



MINISTRY OF EDUCATION
GOVERNMENT TEACHERS ASSOCIATION OF GHANA



Government for Senior High Schools

Year 2



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Ghana Education
Service (GES)





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FOREWORD

Ghana's new Senior High School Curriculum aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, knowledge, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, progress to further studies and enter the world of work. This is the first time that Ghana has developed a Senior High School 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.

The Ministry of Education is proud to have overseen the production of these Learner Materials which can be used in class and for self-study and revision. These materials have been developed through a partnership between the Ghana Education Service, teacher unions (Ghana National Association of Teachers- GNAT, National Association of Graduate Teacher -NAGRAT and the Pre-Tertiary Teachers Association of Ghana-PRETAG) and National Subject Associations. These materials are informative and of high quality because they have been written by teachers for teachers with the expert backing of each subject association.

I believe that, if used appropriately, these materials will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

Haruna Iddrisu, MP

Minister for Education

SECTION

1

CITIZENSHIP, RIGHTS AND RESPONSIBILITIES



GOVERNMENT AND DEVELOPMENT

Basics of Government

Introduction

You are welcome to Section One of the Year Two Learning Material. In this section, you will be introduced to concepts of citizenship, rights and responsibilities. You will also understand the meaning of citizenship and the methods of acquiring citizenship. Being a citizen normally comes with some rights, privileges, and responsibilities. You will learn that the rights of citizenship may be restricted by the president of the republic through a declaration of a curfew, during a pandemic as COVID-19 disease or by a court of competent jurisdiction.

Key Ideas

- Citizenship can be acquired in different ways such as through birth, adoption, marriage and registration, among others.
- Citizenship comes with rights and responsibilities
- Rights can be limited under certain conditions, such as the outbreak of pandemics and the imposition of a curfew.

CONCEPT OF CITIZENSHIP

Citizenship refers to membership of a state. The concept of ‘citizen’ traces its roots to ancient Greece and Rome. To qualify to be a member of the state, one will have to go through different procedures. There are different ways of acquiring citizenship, which include birth, adoption, foundling, naturalisation, marriage and registration. However, citizenship is different from nationality. Nationality refers to an individual’s identity and relationship to a particular nation. Nationality is associated with the country of birth, and citizenship is acquired. In other words, you can give up your citizenship and loyalty to another country, but your identity to a country, i.e. nationality, remains constant.

Activity 1.1 Citizenship

1. Research on the meaning and origin of the concept of citizenship. Share your findings with a friend.
2. Based on your research, compare the concept of citizenship in Ancient Greece with that of Rome. Discuss your findings with a friend.
3. Explain the differences between ‘nationality’ and ‘citizenship’. *Share your findings with a colleague in class.*
4. In your own words, explain citizenship and compare it with a friend.
5. Visit the services section of the Ministry of the Interior website <https://www.mint.gov.gh>. Study the processes of acquiring Ghanaian citizenship. Prepare a presentation for a class discussion. Your teacher will make further clarifications.



6. Research on the challenges of acquiring citizenship. Your teacher may ask you to make a presentation to the whole class.

MEANING AND TYPES OF RIGHTS

Rights are permitted actions and freedoms that citizens enjoy. are usually found in the constitution and other legal documents of a state and are therefore legally protected. There are several types of rights such as natural, political, civil/social, legal, economic and political. Privileges are opportunities individuals enjoy within the state, e.g. Therefore, rights are entitlement, but privileges are not.

Activity 1.2 Rights

1. Research and write a one-page meaning of rights.
2. Read about the rights and duties of a citizen. Use the information to complete the table below.
3. Explore the relationship between rights and duties. Prepare a presentation for class discussion.

Table 1.1: Relationship between rights and duties

Rights	Duties
Right to education	

4. Research on civil and political rights in Ghana. Write an informative poster that raises awareness. Compare your poster with a friend for feedback.

PROTECTION OF THE RIGHTS OF CITIZENS

The rights of citizens in a state are protected by the government in various ways. These include:

1. The courts
2. The police
3. Commission on Human Rights and Administrative Justice (CHRAJ)
4. Domestic Violence and Victims Support Unit (DOVVSU)
5. National Commission for Civic Education (NCCE)
6. International treaties and conventions.

Activity 1.3 Universal Human Rights

Watch an audio descriptive video on Universal Human Rights in the link below:

1. <https://www.youtube.com/watch?v=nDgIVseTkuE>. From the video, write in your own words the meaning of Universal Human Rights, identify the rights that you consider to be most important and the challenges in enforcing these rights.



2. Visit <https://research.un.org/en/udhr75/30>, identify and discuss with a peer the type of rights contained in the United Nations Universal Declaration.



3. Based on **Activity 1.2** above, outline and discuss the key features of any **four** types of rights with a classmate.
4. Prepare a presentation on how the rights identified in **Activity 1.3** are protected in Ghana.
5. Do a case study on the core mandate of any institution responsible for the protection of human rights in Ghana. Present your findings for further class discussion.

RESTRICTION OF THE RIGHTS OF THE CITIZEN

Your rights may be limited as a citizen. This refers to a situation where some of the rights you enjoy may be denied. These include:

1. Conviction and sentence for a prison term
2. Emergency
3. Conflicts, curfews, and terrorism
4. Occurrence of natural disasters (e.g. floods, earthquakes)
5. Outbreak of pandemics (e.g. COVID-19, Ebola)
6. Death penalty

Activity 1.4 Restrictions on Citizens' Rights

1. Research on the measures used to restrict the rights of a citizen. Discuss your findings with your peers in class.
2. Visit a legal person in your community for further information on conditions under which the rights of a citizen can be restricted. Compare your notes with a peer for feedback.
3. Explore circumstances under which the right of a citizen may be abused. Make a presentation in class for further discussion.

RESPONSIBILITIES OF CITIZENS

As citizens enjoy their rights, the state also imposes certain responsibilities on them. These responsibilities, when carried out, help in the smooth running of the affairs of the state. These include:

- a. payment of taxes
- b. obeying the laws and regulations of the state
- c. undertaking national service
- d. voting

On the other hand, the state also has certain responsibilities toward the citizens. Some of these are:

- a. maintenance of law and order through the security agencies
- b. provision of social amenities such as schools, hospitals
- c. defending the state against external attacks

<https://www.youtube.com/watch?v=lmmZAaQkewc>
[video on rights and responsibilities]



Activity 1.5 Responsibilities

1. Write a one-page report on any developmental project undertaken in your community. Compare your findings with a friend.
2. Watch an audio descriptive video (s) of the President/Minister/DCE commissioning a building/road/hospital.
3. Based on the videos, write your observations. Show your work to a peer for feedback. Your teacher might ask you to do a group presentation in class for further discussion.

Review Questions

1. Explain the concept of citizenship.
2. Analyse the mechanisms through which one can acquire citizenship in Ghana.
3. As a citizen of Ghana, what are some of the rights you enjoy?
4. Evaluate the ways by which citizens' rights can be protected in Ghana
5. Under what circumstances in Ghana can the rights of citizens be restricted?
6. Show the responsibilities of the individual towards the state and the state's responsibilities towards
7. Complete the table below by indicating the responsibilities of the state to the individual and the individual's responsibilities to the state.

State responsibility to the individual	Individual responsibility to the state

Government

Year 2

SECTION

2

DEMOCRACY AND GOVERNANCE



GOVERNMENT AND DEVELOPMENT

Indigenous and Contemporary Governance in Ghana

Introduction

Welcome to Section Two of Year Two Learning Material. Do you remember our discussions of the '**concept of democracy**' in Year One Learning Material? We learned that democracy, in its simplest meaning, is the rule of the majority, either directly or indirectly. In this section, you will learn more about democracy and its features. The rationale is to give you a broader understanding of the building blocks of democracy. You will also be introduced to the governance concept and its principles underpinning democracy for sustainable development. Review questions are provided at the end of the section for practice. Enjoy your studies!

Key Ideas

- Governance has its core principles that should be abided by political leaders. These principles include the rule of law, participation, inclusion, periodic national elections, and limited government, among others.
- There is a relationship between democracy and governance. These two key concepts are related and form the central pillars of the rights and freedoms of citizens and national development.
- The main features of democracy include a multi-party system, freedom of the media, tolerance of opposing views, respect for the fundamental rights of citizens, and freedom of speech and association, among others.

FEATURES OF A DEMOCRATIC SYSTEM OF GOVERNANCE

Democracy in its simplest form is a rule by the majority. This means that power directly or indirectly resides in the hands of the people. Democracy, a form of government, has several features. These include:

Activity 2.1 Features of Democracy

1. Watch/listen to an audio description video of the features of democracy.
<https://www.youtube.com/watch?v=Qi-getj3JX8>



2. Based on the video, complete the table below. Share your answers with your peer for discussion.

Table 2.1

Features	How will you support the features through your actions/inactions?
Rule of Law	
Basic human rights	
Free and fair elections	
Citizen participation	
Free press	

3. Watch/listen to the audio descriptive video in the link: <https://www.youtube.com/watch?v=O6-MjHBBmBw>.



4. Based on your observations from the video and further research, discuss the implications of democracy for development in Ghana. Prepare a presentation for further discussion.

MEANING AND FEATURES OF GOOD GOVERNANCE

Governance refers to the management of the affairs of the state using a collective approach. This involves more people in the decision-making process to address the challenges of society. The concept of good governance, as pioneered by the World Bank, refers to clean government that provides quality services to the citizens through effective and transparent administration and management. Therefore, good governance refers to the effectiveness of the decision-making process and its benefits to the people. Good governance has several principles. Some of these principles of good governance are explained below.

- **Participation:** Citizens' involvement in the decision-making process
- **Efficiency and effectiveness:** Providing basic services at a lower cost
- **Responsiveness:** Listening and responding to the needs of the citizens
- **Gender representation/Inclusion:** Both males and females are adequately represented in the affairs of the state.

Activity 2.2 Governance

The link below shows an audio description of students sharing their views on governance: https://www.youtube.com/watch?v=YY1a2ZUI_QA.



From the video, do the following activities.

1. What, in your view, are the meanings of *governance* and *good governance*? Discuss your responses with a friend.
2. From the video, conduct further research into the principles of good governance. Prepare a five-minute presentation for class discussion.
3. Complete the table below on the relationship between democracy and governance

Table 2.2

Democracy	Governance

Review Questions

1. Discuss the meanings of democracy and governance.
2. Identify and explain any four features of democracy.
3. Analyse any three principles of good governance.

SECTION

3

ORGANS OF
GOVERNMENT



CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

Constitution and Organs of Government

Introduction

You are welcome to Section 3 of your Learning Material. Do you remember our discussion on the organs of government in year one of your learning material? You will remember we identified the three organs of government as the Executive, the Legislature, and the Judiciary. You will be introduced to other aspects of these organs to increase a broader understanding of the workings and functions of the executive branch of government, the significance of the legislature, and the role of the judiciary in a democratic state. The section also has review questions for your practice. This is exciting!! Enjoy your studies to the fullest.

Key Ideas

- Some significant roles of the legislature include approving the government's budget and vetting ministers of state for appointment.
- The functions of the executive branch of government include managing state resources for the benefit of the people and defending the territory of the state.
- The judiciary interprets the Constitution; ensures the liberty of individuals and maintains the rule of law among others.
- The study of the organs of government is central to our understanding of the concept of 'separation of powers' and how these relationships ensure the accountability of officials.

FUNCTIONS OF THE EXECUTIVE ORGAN OF GOVERNMENT

The Executive organ of government is the body responsible for managing the day-to-day affairs of the country. It comprises the head of government, who is either the President or the Prime Minister, and ministers of state. The executive also includes the civil service and other public servants, who help in the implementation of government policies and programmes. Some of these functions are:

1. Appointment of ministers and other public office holders
2. Provision of public services
3. Maintenance of law and order
4. Raising of taxes for development

Activity 3.1 The Executive

1. Visit the District Assembly and conduct an interview with any principal officers (e.g. District Chief Executive) on the functions and activities of the executive organ of government.

Use the questions below as a guide.

- a. What roles does the executive play in maintaining law and order?
- b. How does the executive collect taxes for development?
- c. How does the executive allocate resources for the provision of social amenities?
- d. What is the executive's role in the appointment of government officials?
- e. How does the executive coordinate to defend the state against external aggression?
2. Share your findings with a friend and collaborate to prepare a presentation for a class discussion

SIGNIFICANCE OF THE LEGISLATURE IN A DEMOCRATIC STATE

The legislature makes a significant contribution to a democratic state in several ways. First, is its legislative function. The chamber(s) of the legislature serve as the forum for debating and passing bills into law. It is a crucial forum where societal problems are highlighted, and policies are made to address them. The problems vary widely from agriculture policy to educational reforms and local issues such as waste collection. Legislation gives legal backing or authorisation to the policies and programmes designed by the government. The process of law-making in the legislature goes through about five stages.

Second, it is the representative body of all citizens of the state. A legislature gains legitimacy by being representative of the people on whose behalf it acts. Through elections, individuals are selected to represent citizens of a specific geographical area in the state (i.e. constituency) and thereby provide expression of the popular will. The legislature includes representatives of parties not in the government and will publicly challenge government policies and actions. This may lead to changes in government policy reflecting public opinion.

Third, is the power of the purse. The legislature controls the expenditure finances of the state. All budgetary estimates of the government are approved by the legislature. It is Parliament alone that has the mandate to impose various taxes and approve loans. Its approval of the budget statement allows the allocation of monies to the various Ministries, Departments and Agencies.

Fourth, it performs oversight function. The legislature can scrutinise the actions of individual government ministers or public officials and hold them to account usually through committee hearings. One specific device the legislature employs to control public agencies (the executive) is legislative veto. It rectifies treaties and conventions and agreements signed by the executive and other sovereign states. Members of the legislature can also take up grievances of individuals or groups in society and some cases, secure redress.

Fifth, the legislature approves presidential nominations for appointment such as justices of the Superior Courts, Ministers of state and other state agencies.

Sixth and finally, the legislature has the power to declare war in times of attack on the territorial sovereignty of the state. The process of law-making goes through several stages. Below is a graphical illustration of these stages for your study.

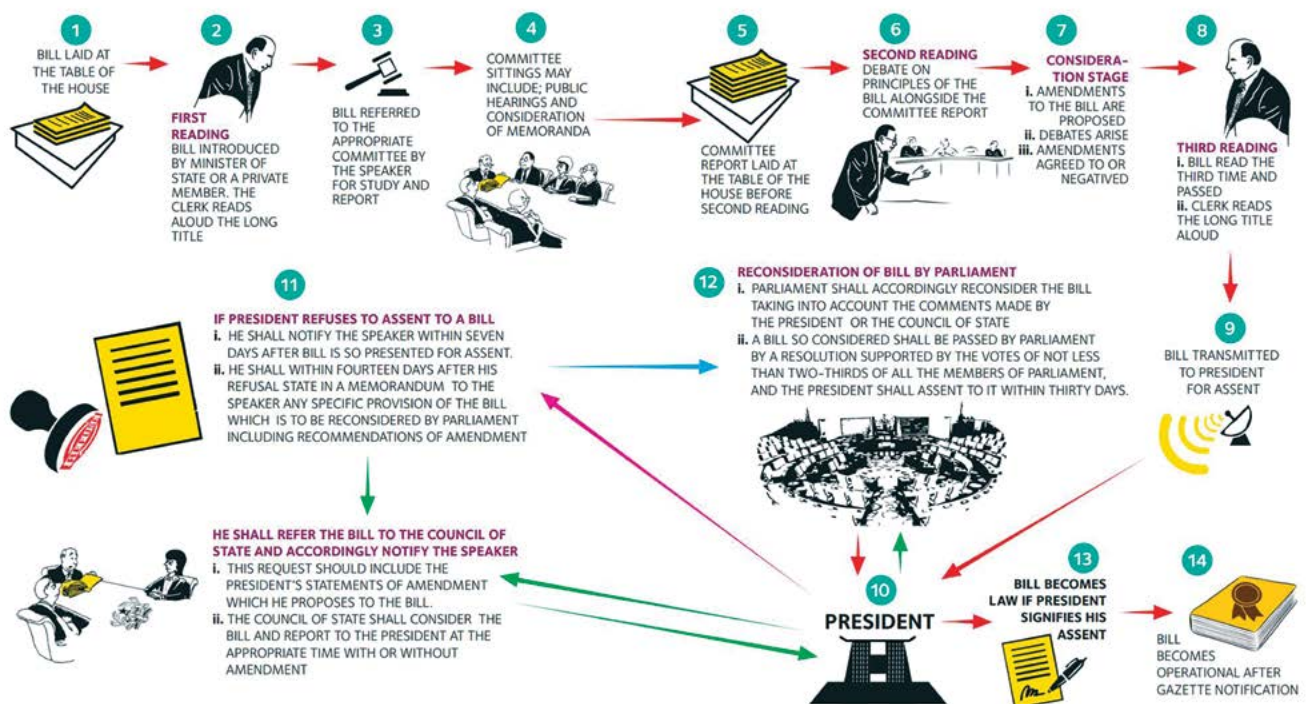


Figure 3.1: Law-making process

Activity 3.2 The Legislature

- 1. Follow the links and watch the audio descriptive videos on legislative activities in Ghana.
 - <https://www.youtube.com/watch?app=desktop&v=Y255G2COVB0> [vetting of ministers]
 - <https://www.youtube.com/watch?app=desktop&v=Y255G2COVB0> [debate of budget statement]
 - <https://www.youtube.com/watch?v=fnLgujYuRRg> [public account committee hearing]



- 2. From the videos, discuss the functions of the legislature in Ghana with a friend. Prepare a presentation for further class discussion.
- 3. Research on the processes a bill goes through to become a law and complete the table below. Present your work for a whole-class discussion.

Table 3.1

Stages of a bill	What it involves
1 st reading	
2 nd reading	
Consideration stage	
Third reading	
Presidential Assent	

FUNCTIONS OF THE JUDICIARY IN A DEMOCRATIC STATE

1. **Interpretation of the laws of the state.** After the laws have been passed by the legislature, the Judiciary interpret the laws, and this represents the idea of separation of powers. The Judiciary conduct judicial review on any law to determine whether it is in accordance with the constitution. Judicial review is the power of the judiciary to review and possibly invalidate the laws and other actions of the other branches of government, notably the executive and the legislature, if they are inconsistent with the constitution.
2. **Adjudication of disputes.** The Judiciary arbitrate when there is a deadlock. They apply the laws passed by the legislature by listening to evidence and come out with their verdict.
3. **Protection of rights.** The Judiciary have primary responsibility of safeguarding the rights of citizens and individuals when they are violated by the government or other social actors within the state. The Judiciary protect citizens through the courts systems against unlawful acts of government. To fulfil its core mandates, the judiciary needs to be politically neutral and independent of government and external pressures.
4. **Quasi-legislative rule-making.** The judicial performs legislative functions when it interprets the laws. This means that the Judiciary through its verdicts or judgement decisions contributes to law-making (i.e., policymaking) as the decisions are based on presence, conventions and procedures. Simply, the judgments of the court records contain information that can be used.
5. The judicial also performs miscellaneous or ceremonial functions such as registration of marriages, divorce proceedings and swearing-in of Heads of state and other public officials.

Activity 3.3 The Judiciary

1. Based on material provided by your teacher and other related sources, research the Functions of the judiciary in Ghana. Write a report for presentation in class.
2. In small groups, prepare a presentation, explaining with examples from Ghana and other countries, how an independent judiciary can protect democratic rights and freedoms, and conversely, how a judiciary that is subservient to government may contribute to the erosion of democracy.

Review Questions

1. Discuss the role of the executive organ of government in promoting economic development in Ghana.
2. Explain the types of bills regarding Ghana's legislature.
3. How does the judiciary in Ghana protect the rights of citizens?

SECTION

4

STATE-SOCIETY
RELATIONS



CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

State and Non-State Actors in Ghana

Introduction

In this section, you will continue with the discussions on state-society relations in Year One. It looks at the expanded role of the mass media in a democratic state. You will discuss the importance of the media in the form of news, features and analysis in Ghana since the return to constitutional rule. You will look at the practical aspects of political party systems with Ghana serving as a case study. The section sums up Ghana's electoral management body, the Electoral Commission, its composition, and its importance to Ghana's democracy.

By the end of the section, as a learner, you will acquire the values of patriotism, teamwork and responsibility in addition to 21st-century innovation, leadership and communication skills.

Key Ideas

- The media is important in a democracy as it promotes transparency through investigative reporting and provides access to information to hold leaders accountable.
- There are different types of party systems in the world, and the 1992 Constitution of Ghana makes provision for the existence of multi-party systems.
- The Electoral Commission is an independent body that has the primary responsibility of conducting free and fair elections in Ghana.

MEDIA AND DEMOCRATIC STATE DEVELOPMENT

The media plays an important role in modern democratic states. It is sometimes referred to as the “Fourth Estate” (following the traditional European view that the first three estates of the realm were clergy, nobility, and commoners). The media is an important pillar of democracy as it can serve as the ‘guardian angel’ of liberties that are possessed by citizens and play a central role in sustaining and developing democracy. However, media ownership has a direct impact on the content and practice of journalism. The ownership takes various forms such as state ownership, family/individual ownership, and party ownership, among others.

The Roles of Media in the Democratic State

1. Monitoring the activities of government, political parties and other state institutions.
2. Promoting transparency through investigative reporting and providing access to information needed to hold leaders and institutions accountable.
3. Serving as a platform for debate and discussion of national issues which allows for diverse opinions. In other words, the media plays an important role in setting agendas, particularly with the advent of digital technologies. Public debate about politics and government policies takes place extensively on radio and TV stations.
4. Citizens rely on the mass media for political news and comprehensive coverage of elections. The media plays a significant role in upholding democratic values and freedom of expression, thereby contributing to a healthy democracy.
5. It influences public opinion on issues of national importance.

The Mass Media in Ghana

The media in Ghana consists of several different means of communication. There are over 950 media outlets made up of print, broadcast and digital/online. In terms of ownership, they are made up of state-owned media outlets, community radio stations and commercial (private) stations.

1. **Print Media:** Three widely circulated newspapers in Ghana are the Daily Graphic, Ghanaian Times, and Daily Guide. Other newspapers in Ghana are the Chronicle, Fourth Estate and the Business and Financial Times. The print media also includes magazines, journals, and brochures.
2. **Broadcast Media:** Notable radio stations are the Ghana Broadcasting Corporation, Joy FM, Adom FM, and Community Radio stations such as Radio Ada, Radio Builsa, and Radio Dayi. Television stations include the GTV, TV3, and Metro TV.
3. **Digital Media:** Online news portals include Ghanaweb, Myjoyonline, modern Ghana and Social Media platforms (Facebook, X, Instagram).

Activity 4.1 The Media

1. In a one-page essay, write three ethical principles of the media and what you think constitutes censorship, drawing from the discussions and activities in Year One. Share findings with friends.
2. In a group of friends (not more than five), debate how the media make an essential contribution to Ghana's democracy. As a group, select one person to speak or present the statement and invite comments from your classmates. As an effective aid for analysis, you can use the media websites or social media channels.

MEANING, FEATURES, ADVANTAGES AND DISADVANTAGES OF ONE-PARTY SYSTEMS

Party System

A party system refers to the organisation and interaction of political parties within a country's democratic framework. In other words, the party system refers to the complex network of relationships between political parties within the state. This relationship normally happens in competitive systems associated with liberal democratic governments. There are three types of party systems namely, one-party system, two-party system and multi-party system.



One-Party Systems

A one-party system is where a single party regularly wins almost every election, with other parties banned or not allowed to function freely. The two types of one-party systems are the de jure and the de facto. A de jure one-party system is where only one political party is allowed to rule by law. The government in power (one-party state) does not permit the existence and competition of other political parties. A de facto is where only one political party dominates, although there are other political parties in existence. This may happen, for example, after national liberation, where the party that led the liberation struggle is overwhelmingly popular, e.g. the ANC in South Africa. This is probably better referred to as one-party **rule**, rather than a **system**, as the system is multi-party. Clear-cut examples of states practising one-party systems are North Korea, China, Cuba, and Vietnam.

Features of a One-Party System

- a. single belief (ideology) for running the state
- b. restrictions on people's and citizens' rights and freedoms
- c. Media censorship and the abolition of freedom of expression
- d. Other political parties are not allowed to operate or be recognised
- e. Economic planning and decisions made by the ruling party
- f. Private enterprises and businesses are heavily regulated
- g. The judiciary and courts are aligned with party interests
- h. The legislature exists as a rubber stamp of the government's decisions

Table 4.1: Advantages and disadvantages of one-party systems

Advantages	Disadvantages
Quick decision-making	Promote dictatorship/tyranny.
Stability and continuity in administration	Absence of checks and balances
Economical to operate	Breeding ground for corruption
Promote national unity	May lead to conflict.
Enhance long-term planning and investment	Investment policy decisions may be inflexible

Activity 4.2 One-Party System

1. Write a reflection about **ONE** of the following questions and share it with a friend for feedback.

- What is the meaning of a political party and its main purpose?
- What are the types of political parties?
- What is the organisational structure of political parties in Ghana?

Watch/listen to the video <https://www.youtube.com/watch?v=WWdOlA3DyAg> (6 minutes, 57 seconds).



It features an Arise TV news clip on Inter-Party Advisory Committee (IPAC) activities in Nigeria.

2. Based on the video, describe in three sentences how the emergence of a one-party system can be prevented. Share your presentation on a screen or digital gallery.
3. In a small group of three, discuss the words that you think describe the values and principles of a one-party system. Prepare a poster presentation and hang it around the classroom. As a class, discuss how the one-party system impacts democratic governance.

MEANING, FEATURES, ADVANTAGES AND DISADVANTAGES OF TWO-PARTY AND MULTI-PARTY SYSTEMS

Two-Party Systems

A two-party system refers to a system where only two political parties are dominant in a state, with the other political parties having only minor strength. It can also be referred to as a system where two major political parties have an equal chance of winning elections and forming the government. The losing party remains in the opposition. Under this system, smaller political parties do exist and are often referred to as the “Third Parties”. However, these smaller parties might win a few seats in the legislature and might even grow in strength and become part of a coalition government. Examples of countries practising a two-party system are the United Kingdom, the United States and Australia. Two-party systems are rarely, if ever, *de jure*. They are legally multi-party systems in which two parties happen to dominate. A key factor here is the electoral system. Proportional representation leads to smaller parties winning more seats than they would in a ‘first past the post’ system, thus leading to the emergence of a multi-party system.

The Features of Two-Party Systems

1. Clear ideological differences
2. Competition between parties for power
3. Strong party identification and loyalty
4. The media highlight the interest of the two parties

Table 4.2: Advantages and Disadvantages of Two-Party Systems

Advantages	Disadvantages
Offer electorates a choice of policies and leaders	Limit the relative choice of electorates
Promote governmental stability	Lack of continuity in government policies
It is relatively democratic	Sometimes promotes polarisation and partisan politics
The existence of a strong opposition party	Marginalisation of minority interests

Multi-Party System

A multi-party system is one in which several political parties exist and compete for elections, with the result that no single party alone can secure an absolute majority. In a multi-party system, the largest party wins control through national elections and generally forms a coalition with one or more other parties to form a government. Italy, Israel, and India are major examples.

Features of a Multi-Party System

- 1. The existence of several parties and ideological differences
- 2. Periodic and inclusive elections
- 3. Influence of civil society organisations in policymaking
- 4. Often based on the proportional representation electoral system
- 5. Coalition governments are common

Table 4.3: Advantages and Disadvantages of the Multi-Party System

Advantages	Disadvantages
A variety of alternative governments are offered to the electorate.	Complexity and delay in decision-making.
A wide range of policies are made available to the electorate to make informed decisions.	It is quite expensive to operate.
It is more democratic.	This may lead to unhealthy political rivalry.

Activity 4.3 Two-party and multi-party systems

Dear learner, follow the links and watch or listen to the audio-descriptive videos of party systems in the United States and Israel.

VOA News: Why the US has a two-party system (2 minutes: 39 seconds): <https://www.youtube.com/watch?v=ZcHvww8ZUS8>

CNN explanation of Israel elections: https://www.youtube.com/watch?v=hm_Az2jPdvG.



Now do the following activities.

1. Record your observations and use them to explain what constitutes two-party and multi-party systems. Submit for other colleagues to provide feedback.
2. Form a small group with 3 other friends and research the two-party system of the United States and the multi-party system of Israel. Look at how their laws make provision for the existence of the party systems. Why is America dominated by two parties? And why does Israel have a competitive multi-party arrangement? Explain what an advantage might be in each of the party systems. What might be a disadvantage? Choose a spokesperson from your group to share the findings with the class.
3. Do some googling on multi-party systems in different countries and write at least a one-page essay on how a multi-party system can enhance democratic governance. Submit to your teacher for marking.

PARTY SYSTEM IN GHANA

The 1992 Constitution of Ghana make provisions for the existence of multi-party systems. However, since the return to constitutional rule in 1993, two main, broad-based parties, namely the New Patriotic Party (NPP) and the National Democratic Congress (NDC), have won all the general elections conducted. In other words, for the past thirty years, Ghana has experienced an associated “de facto” two-party system, where the two major parties have a reasonable expectation of sometimes ruling. Other recognised political parties in Ghana are the Convention People’s Party (CPP), People’s National Convention Party (PNC), Progress People’s Party (PPP) and All People’s Congress (APC).

Features of the Party System in Ghana

1. Most political parties in Ghana do not have branches across the country. Only the NPP and NDC have offices in all the constituencies.
2. Political parties, due to resource constraints, are not able to put up candidates for all elections. Only the NPP and NDC can run for parliamentary seats in all the constituencies.
3. Two parties (NPP and NDC) share about 95 per cent of the total votes cast in every presidential election.
4. The two main parties dominate regional votes and parliamentary seats.

Activity 4.4 Party System in Ghana

1. Conduct research on political parties that have contested presidential elections since 1992 and share with a friend. You may use Google (<https://www.google.com/>) as an effective aid to do the analysis.
2. Research on the similarities and differences between the two dominant political parties in Ghana (NPP and NDC). Write your findings in tabular form as shown below and compare with a friend for feedback. You may interview a well-informed personality **OR** you may rely on materials on the party's websites and social media channels (digital flyers and videos).

Use the following as a guide:

- Party leader
- Party structure
- Party ideology
- Party slogan or key message
- Three social media posts that represent the party's priorities.

Similarities	Differences

3. Using your research findings and observations from points 1 and 2 above, write and share with your classmates the main features of political parties in Ghana.

ROLE OF OPPOSITION POLITICAL PARTIES

Political parties are vital to democracy. For one thing, parties are important organisations that serve as the platform for citizens to express their preferences for government policies and decisions. However, no political party can win the periodic and inclusive elections every time and will therefore sometimes constitute the opposition group. **Opposition political parties** are essentially parties that do not form part of the ruling government but are seeking to gain it through democratic processes. In a multi-party system like Ghana's, opposition parties play a crucial role in providing alternative policies and ideas to the ruling party. The idea of political opposition distinguishes a democratic system from an authoritarian administration.

The Role of Political Opposition

1. Serves as an alternative government (government-in-waiting)
2. Provides alternative vision, policies, and programmes.
3. Serves as a watchdog of government activities to ensure accountability.
4. Educates the citizens on the impact of government policies.
5. Interest aggregation, e.g., guarantee minority interests.
6. Strengthens the culture of democracy.

Activity 4.5 Opposition Political Parties

1. Using information from news items (e.g. online, TV, radio, social media platforms), write a page essay on the meaning and activities of opposition political parties. Present your work to classmates for further discussion.

Homework

2. Many political parties in Ghana and Africa still have work to do to make democracy sustainable. As a **governance expert**, make an action plan for political opposition parties in your country to hold the government accountable. The plan should include the three policy areas below: provision of alternative policies, guarantee of human rights and watchdog role over the activities of the government.

Discuss your findings with your classmates. You may base your decisions on what you already know, but it may be helpful to research the questions in the table below to get specific information related to the policy area.

Policy Area	Action Plan
What kind of viable programmes and policies should the opposition party pursue?	
How should human rights issues be handled by the political opposition?	
What mechanisms should be used by political opposition to play the watchdog role over government activities?	

COMPOSITION AND FUNCTIONS OF THE ELECTORAL COMMISSION

The Electoral Commission (EC) of Ghana is an independent body entrusted with the responsibility of conducting and supervising free and fair elections. The EC is institutionally independent from the executive branch of government. Thus, the authority and responsibilities of the EC are outlined in the 1992 constitution.

Features of the Electoral Commission

1. Independence
2. Impartiality
3. Neutrality
4. Professionalism

Composition of Electoral Commission

The Electoral Commission (EC) currently consists of seven (7) members namely: Chairperson, two Deputy Chairpersons and other four Members. The Chairperson is the Chief Executive Officer of the Commission. The two Deputy Chairpersons are in charge of the Finance Administration and Electoral Services of the Commission. However, the seven members are collectively responsible for policymaking and management of the organisation.

The seven members of the Commission are appointed by the President on the advice of the Council of State. As a requirement (Article 52), the Commission appoints officers and other employees in consultation with the Public Services Commission. As such, the Commission has a three-level structure of the Head Office (Accra), Regional Offices and District Offices.

Functions of the Electoral Commission

1. **Demarcation and revision of electoral boundaries:** the EC is authorised to review the boundaries of the electoral constituencies periodically considering the population increase or decrease and its density.
2. **Compilation and revision of the electoral register:** the EC has the responsibility to compile the electoral register and review it on an annual basis. This is usually done to incorporate or add newly qualified voters. In addition, an overhaul of the register is done to clean it of ghost names or individuals who are dead.
3. **Conduct and supervision of public elections:** the EC also has the responsibility of conducting and supervising all public elections in Ghana. This is done through the printing of ballot papers, registration of political parties and candidates willing to contest any public elections and the recruitment and training of staff for the polling stations and those hired for the election processes.
4. **Education of the citizens on electoral issues:** the EC also educate the citizens/ Ghanaians on the electoral processes such as the qualified voting age, polling stations and registration centres, and proxy voting among others.
5. **Other functions as may be prescribed by law:** This includes the publication of provisional results, accreditation for election observers, and auditing the accounts of registered political parties, including their funding activities.

Activity 4.6 The Electoral Commission

1. Research the composition of the Electoral Commission of Ghana and share your responses with a friend. In pairs, sum up in a sentence the structure and composition of the EC. More details can be found on the EC website.
2. Research **one** EC function and, in a group of 3, create an informative poster/ leaflet that raises awareness among the Ghanaian population. Select one person to present your poster to the 'EC' (i.e. the rest of the class). You may use the 1992 constitution as reference material.

Review Questions

1. What is the contribution of the media in a democratic state like Ghana?
2. Why do countries adopt a multi-party system?
3. Give a brief description of the party system of Ghana.
4. How do opposition parties contribute to democratic practices in a state?
5. Why is an independent Electoral Commission crucial?

Government

Year 2

SECTION

5

PUBLIC ADMINISTRATION



CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

State and Non-State Actors in Ghana

Introduction

Congratulations to you for successfully going through Section 4. You will realise that Section 5 is especially interesting because it focuses on the practical side of administration in Ghana. Here, you will be introduced to three concepts, namely, decentralisation, public and civil service, and e-governance. Each is concerned with the processes of service delivery. You will begin by learning the meaning of 'decentralisation'. You will then identify the forms they take and proceed to Public and Civil Service. You will end this section by discussing the advent of digital technologies that are necessary for pursuing a successful administration through electronic governance (e-governance).

Key Ideas

- Decentralisation and local government are one of the most effective ways of ensuring development.
- E-government and E-governance are the means of improving service delivery through the use of ICT.
- Public service is mainly responsible for government policy formulation and implementation.

MEANING AND TYPES OF DECENTRALISATION

Decentralisation refers to the transfer of authority, resources, and responsibilities from the central government to local units. In decentralisation, decision-making functions, authority to plan, and participation in the production and distribution of goods and services are shifted from the higher level of government (the central government) to agencies at the lower levels. Decentralisation can be categorised into three main types: devolution, deconcentration and delegation.

Devolution: The most distinctive characteristic of devolution is that the transfer of power from the central government to the grassroots units empowers the local communities to manage their affairs. The transfer of power to the local unit is a legal requirement rather than at the discretion of the central government.

Deconcentration: This is the transfer of responsibilities from central government ministries and agencies operating at the capital cities (Accra) to field offices of those agencies at the local units such as Asankragwa in the Western region, Nandom in the Upper West and Keta in the Volta region of Ghana. It is a geographical shift in where central government operates, rather than a localisation of decision-making. It details reducing the workload of the central government ministries by having these functions performed at locations or offices closer to the people.

Delegation: Governments move responsibilities when they create public enterprises or corporations, or special project implementation units to allow for the performance of specialised functions that are important to both government and citizens. The role of central government becomes more ‘arm’s length’, but it remains ultimately accountable for the actions of bodies with delegated powers.

STRUCTURE AND FEATURES OF GHANA’S LOCAL GOVERNMENT SYSTEM

Local government means government that is close or nearby. Local government comprises administrative bodies, each covering a small geographical area. In other words, local government has been established to take care of the needs of people in your area or community. A typical example is the district.

Ghana’s local government system has three arrangements, namely: the Regional Coordinating Councils (RCC), the Metropolitan, Municipal and District Assemblies (MMDAs) and Sub-district structures. Below is further information about the structure and composition of each

Level 1: Regional Coordinating Councils (RCC)

The Regional Coordinating Councils (RCCs) serve as the link between the central government and the districts within the region. Members of RCC are not elected and also do not have the power to collect taxes from individuals and businesses. Currently, there are 16 RCCs. Their general role is the coordination of activities within the regions. It consists of the following membership:

- a. Regional Minister (chairperson)
- b. Deputy (ies)
- c. District Chief Executives (DCEs) of the districts in the region
- d. Presiding Members (PMs) of the districts in the region
- e. Two representatives of the Regional House of Chiefs
- f. Regional heads of the deconcentrated line ministries/departments.

Level 2: District Assemblies (DAs)

The District Assemblies in Ghana are the core of local governance, serving as the highest political and administrative authorities at the district level. They have power to levy taxes, manage budgets, and exercise legislative and executive functions. There are three types of District Assemblies: Metropolitan, Municipal, and District, collectively known as the **MMDAs**.

The main factors for distinguishing between the district assemblies are population size and geography/land size of the area. For that matter, Metropolitan Assemblies serve areas with populations over 250,000, including cities like Accra, Kumasi, and Tamale. Municipal Assemblies serve areas with populations between 95,000 and 250,000. District Assemblies serve areas with populations between 75,000 and 95,000. Each type of assembly holds equal power and performs over eighty (80) specific functions, including resource mobilisation for development, promoting cultural heritage, and ensuring access to justice.

In terms of composition, the District Assemblies/MMDAs consist of the following members:

- a. 70% of the Assembly Members are elected by Ghanaians (i.e. each electoral area within the district elects one Assemblyman/woman)
- b. 30% of Membership Members are appointed by the President in consultation with traditional authorities and interest groups.
- c. District Chief Executive (DCE)
- d. Member (s) of Parliament (e.g., ex-officio member) whose constituencies fall within the area of jurisdiction.

Level 3: Sub-District Structures

The lowest level of the local government system in Ghana is the sub-district structures. It is the unit closest to the residents or citizens and responsible for performing basic functions. It is made up of the Urban, Zonal, Town, and Area Councils (UZTACs) and the Unit Committees.

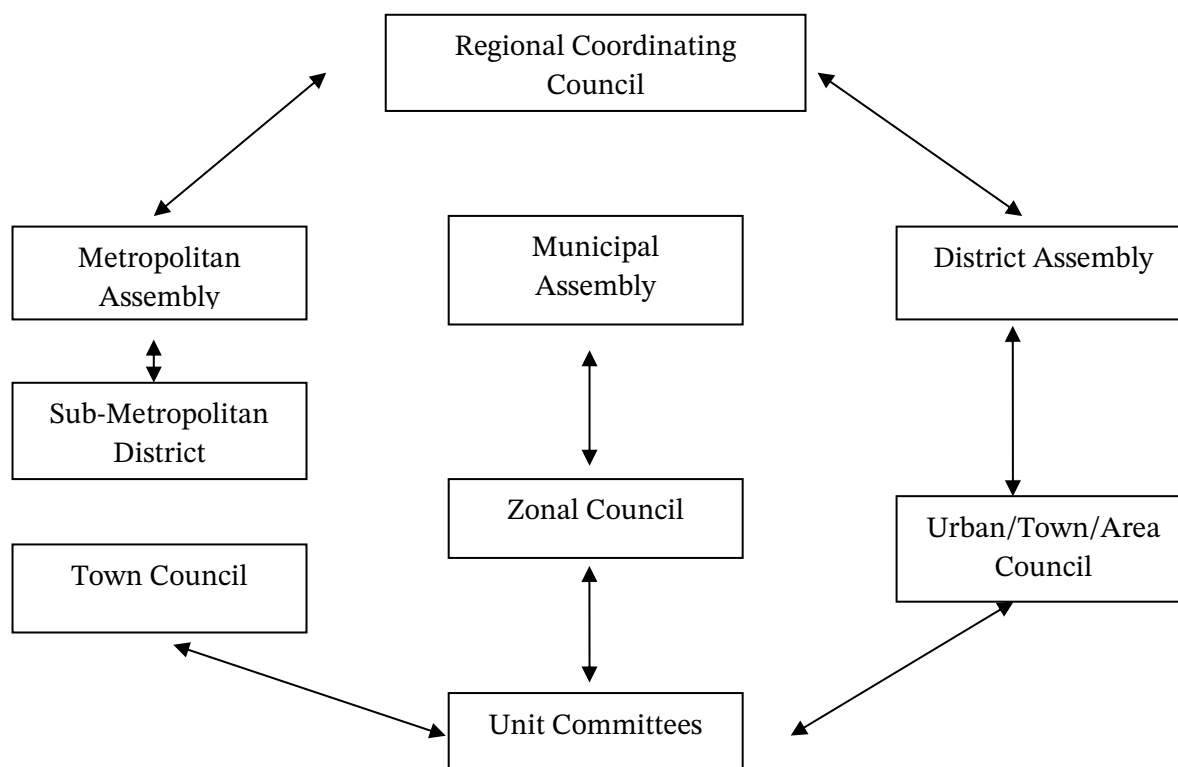


Figure 5.1: Local Government Structure in Ghana

Features of Ghana's Local Government System

1. It is a hybrid system where 70% of the members are elected by Ghanaians and 30% are appointed by the government. In addition, the District Chief Executives are also appointed by the President.
2. Central government ministries/departments are established at the local level.
3. It is a non-partisan system as Assembly members cannot contest on the ticket of any registered political party in Ghana.

Activity 5.1 Decentralisation and Local Government

- 1. Visit the library and go through related materials on the meaning of decentralisation. Use your findings to explain the types of decentralisation and their main features. Record your findings on a chart like the one below. Compare your ideas with a friend and prepare to present them in class.

One recommended website is <https://gsdrc.org/professional-dev/decentralisation/>



	Devolution	Deconcentration	Delegation
Main Features			

Follow the link and watch the audio descriptive video on local government. <https://www.youtube.com/watch?v=W2ps6Kc4oE0>.

It features a cat named **Stubb**, elected as the honorary mayor of Talkeetna in Alaska, United States for 20 years.



- 2. Consider the following stimulus questions, and discuss them with classmates, either in person or via chat.
 - a. Why was the cat elected as the mayor of the community?
 - b. What did the citizens achieve by electing a cat as mayor?
- 3. Research and write a paragraph that summarises, in your own words, the meaning of local government. Present your findings to a peer for feedback. You may visit <https://www.local.gov.uk/about/what-local-government> for more information.



4. Visit your District Assembly and have a conversation with officials to explain the institutional structure of Ghana’s local administration. Another option is to arrange and submit the questions through email for the public official to answer them. Share your report with a friend and together with him/her craft an informative ‘brochure’ to teach a primary six pupil about the structure of local government in Ghana. Present your work for further class discussion.

Questions to ask could include:

- a. What is the structure of the local government in Ghana?
 - b. What powers do the MMDAs possess and can exercise?
 - c. How do MMDAs enhance community life and provide services?
5. Visit the website of the local government (district) in your area to find out the programme and services provided using the table below as a guide. In a group of not more than 4, present your findings in class for further discussion:

Name of your District	Water provision	Rubbish collection	Market	Street lighting
	Example 1: Provision of 3 mechanised boreholes at Tanokrom community after 30 years (in 2023)		Example: Construction of satellite market stalls at Adiembra (2021)	

MEANING AND CHARACTERISTICS OF THE CIVIL SERVICE

The Civil Service in Ghana is the administrative body within the executive branch of government responsible for helping to formulate and implement policies and programmes. It consists of professional employees working at various ministries (e.g. Ministry of Education, Agriculture), departments (e.g. Social Welfare, Birth and Death), and agencies (e.g. Ghana Tourism Authority), both at the central and local government levels. These employees are hired under uniform rules and are paid directly from the consolidated fund. While the Civil Service is a part of the broader Public Service, as defined in Article 190 of the 1992 Constitution, it is distinct in terms of its conditions. Other public sector workers, such as teachers, police officers, and employees of public corporations, are not part of the Civil Service but are part of the wider Public Service.

Principles of the Civil Service

1. **Anonymity:** This refers to the idea that certain decisions and actions of Civil Servants are kept confidential and not subject to public scrutiny. In other words, Civil Servants are not directly credited or blamed for outcomes within the state's agencies; political leaders bear ultimate responsibility for both successes and failures.
2. **Impartiality:** This refers to the fact that the Civil Servant is expected to serve the current government and future political administrations without political bias concerning the implementation of policies and programmes.
3. **Neutrality:** Civil Servants are not expected to be involved in partisan politics. The individual has the right to belong to a political party of his/her choice but cannot engage in open politics through dress code, argument or writing at the workplace. Thus, it is an institution that is devoid of partisan interference.
4. **Permanence:** the Civil Service is not subject to periodic changes of personnel like the political government. It is an institution that relies on the periodic existence of politicians or changes in government. The Civil Servants have job security and can remain in their roles, only exiting upon reaching retirement age. However, there are instances when they could be fired or made redundant before retirement.
5. **Expertise:** refers to the detailed knowledge the Civil Servant possesses about running affairs of the state through research and long years of experience.
6. **Merit-based:** recruitment and selection into the Civil Service is based on one's qualifications and experience.

COMPONENTS OF THE PUBLIC SERVICE AND COMPOSITION OF THE CIVIL SERVICE

Components of the Public Service in Ghana Civil Service

1. Prisons Service
2. Education Service
3. Judicial Service
4. Statistical Service
5. Customs Excise and Preventive Service
6. Parliamentary Service
7. Audit Service
8. National Fire Service
9. Legal Service
10. Police Service
11. Internal Revenue Service
12. Immigration Service
13. Health Service
14. Public corporations other than those set for commercial ventures and public services established by the Constitution or an act of Parliament.

Structure of the Civil Service (Ghana)

The Civil Service has a distinctive structure and is hierarchically organised. The administrative class occupies the top position. Below this class is the professional, executive class, secretarial/clerical class and at the bottom of the structure is the messenger class.

1. **Administrative class:** The highest level of the Civil Service is occupied by individuals with the necessary skills, knowledge, and experience, such as Chief Directors and Heads of Departments. They serve as intermediaries between elected politicians and the rest of the civil service, offering technical advice and policy recommendations to ministers while also handling managerial duties.
2. **Professional:** It is occupied by people with specialised knowledge and expertise such as lawyers, accountants, doctors and engineers. In other words, they are specialised trained for their jobs. Their main role is advising the government on technical issues.

3. **Executive class:** It is responsible for implementing day-to-day government policies and programmes. The minimum qualification for entry is an HND or GCE 'A' level or equivalent qualification.
4. **Clerical class:** They are responsible for secretarial and routine administration, such as arranging for meetings and conferences and answering telephone and walk-in inquiries. Applicants for the clerical class must possess WASSCE or an equivalent grade.
5. **Messenger class (Manipulative/Auxiliary):** This class includes messengers, cleaners, gardeners, and drivers, who may not require formal education to do their assigned jobs. Their duties involve performing manual labour.

Activity 5.2 Public Service

1. What do you think each word from the terminology (**i.e. public, civil, service**) list means? (Do not look up the answers in the dictionary). Share your understanding with peers. How similar or different are your definitions from your peers? Next, look up the Encyclopaedia Britannica definition (<https://www.britannica.com/>) for each term and compare it to your responses. How similar or different are they?
2. Together with a friend, conduct research on the features of the Civil Service in Ghana and prepare a presentation for class discussion. Start your research with the resource below before visiting your local or school library.
<https://ohcs.gov.gh/documents/>
3. Write a two-page paper on the Public Service as it applies to Ghana. The first page should address components of the Public Service as found in the 1992 Constitution. The second page should address your interpretation of the features. Paste your responses on your class whiteboard for discussion. Use the Public Services Commission website. <https://psc.gov.gh/>

THE CONCEPT OF E-GOVERNMENT AND E-GOVERNANCE

Electronic government (e-government), also known as digital government, refers to the use of information and communication technology (ICT) to provide and improve government services. It deals with the public sector institutions making use of technologies to improve the delivery of services. Thus, e-government is the modernisation of the public sector to make it more efficient and effective through digital technologies (email, website, social media) adoption. Simply, a shift from traditionally paper-based services.

Four Separate Stages of E-Government Development

Four separate stages of e-government development have been identified:

1. Electronic presence, where government information is available online.
2. Interaction, allowing citizens to engage with public sector organisations through tools such as email and chat boxes.
3. Transaction, enabling electronic payments for services using credit (e.g. Visa cards).
4. Connected presence, where government services are fully integrated and interactive online.

E-governance on the other hand deals with the use of ICTs in service delivery and information provision online beyond public sector institutions. E-governance is not just about government websites and email. E-governance is a broader concept. It relates to two-way dialogue and interaction between the government and its citizens. Simply, it deals with the use of ICT to involve several actors and institutions in the decision-making process.

Activity 5.3 E-governance

1. Interview your friend to find out the services they acquire through manual means (i.e. face-to-face communication/paper-based transaction). Ask your friend, “What do you think are some of the challenges with the manual services delivery?” Together with other friends, form a group of not more than 4 and collaboratively discuss how to improve the manual service delivery. Write the main ideas on a piece of paper and share them with the entire class.
2. Conduct research and prepare a presentation about the various e-government services in Ghana (e.g. payment of taxes, acquiring a driver’s license). In your findings, reference your own experiences and the experiences shown in the use of the website. Post your work on the whiteboard for feedback from your peers. Visit the Ghana digital services and payments platform <https://www.ghana.gov.gh> to begin your search.



Review Questions

1. Define e-government in your own words.
2. Discuss one distinguishing feature of e-governance.
3. Describe the characteristics of the Civil Service in Ghana.
4. Briefly describe delegation as a type of decentralisation to a friend in the science class.
5. Describe the composition of unit committees in Ghana's local government system.

Government

Year 2

SECTION

6

STATECRAFT AND DIPLOMACY



GHANA IN THE GLOBAL SYSTEM

Ghana in the Community of Nations

Introduction

Welcome to section 6 of the learner material for Year Two. This section gives you general information on foreign policy making. You will study the meaning and characteristics of foreign policy. Specifically, you will look at the determinants of foreign policy and the key actors and institutions responsible for conducting Ghana's foreign policy. Furthermore, you will be introduced to the concept of diplomacy and the various types. The themes in this section will provide you with a context in which you are introduced to actors, both state and non-state, who dictate the foreign policy of states.

Key Ideas

- Diplomacy is the art of building relationships for mutual benefit and finding solutions to issues without using violence.
- Ghana's foreign policy is important in promoting peace, stability, and economic development in the West African sub-region and beyond.
- Those involved in Ghana's foreign policy decisions are the President, Parliament, Cabinet, Council of State, and the Ministry of Foreign Affairs.

DETERMINANTS OF GHANA'S FOREIGN POLICY

Foreign policy simply refers to how a state relates to the outside world. In other words, foreign policy is the decisions and actions officials (government) of the state take concerning other institutions to pursue their national values or interests. The driving force behind a country's foreign policy in international relations is National Interest.

Characteristics of Foreign Policy

1. Foreign policies are subsets of public policy. They are decisions made by the government that have an impact on the citizens.
2. Foreign policy may be aggressive or friendly. 'Aggressive' implies having unfriendly relations with other countries which can sometimes take the form of imposing economic sanctions or in extreme cases military interventions. The friendly approach looks at having cordial and peaceful relations usually diplomatic engagement and economic cooperation.
3. The foreign policy decisions of countries are largely influenced by the attributes/quality of the political leadership. The leader's ideology and personal behaviour do influence the kind of decisions they make towards other countries.
4. Foreign policy originates from the central government. National governments are responsible for designing and conducting foreign decisions. Thus, actors and institutions with legitimate authority are responsible for developing policy decisions, including the executive and legislative branches of government.

Determinants of Foreign Policy (Ghana)

Determinants of foreign policy refer to the various factors that influence and shape a country's interactions with other nations, international organisations, and individuals. These factors can be both domestic and external.

The state of the economy

A country's economic situation significantly influences its ability to conduct foreign policy. Those with strong economies can pursue their interests more effectively, while those facing economic challenges must navigate more carefully. Ghana's economic resources in the 1950s, for instance, enabled it to support African countries fighting for independence.

Membership in international organisations

A country's membership of international organisations and signatory treaties influence its foreign policy. It requires the country to fulfil these commitments and treaties. The 1992 constitution of Ghana enjoins the country to honour treaties and obligations through peaceful means.

Geopolitical location

A country's location and population significantly influence its foreign policy. Ghana's location means that it has to make policy taking account of West Africa and the continent as a whole. Another example is that landlocked countries, i.e., countries without access to the sea usually pursue friendly foreign policies that don't threaten their ability to export goods that would have to pass through these countries. Having potentially aggressive neighbours might also shape foreign policy.

Population

A country's population plays an important role in shaping its foreign policy. It is not just about the large population size, but the quality of the population that matters. For example, educational qualifications, experience, and competencies are important in determining a country's foreign policy, mainly because an educated and well-informed population is more likely to try to influence foreign policy, e.g., anti-war protests.

Public opinion

The views and sentiments of citizens influence the decisions the government make towards other states and organisations in the international system. This usually happens in democratic states where there is freedom of expression.

Activity 6.1 Foreign Policy

1. Write 3 sentences on the role of actors in the international system, drawing from the discussions and activities in Year One. You may discuss your findings with a friend.

Learners, please, follow the link and watch/listen to an audio description video of Dr. Kwame Nkrumah's speech at the All-African Peoples Conference in 1958 on continental unification. <https://www.youtube.com/watch?v=8KKxpuxpVfc>



In discussion with a friend, agree on what the key ideas were in Dr. Nkrumah's speech. To what extent have these ideas come to fruition in the subsequent 60+ years?

Now, continue with point 2 of this activity.

2. Using the table below, what is your understanding of foreign policy? What are examples of foreign policy? Why does Ghana engage in relations with other countries? Share your findings with a friend.

Activity	Response
What is meant by foreign policy?	
What are examples of foreign policy?	
Why does Ghana engage in relations with other countries?	

3. Review the report “Letter from Africa: Behind Ghana and Nigeria’s love-hate affair.” Next, explore the reasons why Nigeria took this decision and the subsequent effects. Share the findings with three of your classmates and together, design a poster that ranks these effects from most important to least important and explain your reasons for the ranking. More details of the news story can be found at <https://www.bbc.com/news/world-africa-54088878>

ACTORS AND INSTITUTIONS IN GHANA’S FOREIGN POLICY

The actors in the international system dictate the foreign policy of states. They set goals that seek to address the current challenges and the well-being of future generations. In Ghana, the key actors involved in foreign policy decisions are:

The President

- Mandated to execute treaties and agreements in the name of the state (Article 75)
- Appoints the Minister (s) for Foreign Affairs and Diplomats (Article 74:1)
- Receives Envoys accredited to Ghana (Article 74:2)
- Commander-in-Chief of the Ghana Armed Forces (Article 57:1)

Parliament

- Ratification of all treaties and agreements or conventions (75:2)
- Approval of Ministers of State (including Minister for Foreign Affairs) (Article 78:1)
- Control of the public/government purse
- Parliamentary committee to investigate into activities of ministries and departments (103:1-2).

Cabinet

- Assists the President in all policies, including foreign policies (Article 76)

Council of State

- Consultation on the appointment of ministers and diplomats/ambassadors (Article 74)

Ministry of Foreign Affairs

- Advises the government on the formulation and implementation of Ghana's foreign policies.
- Promotes economic cooperation between Ghana and other states and intergovernmental organisations.
- Provides efficient consular services within and outside Ghana.

Activity 6.2 Actors in Ghana's Foreign Policy

1. Research and write a paragraph summary of a modern-day (last ten years) effort by a Ghanaian President acting in their role as Chief Diplomat and share with a peer. See the media section of the Permanent Mission of Ghana to the United Nations for more information <https://www.ghanamissionun.org/ga-gallery/>



2. Based on research carried out in **point 1** of this activity, in a group of not more than 4, identify other individuals and institutions and discuss their functions concerning Ghana's foreign policy decisions using the chart below. Present your work to the whole class for further discussion. See the 1992 constitution for more information.

MEANING AND TYPES OF DIPLOMACY

Diplomacy refers to using intelligence and negotiation to build and maintain relationships between countries and other global actors. It's about finding mutually beneficial solutions through agreements, rather than resorting to war or force. It is a peaceful problem-solving approach that prioritises cooperation over conflict. Diplomacy is widely regarded as the most effective and acceptable way to implement foreign policy.

Types of Diplomacy

1. **Bilateral diplomacy** refers to the official relations between two independent countries, focusing on dialogue, negotiation, and other peaceful means to influence decisions and behaviour. For example, Ghana established cordial relations with Nigeria, Zimbabwe and the United Kingdom.
2. **Multilateral diplomacy**: refers to official interactions among three or more states, international organisations, or other actors to achieve common goals, resolve conflicts and promote good international relationships among states.
3. **Public diplomacy**: refers to people to people-to-people relations rather than state-to-state relations. In simple terms refers to the use of goodwill ambassadors instead of politicians and government officials to communicate directly to people of other states. For example, the use of influential personalities (celebrities) to address a problem or using sports (football) success to address conflict and raise a state's profile
4. **Shuttle diplomacy** refers to a diplomatic strategy where a negotiator travels frequently between two or more parties to reach agreements. It concerns the use of neutral third-party actors to settle disputes between conflicting parties or states where direct engagement to settle the dispute is highly unlikely. Examples are
5. **Gunboat diplomacy** refers to the use of military force as a threat to achieve foreign policy objectives, often by intimidating other states.

FUNCTIONS OF DIPLOMATS

Diplomats are very important to the survival of any successful international relationship of a country. Their activities can affect the country positively or negatively in the following ways.

Representation

- a. Maintaining good relations with host country officials, businesses, civil society organisations and individuals.
- b. Promoting the national culture, trade, and tourism potential of the mother country
- c. Hosting events, receptions, and ceremonies to attract investments

Negotiation and Bargaining

- a. Engaging in diplomatic negotiations to resolve conflicts, settle disputes or secure and signing of agreements and treaties.
- b. Conducting bilateral and multilateral talks on trade, investment, security, environment and other issues.

Reporting Role

- a. Gathering and analysing information on the host country's politics, economy and society.

- b. Submitting regular reports to the home country on significant developments.
- c. Providing insights on market trends, trade opportunities, and investment climate

Information Gathering Role

- a. Conducting research and analysis to inform policy decisions on issues such as trade, education, healthcare, and human rights among others.
- b. Maintaining contacts with local officials, experts, and influencers

Consular Duties

- a. Issuing passports, visas, and travel documents
- b. Offering emergency services such as evacuation, medical assistance, or legal aid
- c. Facilitating trade through certifying documents and verifying export items.

Activity 6.3 Diplomacy

1. Form a pair with a classmate and discuss the meaning, types and role of diplomacy in foreign policy. Consider sharing your responses with the entire class. You may use <https://www.youtube.com/watch?v=LdKFN1g62PM>
2. Research a global issue or public debate recently or currently in the news, such as war and conflicts, energy security, or climate change, where negotiation, finding a common ground, and compromise would apply. Write down the background information and identify the interests of various stakeholders in the shared problem. Together with a friend, write a newspaper article about the possible diplomatic resolution and present it to the entire class. Sources for current news stories should be from the following outlets: Ghana News Agency, Daily Graphic, Ghanaian Times, BBC and CNN.
3. Led by your teacher, discuss how diplomacy and negotiation can resolve Burkina Faso's decision to close the trading border with Ghana due to migration issues. Based on the discussion, form a group of two role-play the diplomatic engagement of resolving the conflict, and participate in a whole class discussion.

Extended Reading

- Kumado, K. (1995). "Foreign Policy Making in the Context of our National Constitution: An Overview". In Ameyedowo & Birku, B. (eds.), *Parliament and Foreign Policy Making in Ghana*. Gold type publications.
- Nau, H. R. (2020). *Perspectives on international relations: power, institutions, and ideas*. CQ Press.

Review Questions

1. Discuss the importance of foreign policy.
2. Discuss the role the Ministry of Foreign Affairs and Regional Integration plays in Ghana's foreign policy.

Government

Year 2

SECTION

7

GLOBALISATION



GHANA IN THE GLOBAL SYSTEM

Globalisation and Development

Introduction

Welcome to Section 7, the last part of the learner material for Year Two. All the best as you explore the concept of Globalisation. This section looks at the concept of globalisation and its meaning, characteristics, and types. Specifically, as a learner, you will be able to understand the driving forces behind the process of globalisation and various versions, namely, economic, political, environmental, and social and how they play out in the global system.

Key Idea

- Globalisation has transformed the world by presenting opportunities and challenges, thereby connecting economies, societies, and cultures.

MEANING AND CHARACTERISTICS OF GLOBALISATION

Globalisation refers to the free movement of goods, services, people, and ideas (e.g., gender equality) across the world. The term is normally used to describe the rapid increase in integration and interdependence of world cultures and populations. The driving force behind the process of globalisation is technology and the liberalisation of trade and investment. The central idea of globalisation is that the world is becoming a 'global village.' Thus, most parts or regions of the world are in closer contact than a few years ago. Globalisation is associated with westernisation, liberalisation, modernisation, and universalisation.

Characteristics of Globalisation

- 1. Advances in information and communications technology:** an increase in information flow across distant locations. Individuals have access to 24-hour internet and news media. In addition, there are innovations and efficiencies in transportation (air and sea).
- 2. Availability of global brand of goods and services:** products and services produced in other countries are readily available to all citizens irrespective of their location, even in the most remote areas of the world. Simply, individuals have access to a wide range of foreign products and companies, such as Coca-Cola and KFC.
- 3. Existence of global organisations:** One way in which globalisation is occurring is in the spread of Intergovernmental organisations in addressing common challenges and promoting cooperation among countries. Examples are ECOWAS, the United Nations and the World Bank.
- 4. Integration of world financial markets:** transactions take place via the stock market and with the issuance of standardised trading currencies such as the Euro, Dollar and Yen. Also, money is stored electronically on Visa cards or mobile banking.
- 5. Movement of people with fewer restrictions:** the opening of international borders to flows of free trade, people, cultures, and ideas among countries. (The effects, both positive and negative, are the subject of discussion in Year Three).

Activity 7.1 Globalisation

1. Together with a friend, research recent events (e.g. COVID-19 pandemic, climate change or conflicts) that resulted in a response from intergovernmental organisations (UN, World Bank, ECOWAS) and create an informative multimedia/PowerPoint presentation for the entire class.
2. Write down two or three main ideas from these words: internationalisation, westernisation, universalisation, and modernisation. Go to <http://google>.

com to search and read the most recent news story. Using the information collected and together with a friend, form a consensus about which **ONE** of the meanings from the list is likely to have a connection with the concept of globalisation. Why did your group choose that option?

3. Watch/listen to the video <https://www.youtube.com/watch?v=uI0itS3gQFU> (**3 minutes**) and compare your observations with at least 2 friends when the video ends. Together, discuss the trends and processes (i.e. characteristics) of globalisation. As a prompt, look at the clothes and shoes you and your friends are wearing and state where they are from using the tags, where each family's home appliances, such as the television and fridge made. Look at the map and locate these countries.

Discuss what you know about the conditions of the workers who made these goods. Consider whether everyone in the world benefits equally from globalisation, or are there winners and losers? Prepare a presentation about the characteristics/indicators of globalisation. Paste it on the whiteboard and invite comments from your classmates.



4. Based on **point 3** above, such as the availability of facilities such as a Wi-Fi network, readymade garments, or someone in Ghana answering a call from the United Kingdom about a product, in a group of 3, discuss the driving forces behind the process of globalisation. Write your answers on a manila card and paste them around the classroom. Please, agree on the reasons for your decisions.

TYPES OF GLOBALISATION

1. **Economic globalisation** involves the increasing integration of world economies through open markets, production and exportation of goods and services, limited role of the state and government in economic activities and the movement of money from one country to another, mostly from the global north to the global south.
2. **Environmental globalisation** refers to interdependency and global concern to address environmental issues, e.g., climate change, and air and water pollution. It looks at the uniformity in language, regulations and practices in environmental management and sustainability.
3. **Social globalisation** involves the bridging of global culture and identities through international travels and marriages, and the development of global citizens, norms and ethics.

- 4. Political globalisation** involves an attempt to create a global government or one international organisation in which decisions that affect people are made in a wider consultative manner. Examples are the platforms of the United Nations (UN), World Trade Organisation (WTO) and African Union (AU).

Activity 7.2 Types of Globalisation

Watch/listen to an audio descriptive video on the processes and drivers of globalisation: <https://www.youtube.com/watch?v=ZNejKHKSbl0>



1. Using information from the video, what is your understanding of globalisation and how does globalisation promote socio-cultural integration? Prepare and present a poster illustrating the types of globalisation for the whole class discussion.
2. Write a summary of the ideas expressed in the whole class discussions/ presentations about the different aspects of globalisation. Exchange your paper with a classmate and provide feedback on their work.
3. Together with friends, forming a group of not more than seven, debate about how globalisation has impacted the following aspects of Ghanaians: economic, environmental, political and social aspects for publication in the Institute of Statistical, Social and Economic Research (ISSER) at the University of Ghana, annual State of the Ghanaian Economy Report.

Reflective Journal

In the final lessons, you are required to write a reflective journal on your activities in Year Two. The purpose of the reflective journal is to provide you the opportunity to examine your thoughts, emotions and reactions to various situations during the learning process. Also, to understand your strengths and areas of improvement.

Below is a reflective log which intends to help you reflect on your learning and chart your progress. This log should be a progression of your activities in year two. Do submit for assessment

Use the example of the reflective log provided as a guide.

My personal learning goals	My activities to achieve these goals	My strengths in the activities	My areas of improvement in the activities

Extended Reading

- Wolf, M. (2004). Why Globalization Works. Yale University

Review Question

1. How does globalisation affect Ghana's economy?

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