask questions for further clarifications by the resource person.

3. Learners acquire communication skills through asking questions during interaction with the resource person.

4. The teacher may also take learners to the nearest court for learners to familiarise themselves with the court proceedings and structure.

5. Based on the field trip, have learners describe the structure of the courts in Ghana and make presentations to their peers.

6. Highly proficient learners are encouraged to assist their peers in their write ups for presentation. Teachers should give more support to learnings who are struggling with their presentation and accept all presentations.

Key Assessment

Level 1: State the role of the judiciary as an organ of government.

Level 2: Describe the structure of the Judiciary in Ghana

Level 3: Explain the importance of the Judiciary in the overall government system.

Section 3 Review

The section discussed the constitution and the organs of government. The section explained constitutions and constitutionalism and explored the relative strengths and weaknesses of written and unwritten constitutions. It explained the meaning and roles of the three branches of government - executive, legislature, and judiciary – and their inter-relationships. In respect, to the executive, the section looked at the features and relative advantages and disadvantages of presidential and parliamentary systems, as well as Ghana's hybrid system. Under legislature, there was an examination of the respective features unicameral and bicameral systems. Throughout the section, a balance was sought between developing knowledge and understanding of Ghanaian institutions and of systems in other countries.

Additional Readings

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