



MINISTRY OF EDUCATION

GOVERNMENT for Senior High Schools

TEACHER MANUAL



Year 2



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

GOVERNMENT

For Senior High Schools

Teacher Manual

Year Two



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

GOVERNMENT TEACHER MANUAL

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Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS) curriculum which 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 is a single reference document which covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year Two of the new curriculum. It contains information for all 24 weeks of Year Two including the nine Key Assessments required for the Student Transcript Portal (STP).

Thank you for your continued efforts in teaching our children to become responsible citizens.

It is our belief that, if implemented effectively, this new curriculum 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.

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SECTION 1: CITIZENSHIP, RIGHTS AND RESPONSIBILITIES

STRAND: GOVERNMENT AND DEVELOPMENT

Sub-Strand: Basics of Government

Learning Outcome

- **Evaluate** the concept of citizenship in the context of Ghana
- **Analyse** the relevance of rights and responsibilities towards the state

Content Standard: *Demonstrate understanding and application of citizenships, rights, and responsibilities to the state.*

Hint



- *Remind learners to create a portfolio to show performance progress in the academic year. Refer to Appendix A for sample portfolio assessment to be submit in week 23.*
- *Assign group projects to learners in week 4. Refer to Appendix B at the end of this section for details on group project.*

INTRODUCTION AND SECTION SUMMARY

This section explores the interrelationships between citizenship and civil liberties. Learners will discuss the meaning of citizenship, the historical relationship it holds with the ancient Greek and Roman society, and the processes for the acquisition of citizenship. In addition, the section will examine the typology of rights, citizens' loyalty/responsibilities, reciprocal political support and state protection, particularly through establishing institutions for the realisation of rights and liberties. Here, the discussion will focus on the institutions in Ghana that guarantee and ensure the human and civil rights and freedoms of aggrieved persons. The section also looks at the extraordinary conditions for denying civil liberties or the limitations of the freedom and rights of persons and citizens. The section recommends various pedagogical approaches and assessment strategies to enhance understanding. By the end of the section, learners will have acquired the values of patriotism, teamwork and responsibility in addition to 21st century innovation, leadership and communication skills. The most likely opportunities for linkages are with Social Studies.

The theme covered by the section are:

Week 1: Citizenship

Weeks 2-4: Rights

Week 5: Responsibilities

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 problem-based learning, collaborative learning, experiential learning and presentations have been deployed. The teacher is encouraged to use these strategies among other innovation techniques. In the deployment and use of these strategies, the teacher should take care to tailor the tasks to ensure that all levels of learners can access the content and be challenged. Suggestions on how to implement differentiated learning can be found throughout.

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 content standards and the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4. The teacher should consult the Teacher Assessment Manual and Toolkits on how to design, develop and effectively use assessment strategies.

WEEK 1**Learning Indicators**

- **Explain** *the concept of citizenship*
- **Discuss** *how citizenship is acquired in Ghana*

FOCAL AREA 1: CONCEPT OF CITIZENSHIP

The concept of citizenship usually deals with the relationship between an individual and a state. Citizenship at its most basic level refers to full and equal membership in a bounded political community or state. The legal status of citizenship is that a person has a right to live in a state and cannot be refused entry or deported. Thus, a citizen is a member of a state who is entitled to the enjoyment of equal guaranteed rights and obligations with a corresponding tie of allegiance to the state.

However, citizenship of a state is sometimes conflated with nationality as a single concept. Citizenship is not synonymous with nationality; they are closely related but conceptually distinct. Nationality stems from one's country of birth, whereas citizenship is legally acquired. Citizenship can be changed, but nationality cannot. Every person is a citizen of the country where they are born but can apply to become a citizen of another country. Citizenship has a broader meaning including not only political but full civil and social rights.

The concept of citizenship can be traced to ancient Greek city-states and the Roman world. In ancient Greece, citizenship was a privilege attained solely by birth and therefore the person enjoyed civil and political rights. It was restricted to men born within the city of their parents, specifically the father (free native-born men). Moreover, in ancient Greece, not everybody was legally entitled to take part in the affairs of the city-state or could participate in the process of governance and not everybody, therefore, was a citizen. Thus, women, children, slaves, and resident aliens were excluded from citizenship. In ancient Rome, citizenship was restricted to people of the wealthy class known as the Patricians who alone enjoyed political and civil rights.

Learning Task

1. Trace the origin and explain the meaning of citizenship
2. Explore the connections between citizenship and nationality.

PEDAGOGICAL EXEMPLARS**Talk for Learning**

1. The teacher leads whole class discussion, and targets questions, to draw out what learners already know of the meaning of citizenship.
2. Based on learners' responses, teacher introduces the concept of citizenship.
3. Have learners explain citizenship in their own words.
4. Learners explore the origin of the concept of citizenship in Ancient Greece and Rome.

5. Have learners in a think-pair and share activity distinguish between nationality and citizenship.
6. Teacher moves around the classroom and provides additional support to struggling learners. Learners with better appreciation of the concept should be provided with a higher task.
7. Learners exhibit respect for religious diversity, cultures and political affiliation.

OR

Project Work

1. In small group and using library research, have learners come up with the meaning of citizenship.
2. Learners in pairs explore the origins of citizenship in ancient Greece and Rome.
3. Have learners in groups present findings of project work with the larger class and paste their work around the classroom for gallery walk. Teacher should give special attention to learners with mobility issues.
4. Have learners individually write down the meaning of citizenship based on their own understanding.
5. Teacher leads a whole-class discussion on the concept of citizenship.
6. Through interactive session, guide learners to relate how the concepts of citizenship and nationality are enshrined in international and Ghanaian law.
7. Learners embrace inclusion and unity through group activities as well as acquire research, digital, communication, and life-long learning skills.

FOCAL AREA 2: ACQUISITION OF CITIZENSHIP

Methods of Acquisition of Citizenship

1. Birth (*jus sanguinis/jus soli*)

A person born within the geographical boundaries of a state (e.g., Ghana) or outside whose either parent (Ghanaian) is a citizen of that country.

2. Adoption

A person is a citizen of Ghana by adoption if less than 16 years old and the adoptive parents are Ghanaian.

3. Foundling

A person is a citizen of Ghana by foundling if less than 7 years old and was found in Ghana and the parents are unknown.

4. Naturalisation

It is the process where a person becomes a citizen of a state after meeting certain basic requirements such as demonstrating in-depth knowledge of an indigenous language, residence in the country for specified years and good conduct and moral character.

5. Marriage and registration

A person married to a citizen of a country (e.g. Ghana) and applies for citizenship after meeting the state's legal requirements.

Dual nationality refers to a situation where an individual possesses the citizenship of two states at the same time. The processes of acquisition of dual nationality or citizenship differ from one state to another based on the legal provisions of the state.

Learning Task

1. State the methods/processes of acquisition of citizenship in Ghana
2. Explore the challenges to citizenship acquisition.

PEDAGOGICAL EXEMPLARS

Talk for Learning/Collaborative Learning

1. The teacher divides the class into a number of small groups to research on legal provisions and details of process of acquiring citizenship in Ghana. (See www.mint.gh)
2. In small groups, learners prepare and make presentation to the entire class on the processes of acquiring citizenship contained in sections of the 1992 Constitution.
3. Teacher gives feedback on the presentations and learners ask questions for further clarifications.
4. In a concentric approach, learners list the methods of citizenship acquisition and explore the possible challenges with citizenship acquisition through naturalization or marriage and registration.
5. The teacher moves around, offers further assistance to learners who may need support e.g., by giving concrete examples of dual citizenship acquisition.
6. Through the lesson, learners acquire the values of transparency, accountability and probity.

Key Assessment

Level 1: State the methods/processes of acquiring citizenship in Ghana.

Level 2

1. Explain the similarities and differences between the methods of acquiring citizenship.
2. Draw a mind map of the processes of acquiring citizenship in Ghana.
3. Explain the term citizenship by identifying at least four key features.

Level 3: Investigate and report on challenges to acquisition of citizenship in Ghana.

Hint



*The recommended mode of assessment for week 1 is **class exercise**. Use the level 2 question 3 as a sample question.*

WEEK 2

Learning Indicator: *Explain the meaning and types of rights*

FOCAL AREA 1: MEANING AND TYPES OF RIGHTS

Rights simply refer to the standard of permitted actions and freedoms that individuals enjoy by being citizens of a particular state. They are written in national codes, constitutions and international treaties and conventions. Rights are products of society and therefore belong to the individual as a member of society. Rights are supposed to promote human dignity and development, for example the rights to life, freedom from torture, freedom of opinion and expression, and the right to work and education. For all rights there are corresponding duties. For example, the right to life imposes a duty or obligation to respect and not endanger your own life or the life of others.

However, a distinction must be made between rights and privileges. Rights are social conditions that can be demanded or claimed as they are contained in the legal documents of states and recognised by society. Privileges are not legally encoded into national laws or backed by legal provisions. Individuals are free to act or not to act as they desire, but these liberties are not protected by legal codes and do not involve corresponding duties. They are special conditions enjoyed by some individuals by virtue of their position within the state such as the wealthier citizens having access to better healthcare.

Types of Rights

1. Civil (rights of all individuals in respective of social status or the existence of equal social opportunities given and guaranteed by the state. e.g. right to use public facilities)
2. Economic (rights to economic well-being and security individual. e.g. right to work and fair wages)
3. Legal (the rights of individuals recognised and protected by the legal frameworks of state which cannot be modified. e.g. right to free and fair trial).
4. Natural (fixed, inalienable and universal rights. These rights emanate from God and express themselves in nature inclining individuals to act as rational beings. e.g. protection and preservation of human life)
5. Political (rights to participate in the political affairs of the state. These rights are more available to people and citizens mostly in a democratic state. e.g. the right to vote).

Learning Task

1. State the meaning and types of rights.
2. Explain the relationships between rights and duties.
3. Explain, with reference to Ghana the importance of civil and political rights.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. The teacher consolidates the learning of the meaning and methods of acquiring citizenship through targeted questioning and by inviting some learners to provide examples for the class. This should lead into discussion about rights of citizenship.
2. Using interactive questioning, the teacher leads a whole-class discussion on the meaning of the rights. Learners are invited to add information from their own knowledge and experience.
3. In small groups, learners identify the various rights of citizens and the corresponding duties or obligations.
4. In the same groups, have learners develop a presentation to explain the types of rights such as civil, natural and political rights and their relevance.
5. The teacher walks round the groups, identifying learners who have difficulties in understanding the types of rights or the distinction between them.
6. Encourage proficient learners to help fellow learners having difficulties in understanding the types of rights.
7. Using back-to-the board activity, have learners randomly write the types of rights on the board.
8. Learners acquire the values of assertiveness and confidence in the political system as well as become aware of the need for fairness and justice within the state.

[Refer to assessments at the end of week 3]

WEEK 3

Learning Indicator: *Examine how citizens' rights are protected*

FOCAL AREA 1: PROTECTION OF THE RIGHTS OF CITIZENS

Democratic government operates on the assumption that the government exists to serve the people; the people do not exist to serve the government. In other words, the people are citizens of the democratic state, not its subjects. Essentially, states and governments are to protect the freedoms that every individual possesses by his/her existence. Thus, rights are necessary for the development of humanity and therefore the creation of conditions to make rights possible.

As a principle, the protection of basic human rights is embodied in a written constitution. The constitution is the supreme law of the state and describes the scope and nature of rights and the different protection measures/mechanisms for guaranteeing the rights of individuals (called fundamental rights). Thus, the constitution contains entrenched rules that promote and protect human and civil rights, respect the rule of law, and ensure that people are free to participate in the affairs of the state. For the protection of citizens' rights, the 1992 Constitution of Ghana contains prerogative writs such as habeas corpus, mandamus, and certiorari which makes it possible for citizens to seek redress when their rights have been violated.

Mandamus – An order from a court of competent jurisdiction stating that an official or organisation must perform a specific act or activity.

Habeas corpus – A legal principle that protects the rights of citizens not to be detained unlawfully. It requires an arrested person to appear before the court to determine the legality of the person's detention/imprisonment.

Certiorari – A writ of certiorari is a formal order reviewing the proceedings and decisions of a lower court. It is issued by a higher court of competent jurisdiction to have a second look at the decision of the lower court to promote checks and balances.

Other measures for ensuring the rights of citizens and fundamental freedoms are the existence of an independent and impartial judiciary, diverse free news media, security services particularly the police for enforcement of law and order, civic education, and the establishment of efficient human rights institutions.

In addition, international frameworks guarantee basic civic and human rights of citizens. The United Nations Declaration of Human Rights (UN-DHR) sets out 30 rights and freedoms, such as right to freedom from torture, freedom of expression, right to education and the right to seek asylum. Ghana a signatory to UN-DHR is therefore obliged under international law to implement its provisions.

Learning Tasks

1. State the type of rights in the United Nations Universal Declaration of Human Rights
2. Explain how the UNHDHR helps to protect the rights of citizens in all countries

PEDAGOGICAL EXEMPLARS

Project-based learning

1. Divide the class into small groups to study the United Nations Universal Declaration of Human Rights (UN-UDHR) and identify all rights.
2. In small groups, learners identify and discuss the key features of each of the rights such as respect for human dignity and rights; non-discrimination based on birth, gender, religion, political, colour and other status and right to life, freedom and security.
3. Have learners prepare and make a presentation to the whole class on their findings and views.
4. Teacher should allow for feedback and further discussion
5. Have groups to decide which five rights they believe to be most important and why
6. Have learners come up with mechanisms for protection of the rights of citizens.
7. Learners identify social injustices and advocate for change as well as the values of honesty, integrity and hard work.

FOCAL AREA 2: INSTITUTIONS FOR PROTECTION OF RIGHTS (GHANA)

Rights are not self-enforcing. It requires dedicated institutions for the promotion and protection of rights. Governments have a particular responsibility to ensure that individuals can enjoy their rights. The 1992 constitution of Ghana guarantees the protection of the rights of all people through the under-listed institutions.

1. Commission on Human Rights and Administrative Justice (CHRAJ)

The Commission on Human Rights and Administrative Justice (CHRAJ) was set up in 1993. The commission mandates include investigating corruption, abuse of power, unfair treatment, misappropriation of public moneys by public officials. The Commission on Human Rights and Administrative Justice (CHRAJ) acts as national human rights institution, Ombudsman, and anti-corruption and ethics office for Public Service of Ghana. More generally, it creates public awareness through education to promote the protection of the fundamental human rights provisions contained in the 1992 Constitution of Ghana.

2. Domestic Violence and Victims Support Unit (DOVVSU)

The Domestic Violence and Victims Support Unit (DOVVSU) was established as a special Unit under the Ghana Police Service in October 1998. It was set up to overcome the hurdle of lack of access to justice for survivors and victims of domestic violence. The mandate of DOVVSU is to protect the rights and promote the welfare of children and women by preventing and prosecuting crimes committed against them in both domestic and community settings. DOVVSU exists in every district of Ghana, and its presence enables survivors or victims of domestic violence to get easy access to justice. Also, DOVVSU not only prosecutes perpetrators of domestic violence but also promotes reconciliation through the provision of Alternative Dispute Resolution (ADR) measures.

3. National Commission for Civic Education (NCCE)

The National Commission for Civic Education (NCCE) is provided for in the 1992 Constitution and established by an act of Parliament, (Act 542, 1993). The NCCE's general goal is to promote civic education of the citizenry. In respect of its constitutional mandate on civil liberties, NCCE is required to formulate, implement and oversee programmes intended to inculcate in the citizens of Ghana awareness of their civic responsibilities and an appreciation of their rights and obligations as free people. It has offices in all the administrative regions and districts in Ghana.

4. Legal Aid Commission of Ghana

The Legal Aid Commission (LAC) was established in 2018, (Act 977, 2018) replacing the legal aid scheme (Act, 542, 1997). The commission's primary objective is to ensure equal access to justice for all and equal treatment before the law by serving as a public defender for the poor in need of effective justice. In other words, the commission provides free or subsidised legal services for individuals who cannot afford to pay legal fees privately. Thus, people who need legal representation cannot afford legal services. The commission seeks to ensure everyone has the right to equal legal protection also resorts to Alternative Dispute Resolution (ADR) mechanisms to resolve cases out of the traditional courts system.

Learning Task

1. State the institutions responsible for the protection of human rights in Ghana
2. Discuss the core mandates of institutions responsible for the protection of rights

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. The teacher leads an interactive whole-class discussion to consolidate the lesson on type of rights and protection on the rights of citizens.
2. Learners come up with the institutions responsible for the protection of the rights of citizens in Ghana.
3. In a think-pair share activity, learners discuss the activities/functions of the institutions and make a presentation to the larger group.
4. Learners are then asked individually to write down the main similarities and differences between CHRAJ, DOVVSU, NCCE and Legal Aid.
5. Teacher should encourage peer support for learners who are struggling to understanding the concept.
6. Have learners discuss the current issues and problems of the institutions responsible for the protection of the rights of citizens and potential measures to address them.
7. Learners become sensitive to individual differences through their collaborative work.

Key Assessment

Level 1

1. Define rights. Name five rights from the United Nations Declaration of Human Rights.
2. Outline the institutions responsible for the protection of the rights of Ghanaians.

Level 2

1. Explain the types of rights.
2. Explain how the rights of individuals are protected in a state.

Level 3: Explain the types of rights and their relevance to development of society. Discuss the challenges confronting the institutions mandated to protect the rights of citizens.

Level 4

1. Present arguments for and against the proposition that “all human beings are born free and equal in dignity and rights”.
2. Research on the United Nations Universal Declaration of Human Rights (UNHDHR) outlining its key features, types of rights and at least four ways it helps to protect the rights of citizens in all countries

Hint



- *The recommended mode of assessment for week 2 is questioning. Use the level 2 question 1 as a sample question.*
- *The recommended mode of assessment for week 3 is research. Use the level 4 question 2 as a sample question.*

WEEK 4

Learning Indicator: *Discuss how rights of a citizen can be restricted*

FOCAL AREA 1: RESTRICTIONS OF THE RIGHTS OF THE CITIZEN

There are legal provisions for ensuring that rights are protected. However, most of the legislated rights and freedoms of people and citizens are not absolute. The realities of the functioning of the state indicate that there are certain circumstances under which some of these rights can be restricted or limited on quite legitimate grounds. These include:

1. Extraordinary measures or natural disaster (earthquake)
2. National security (prevention of disorder or crime)
3. Diseases and public health safety
4. War

On the other hand, restrictions on the rights and liberties of people in certain circumstances are largely unjustifiable. Some rights and freedoms are not absolute and can be breached or limited temporarily. These include:

1. Confiscation of passports
2. Detention without charge and imprisonment
3. Conditional restriction such as political activities of foreigners/aliens
4. Discrimination on basis of race, gender etc.
5. Cybersecurity (limitation on the use of digital platforms)

Learning Tasks

1. State the measures used to restrict the rights of a citizen
2. Explain the conditions under which rights of citizen can legitimately be restricted or removed
3. Discuss restrictions on citizens' rights, which are illegitimate or unjustified.

PEDAGOGICAL EXEMPLARS**Collaborative Learning**

1. Learners individually record situations they are limited from performing or undertaking certain activities at home.
2. In a think-pair strategy, provide learners with a larger chart paper to record their responses and paste them around the classroom for gallery walk.
3. Based on learners' responses/experiences and observations, teacher leads the entire class discussion on restrictions of the rights of citizens.

4. In concentric circle approach, learners discuss how the state can limit the rights of citizens such as during emergencies such as the outbreak of the COVID-19 pandemic or wars.
5. The teacher invites a few selected learners to present their conclusions to the entire class with reference to limitations to the rights of citizens contained in the 1992 constitution.
6. Through the lesson, learners acquire the values of submission to authority in a state.

OR

Experiential Learning

1. Invite a speaker such as citizens advice person or legal expert (legal aid officer) OR present a video/print material on state repression in a dictatorship.
2. Learners reflect on the video and pictures and come up with their observations.
3. Have learners ask questions for further clarification on the presentation or watching of the video/pictures. Encourage learners who are quiet, shy and unwilling to talk to speak up.
4. Have learners write a short report on threats to citizens' rights.
5. Learners in small groups suggest ways to manage restrictions of rights to ensure that rights of citizens are not unduly abuse.
6. Learners from selected groups present their findings and other learners join by making short contributions after the presentations.
7. Through this lesson, learners should demonstrate the values of social justice, advocate for change and acquire digital and literacy skills.

[Refer to assessments at the end of week 5]

WEEK 5

Learning Indicator: *Establish the symbiotic relationship between responsibility of state for citizens and vice-versa*

FOCAL AREA 1: RESPONSIBILITIES OF CITIZENS

Citizenship entails a broad definition of rights and responsibilities. As an individual exercises his/her rights, it is also his/her responsibility to protect the rights of others and give the state his/her loyalty. In other words, citizenship requires individuals to fulfil a set of civic responsibilities or contribute to the functioning of the state and in return, the state establishes effective mechanisms for the protection of the rights of citizens. There are symbiotic relationships between citizenship, rights and responsibilities. Responsibilities generally refer to the obligations to carry out certain tasks or actions towards the state. However, these responsibilities take the form of mandatory (legal) requirements or responsibilities by an active or a good citizen.

Responsibilities of Citizens (Mandatory)

1. Payment of taxes
2. Obeying laws and regulations
3. Military service (through legislation)

Responsibilities of Citizens (Active citizen)

1. Participation in civic duties (e.g. voting)
2. Respecting the rights and opinions of others
3. Protection of state properties
4. Participation in public life (community, district or national levels)

Learning Tasks

Discuss the responsibilities of citizens towards the state

PEDAGOGICAL EXEMPLARS**Experiential Learning**

1. To approach this theme through the learners' own observations and experiences, the teacher could use home responsibilities as an analogy.
2. Have learners record some of their responsibilities at home and reasons for carrying them out.
3. Learners come without with their own understanding of what constitutes responsibility.
4. Have learners individually write down some of the responsibilities that their parents/guidance have towards the state.
5. Teacher then leads the entire class discuss on the meaning of responsibilities.

6. In mixed-ability group, learners outline some of the responsibilities of citizens towards the state such as obeying the law, paying taxes, voting, respecting rights of others.
7. Learners to make presentations summarising what it means to be a good citizen and the responsibilities of the state in respect to citizenship.
8. To encourage positive and inclusive class atmosphere, the teacher should encourage learners to explain and clarify issues to peers.
9. Teacher should give further support to learners who may still be struggling to under the concept and encourage highly proficient learners to extend their answers.
10. Learners develop attitude towards nation building and acquire the values of patriotism, responsibility and respect for authority.

FOCAL AREA 2: RESPONSIBILITY OF THE STATE TOWARDS CITIZENS

There is a reciprocal relationship between the state and citizenship. Citizens can make certain claimant rights and states are obliged to deliver with citizens in turn rendering civic duties. Thus, citizenship is made up of rights and responsibilities to the state and the state is enjoined to seek the interest of its citizens.

State responsibility to citizens

1. Protection of the rights of individuals and institutions
2. Maintenance of law and order (safety and security of citizens)
3. Provision of public services (education, health and social development)
4. Providing defence against external attack

Learning Tasks

Examine the responsibilities of state towards citizens

PEDAGOGICAL EXEMPLARS

Experiential Learning

1. The teacher recaps the responsibilities of citizens toward the state by asking learners to give examples. The teacher leads the entire class discussion by reiterating that the state also has certain responsibilities towards the citizens.
2. Learners watch pictures of state responsibilities towards the citizens
3. Have learners reflect on the pictures and come up with their observations.
4. Based on their observation and understanding, learners discuss the responsibilities of the state such as maintaining law and order, provision of public infrastructure and services, protection of the environment and ensuring economic development and growth.
5. Think-pair-share activities, write down some of the responsibilities of the state towards the citizen with appropriate examples.

- Learners paste their work in the classroom for gallery walk. Learners with special needs such as mobility and virtual challenges should be given necessary support.
- Through the lesson, learners acquire digital, communication and critical thinking skills.

Key Assessment

Level 1

- Take a gallery walk to observe posters on legitimate and illegitimate restrictions on rights of citizens.
- State the situations/circumstances under which the rights of citizens can be restricted. Outline the responsibilities of citizens towards the state.

Level 2: Explain why it is sometimes important sometimes to restrict the rights of citizens.

Level 3

- Discuss the responsibilities of citizens towards the state.
- Discuss under what circumstances would it be appropriate or inappropriate for the state to restrict citizens' rights.

Level 4: Analyse the symbiotic relationship of state and citizens in Ghana.

Hint



- The recommended mode of assessment for week 4 is **observation**. Use the level 1 question 1 as a sample question.
- The recommended mode of assessment for week 5 is **discussion**. Use the level 3 question 1 as a sample question.

SECTION 1 REVIEW

This section examined citizenship, rights and responsibilities. Throughout the section, learners looked at the meaning of rights, their historical trajectory and the processes and modes of acquisition of citizenship. The section also emphasised states and governments' responsibility for the promotion and protection of human and citizenship freedom. It looked at the meaning and the types of rights and how these rights are guaranteed through the establishment of institutions. Furthermore, the section looked at the reciprocal relationship between rights and responsibilities. It argued that rights which are derived from the principle of respect for human dignity cannot be enjoyed without responsibilities. The interactive teaching strategies helped the teacher realign course content, learning indicators, expected learning outcomes and mode of assessment.

Additional Reading

- Dumbrava, C. (2014). *Nationality, citizenship and ethnocultural belonging: Preferential membership policies in Europe*. Springer.
- Fordjour, C. (2023). *One Touch Government for Senior High School* (8 edn.). One Touch Publications.

Marking Scheme for the Class Exercise Assessment Task

1. Provide definition of citizenship (look out for key words such as rights, duties, legal status) 2 marks
2. Identification and explanation of its key characteristics - 2 marks each
 - i. Identification and explanation of its key characteristics
 - ii. Rights (fundamental freedoms guaranteed to citizens)
 - iii. identity and allegiance (patriotism, sense of belongness)
 - iv. responsibilities (civic duties: paying of taxes, protection of public properties)
 - v. membership in a political community (legal status)

Total Marks: 10

Checklist for the observation Assessment Task

Observation Checklist:

Tick ✓ if covered and ☒ if not covered by learners.

- The poster differentiates between legitimate and illegitimate restrictions on citizen rights.
- Specific examples of legitimate restrictions are provided.
- Specific examples of illegitimate restrictions are provided.
- Information presented is accurate
- The poster is visually appealing
- The poster is free of spelling and grammatical errors
- The learners are actively engaging with each other during the gallery walk
- The learners answer questions from other learners effectively



APPENDIX A: EXAMPLE OF PORTFOLIO BUILDING

Purpose of the portfolio

1. To provide a comprehensive record of learners' academic achievements, progress, and growth over time.
2. The portfolio will be compiled throughout the academic year. This comprehensive portfolio of assessments will be administered in week 1 and collected at the end of week 24 of the second semester, scored and recorded.

Portfolio task

Complete and compile the listed items below as portfolio for the academic year. Place the collected items in a clear bag/file.

E.g

- a. Learners' class exercise and homework books for Government (handwritten or photocopied)
- b. A copy of group project, handwritten or photocopied.
- c. Reflective journal: task learners to record what they recall after every lesson in an exercise book or any preferred booklet. They are to include the focal area and date of every lesson.
- d. Give learners a copy of the Learner Reflection Template either written on the board or printed to fill as academic work unfolds, (refer to figure 1.1), etc.

Structure and organisation of the Portfolio

As part of the structure of the portfolio, learners should ensure the following details have been provided:

- a. Cover Page (Title, Learner's name, Class, Date of submission)
- b. Table of Contents

Feedback

Give detailed feedback on the entire portfolio to individual learners, allowing them to come up with their challenges and strength, etc.

Rubrics for scoring

E.g

- | | |
|--|---------------|
| <ol style="list-style-type: none"> a. Cover page-In block letters which should include: <ol style="list-style-type: none"> i. name of school ii. Academic year iii. Name of learner iv. Name of teacher v. Form and specific course vi. Date and signature | 0.5 mark each |
|--|---------------|

- b. Table of content-should include 0.5 mark each
- i. Portfolio task arranged in alphabetical order
 - ii. Labelled
- c. Learner's class exercise and homework book for Government.
- i. Undamaged exercise Book 5 marks
 - ii. Torn exercise book 2 marks
 - iii. Each complete exercise 1 mark
- d. Individual project and group project
- i. Undamaged exercise Book/official paper 5 marks
 - ii. Torn exercise book/official paper 2 mark
- e. Reflective journal (Record of what learners recall after every lesson) - 2 marks (each recall)
- f. Completed learner Academic Reflection Template 10 marks, etc.

Rubrics for the Questioning Assessment Task

Criteria	Excellence	Good	Basic
Understanding rights (3marks for each bold points)	Identify and explain the different types of rights with examples, including human rights: fundamental rights inherent to all individuals (Right to life), civil rights: rights of citizens to political and social freedom and equality (Right to freedom of assembly), political rights: ability to participate in political life(Right to run for public office), and economic rights(Right to work)	Identify and explain the different types of rights without examples, including human rights: fundamental rights inherent to all individuals, civil rights: rights of citizens to political and social freedom and equality, political rights: ability to participate in political life and economic rights: right to participate in economic activities	Only Identify the different types of rights, including human rights, civil rights, political rights, and economic rights
Participation and Responses (3 marks)	Builds on discussions by actively engaging with other learners' ideas and asks follow-up questions	Builds on discussions by actively engaging with other learners' ideas but do not ask follow-up questions	Occasionally engages with peers but mostly remains passive during discussions

Total Marks - 15

Rubrics for the Research Assessment Task

Criteria	Excellence	Good	Basic
Understanding of UNHDHR (United Nations Universal Declaration of Human Rights) (3marks for each bold points)	<p>Clear explanation of the UNHDHR, look out for key elements such as:</p> <p>History ((The drafting of the UNHDHR began in 1947, spearheaded by the United Nations Commission on Human Rights)</p> <p>Purpose (monitoring, reporting, advocacy etc.)</p> <p>Framework (International Human Rights Law, Significance, core human rights treaties, The Charter of the United Nations etc.)</p>	<p>explanation of the UNHDHR, highlighting on a) History (The drafting of the UNHDHR began in 1947, spearheaded by the United Nations Commission on Human Rights) and</p> <p>b) Purpose (monitoring, reporting, advocacy etc.)</p>	<p>explanation of the UNHDHR, highlighting on only</p> <p>History (The drafting of the UNHDHR began in 1947, spearheaded by the United Nations Commission on Human Rights)</p>
Key features and identification of rights (2marks for each bold points)	<p>explain all key features in UNHDHR (Foundational document: declaration rather than treaty, comprehensive rights includes wide range of rights including civil, economic etc., Equality and non-discrimination) and Provide explanations of each type of rights in the UNHDHR with relevant examples (civil, political, economic, social, and cultural)</p> <p>(Right to Life: The protection against arbitrary deprivation of life (UDHR Article 3)</p>	<p>explain all key features without giving any any relevant examples (Foundational document: declaration rather than treaty, comprehensive rights includes wide range of rights, Equality and non-discrimination) and identifying the types of rights in the UNHDHR with no explanation (civil, political, economic, social, and cultural).</p>	<p>Identify without explaining all key features in the UNHDHR(Foundational document, comprehensive rights, Equality and non-discrimination)</p>
Mechanism of protection (3marks for each key issue)	<p>explanation of four key issues such as international treaties, monitoring bodies, advocacy and education, national implementation, etc.</p>	<p>explanation of three key issues such as international treaties, monitoring bodies, advocacy and education, national implementation, etc.</p>	<p>Explanation of two key issues such as international treaties, monitoring bodies, advocacy and education, national implementation, etc</p>
Research and Use of Sources (3marks)	<p>All research materials and websites are accurately cited (United Nations. (1948). Universal Declaration of Human Rights. United Nations) https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf</p>	<p>research materials (United Nations. (1948). Universal Declaration of Human Rights. United Nations) cited but leaving out websites used</p>	<p>No research materials and websites used cited</p>

Total marks: 40



APPENDIX B: GROUP PROJECT

Task

Explore the specific role of the judiciary in Ghana from independence to the present day. Refer to the Teacher Manual (TM) section 3, week 10 and Learner Material section 3 for more task examples.

Criteria	Expected response	Scores	
Content	Identify 10 specific roles of the judiciary since independence. Look out for key elements such as interpretation of law, Resolving Conflicts Between State Institutions, Arbitration in Commercial Disputes, Check on Executive Power. Able to submit project via the email	1 mark each for correctly identified specific roles. 1 mark	
	Excellence - 3	Good - 2	Need improvement - 1
Organisation	Well typed in Times New Roman with font size 12 and free from errors.	Well typed in Times New Roman with a different font size and few errors	Hand written
Examples and Use of Sources	Give an examples and state source: In <i>Tuffuor v Attorney-General</i> (1980), the Supreme Court ruled that the Constitution was the supreme law. Reference: Articles 2 and 130 of the 1992 Constitution of Ghana.	Give an example but did not state source: In <i>Tuffuor v Attorney-General</i> (1980), the Supreme Court ruled that the Constitution was the supreme law.	Only stated source

Note

- Encourage the use of credible sources such as historical records, legal documents, academic articles, and interviews with legal professionals (if applicable). learners should cite all sources properly.
- Submission time: week 10

Administration

Provide a clear description of the project. Thus, learners should focus on key events, cases, reforms, and the judiciary's impact on governance and society, etc.

Refer to Teacher Assessment Manual and Toolkits page 34 for more information on how to administer class test as an assessment task

Feedback

Provide timely and constructive feedback on drafts or milestones to help learners improve their work before the final submission, etc

Rubrics for the discussion Assessment Task

Criteria	Very good – 3 marks	Good – 2 marks	Need improvement – 1 mark
Content	Explain citizen responsibilities (look out for the use of key words such as duties, obligations) and support meaning with specific real-world examples: participating in National Service through the National Service Scheme (NSS), paying taxes such as VAT , import duties, etc. participating in the National Sanitation Day (NSD) initiative, launched in 2014	Explain citizen responsibilities (look out for the use of key words such as duties, obligations) and support meaning with only general examples: paying taxes, defending the country, engaging in civic Activities, etc.	Mentioning only general examples such as paying taxes, defending the country, engaging in civic Activities, etc.as explanation to citizen responsibilities
Collaboration	Work collaboratively with peers, listen actively, build on others' ideas, and contribute meaningfully by sharing ideas to the discussion	Work well with peers but may occasionally want to dominate discussion, contribute by sharing ideas.	Always want to dominate discussion

SECTION 2: DEMOCRACY AND GOVERNANCE

STRAND: GOVERNMENT AND DEVELOPMENT

Sub-Strand: Indigenous and Contemporary Governance in Ghana

Learning Outcome: *Assess the features of democracy and good governance*

Content Standards

- *Demonstrate knowledge and understanding of contemporary*
- *Governance System in Ghana.*

Hint



Remind learners of Mid-Semester examination in week 6. Refer to the Appendix C for more sample task and the Table of Specification.

INTRODUCTION AND SECTION SUMMARY

Sequel to the discussion in Section Two of Year One (indigenous government system in Ghana), this section will look at contemporary governance. The section specifically looks at the features of a democratic system of governance and the key principles of good governance. The section focuses on the practice of good governance where formal and informal actors collaborate in managing a country's affairs at all levels through formulating and implementing policies. Learners will be challenged to apply concepts from this section to real-life experiences particularly their implications for Ghana's development. 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, tolerance and cooperation. This section has links with related subjects such as History and Social Studies.

The themes covered by the section are:

Week 6: Democracy

Week 7: Good Governance

SUMMARY OF PEDAGOGICAL EXEMPLARS

To synthesise the content knowledge, several pedagogical strategies are proposed, taking into consideration the different learning needs, 21st-century skills, and core national values. The pedagogical strategies are designed to help learners develop their skills of analysis, evaluation and creativity. The pedagogical exemplars for this section include interactive teacher exposition and group/collaborative learning.

ASSESSMENT SUMMARY

To promote differentiation at various levels, formative strategies to provide immediate feedback on learners' learning outcomes in the form of weekly activities and summative techniques have been suggested from levels 1 to 4 of the Depth of Knowledge (DoK). These assessment tools are aligned with the content standards and the learning outcomes. The teacher should consult the Teacher Assessment Manual and Toolkits on how to design, develop and effectively use assessment strategies.

WEEK 6

Learning Indicator: *Examine the features of the democratic system of governance.*

FOCAL AREA 1: FEATURES OF DEMOCRATIC SYSTEM OF GOVERNANCE

The concept of democracy has a myriad of meanings and several variables for measuring the level of democracy in different countries. However, at the basic level, it refers to rule by the people (from a combination of the Greek words 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.

Features of Democratic Governance

1. Constitutional rule (authority of government derived from the consent of governed/ citizens)
2. Majority rule and protection of Minority interest
3. Fundamental human rights (freedom of speech and expression, freedom of religion, freedom of assembly and association, rights to due process and fair trial)
4. Rule of law (equal protection of the law, public and explicit rules and procedures for law enforcement)
5. Elections (competitive, periodic, inclusive)
6. Civic culture (citizens who are independent, questioning and analytical in outlook rather than passive and apathy)
7. Diverse news media (radio, TV, newspapers, online)
8. Economic development (via free market economy or social democratic principles or combination of the two).
9. Existence of political parties and organised interest groups.

Learning Tasks

1. List the features of democratic governance
2. Consider the implications of democratic governance for development.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. The teacher should consolidate Year One learning on both the indigenous and contemporary governance through series of quizzes followed by discussion on areas where learners are unsure.
2. Have learners discuss parents who take decisions without consultation from other members of the family.

3. Based on the discussion, learners in small groups attempt to list the features of democratic governance.
4. Through interactive whole-class discussion, teacher leads class to list nine features of democratic governance such as majority rule and minority interest, civic education, economic development.
5. Learners who grasp the core features of democratic governance quite easily should be encouraged to discuss with peers.
6. Learners in a think-pair and share activities discuss the ways in which democracy can enhance or ensure development.
7. The teacher invites selected learners to summarise their conclusions. Other learners contribute to subsequent discussion.
8. Further, learners independently research and explain how democracy promotes development in Ghana as homework and submit for presentation.
9. Through the lesson, learners value and work in favour of democratic and inclusive society.

[Refer to assessments at the end of week 7]

WEEK 7

Learning Indicator: *Analyse the features of good governance*

FOCAL AREA 1: MEANING AND FEATURES OF GOOD GOVERNANCE

The concept of governance is rooted in the Greek word “Kubernaein” meaning to steer or give direction. Governance simply deals with the process of decision-making; the new methods through which society finds solutions to its needs or governed. It is more open and participative involving a wider range of actors from diverse backgrounds involved in the process of governing. The process of collective decision-making involves public and private actors such as civil society (news media), businesses, Non-Governmental Organisations (religious institutions) and traditional authorities. In other words, government actors are no longer solely responsible for governing or making decisions in solving the complexity of many environmental, social and economic problems facing societies.

Governance is different from government. A government is a group of people who rule a defined territorial area (i.e. state). Government does not involve everybody but a group of people at the top carrying out governmental functions. In other words, the administration of an entity or the affairs of the state in the hands of a defined set of actors. Governance refers to the manner of governing a state (or other organisation). Governance is a process that can be performed well or badly and can involve both state (formal) and non-state (informal) actors in addressing societal issues. It is desirable that an inclusive and cooperative process is adopted to manage the affairs of the country at all levels and achieve the noble end of the state, which is the well-being of the citizenry. However, the government is seen as one of the most important actors in the governance framework.

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. Good governance has the following principles or components.

Principles of Good Governance

1. Participation
2. Consensus-orientation
3. Accountability
4. Transparency
5. Responsiveness
6. Effectiveness and efficiency
7. Equity and inclusion
8. Rule of law

These principles/components ensure effective and ethical decision making, fostering trust and legitimacy in institutions in the state.

Learning Tasks

1. Explain the meanings of governance and good governance
2. Outline the principles of good governance
3. Highlight the relationship between democracy and governance

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. The teacher leads whole class discussion, and targets questions on the meanings of governance.
2. Have learners individually write down the meaning of good governance in their own words.
3. In pair, provide learners with a larger chart paper to record their thinking and in turns read out some of the responses.
4. Based on the responses from the learner, teacher explain the meaning of *good governance*
5. The teacher should walk around the classroom, identify learners who difficulties in understanding the concepts and provide help. Those with better understanding of the subject matter should be assigned a higher task.
6. Teacher then divides the class into eight small groups. Each group is given one of the eight principles of good governance such as participation, transparency and responsiveness.
7. Through library research and discussion, learners develop a detailed presentation on the meaning of the principle, the extent to which it is implemented in practice, including any barriers to implementation.
8. Each group then make presentation with other learners contributing to ensuing discussion emphasising the distinction between democracy and governance
9. Teacher clarifies any misconception about the about the lesson.

Key Assessment

Level 1: Define ‘governance’. State the features of democratic governance. State the principles of good governance

Level 2

1. With examples from Ghana, explain the features of democratic governance.
2. Using a concept map of your choice map each term in Column A with the correct principle in Column B

Column A

- i. Governance
- ii. Good Governance
- iii. Transparency

- iv. Accountability
- v. Participation

Column B

- i. The process and structures used to guide and manage the collective affairs of a community or organisation
- ii. A principle where leaders and officials are answerable to the public for their actions and decisions
- iii. The ability of citizens to engage and influence decision-making processes within their government
- iv. The process by which decisions are made and implemented, with a focus on principles such as accountability, transparency, and participation
- v. The principle that decisions and actions taken by public officials are open and accessible to the public.

Level 3: Discuss the extent to which Ghana adheres to the eight principles of good governance. Discuss the relationship between good governance and democracy

Level 4: Present arguments for and against the proposition that good governance is the key to national development in Ghana.

Hint



- *The recommended mode of assessment for week 6 is **Mid semester examination**. Refer to the Appendix C for more sample task and the Table of Specification*
- *The recommended mode of assessment for week 7 is **poster**. Use the level 2 question 2 as a sample question.*

SECTION 2 REVIEW

The section examined the relationship between governance and democracy. Essentially, the section argues that democracy refers to government instituted by the people and governance deals with how responsibilities are carried out. Governance is closely related to the government, but non-public institutions are increasingly involved. Democracy needs to be accompanied by good governance frameworks to allow a variety of actors and stakeholders to participate in the design of public policies and improve basic service delivery for ordinary citizens. The section ends with a serious consideration of the discussion that democratic participation moves beyond the conduct of elections and the transfer of power.

Additional Reading

1. Cheema, S. (2022). UNDP and the democratic governance agenda. In Handbook on Governance and Development (pp. 340-355). Edward Elgar Publishing.
2. Peters, B. G., & Pierre, J. (2006). Governance, government and the state. The state: Theories and issues, 209-222.



APPENDIX C: TABLE OF SPECIFICATION FOR THE MID-SEMESTER EXAMINATION

E.g.

The mid-semester examination questions should cover Week 1-5 focal areas in the TM.

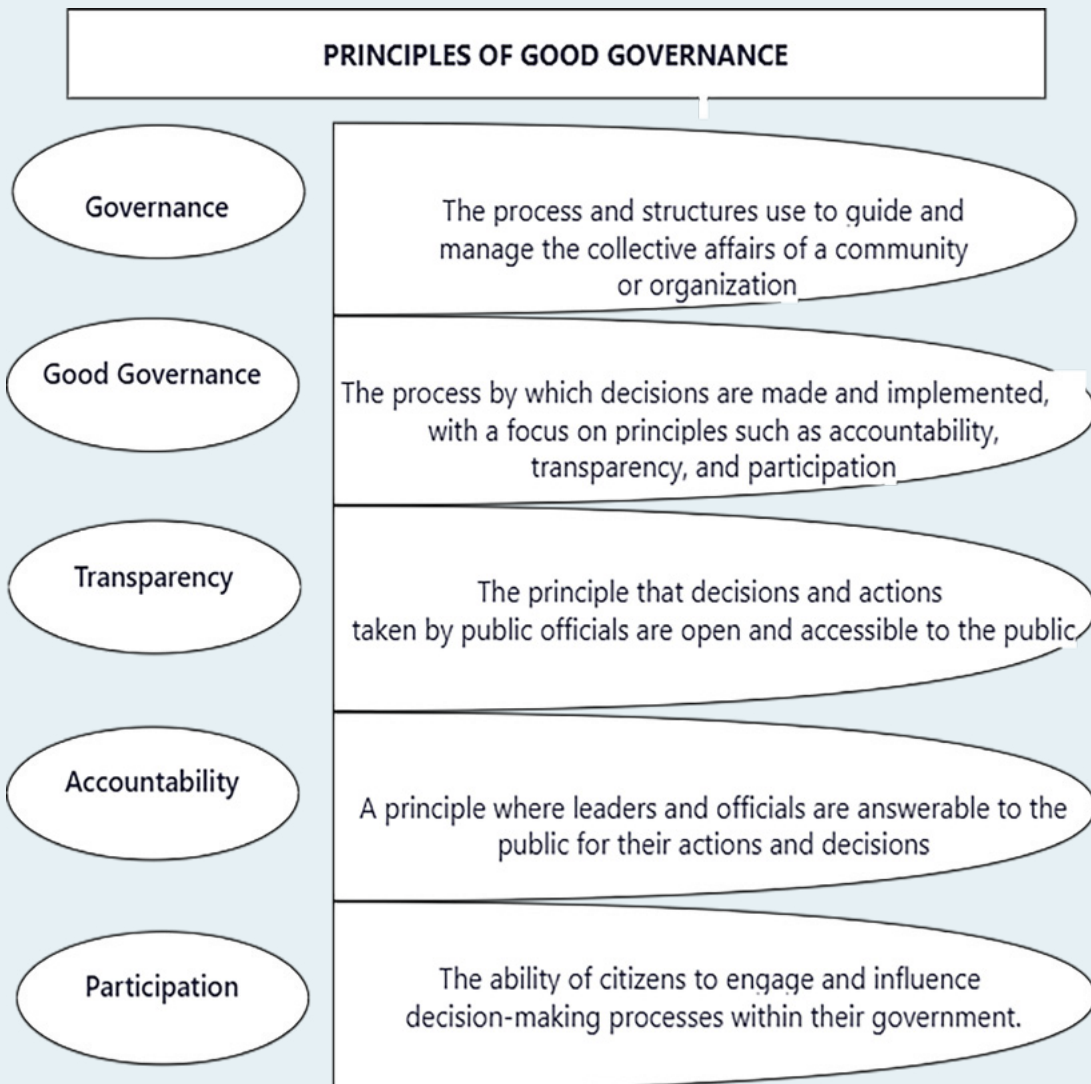
- a. Question 30 (multiple choice)
- b. Two (2) Essay questions learners will select and answer only 1

Table of Specification for the Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Concept and Acquisition of Citizenship	Multiple choice	2	1	2		6
		Essay			1		
2	Meaning and Types of Rights	Multiple choice	2	3	2		7
3	Protection and institutions For Protection of Rights (Ghana)	Multiple choice	2	3	1	-	6
4	Restrictions of The Rights Of The Citizen	Multiple choice	2	3	2	-	8
		Essay	-	-	1	-	
5	Responsibilities of Citizens and State towards Citizens	Multiple choice	2	3	1	-	6
		Essay	-	-	-	-	
	Total		10	13	10		33

Marking scheme for the Poster Assessment Task

CORRECT MAPPING



1 mark for each correct match.

SECTION 3: ORGANS OF GOVERNMENT

STRAND: CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

Sub-Strand: Constitution and Organs of Government

Learning Outcome: *Examine the functions of the organs of government*

Content Standard: *Demonstrate knowledge, understanding and appreciation of the organs of government.*

INTRODUCTION AND SECTION SUMMARY

This section is a sequel to the discussion made in the themes of Weeks 8-12 of Year One. It focuses on the premise that the functioning of an effective state depends largely on established rules and institutions. This section therefore specifically looks at the organs of government. The three branches of government have been assigned various responsibilities. In every state, three main functions are carried out. These are the implementation of policies, rules, and laws by the executive, the making of laws by the legislature and the interpretation of the rules and laws by the judiciary. The functions of the branches of government are spelt out in the constitution or legal document of the state. This section can be linked with subjects such as History and Social Studies.

The themes covered by the section are:

Week 8: The Executive organ of government

Week 9: The Legislative organ of government

Week 10: The Judicial organ of government

SUMMARY OF PEDAGOGICAL EXEMPLARS

To ensure the content of teaching and learning activities are based on good examples, 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 based on their own experiences. The pedagogical exemplars include collaborative learning, experiential learning, talk for learning and group work.

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 content standards and the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4. The teacher should consult the Teacher Assessment Manual and Toolkits on how to design, develop and effectively use assessment strategies.

WEEK 8

Learning Indicator: *Examine the functions of the executive organ of government*

FOCAL AREA 1: FUNCTIONS OF THE EXECUTIVE ORGAN OF GOVERNMENT

The Executive is very important among the organs of government, and it is often simply referred to as the Government. It is responsible for the formulation and implementation of policies, rules, and decisions. The civil service, as well as statutory organisations such as boards and corporations established through legislation are under the executive. The security services (e.g., military, immigration, police) are also under the executive. All these institutions carry out the executive functions.

Functions of the Executive

1. Preparation of budget and economic policy (taxation)
2. Defence of territorial borders of the state
3. Conduct of foreign and diplomatic relations
4. Appointment of government officials (ministers, judges)
5. Signing of treaties and bills into law
6. Creating conditions for wealth accumulation (e.g. job creation)

Learning Tasks

Examine the functions of the executive organ of government.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. The teacher should consolidate the learning about the executive organ of government in Year One through targeted questioning. Invite learners to come up with the meaning and some members of the executive branch of government for the class. In particular, learners should recall that the Executive comprises both politicians (President/Prime Minister, Cabinet and other Ministers) and public servants, especially the Civil Service.
2. Paste five images/pictures depicting the various functions of the executive organ of government around on the classroom walls.
3. Ask each learner to take a gallery walk to observe the images/pictures on the walls. Example, the construction and commissioning of a highway.
4. They are to identify the image/picture of preference and stand at the spot of the image to form a group.

5. The teacher should identify and give extra support to learners, including those with special needs such as those with mobility and visual impairments.
6. Provide each group with a larger chart paper to write or record their thinking. Ask learners to write keywords of which the image/picture makes them think.
7. The teacher leads the entire class discussion on the functions of the executive organ of government such as maintenance of law and order, and the provision of public infrastructure and services, and who within the Executive is responsible for each, and invites learners to share their thoughts.
8. Teacher assigns responsibilities to learners such as a note taker from each group to write down the big idea from the class discussion.
9. In the concentric approach, learners discuss the functions of the executive organ of government and make presentations to the whole class.
10. The teacher further clarifies any misconceptions and summarises the main functions of the Executive.

OR

Experiential Learning

1. Learners visit the nearest government agency (e.g., the District Assembly) and acquaint themselves with the activities of the executive branch of government.
2. Learners write a journal on their experiences of the interaction with officials/workers and reflections on the field trip.
3. Learners collaborate to prepare a presentation of on their findings using several modes. This should lead to a class discussion to summarise the key functions of the executive branch of government.
4. Through the lesson, the learners develop digital, communication and collaborative skills and uphold the values of transparency, equity, integrity, and respect for authority.

Key Assessment

Level 1: State main functions of the executive

Level 2: Explain how the functions of the executive branch of government are exercised in Ghana.

Level 3

1. Analyse the significance of the executive's role in the life of Ghana.
2. Examine at least four functions of the executive organ of government

WEEK 9

Learning Indicator: *Discuss the significance of the legislature in a democratic state*

FOCAL AREA 1: SIGNIFICANCE OF THE LEGISLATURE IN A DEMOCRATIC STATE

The legislature makes a significant contribution to a democratic state in a number of ways. First, is its legislative function. The chamber(s) of the legislature serves as the forum for debating and passing bills into law. It is a crucial forum where societal problems are highlighted, and policies 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 in some cases secure redress.

Fifth, the legislature approves presidential nominations for appointment such as justices of the Superior Courts, Ministers of states 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 (How a Bill becomes law)

The legislative process in the legislature (Parliament) can be classified into five stages namely: first reading, second reading, consideration/committee stage, third reading, and presidential assent.

The first reading is the notification of the proposed bill to Parliament and involve the Clerk reading the long title of the bill to the House. The long title/name provides a brief description of the scope of the bill. The Speaker then refers the bill to the appropriate committee of Parliament (small group of MPs) for study and report. The committee work deals with

scrutiny of the bill where invitations are extended to specialised group of people and individuals to make inputs and contributions in shaping the bill. This can take the form of public hearing and submission of memoranda to the committee.

The second reading involves Members of Parliament (MPs) debating and voting on whether the bill should progress. Thus, the House debate the general principles and policies/merits of the bill. Here, the sponsoring ministry (or the sector minister in charge of the bill) appears before the House to explain the implications of the bill and provides justification for its passage.

The next stage is the consideration stage. This is where the bill is discussed clause by clause (substantive provisions of the bill). In other words, Members of Parliament examine the bill closely at the plenary or the floor of the Chamber. Questions and suggested amendments to each clause are debated and voted on by the House.

The third reading entails resubmission of the bill to the House. The principles and policies of the bill are discussed for the final time and Members vote on the proposed final version of the bill including the amendments.

The final stage is the Presidential Assent. The presidential assent is required in order for the bill to become an Act. The Executive President must assign or give consent to the bill before it become a law.

Learning Tasks

1. State the main functions of the legislature.
2. Explain the processes through which a bill becomes a law.
3. Discuss the significance of the role of the legislature in Ghana.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. The teacher leads an interactive class discussion, recapping Year One on the organs of government and drawing out other knowledge of the learners on the legislature.
2. Drawing as much as possible on the contributions of the learners, the teacher explains the six main functions of the legislature.
3. In small groups, learners discuss the functions of the legislature and rank them in order of importance. Groups then present to the rest of the class, explaining their reasoning. Other learners then contribute, agreeing or disagreeing with views expressed. The teacher should use this discussion to ensure that all functions of the legislature are understood.
4. The teacher introduces the stages a bill goes through to become a law.
5. In a think-pair activity, learners discuss the purposes of each of the stages involved in making a law. The teacher moves around class to give support to learners who may be struggling to understand the lesson. Learners then present their views to the rest of the class. The teacher should ensure that the stages are well understood and counter any misconceptions.

- Learners acquire the value and hard work in favour of a democratic and inclusive society and critical thinking, collaborative and communication skills.

OR

Possible Additional Activity: Experiential Learning

- The learners are asked to take part in a role play where members of the legislature are scrutinising the executive organ of government. The teacher assigns different roles to learners: members of legislature, members of executive, and observers.
- Following the role play, the class discusses what they learned about the process of holding the executive organ of government to account.
- Learners acquire the value of honesty, commitment, critical thinking, collaborative and communication skills.

Key Assessment

Level 1: State the functions of the legislature.

Level 2: Explain at least four main functions of the legislature.

Level 3:

- Explain the stages of making a law.
- Analyse the relevance of the legislature in Ghana's democratic governance.

Hint



*The recommended mode of assessment for week 9 is **homework**. Use the level 2 question as a sample question.*

WEEK 10

Learning Indicator: *Discuss the role of the judiciary in a democratic state*

FOCAL AREA 1: 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 represent the idea of separation of powers. The Judiciary conduct judicial review on any law to determine as to whether it is in accordance with the constitution. Judicial review is the power of the judicial 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 through listening of 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 judgements 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.

Learning Tasks

1. Outline the functions of the judiciary.
2. Discuss the significance of the judiciary in Ghana.

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. Teacher recap on learning about the judiciary in Year One, through quiz followed by discussion to clarify any aspects as necessary. Focus on the concepts of the rule of law and equality before the law (the principle that the law should apply to all people equally regardless of their status in society).
2. The teacher then leads a whole-class discussion of the functions of the judiciary such as adjudication and interpretation of the law. The teacher should prompt and encourage

learners to come up with as many of the judiciary's functions as possible, before summarising these functions.

3. In small groups, drawing on source materials provided by the teacher, learners prepare a presentation, explaining with examples from Ghana and other countries how an independent judiciary can protect democratic rights and freedoms and conversely how having a judiciary that is subservient to government may contribute to the erosion of democracy.
4. The teacher should give support to learners who are struggling to understand the lesson. Competent learners might extend their investigation to look at countries which lack an independent judiciary.
5. Through the lesson, learners identify social injustices, advocate for change and acquire skills for life-long learning.

Key Assessment

Level 1: State the main functions of the judiciary.

Level 2: Explain how the judiciary sometimes makes law.

Level 3: Examine how the judiciary works to preserve the fundamental human rights of citizens.

Level 4

1. Present on the specific role of the judiciary in Ghana from independence to the present day.
2. Present arguments for and against the proposition that 'they judiciary is the most important of the three organs of democracy in promoting freedom and democracy.

Hint



*The recommended mode of assessment for week 10 is **presentation**. Use the level 4 question 1 as a sample question.*

SECTION 3 REVIEW

This section discussed the organs of government. Specifically, the administrative branch of government (executive) is vested in the head of state and also made up of career civil servants with special expertise in their ministry, who perform diverse functions to improve the well-being of the citizenry. The section gave considerable attention to the effect that laws, once enacted, are properly administered by the executive according to the intentions of the legislative body. The legislature as the representative body of the people is very important in the governance of the state. The section highlighted that the major functions of the legislature include debating bills and approval of the budget and economic policy of the government (executive), oversight responsibilities and the discussion of other national issues such as the State of the Nation address and the approval of the Presidential nominees. Another salient issue in the section is the judiciary's position. The section discusses that using statutory interpretation, adjudication and other quasi-legislature activities, the judiciary plays a vital role in the protection of the rights of individuals and ultimately the sustenance of democratic governance.

Marking Scheme for the Class Exercise Assessment Task

Identification and explanation of the functions

Total marks: 8

- a. Formulation and Execution of Policy (developing government policies, national plans, and strategies).
- b. Implementation of law (enforces and implements the laws passed by the legislature)
- c. Appointment of government officials (appoint ministers, ambassadors, heads of agencies, and other key officials in various sectors)
- d. Administration and management (day-to-day operations of the government)
- e. National security and defence (protection of the country from external threats)
- f. Diplomacy and Foreign Relations (represent the country in international matters)

2 marks for any correct answer

Rubrics for the Presentation Assessment Task

Criteria	Excellence 3	Good 2	Need improvement 1
Content presentation	<p>Discuss major cases, judicial reforms (e.g., 1992 Constitution), give examples and state sources:</p> <p>Interpretation of Law: The judiciary interprets the laws passed by Parliament to clarify their meanings and applications.</p> <p>Example: In <i>Tuffuor v. Attorney-General</i> (1980), the Supreme Court interpreted constitutional provisions regarding the protection of individual rights, emphasizing the Constitution's supremacy. (Reference: Articles 2 and 130 of the 1992 Constitution of Ghana)</p> <p>Source: 1980 Ghana Law Reports (GLR), volume 1</p>	<p>Discuss major cases, judicial reforms (e.g., 1992 Constitution) give examples but did not state source:</p> <p>Interpretation of Law: The judiciary interprets the laws passed by Parliament to clarify their meanings and applications.</p> <p>Example: In <i>Tuffuor v. Attorney-General</i> (1980), the Supreme Court interpreted constitutional provisions regarding the protection of individual rights, emphasizing the Constitution's supremacy</p>	<p>Discuss major cases, judicial reforms (e.g., 1992 Constitution, only stated sources without examples</p> <p>Source: 1980 Ghana Law Reports (GLR), volume 1</p>

Criteria	Excellence 3	Good 2	Need improvement 1
Participation	<p>Each member of the group gave a verbal presentation on a specific aspect of the project.</p> <p>The presenter always interacts confidently with the audience, using gestures and eye contact effectively.</p>	<p>Out of 10 group members about 7 gave a verbal presentation on a specific aspect of the project.</p> <p>The presenter interacts confidently with the audience, most of the time using gestures and eye contact effectively</p>	<p>Out of 10 group members less than five gave a verbal presentation on a specific aspect of the project.</p> <p>The presenter interacts with the audience, rarely uses gestures and eye contact</p>
Response to Questions	<p>Responds accurately to questions, showing a deep understanding of the judiciary's historical and current roles in Ghana by giving evidence. For instance, How does the judiciary in Ghana ensure the protection of human rights?</p> <p>The 1992 Constitution enshrines fundamental human rights, Additionally, the judiciary has been instrumental in landmark rulings, such as the Republic v. High Court, Accra case, which affirmed the right to a fair trial.</p> <p>Source: Republic v. High Court, Accra; Ex Parte: Gaisie & Others [2001] 2GLR 144</p>	<p>Answers questions but responses show limited understanding of the judiciary's role. For instance, How does the judiciary in Ghana ensure the protection of human rights?</p> <p>The 1992 Constitution enshrines fundamental human rights and the judiciary is tasked with interpreting and enforcing these rights</p>	<p>Struggles to answer most of the questions.</p> <p>For instance, How does the judiciary in Ghana ensure the protection of human rights?</p> <p>The judiciary in Ghana plays a crucial role in protecting human rights through various mechanisms.</p>

SECTION 4: STATE-SOCIETY RELATIONS

STRAND: CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

Sub-Strand: State and Non-State Actors in Ghana

Learning Outcome: *Assess how the mass media, political parties and the Electoral Commission shape democratic consolidation.*

Content Standard: *Demonstrate understanding and application of State-Society Relations in Ghana.*

Hint



- *Remind learners to submit their homework assessment task in week 11.*
- *Remind learners of the end of semester examination in week 12. Refer to Appendix D at the end of this section for Table of specification.*

INTRODUCTION AND SECTION SUMMARY

To consolidate the learning in Year One, learners continue with the discussions on state-society relations. The section addresses the expansion role of the mass media in democratic states. There will be discussions on the relevance of the media in the form of news, features and analysis in Ghana since the return constitutional rule. It also reviews the complex relationship between political parties and their types in competitive political systems. Learners will look at the practical aspects of the various political party systems with Ghana serving as a case study. The section sums up with learners introduced to Ghana's electoral management body, the Electoral Commission. Specifically, learners will be able to understand the composition and structural design of the Electoral Commission and its relevance for Ghana's nascent democracy against the backdrop of the Commission's mandate. By the end of the section, learners will have acquired the values of patriotism, teamwork and responsibility in addition to 21st century innovation, leadership and communication skills. The most likely opportunities for linkages are with English.

The themes covered by the section are:

Week 11: The media and democracy

Weeks 12-13: Types of political systems

Week 14: Electoral Commission

SUMMARY OF PEDAGOGICAL EXEMPLARS

Several interactive pedagogical strategies have been used to help learners understand the subject matter and apply the content to their everyday lives. The selected pedagogical strategies take into consideration 21st-century skills and competencies including Gender Equality and Social Inclusion (GESI) and social-emotional learning and other cross-cutting issues. The engaging and interactive strategies to teaching in this section include collaborative learning, experiential learning and talk for learning. These pedagogical strategies will help learners ask questions, explore ideas, and collaborate with peers in the teaching and learning process.

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 content standards and the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4. The teacher should consult the Teacher Assessment Manual and Toolkits on how to design, develop and effectively use assessment strategies.

WEEK 11

Learning Indicator: *Discuss why the mass media is important in a democratic state*

FOCAL AREA 1: MEDIA AND DEMOCRATIC STATE DEVELOPMENT

The media plays a crucial role in modern democracies, as a platform for debate and a source of accountability and influencing individual action. However, media ownership and regulation largely influence the way the media functions. The concentration of media outlets in the hands of few individuals affect pluralism and citizen interest, particularly ownership by political elites give rise to politicised media content.

The first role is monitoring the activities of government, political parties and other state institution. They constitute the watchdog of democratic politics. Second, they promote transparency through investigative reporting and providing access to information needed to hold leaders accountable. Third, the media serve as a forum for debate and discussion of national issues which allows for diverse opinions. In other words, the media play important role in setting agenda particularly with the advent of digital technologies. Public debate about politics or government policies takes place extensively on radio and TV stations. Fourth, public education and monitoring of elections. Citizens rely on the mass media for political news and provide comprehensive coverage on elections. Simply, the media plays a significant role in upholding the democratic values and freedom of expression thereby contributing to a healthy democracy.

Mass media in Ghana

To promote democratic pluralism and free expression, the National Communications Authority (NCA) has granted broadcast authorisation (operating licence) to over 700 radio and 150 television stations across the country. These are made up of state-owned media outlets, community radio stations and commercial (private) stations. The five most listened to broadcast media (television and radio) conglomerates are:

1. Ghana Broadcasting Corporation (GTV, GBC 24, Uniiq FM plus 11 regional radio stations)
2. Multimedia (Joy News, Adom TV, Joy FM, Adom FM, Luv FM, Asempa FM, Nhyira FM)
3. Media General (TV3, Onua TV, 3FM, Onua FM, Akoma FM, Connect FM)
4. Despite Media (UTV, Peace FM, Hello FM, Okay FM)
5. Omni Media (Citi TV, Citi FM)

In terms of the print media, the most reputable major news portals in Ghana are the Daily Graphic, Ghanaian Times, and Daily Guide. All three newspapers are considered broadsheet journalistic enterprises as opposed to tabloids.

The major online portals are the Ghana News Agency (<https://gna.org.gh>), Ghana Web (<https://www.ghanaweb.com>), MyJoyOnline (<https://www.myjoyonline.com>), and Citi newsroom (<https://citinewsroom.com>).

Learning Tasks

Discuss the role of the media in a democratic state.

PEDAGOGICAL EXEMPLARS**Collaborative Learning**

1. The teacher recaps on learning about the mass media in Year One including the ethical principles of truthfulness, accuracy, balance or impartiality, fairness, independence, and respect for others; the debate around media censorship; and the importance of the media and the challenges they face.
2. Have learners debate the motion ‘The mass media in Ghana make an essential contribution to Ghanaian democracy’.
3. Some learners are assigned to particular roles e.g., principal speaker on one or other side of the debate.
4. The other members of the class listen and contribute according to their personal opinions.
5. Upon the completion of the debate, the teacher leads the entire class discussion on the importance of the media and democratic state development such as holding leaders accountable and serving as a platform for people to express their views and communicate.
6. Learners begin to appreciate divergent views and opinions.

OR

Discussion

1. The teacher should revisit the previous lesson in Year One through targeted questioning and by inviting some learners to provide examples of the principles of the media for the class.
2. Ask learners to share the sources they receive news on current issues. Find out which of the mass media is very popular and learners represent it on a chart individually.
3. The teacher explains how the media set agenda and shape public opinion.
4. Have learners in mixed group discuss a case study on the media and democratic elections. Thus, learners focus on elections as a component of Ghana’s democracy and offer some kind of solutions and contributions of the media in the form of debate.
5. The teacher facilitates the discussion, provide feedback, and allow learners from other groups contribute to ensuring debate.
6. Using information from the class discussion, learners individually write an essay detailing their opinions regarding the roles of the media in the democratic development of states.
7. The lesson learned from the group work will convey the values of cooperation, integrity, patriotism and loyalty.

Key Assessment

Level 1: State four roles of the media in a democratic state.

Level 2: Explain how the mass media can support democracy.

Level 3: Analyse the impact of mass media on democracy in Ghana.

Level 4

1. Present arguments, supported by examples, for and against the proposition that “The mass media are a benign influence on Ghanaian democracy’.
2. Debate on the motion ‘The mass media in Ghana make an essential contribution to Ghanaian democracy’.

Hint



*The recommended mode of assessment for week 11 is **debate**. Use the level 4 question 2 as a sample question.*

WEEK 12

Learning Indicator: *Discuss the types of political party systems*

FOCAL AREA 1: MEANING, FEATURES, ADVANTAGES AND DISADVANTAGES OF ONE-PARTY SYSTEMS

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 as opposed to noncompetitive systems that characterise totalitarian and authoritarian regimes. There are three types of party systems namely, one-party system, two-party system and multi-party system.

One-Party

A one-party system is where a single party regularly wins almost every election as opposition parties are not allowed to function freely. It usually takes the form of De-jure 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. One-party system is characterised by single belief and doctrine (ideology) for the maintenance and transformation of state. It is also associated with authoritarianism where there is media censorship. Clear-cut examples of states practicing one-party systems are North Korea, China, and Vietnam,

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

Learning Tasks

1. Provide the meaning of one-party systems.
2. Explain advantages and disadvantages of one-party systems.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. The teacher should rebuild learners' knowledge on political parties in Year One.
2. The teacher leads an interactive whole-class discussion on the concept of a party system. As a class, discuss the key vocabulary.
3. In mixed-ability or gender groups, the teacher asks learners to explore the distinguishing features of one-party systems.

4. Have learners prepare a brief in-class presentation to share with peers the features of one-party systems and link with democratic practices.
5. The teacher provides feedback and further clarifications.
6. Learners embrace inclusion through group activities.
7. **Homework to begin the next lesson:** learners individually read recommended materials on two-party and multi-party systems.

FOCAL AREA 2: MEANING, FEATURES, ADVANTAGES AND DISADVANTAGES OF TWO-PARTY AND MULTI-PARTY SYSTEMS

Two-Party

Two-party system refers to a system where there is dominance of only two political parties in a state with the other political parties having only minor strength. There is a blur distinction between two-party and multi-party system. In the two-party system, smaller political parties do exist referred to as the “Third Parties”. The electorate votes largely for only two major parties and in which one can win the election. However, these minor or smaller parties might win few seats in the legislature. Examples of countries practising two-party system are United Kingdom, United States and Australia. The features of two-party systems include the existence of official opposition parties and the presence of free media.

Two-party systems

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

Multi-Party

A multi-party system is a political system in which several political parties exist and compete for elections with the result that no single party has 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 government. Italy and Israel are major examples. It is characterised by the existence of several parties and ideological differences, conduct of periodic and inclusive elections, wide influence of civil society organisation in policy making, and a broader and conflicting political value.

Advantages

- Variety of alternative governments is offered to electorates.
- A wide range of policies are made available to the electorates to make informed decisions.
- It is more democratic.

Disadvantages

- Complexity and delay in decision making
- Quite expensive to operate
- Lead to unhealthy political rivalry

Learning Tasks

1. State the main features of two-party systems and multi-party systems.
2. Compare and contrast two-party and multi-party systems.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. The teacher leads an interactive whole-class discussion on the meanings of two-party and multi-party system based on learners completed readings. (i.e. the assigned homework).
2. Learners in mixed groups (gender or ability) discuss a case study on two-party and multi-party systems. (e.g. the United States two party system and Israel multi-party system).
3. Learners explore the features of two-party and multi-party in their own words and discuss their respective advantages and disadvantages. The teacher should try ensuring all learners can describe the key features.
4. Have learners make short presentations to the whole class and invite other learners to comment and offer additional or different points.
5. Learners individually write at least one page essay in which they discuss why multi-party system is the best form of government.

[See week 13 for key assessment on Party Systems]

WEEK 13

Learning Indicator: *Discuss the types of political party systems*

FOCAL AREA 1: 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, the New Patriotic Party (NPP) and the National Democratic Congress (NDC) have won all the general elections conducted. In other words, for the past three decades, Ghana has experienced a de facto two-party system, where the two major parties have a reasonable expectation of sometimes ruling.

Features of party system in Ghana

1. Political parties in Ghana have weak network of branches. Only the NPP and NDC have functional offices in all the constituencies.
2. Political parties do not field candidates for all elections. Only the NPP and NDC are strong enough to run for parliamentary seats/elections in all the constituencies.
3. The two parties (NPP and NDC) share about 95 percent of the total votes cast in every presidential election.
4. The two main parties dominate regional votes and parliamentary seats.

Learning Tasks

1. List political parties in Ghana
2. State the main features of party systems in Ghana

PEDAGOGICAL EXEMPLARS**Collaborative Learning**

1. Learners individually visit the Electoral Commission website [<https://ec.gov.gh>] to find out all registered political parties in Ghana. The teacher should aid learners who may be struggling to access online content.
2. Ask learners to further research on the political parties and check their websites for more information [The guiding questions should include the leader, what the party stand for, party slogan or key message].
3. After visiting the political parties' websites, learners discuss the similarities and differences of the political parties. This can be done in pairs. Teacher should provide support to control emotions and help learners accommodate each other's views.
4. The teacher leads an interactive class discussion on why there are so many registered political parties but only two (NPP and NDC) win the presidential elections in Ghana.
5. The factors for the two-party arrangement include single-member plurality system, the nationwide presence and organisational effectiveness of the NPP and NDC, and political history of the country.
6. Learners show respect for diversity, cultures, and political affiliations.

FOCAL AREA 2: ROLE OF OPPOSITION POLITICAL PARTIES

The strength of a democratic states largely depends on the existence of vibrant and viable political parties. Political parties serve as the fulcrum for citizens to express their preferences for government policies and decisions. However, not all political parties emerge victorious from the periodic and inclusive elections at the same time and therefore constitute the opposition group. Thus, the concept of political opposition refers to the party(ies) that do not form part of the ruling government. The idea of political opposition distinguishes democratic system from authoritarian administration. In essence, the existence of strong and viable opposition party is critical to the functioning of modern democratic systems by performing important roles.

Role of Political Opposition

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

Learning Tasks

Discuss the importance of opposition political parties.

PEDAGOGICAL EXEMPLARS

Collaborative learning

1. The teacher reviews the internal political structure of Ghana’s Parliament (majority and minority) in Year One.
2. The teacher should place 2-4 chairs in the middle of the classroom and have the entire class form a circle around them.
3. Have four learners occupy each of the chairs to start the discussion on the role and purpose of opposition political parties in democratic states. The rest of the class listen to the discussion.
4. A learner who wishes to contribute should kindly tap the shoulder of any of their peers sitting in the chair. After the learner (“tapped learner”) finished speaking, he/she vacates the chair and let in the newcomer (the one who tapped).
5. The teacher should move around to ensure that the learners are complying with the rules and show mutual respect and tolerance for divergent views.
6. Have the process continue till a greater number has taken an active part in the discussion session or has had the opportunity to occupy the chairs and offer their views on the essence of opposition political parties.
7. The lesson will inculcate in learners the values of cooperation, integrity, patriotism, and loyalty.

Key Assessment

Level 1

1. Explain the meaning of one-party, two-party and multi-party systems.
2. State the main features of party systems in Ghana.

Level 2: Distinguish between the types of one-party systems.

Level 3: Examine the relative advantages and disadvantages of two-party and multi-party systems.

Level 4: Compare and contrast the activities of opposition political parties in Ghana with that of another country.

Hint



- *The recommended mode of assessment for week 12 is **end of semester examination**. Refer to Appendix D at the end of this section for Table of specification.*
- *The recommended mode of assessment for week 13 is **feedback**. Use the level 1 question 2 as a sample question.*

WEEK 14

Learning Indicator: *Assess the significance of the Electoral Commission in Ghana's democratic practice*

FOCAL AREA 1: COMPOSITION AND FUNCTIONS OF THE ELECTORAL COMMISSION

The Electoral Commission (EC) is an independent body entrusted with the responsibility of conducting and supervising free and fair elections in Ghana. An organisation established by legal instrument for the conduct of elections and direct democracy instruments such as citizen initiative recall votes. The mandate of the Commission is provided under the 1992 Constitution and therefore institutionally independent from the executive branch of government. The authority and responsibilities of the EC are set forth 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, and the Two Deputy Chairperson oversee the two broad division of the Commission, thus, Finance and Administration and Electoral Services. The members of the Commission are appointed by the President on the advice of the Council of State.

As a requirement (Article 52), the Commission appoint officers and other employees in consultation with the Public Services Commission. As such, the Commission has a three-tier structure of the Head Office (Accra), Regional Offices and District Offices. However, the seven (7) members of the Commission are collectively responsible for policymaking and management of the organisation.

Functions of the Electoral Commission

1. Demarcation and revision of electoral boundaries.
2. Compilation and revision of the electoral register.
3. Conduct and supervision of public elections.
4. Education of the citizens on electoral issues.
5. Other functions as may be prescribed by law.

Learning Tasks

1. Discuss the composition of the Electoral Commission
2. Outline the functions of the Electoral Commission

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. The teacher leads an interactive class discussion to draw out what learners already know of the Electoral Commission (EC) from their knowledge and experience (e.g., the news media discussions).
2. The teacher uses press articles on an electoral issue in Ghana to stimulate discussion on the composition and functions of the EC among the learners.
3. The teacher should emphasise the processes of selection and approval of the commission members as outlined in the 1992 Constitution of Ghana.
4. In small groups, learners should then develop a presentation to explain the functions of the EC (e.g., demarcation of the electoral boundaries for elections, compilation of voter register and revision periodically).
5. Learners who grasp the composition and functions of the EC quite easily should be encouraged to discuss them with peers and proficient learners should be provided with challenging tasks through further reading.

Key Assessment

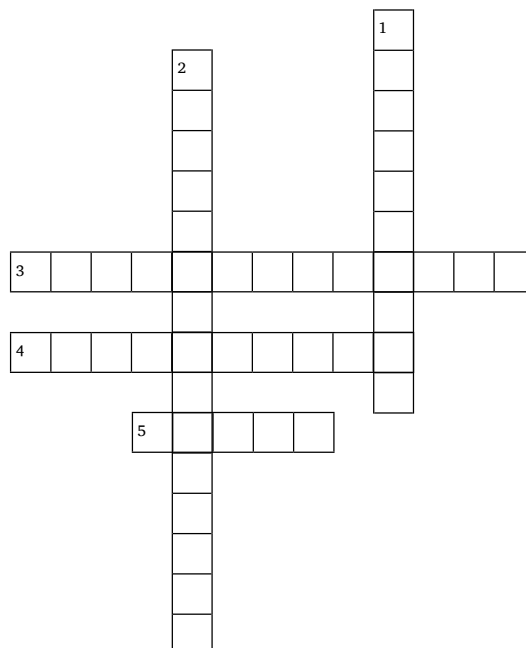
Level 1: State the functions and composition of the Electoral Commission of Ghana

Level 2: Explain the key features of the Electoral Commission of Ghana.

Level 3

1. Assess the significance of the EC in Ghana's democratic development.
2. Complete the crossword puzzle below by filling in the answers related to the composition and functions of the Electoral Commission. Use the provided clues to fill in the horizontal (Across) and vertical (Down) answers.

Composition and Functions of the Electoral Commission



<p>Across</p> <p>3. The head of the Electoral Commission</p> <p>4. A process where a seat in the legislative body is filled due to a vacancy</p> <p>5. Number of members in the Commission's main committee</p>	<p>Down</p> <p>1. Ensures the transparency of elections</p> <p>2. The commission organizes and supervises this public decision-making event every four years in Ghana</p>
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CLUES

Seven

EC Chairperson

By-election

General election

Monitoring

Hint



The recommended mode of assessment for week 14 is **gamification**. Use the level 3 question 2 as a sample question.

SECTION 4 REVIEW

The section has presented the activities of the mass media in a democracy in such a way that learners can identify with. Learners can easily relate to the relevance of the media in Ghana's democratic dispensation. The network of relationship and how political parties operate in competitive political systems around the world has also been explained. The discussion distinguished between dominant one-party, two-party and multi-party systems. The section has discussed electoral management body and its strength in sustaining democracy. Learners have looked at the Electoral Commission in terms what it is, the composition, the structure and the functions. The content, pedagogical strategies and assessment techniques outlined in this section are guidelines to help the subject-teacher develop more detailed lesson plans for effective learning and teaching.

Marking Scheme for the Feedback Assessment Task

- Type of party system identified (e.g., two-party system, multiparty system)
- Explanation of how the party system operates in Ghana. (consider: existence of more than one political party, role of opposition, electoral system etc.)
- Features of the party system in Ghana accurately stated (e.g., dominance of specific parties, coalition formation, party switching, regional/ethnic bases)

Rubrics for the Debate Assessment Task

Criteria	Very good – 3 marks	Good – 2 marks	Need improvement (No mark)
Introduction and presentation	Clearly establishes the topic ('The mass media in Ghana make an essential contribution to Ghanaian democracy'), providing relevant background information on the nature of mass media and its role in democracy in Ghana. Look out for the history of mass media, types of Media (radio, television etc.), Regulatory Framework (The National Media Commission (NMC), Role of Mass Media in Ghana's Democracy (Information Dissemination, Watchdog Function etc.), Challenges Faced by Mass Media(Press Freedom Concerns, Digital Divide etc.)	Clearly establishes the topic ('The mass media in Ghana make an essential contribution to Ghanaian democracy'), providing information on the role of the mass media and challenges such as (Information Dissemination, Watchdog Function etc.), Challenges Faced by Mass Media (Press Freedom Concerns, Digital Divide etc.) without any relevant background information such as the history, types of Media (radio, television etc.), Regulatory Framework (The National Media Commission (NMC)	Fail to introduce the topic and only provide information on the role of the mass media.
Argumentation	Present arguments using real-world examples to support points made such as during the 2020 general elections, various media outlets, including Joy FM and Citi FM, provided extensive coverage of the electoral process.	Present arguments using only general examples to support points made example: news outlets regularly report on political campaigns, government decisions, and societal issues	Present arguments with no examples
Overall Impression	Engage with peers by addressing counterarguments and using eye contact	Engage with peers but occasionally dismisses peers' arguments and seldomly uses eye contact	Lack engagement with peers by not addressing opposing viewpoints.
Conclusion	Effectively summarizes key arguments and reinforces the importance of mass media in Ghanaian democracy with real-examples by highlighting on (Information Dissemination, Watchdog Function, Informed Citizenry, Diverse Perspectives etc.), Challenges Faced by Mass Media(Press Freedom Concerns, Digital Divide etc.)	Attempts to summarise but misses key points and examples such as Informed Citizenry, Diverse Perspectives etc.) and news outlets regularly report on political campaigns, government decisions, and societal issues	Fails to summarize the arguments



APPENDIX D: TABLE OF SPECIFICATION FOR THE END OF SEMESTER EXAMINATION

The End of semester examination questions should cover Week 1-12 focal areas in the TM

- a. 50 multiple choice questions
- b. 5 essay type questions where learners will select and answer only 3

Table of Specification for the End of Semester Examination

Week	Focal Area(s)	Type of Question	DoK Levels				Total
			1	2	3	4	
1	Concept and Acquisition of Citizenship	Essay			1		6
		Multiple Choice	2	2	1		
2	Meaning and Types Of Rights	Multiple Choice	1	2	1		4
3	Protection and Institutions for Protection of Rights (Ghana)	Multiple Choice	2	1	1		4
4	Restrictions of the Rights of the Citizen	Multiple Choice	2	3	1		6
5	Responsibilities of Citizens and State towards Citizens	Multiple Choice		2			3
		Essay			1		
6	Features of Democratic System of Governance	Multiple Choice	2	1	2		5
7	Meaning And Features of Good Governance	Essay		1			3
		Multiple Choice		1	1		
8	Functions of The Executive Organ of Government	Essay				1	6
		Multiple Choice	2	2	1		
9	Significance of the Legislature in a Democratic State	Multiple Choice	2	2	1		5
10	Functions of the Judiciary in a Democratic State	Multiple Choice	1	1	1		4
		Essay			1		
11	Media And Democratic State Development	Multiple Choice	2	1	1		4
12	Meaning, Features, Advantages and Disadvantages of the types of party systems	Essay		1			5
		Multiple Choice	1	1	2		
Total			17	21	17	1	55

SECTION 5: PUBLIC ADMINISTRATION

STRAND: CONSTITUTION, INSTITUTIONS AND ADMINISTRATION

Sub-strand: State and Non-State Actors in Ghana

Learning Outcome: *Evaluate local government system, Public Service and E government in Ghana.*

Content Standard: *Demonstrate understanding and application of State-Society Relations in Ghana.*

Hint



Remind learners of **mid-semester examination** in Week 18. Refer to the Appendix F for more sample task and the Table of Specification.

INTRODUCTION AND SECTION SUMMARY

This section helps learners think holistically about public management, the forces driving it and their policy implications for the Ghanaian state. The theme in this section addresses two broad issues about public administration in general. First, the section is concerned with local administration: decentralised governance to manage and improve the delivery of services at the local level in Ghana. It looks at the mixture of devolution, delegation, and deconcentration administration systems and suggests Ghana practises a ‘hybrid’ decentralised authority. A second issue looks at the special public agencies insulated from partisan politics for effective state administration. This specifically discusses the definitions of the public service and civil service systems and how the definitions depict who qualifies for the civil service, and the training and education they require. The section then refocuses learners’ attention on the necessity for public sector institutions to adapt to today’s technological innovation through e-government and e-governance. The most likely opportunities for linkages are with Economics and Business Studies.

The themes covered by the section are:

Week 15-16: Local Government Administration

Week 17: Public and Civil Service

Week 18: e-Governance

SUMMARY OF PEDAGOGICAL EXEMPLARS

To ensure a favourable classroom environment for reflective practice-based learning, in the context of broad sense of discussing the themes in this section, several pedagogical strategies have been suggested. The strategies that encompass many different activities and actions include project work writing, learner-led discussion, casework, and guidance sessions. The teacher is encouraged to use these strategies among other innovation techniques to promote learning as a social phenomenon.

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 content standards and the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4. The teacher should consult the Teacher Assessment Manual and Toolkits on how to design, develop and effectively use assessment strategies.

WEEK 15

Learning Indicator: *Describe decentralisation and types and structure of Ghana's local government system*

FOCAL AREA 1: MEANING AND TYPES OF DECENTRALISATION

Decentralisation is the transfer of authority, resources, and responsibilities from the central government to the periphery and local government units. It deals with the changing relationship of power and subordination between the central-local government units. It emphasises the transfer of tasks and functional roles from the central government to the local level units. The tasks may relate to planning, management, resource mobilisation and its allocation. Decentralisation can be categorised into three main types: Devolution, Deconcentration and Delegation.

Devolution entails transfer of substantial powers and responsibilities for decision-making and implementation to local government units. It involves the election of local politicians and the collaboration of diverse actors in the decision-making at the local level. Here, local units and officials are allowed to full responsibilities for addressing local needs as the powers/authority for decision-making is usually enshrined in a country's constitution or legal frameworks.

Deconcentration involves the transfer of specified or selected administrative responsibilities to the lower units of government ministries and agencies. Redistributing the decision-making power and management responsibility among the layers of government. It focuses on shifting the workload on central government offices in the national capital (Accra) to local units (e.g., Asankragwa, Bawku, Kadjebi). In deconcentration, the local officials' primary responsibility is on addressing the diverse local needs in cost-effective manner.

Delegation refers to the transfers of managerial responsibility for specifically defined functions and duties to agencies that are outside the direct control of the government or that are not wholly controlled by the government. In other words, the central government set out the broad objectives and transfers resources based on approved budgets to a semi-autonomous agency such a regional development authority. The agency possess discretion in fulfilling its objective(s) and uses business-like techniques in service delivery.

Learning Tasks

1. Explain the meaning of decentralisation.
2. Compare and contrast the types of decentralisation.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. In an interactive session, the teacher leads the discussion on the meaning of decentralisation.
2. Have learners identify the types of decentralisation. Ask them to write their thoughts on paper and compare with peers.
3. In mixed groups, learners explore the features of the types of decentralisation and how each is practised in Ghana.
4. Groups report their findings to the whole class for further discussion.
5. The teacher facilitates a whole class discussion on the features of the various types of decentralisation.
6. The teacher summarises the main points of the learning

[See Week 16 for Key Assessment on the meaning and types of decentralisation]

WEEK 16

Learning Indicator: *Describe Decentralisation, types and structure of Ghana's local government system*

FOCAL AREA 1: STRUCTURE AND FEATURES OF GHANA'S LOCAL GOVERNMENT SYSTEM

Local government refers to the existence of offices at the local level to provide a specific range of services to a small geographic area. Concerning local government structure, Ghana has a three-tier local government system divided into the following: 16 Regional Coordinating Councils; 261 Metropolitan, Municipal and District Assemblies (MMDAs); and over 5000 Sub-unit government structures.

1st Tier: Regional Coordinating Councils (RCC)

The Regional Coordinating Councils (RCCs) are not elected or legislative bodies, and neither are they taxing or rating authorities in the regional governance system. Their general role is coordination and harmonisation of activities. They serve as the link between the central government and the districts within the region. The RCC consist of the following.

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

2nd Tier: District Assemblies (DAs)

The District Assemblies constitute the fulcrum of local governance in Ghana. They are the highest political and administrative authorities in the districts with taxing powers and budgeting of their own. The District Assemblies exercise deliberative, legislative and executive powers.

They are distinguished based on demographic conditions and settlement characteristics. In other words, there are three types of District Assemblies namely: Metropolitan Areas, Municipal Areas and Districts Areas. They are collectively referred to as the MMDAs. The Metropolitan area covers a jurisdiction of over 250,000 residents. Currently there are six (6) metropolitan areas namely: Sekondi-Takoradi, Cape Coast, Accra, Tema, Kumasi and Tamale. The Municipal Areas have a population of between 95,000 and 250,000 and the District Areas have a population of 75,000 (minimum) and 95,000 (maximum). The three types are essentially equal in power with over eighty specific functions to perform including formulate and execute plans, programmes and strategies for the mobilisation of resources for the development of the district, preserve and promote the cultural heritage within the district and ensure ready access to courts in the district for the administration of justice. The District Assemblies/MMDAs consists of the following members:

Learning Tasks

1. Describe the structure of Ghana local government system
2. Explain the features of Ghana's local government system

PEDAGOGICAL EXEMPLARS

Experiential Learning (Art Project)

1. Learners visit the District Assemblies and have conservation with officials to explain the institutional structure of Ghana's local administration.
2. The teacher leads the class to discuss the multiple layers such as the metropolitan, municipal and unit committee of Ghana's local government system and the distribution of responsibilities among the layers, with learners adding their observations.
3. With reference to the structure of the local government, learners in pairs identify the features of Ghana's local government system. The teacher moves around the class, offering support to learners who needs further explanations of the lesson.
4. The teacher should select at least two groups to present their findings to the whole class and invite other learners to offer their views.
5. The lesson equips learners with the mindset of promoting efficient and quick service delivery.

Key Assessment

Level 1: State the different types of decentralisation.

Level 2

1. In your own words, explain the concept of decentralisation.
2. Outline the structure and features of Ghana's local government system.

Level 3

1. Use a diagram to describe the structure of Ghana's local government system and explain their roles for display.
2. Compare and contrast the similarities and differences between the three types of decentralisations.
3. Samdura is a country with 30 million people, divided into three regions: the North, Central, and South. For many years, the central government in Samduville, the capital city, controlled almost everything — from laws and policies to money and services. However, people in Samdura wanted more control over local decisions. To meet these demands, the government decided to decentralise power to local levels. Samdura's government is now implementing a decentralisation plan that includes Devolution which entails transferring of substantial powers and responsibilities for decision-making and implementation to local government units. Deconcentration which is Redistribution of administrative responsibilities from central government offices to regional or local branches of the same central government and finally Delegation which is also the transferring of managerial responsibility for specifically defined functions and duties to agencies that are outside the direct control of the government.

Case questions

- a. What does “decentralisation” mean based on Samdura’s changes? Why is the government decentralising power?
- b. Identify and Explain the Forms of Decentralization.

Hint



- *The recommended mode of assessment for week 15 is **case study**. Use the level 3 question 3 as a sample question.*
- *The recommended mode of assessment for week 16 is **displays and exhibits**. Use the level 3 question 1 as a sample question.*

WEEK 17

Learning Indicator: *Describe the Public Service*

FOCAL AREA 1: MEANING AND CHARACTERISTICS OF THE CIVIL SERVICE

The Civil Service is the administrative body within the executive organ of government tasked with the responsibility of assisting in formulating and implementing programmes and policies. It is the professional body that works directly within the executive branch of government both at the central and local government levels. It means the organised body of employees with uniform rules who work at the ministries, department and agencies. They are employed in a civil capacity, and their remuneration is paid wholly and directly from the consolidated fund.

The Civil Service is part of the Public Service as set out in Article 190 of the 1992 Constitution of Ghana. The Public service is a broader concept. Teachers, police officers, staff of public boards and corporations among others are not part of the civil service but rather constitute the public service. The civil service is distinguished from the public service in terms of its conditions of service.

Principles of the Civil Service

There are principles governing the work of Civil Servants. It is a merit system where selection and recruitment into the civil service are based on individual competency through competitive examinations. However, in some countries, there is the interference of political partisans.

1. **Anonymity:** This means something is kept out of public knowledge. In other words, every action of the civil servant is not subject to public scrutiny while executing his/her work. As servants of the state, they work in government ministries to implement public policies and deliver services on behalf of politicians/ministers who are accountable to the public. The political heads of the ministries are responsible for policy direction and the civil servant in charge of the day-to-day administrative work including policy advise. Consequently, civil servants are not labelled, praised or blamed for what happens within the administrative agencies of the state. The political heads take ultimate responsibility for the successes and failures.
2. **Impartiality:** The permanent administrator is expected to serve incumbent governments and successive political administrations loyally and to implement the programme of the governing party.
3. **Neutrality:** Non-partisan exposure or non-engagement of civil employees in partisan politics. The civil service is not politicised and emphasises the separation of civil and political careers. This ensures the professional stability of the civil service as an institution and protection from political interference.
4. **Permanence:** Does not change with the change in government or coming into office of a new political administration. Politicians come and go as they lose elections and their stay and influence in the ministries may be for a short period. The civil servant on the other hand enjoys security of tenure of office as they stay in the post for a long

time with the potential to exercise diverse influence. They leave the bureaucratic machinery of the state only upon attaining the statutory retirement age.

5. **Expertise:** It is an institution that possess detailed knowledge and skills in the administration of the state. It is often described as the institutional memory of the state. In other words, they are the repository of information not only in implementing government policy initiatives but also formulating policy through research and policy papers.
6. **Merits:** Employees within the civil service are hired and promoted on merit and seniority system. Thus, recruitment of qualified individuals into the civil service through competitive entrance examination and selection based on job related skills and competences and promotion based on ability and performance.

Learning Tasks

Examine the characteristics of the Civil Service

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. The teacher recaps the Year One learning on the organs of government. The teacher should reinforce the position that the public/civil service is based on rational-legal authority.
2. The teacher explains to learners that they will have to look into the various departments within the organs of government to better understand where our laws, regulations and policies come from that impact our lives.
3. Ask learners if they have heard the word 'public/civil service' before. Allow them to discuss and write down their guesses on what the words mean.
4. Based on the responses of learners, the teacher explains the meaning of the public/civil service.
5. In pairs, have learners explore the salient features of the civil service.
6. Have learners work collaboratively as pairs to discuss the features and ethics of the public/civil service as well as their relationships.
7. Teacher samples perhaps two groups to present their findings to the larger class and clarify misconceptions.
8. Once learners hold a better understanding of the civil/public service, allow them time to explore the Office of the Civil Service by visiting <https://ohcs.gov.gh>

FOCAL AREA 2: COMPONENTS OF THE PUBLIC SERVICE AND COMPOSITION OF THE CIVIL SERVICE

A. Components of the Public Service in Ghana

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

B. Structure of the Civil Service (Ghana)

1. Administrative class: It occupies the apex of the hierarchical structure of the service and made up of individuals with requisite skills, knowledge and professional experience. They constitute the intermediary between the elected politician and the other tiers of the civil service. The Chief Directors and Heads of Departments fall within this category. They present policy recommendations to the political executive for consideration. In other words, they provide technical advice on the formulation and implementation of policies to the ministers in addition to performing managerial functions.
2. Professional class: This is made up of people with specialised skills and competences whose core mandate is advising the government on matters relating to their areas of specialisation. Examples include planners, lawyers, accountants and engineers.
3. Executive class: Members of the executive class are responsible for implementing government policies and programmes. The minimum entry qualification is HND or GCE 'A' level and its analogous grades.
4. Clerical class: Responsible for secretarial and routine administration such as arranging for meetings and conferences, answering telephone and walk-in inquiries. Candidates for the clerical class must possess WASSCE or analogous grade.

5. Messenger class (Manipulative/Auxiliary): It consists of messengers, cleaners, drivers who may or may not have any educational qualifications. Their activities involve the use of menial labour.

Learning Tasks

1. Identify the components of the Public Service
2. Describe the composition of the Civil Service

PEDAGOGICAL EXEMPLARS

Talk for Learning

1. The teacher should consolidate the learning of the previous lesson through targeted questions.
2. The teacher then leads an interactive discussion to draw out what learners already know of the components of the public service (e.g. the civil service, judicial service, education service, immigration service) about their environment.
3. The teacher leads learners to identify the composition of the civil service.
4. In pairs, have learners discuss the composition of the civil service such as the administrative, executive and clerical classes.
5. Using the onion ring strategy, learners share with peers what they have learned. Those who grasp the composition of the civil service quite easily should support struggling peers.
6. Once learners hold a better understanding of the components of public service and the composition of the civil service, allow them time to explore the Public Services Commission and the Office of the Civil Service by visiting <https://psc.gov.gh/> <https://ohcs.gov.gh>
7. The lesson would imbibe in learners' transparency in dealing with institutions and agencies of government in curbing negative practices.

Key Assessment

Level 1: List the components of the Public Service. State the main features and the composition of the Civil Service.

Level 2: Explain the distinction between the Civil service and the Public Service.

Level 3

1. Analyse the contribution of the Civil Service to government in Ghana.
2. Reflect and rate your understanding on characteristics of the Civil Service.

Hint



The recommended mode of assessment for week 17 is self-assessment. Use the level 3 question 2 as a sample question.

WEEK 18

Learning Indicator: *Distinguish between e-government and e-governance*

FOCAL AREA 1: THE CONCEPT OF E-GOVERNMENT AND E-GOVERNANCE

The concept of electronic government (e-government) refers to the use of Information and Communication Technologies (ICTs) to facilitate and simplify the daily administration of government. The deployment and use of digital technologies rather than paper-and-file approaches may include the Web, e-mail, and other electronic means of providing information and transforming the delivery of government services. It aims at fostering transparency, eliminate distance in customer-oriented service delivery, and empowerment of citizens to participate in the political processes/democratic activities. In other words, the use of ICTs and the Internet-related technologies in undertaking all kind of government activities, in education, health, agriculture, sports among others.

The concept of e-government involves several stages. First is the electronic presence or publishing where there is basic online information about the government and its activities in an easily accessible manner. Second, is an interaction where citizens can interact with the public sector organisations through forms, emails, chat boxes, and other tools on the webpage. The third stage of e-government development is transaction. Here, it involves interactive applications where citizens can transact with the government electronically such as paying for services through the webpage—for example, payment of taxes and fees with credit cards. The final stage of e-government maturity is the connected presence. This is where all government services are integrated on the same or single portal and people can access diverse services. Example is the Ghana digital services and payments platform (<https://www.ghana.gov.gh>) which include the online passport application system, the Ghana Revenue e-taxation, and the Ghana Immigration service e-visa system. The ghanagov.gh also provides links to websites of ministries, departments and agencies and semi-autonomous institutions. Thus, e-government applications can affect the interaction and transaction between government and citizens (G2C), citizen to government (C2G), government to business (G2B), and government to government (G2G).

e-governance refers to the use of digital technologies at the various levels of government and beyond, of the public sector. In other words, e-governance moves beyond the public sector institutions, for the purpose of enhancing good governance and citizens' participation in service delivery. e-governance is not just about modernising the public bureaucracy through ICTs and Internet enabled operations, but also the democratic processes of consulting the array of actors and supporting their participation in the decision-making process. Simply, e-governance changes how citizens relate to governments as much as it changes how citizens relate to each other. It takes the form of e-participation with the dimensions of e-information, e-consultation and e-decision-making.

In sum, e-government is generally taken to be one-way dissemination of information from government to citizens while e-governance relates to two-way dialogue and interaction between government and its citizens. Thus, e-governance moves beyond the scope of e-government.

Learning Tasks

1. Outline the difference between e-government and e-governance.
2. Identify the features, stages of growth and models of e-government.

PEDAGOGICAL EXEMPLARS

Talk for Learning/Experiential Learning

1. Learners list sample of activities/services that are currently delivered manually or predominantly in-person based on their experiences such as payment of utility (water, electricity) bills or voting in Ghana.
2. Ask learners how the delivery of these services can be improved and write them down. Allow learners to compare their observations with peers.
3. In an interactive class format, the teacher leads the discussion on the concept of e-government and e-governance.
4. Put learners in small groups or they can work individually if desired to identify the features of e-governance.
5. Have learners visit <https://www.ghana.gov.gh/> to find out how government departments/agencies (e.g. Passport Office, Driver and Vehicle License Authority) are now delivering services.
6. Learners report and share observations with the larger class.
7. Teacher gives feedback and clarifies any misconceptions.
8. Learners become exposed to diversity in service delivery and acquire the values of teamwork, transparency and fairness.

Key Assessment

Level 1: State the meanings of e-government and e-governance.

Level 2: Discuss the main features of e-government and e-governance.

Level 3: Analyse the importance of e-government and e-governance for the quality of public services in Ghana.

Hint



*The recommended mode of assessment for week 18 is **mid-semester examination**. Refer to the Appendix F for more sample task and the Table of Specification*

SECTION 5 REVIEW

Public administration plays an important role in the governing of a state. As such, this section is organised to review the administrative agencies dedicated to carry out the affairs of the state. The section started with a discussion on decentralisation and local government systems in Ghana. Taken to be the transfer of authority and resources from the central government to the sub-national units to enhance public services delivery and community development. It looked at the variation in the types and modes of decentralisation and the architectural design of Ghana's local government system. Some illustration material has been highlighted. The section also aids learners to understand and appreciate the critical role that the career public/civil servants have played and continue to play in the development of the Ghanaian state. The section emphasised the knowledge, skills and values that individuals will need to possess to be effective and responsible as they work in the interest of the Ghanaian public. The section also discussed the advent and use of new technologies in modernising the machinery of government at both the central and local levels.

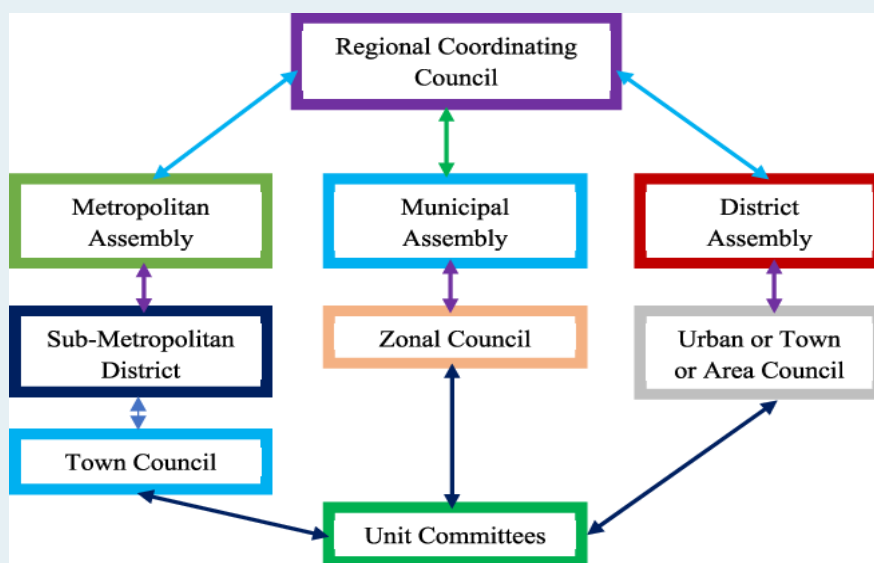
Additional Reading

Ahwoi, K. (2010). *Local Government and Decentralization in Ghana*. Accra: Unimax Macmillan Limited.

Marking scheme for the case study Assessment Task

- a.
 - i. explanation of decentralisation (using key words such as transfer, power, authority, central government, local government, etc.) **2 marks**
 - ii. Explanation of decentralisation (using decentralise instead of transfer, omitting central government, etc. – e.g. decentralising powers to the local government) **1 mark**
- b. Identifying the forms of decentralisation. **0.5mark each**
- c. Explaining the forms of decentralisation. **1 mark each.**

Rubrics for the displays and exhibits Assessment Task



1 mark each for correctly identified elements in the structure

Criteria	Very good -3 marks	Good - 2 marks	Need improvement - 1 marks
Representation of Roles	<p>Clearly defines the roles of each council and committee with examples. Look out for Regional Coordinating Council: Top governing body overseeing multiple assemblies. Example: the allocation of government resources and funds to the districts</p> <p>District Assembly: Responsible for local governance and policy-making within a district. Example: The District Assembly enacts by-laws and regulations that govern local affair</p>	<p>define the roles of each council and committee without examples. Look out for Regional Coordinating Council: Top governing body overseeing multiple assemblies.</p> <p>District Assembly: Responsible for local governance and policy-making within a district.</p>	<p>define the roles of only few councils and committees without examples. Look out for Regional Coordinating Council: Top governing body overseeing multiple assemblies.</p>

Criteria	Very good -3 marks	Good - 2 marks	Need improvement - 1 marks
Completeness	The diagram is well labelled, all arrows are correctly positioned to show hierarchy and relationships and all key elements (councils and committees) are included in the structure	The diagram is labelled and arrows mostly positioned correctly to show hierarchy and relationships with a few minor errors that do not significantly impact understanding and all key elements (councils and committees) are included in the structure. For instance, one or two of the arrowheads not shown.	The diagram is not well labelled and Arrows are incorrectly positioned to show hierarchy and relationships (all arrowheads are not shown) and two or three key elements (councils and committees) are excluded from the structure.

Marking Scheme for the Self-Assessment Task

For each characteristic, learners will rate their understanding on a scale from 1 to 3.

- 1 - **Not Confident:** I have little or no understanding of the characteristic.
- 2 - **Moderately Confident:** I have a fair understanding but still has some questions or uncertainties.
- 3 - **Confident:** I understand the characteristic well



APPENDIX F: TABLE OF SPECIFICATION FOR THE MID-SEMESTER EXAMINATION

The mid-semester examination questions should cover Week 13-17 focal areas in the TM.

The mid-semester examination should include:

40 multiple choice Questions

Table of Specification for the Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Party System and Role of Opposition Political Parties in Ghana	Multiple choice	2	2	2		6
14	Composition and Functions of the Electoral Commission	Multiple choice	3	5	3		11
15	Meaning and Types of Decentralisations	Multiple choice	2	3	3	-	8
16	Structure And Features of Ghana's Local Government System	Multiple choice	3	4	2	-	9
17	Meaning and Characteristics of the Civil Service	Multiple choice	2	2	2	-	6
	Total		12	16	12	-	40

SECTION 6: STATECRAFT AND DIPLOMACY

STRAND: GHANA IN THE GLOBAL SYSTEM

Sub-Strand: Ghana in the Community of Nations

Learning Outcome: *Evaluate the determinants and actors of Ghana's foreign policy.*

Content Standard: *Demonstrate knowledge and understanding of Ghana's external relations.*

Hint



Learners should be assigned an individual project in week 19 to be submitted in week 22. Refer to Appendix G at the end of this section for more information on individual project.

INTRODUCTION AND SECTION SUMMARY

This section presents a general overview of statecraft, looking at the meaning and characteristics of foreign policy. Specifically, it looks at the determinants of foreign and the key actors and institutions mandated to conduct Ghana's foreign policy. Further, it discusses the concept of diplomacy and the various types. The themes in the section are to provide a context in which learners acquaint themselves with how an array of actors, both state and non-state, dictate the foreign policy of states and the types of diplomacy. Innovative pedagogical strategies have been suggested to be carried out in a flexible learning environment and spaces that accommodate different learning needs. In addition, competence-based assessment models have been designed to provide feedback on knowledge, skills and attitudes. The most likely opportunities for linkages are with History and Social Studies.

The theme covered by the section are:

Weeks 19-20: Foreign Policy

Week 21: Diplomacy

SUMMARY OF PEDAGOGICAL EXEMPLARS

To promote inclusive and dynamic class environments and lifelong learning skills, creative, integrative pedagogical exemplars have suggested taking into consideration 21st-century skills, gender equality and social inclusion (GESI), and core national values. The pedagogical strategies are designed to aid learners develop their deeper intellectual capabilities in terms of materials, particularly the application, evaluation and creation based on the content standards. Further, these interactive pedagogical strategies and tools are adoptable to ensure differentiated learning.

ASSESSMENT SUMMARY

The assessment in this section is designed for both formative and summative purposes. The assessment strategies include presentations, class exercises, quizzes, homework assignments, project work and the end-of-term assessment. These assessment tools are aligned with the learning content standards and the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4. The teacher should consult the Teacher Assessment Manual and Toolkits on how to design, develop and effectively use assessment strategies.

WEEK 19

Learning Indicator: *Examine the determinants of Ghana's foreign policy*

FOCAL AREA 1: DETERMINANTS OF GHANA'S FOREIGN POLICY

At the basic level, foreign policy refers to how a state relates to the outside world. It embraces any legitimate policy of a sovereign state that is targeted at external entities and includes the choices that individuals, groups, and coalitions make that affect a state's actions on the international stage. Foreign policy is the decisions and actions officials (government) of the state take in relation to other entities in pursuance of its national values or interest. The driving force behind a country's foreign policy in international relations is National Interest.

Characteristics of Foreign Policy

- Foreign policies are forms of public policy.
- They may be aggressive/war-like or friendly.
- They are influenced by time, issues, and national leaders.
- They usually originate from the central government.

Determinants of Foreign Policy (Ghana)

The behaviour of states in the international system is shaped by certain factors. The foreign policy of states is not made in a vacuum. Both domestic and external factors shape a country's foreign policy direction.

The state of the economy: A country's economy influences the foreign policy it is able to conduct. Countries with buoyant economies (high Gross National Income (GNI) have the financial means to pursue a more independent foreign policy. On the other hand, states going through economic crises can usually not make independent foreign policy because they must rely on others for survival are more constrained in their scope for action. Many developing countries have their foreign policy compromised because of economic needs. In Ghana's case, encouraged by its economic resources in the 1950s provided **enormous** support towards the decolonisation process in Africa. In other words, Ghana under the leadership of Dr. Kwame Nkrumah harnessed the country's economic resources and extended financial assistance to African countries such as Guinea, Mali and Congo in their independence struggles.

Membership of international organisations: Mutual dependencies and various treaties and agreements are influential inputs of foreign policy making. In the contemporary international system, countries have joined global and regional alliances (e.g. ECOWAS, AU, NATO) based on geographical location or dictated by governments' involvement or non-involvement to pursue different interests. In other words, states enter into several bilateral and multilateral treaties and agreements within the international community. Some of these treaties impose on them certain obligations, some of which forbid them from pursuing hostile foreign policy towards treaty members. The 1992 Constitution of Ghana enjoins actors and institutions involved in foreign policy to fulfil treaty obligations and settlement of international disputes by peaceful means. Ghana as a signatory to the Lagos Treaty, the

AU Charter (see weeks 21 and 22 of Year One Teacher Manual), and other international agreements resort to the maintenance of peace and security and economic prosperity of West Africa and the world at large.

Geopolitical location: A country's location may have significant implications for its foreign policy. Landlocked countries like Burkina Faso and Mali cannot afford to pursue foreign policies that might threaten exports that have to be routed through countries that have access to the sea. Any misguided foreign policy might deny them this advantage. Equally, the position of country in the global system shapes its foreign policy. Lesser powers in the global system are usually opposed to military alliances. Ghana's soft power in democratic governance and practices dictates foreign relations. That way, Ghana as a democratic state has preference for softer options, such as consultation and mediation. In other words, Ghana engages in preventive diplomacy among states across its borders (e.g. Togo, Cote d'Ivoire, Guinea Bissau). The rationale is that under democracies, citizens are free to pursue their interests and take responsibility for their own lives. It further argues that democracy has in-built mechanisms that check the excess of government and peaceful co-existence.

Population: A country's population also has a tremendous impact on its foreign policy. Population in terms of numbers or numerical strength is not an independent determinant of foreign policy; rather, the labour-power of a country concerning educational qualifications, experiences and competencies is a determining factor in foreign policy making. This is because the quality of the population affects the administrative machinery or institutional capacity in the formulation and implementation of foreign policy. Moreover, the quality of the population has the potential to influence the political system (constitutional democracy or authoritarian rule), political leadership and core national values. In the case of Ghana, the competencies and experience of the men and women at the Ministry of Foreign Affairs and missions abroad have charted the path of Ghana's foreign policymaking and implementation since the attainment of political independence. Similarly, the professionalism of Ghana's military in peacekeeping operations is a core determinant of its external relations. Post-election results and coups have largely triggered the African continent and the West African sub-region. Ghana has been involved in many peacekeeping operations including Congo in 1960, and the Liberian and Sierra Leonean crises in the early 1990s to restore peace.

Public opinion: Many foreign policy decision makers consider their citizens' views before foreign decisions. This is particularly the case in democratic political systems where the role of citizens is very important. This has become imperative in the context of technological advancement where citizens have access to 24-hours news.

Other factors that shape the foreign policy of states are ideology of the regime, historical experience, ethnic and cultural affinity, and personality of the political leader.

Learning Tasks

1. Explain the meaning and characteristics of foreign policy.
2. Discuss the determinants of foreign policy.

PEDAGOGICAL EXEMPLARS

Diamond Nine

1. The teacher guides learners to recall Year One discussion on actors in the international system and recognise that actors take decisions on behalf of states.
2. The teacher initiates a discussion on the meaning of foreign policy using a discussion guide.
3. Learners individually come up with the determinants/attributes of foreign policy and write them on paper card or present them orally.
4. Have learners paste them around the classroom for observation.
5. In small groups or pairs, have learners discuss the nine (9) most important factors influencing foreign policy decisions. Encourage learners to explain their individual ranking to each other and then ask them to create a joint ranking.
6. Teacher guide learners to write the final nine factors (Diamond pattern) on the whiteboard. Thus, teacher provides sample of Diamond Nine diagram and ask learners to fill in/paste in their works.
7. The teacher leads the plenary discussion of the determinants of Ghana's foreign policy and explain the foundation of Ghana's foreign formulation. Teacher moves around the classroom and offer extra support to learners with learning difficulties.
8. Learners acquire problem-solving and critical thinking skills and develop the culture to promote national interest.

Key Assessment

[See Week 20 for Key Assessment on Foreign Policy]

WEEK 20

Learning Indicator: *Discuss the actors and institutions involved in Ghana's foreign policy*

FOCAL AREA 1: 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:

1. 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)

2. 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).

3. Cabinet: Assists the President in all policy including foreign policies (Article 76)

4. Council of State: Consultation on the appointment of ministers and diplomats/ambassadors (Article 74)

5. Ministry of Foreign Affairs

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

Learning Tasks

Identify the actors responsible for Ghana's foreign policy decisions.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

The teacher recaps Year One learning on state actors in the international system, using short quizzes to reiterate the argument that state actors are individuals and institutions that act on behalf of countries.

1. Learners in pairs identify the actors that are responsible for the design and implementation of Ghana's foreign policy such as the President, Parliament through brainstorming.
2. In small groups (3-4 learners where appropriate), discuss the key individuals/institutions that act as state actors in Ghana's foreign policy initiatives such as climate change negotiations.
3. The teacher invites some groups to present their findings to the entire class for further discussion and provide extra value-added comments.
4. The teacher calls out some learners to summarise their understanding of the actors and institutions that are responsible for the design of Ghana's foreign policy. Other learners contribute to the ensuing discussion.
5. The teacher deliberately calls out learners who may be unwilling to contribute to the discussion and offer support to learners who have difficulties in understanding the lesson.
6. The teacher should highlight the values of gender inclusivity, respect for national interest, while learners also acquire communication and collaborative skills.

Key Assessment

Level 1

1. Circle the appropriate answer
Which of the following is the primary actor in Ghana's foreign policy? The ...
a. Parliament
b. President
c. Judiciary
d. Ministry of Finance
2. State the meaning of 'foreign policy'. Name the main foreign policy actors.

Level 2: Explain the role of the President in Ghana's foreign policy decisions.

Level 3

1. Discuss the main features of Ghana's foreign policy. Analyse the role of national actors and institutions in influencing Ghana's foreign policy.
2. Analyse the four key determinants of Ghana's foreign policy.

Hint



- The recommended mode of assessment for week 19 is **essay type assessment**. Use the level 3 question 2 as a sample question.
- The recommended mode of assessment for week 20 is **multiple choice**. Use the level 1 question 1 as a sample question.

WEEK 21**Learning Indicator:** *Discuss Diplomacy***FOCAL AREA 1: MEANING AND TYPES OF DIPLOMACY**

Diplomacy refers to the use of intelligence and tact in the conduct of official government relations among independent states and other actors. The mechanism through foreign policy makers seek to attain their purpose by agreement rather than by war. In other words, diplomacy aims to avoid the use of force. Coercion or force is often used as the last resort, when attempts to resolve issues by peaceful means fail. Thus, diplomacy is acclaimed as the most acceptable means of foreign policy implementation.

Types of Diplomacy

1. **Bilateral diplomacy:** refers to the establishment of official engagement between two states, e.g., Ghana establishing diplomatic mission with Nigeria for friendly relations between the two states.
2. **Multilateral diplomacy:** the type of diplomacy conducted among three or more countries in the international system. The main objective of multilateral diplomacy is to find an antidote to prevailing problems, e.g., through Ghana's membership of the United Nations.
3. **Public diplomacy:** embraces the use of strategies/techniques by states and international organisations to communicate directly to people of other states rather than the use of politicians and government officials. It involves the use of individuals in official and non-official capacities. For example, the use of influential personalities (celebrities) as Goodwill ambassadors.
4. **Shuttle diplomacy:** concern the use of neutral third-party actor as a mediator to negotiate and settle disputes between conflicting parties or states where direct engagement to settle the dispute is highly impossible. The mediator moves from one party to another in communicating and clarifying their position.
5. **Gunboat diplomacy:** the use of coercion or force to achieve foreign policy objectives. The use of military might to safeguard a state's security and to coerce others to behave in a way that will promote the interest of the state. This term is ironic, as the use of military force goes beyond diplomacy.

Learning Tasks

1. Provide the meaning of diplomacy
2. Compare and contrast types of diplomacy

PEDAGOGICAL EXEMPLARS

Case-based Learning

1. The teacher leads a plenary discussion on the meaning and types of diplomacy.
2. The teacher presents a case study or scenario of intra-state conflict in the West Africa sub-region or globally.
3. The teacher then invites learners to explore what they know about the factors contributing to intra-state wars or disturbances.
4. Learners individually identify the strategies or mechanisms to address the on-going conflict.
5. In pairs, learners discuss the strategies such as negotiation, sanctions, propaganda. The teacher should move around the class, checking that all learners understand the strategies, and asking questions that will enable learners with better understanding of the lesson to assist their peers.
6. Then, have learners share their findings with the entire class and collectively decide which method(s) is the best to bring about lasting or enduring peace.
7. The teacher invites other learners to comment and offer additional or different points.
8. Based on learners' presentations, the teacher leads a final discussion, summarising what has been learnt of the meaning and the types of diplomacy.
9. Learners begin to appreciate the need to work within the global scene.

FOCAL AREA 2: FUNCTIONS OF DIPLOMATS

- Representation
- Negotiation and bargaining
- Reporting functions
- Information gathering role
- Consular duties

Learning Tasks

Discuss the functions of diplomats

PEDAGOGICAL EXEMPLARS

Pyramid Discussion

1. Learners watch audio descriptive videos or pictures of the President administering the Oaths of Allegiance, Office and Secrecy to new Envoys.
2. The teacher poses the question what constitute the functions of diplomats.
3. Learners individually provide an elaborate answer and in pairs, discuss their answers.
4. The teacher should allow the pairs to join others to form a group of four (4) to discuss the functions of diplomats till a consensus is reached. The teacher should provide ample time for learners to discuss their views.

5. Subsequently, allow other groups to join the discussion (forming a group of 8) until the whole class is involved. Remind learners that the purpose of the discussion is not to 'win' but to come to a decision together.
6. The teacher should identify and provide extra support to learners who might have difficulties in understanding the lesson.
7. In a plenary session, the teacher discusses the functions of diplomats and clarifies any misconceptions.
8. The teacher guides learners in the discussion to be mindful of the values of confidence, courage and tolerance.

Key Assessment

Level 1: State the main types of diplomacy and the main functions of diplomats.

Level 2: Identify and discuss the functions of Ghana's diplomatic missions.

Level 3

1. Analyse the contribution of diplomacy to inter-state stability in West Africa.
2. Simulate a plan to ensure the safety evacuation of nationals of Zutopia in the event of escalating violence in Adura.

Hint



- *The recommended mode of assessment for week 21 is **simulation**. Use the level 3 question 2 as a sample question.*

SECTION 6 REVIEW

This section looked at the meaning, characteristics and determinants of foreign policy, and the actors involved in the design of foreign policy. It identified the President as the main actor in foreign policy decision making in Ghana and the key institutions the president lean on. The section also examined statecraft and the use of diplomacy as an instrument in the conduct of foreign policy. Here, the various types of diplomacy were discussed. The content, pedagogies strategies 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

1. Nau, H. R. (2020). *Perspectives on international relations: power, institutions, and ideas*. Cq Press.
2. 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.

Rubrics for the essay type Assessment Task

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Content	<p>Ability to identify and explain four determinants of Ghana's foreign policy. Consider key elements such as;</p> <p>i. Historical and Ideological Legacy: Pan-Africanism, Non-Alignment, Colonial Legacy, etc.</p> <p>ii. Geopolitical Location and Regional Relations: ECOWAS membership regional peace and security, border relations, etc.</p> <p>iii. Economic Interests: Export Markets, Aid and Development Partnerships, etc.</p> <p>iv. Global and Multilateral Engagement: United Nations Participation, International Agreement</p>	<p>Ability to identify and explain any three determinant of Ghana's foreign policy.</p> <p>i. Historical and Ideological Legacy: Pan-Africanism, Non-Alignment, Colonial Legacy, etc.</p> <p>ii. Geopolitical Location and Regional Relations: ECOWAS membership regional peace and security, border relations, etc.</p> <p>iii. Economic Interests: Export Markets, Aid and Development Partnerships, etc.</p> <p>iv. Global and Multilateral Engagement: United Nations Participation, International Agreement</p>	<p>Ability to identify and explain any two determinants of Ghana's foreign policy.</p> <p>i. Historical and Ideological Legacy: Pan-Africanism, Non-Alignment, Colonial Legacy, etc.</p> <p>ii. Geopolitical Location and Regional Relations: ECOWAS membership regional peace and security, border relations, etc.</p> <p>iii. Economic Interests: Export Markets, Aid and Development Partnerships, etc.</p> <p>iv. Global and Multilateral Engagement: United Nations Participation, International Agreement</p>	<p>Ability to only identify the determinants of Ghana's foreign policy without explanation. Consider key elements such as;</p> <p>i. Historical and Ideological Legacy</p> <p>ii. Geopolitical Location and Regional Relations</p> <p>iii. Economic Interests</p> <p>iv. Global and Multilateral Engagement</p>
Use of evidence or examples	<p>Provide specific evidence or examples for each determinants of Ghana's foreign policy. Look out for evidence such;</p> <p>i. Historical and Ideological Legacy: All-African People's Conference in Accra in 1958</p> <p>ii. Geopolitical Location and Regional Relations: Ghana situated along the Gulf of Guinea in West Africa</p> <p>iii. Economic Interests: a \$2 billion bauxite-for-infrastructure deal in 2018</p> <p>iv. Global and Multilateral Engagement: ECOWAS and UN peacekeeping missions (Liberia, Sierra Leone, and Côte d'Ivoire in 2021)</p>	<p>Provide general evidence or examples for each determinants of Ghana's foreign policy.</p> <p>This may include;</p> <p>i. Historical and Ideological Legacy: Ghana has a rich legacy in promoting Pan-Africanism</p> <p>ii. Geopolitical Location and Regional Relations: Ghana serves as a strategic location for trade routes</p> <p>iii. Economic Interests: Ghana's participation in regional organizations</p> <p>iv. Global and Multilateral Engagement: United Nations Participation</p>	<p>Provide general evidence or examples for less than four determinants. This may include;</p> <p>i. Historical and Ideological Legacy: Ghana has a rich legacy in promoting Pan-Africanism</p> <p>ii. Geopolitical Location and Regional Relations: Ghana serves as a strategic location for trade routes</p>	<p>Provide no evidence or examples for the determinants of Ghana's foreign policy</p>



APPENDIX G

Task

- a. Establish the relationship between globalisation and westernisation, liberalisation, modernisation and universalisation
- b. Explore and analyse the impact of globalisation on the local economy

Refer to the Teacher Manual (TM) section 6, week 22 and Learner Material section 6 for more task examples.

Criteria	Excellence (5)	Good (4)	Needs Improvement (3)
Content	<p>show understanding of all five concepts by clearly establishing their interrelationships with specific examples. Globalisation is the connections of economies, societies, and cultures on a global scale, which leads to the spread of Western ideas and practices, known as Westernization, for instance the popularity of American fast food chains like McDonald's and KFC in countries all over the world.</p> <p>Globalization connects economies whilst liberalisation reduce barriers to trade, such as tariffs or quotas, which allow for the free flow of goods, services, and capital among the economies.</p>	<p>show understanding of four concepts by clearly establishing their interrelationships with specific examples. Globalisation is the connections of economies, societies, and cultures on a global scale, which can lead to the spread of Western ideas and practices, known as Westernization, for instance the popularity of American fast food chains like McDonald's and KFC in countries all over the world</p> <p>Globalization connects economies whilst liberalisation reduce barriers to trade, such as tariffs or quotas, which allow for the free flow of goods, services, and capital among the economies.</p>	<p>show understanding of three concepts by clearly establishing their interrelationships with specific examples. Globalisation is the connections of economies, societies, and cultures on a global scale, which can lead to the spread of Western ideas and practices, known as Westernization, for instance the popularity of American fast food chains like McDonald's and KFC in countries all over the world</p>
Research and Use of Sources	<p>Extensive use and correct citation of different sources; (World Trade Organization (WTO), (2021). Globalization: A brief overview. link: www.un.org/development/desa</p> <p>Ghana Investment Promotion Centre (GIPC) link: https://www.bog.gov.gh/, https://www.gipc.gov.gh/, https://cocobod.gh/) https://www.gipc.gov.gh/, Ghana cocoa Board link: https://cocobod.gh/ bank of Ghana. link: https://www.bog.gov.gh/,</p>	<p>Use and correct citation of only one source: (link: www.un.org/development/desa)</p>	<p>No citation of sources (no marks)</p>

Criteria	Excellence (5)	Good (4)	Needs Improvement (3)
Identification of Economic Impact	Identify multiple significant ways in which globalisation has impacted the local economy, with specific examples. (look out for Increased Foreign Direct Investment (MTN, TIGO), Expansion of Trade and Export Opportunities (Cocoa exports contributed \$2.29 billion to Ghana's economy in 2020, etc.	Identify multiple significant ways in which globalisation has impacted the local economy, with general examples. (look out for Increased Foreign Direct Investment, Expansion of Trade and Export Opportunities, etc.	Identify multiple significant ways in which globalisation has impacted the local economy, with no examples.
Organisation	Well typed in Times New Roman with font size 12 and free from errors.	Well typed in Times New Roman with a different font size and few errors	Hand written

Encourage the use of credible sources. learners should cite all sources properly.

Submission time: Week 22

Administration

Establish what learners should achieve by the end of the project, such as understanding the key characteristics of globalisation, being able to analyse its impacts, and effectively communicating their findings, etc.

Rubrics for the simulation Assessment Task

Criteria	Excellence (3)	Good (2)	Needs Improvement (1)
Understanding of Context	Show an in-depth understanding of the situation in Adura, by considering all the following factors: cultural (Local leaders, such as tribal chiefs or respected elders, play a significant role in community decision-making), political (The current government of Adura is marked by political unrest), and social factors (High unemployment rates and poverty can create desperation among locals).	Show a good understanding of the situation in Adura, by considering any one or two of the following factors: cultural (Local leaders, such as tribal chiefs or respected elders, play a significant role in community decision-making), political (The current government of Adura is marked by political unrest), and social factors (High unemployment rates and poverty can create desperation among locals)	Display a basic understanding of the situation in Adura by considering only one of the following factors: cultural (Local leaders, such as tribal chiefs or respected elders, play a significant role in community decision-making), political (The current government of Adura is marked by political unrest), and social factors (High unemployment rates and poverty can create desperation among locals)

Criteria	Excellence (3)	Good (2)	Needs Improvement (1)
Communication Plan	Establish a clear, effective communication plan including Establishing Communication Channels: (Hotline, Social Media Platforms, SMS Alerts), Regular Briefings, Feedback Mechanism (Debrief Sessions with evacuation team), Media Engagement	Communication plan is present but may lack two or three of the following: establishing Communication Channels: (Hotline, Social Media Platforms, SMS Alerts), Regular Briefings, Feedback Mechanism (Debrief Sessions with evacuation team), Media Engagement	Basic communication plan that only involved National Government Officials (Zutopia), Aduran Local Authorities and Evacuating Nationals of Zutopia
Time management	Able to simulate the plan by evacuating all Adura nationals successfully within the time given	Able to simulate the plan by evacuating all Adura nationals successfully but after a few minute of the given time	unable to simulate the plan successfully.

SECTION 7: GLOBALISATION

STRAND: GHANA IN THE GLOBAL SYSTEM

Sub-Strand: Globalisation and Development

Learning Outcome: *Assess globalisation, characteristics and types.*

Content Standard: *Demonstrate knowledge and understanding of globalisation and development of States*

Hint



- *Remind learners to submit their individual projects in week 22.*
- *Remind learners of End of Semester Examination in Week 24. Refer to Appendix H at the end of this section for Table of specification.*

INTRODUCTION AND SECTION SUMMARY

Most of the pressing issues on the contemporary international agenda, from international security to development, poverty, climate change and loss of biodiversity, have implicit or explicit dimensions and manifestations. The world has become interconnected and interdependent. This section looks at the concept of globalisation. It aimed at addressing the conceptual aspect of globalisation, paying attention to the meaning, characteristics, and types. Specifically, learners will be able to understand the variants of globalisation namely, economic, political, environmental, and social and how they play out in the global system. By the end of the section, learners will have acquired the values of global citizenship, teamwork, and responsibility in addition to 21st century innovation, leadership, and communication skills. This section can be linked with subjects such as History, Social Studies, and Economics.

The themes covered by the section are:

Weeks 22-23: Meaning and types of globalisation.

Week 24: Revision and Recap

SUMMARY OF PEDAGOGICAL EXEMPLARS

To ensure learners demonstrate the academic attributes and apply the 21st century skills and social and emotional learning, innovative pedagogical exemplars have been proposed. These learning methods take into consideration learners of all abilities and background. The pedagogical strategies suggested in the section include problem-based learning and concept mapping. Generally, these pedagogical strategies focus on multiple means of engagement, expression, and representation.

ASSESSMENT SUMMARY

The assessment in this section is designed for both formative and summative purposes. The assessment strategies include presentations, class exercises, quizzes, homework assignments, project work and the end-of-term assessment. These assessment tools are aligned with the learning content standards and the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4. The teacher should consult the Teacher Assessment Manual and Toolkits on how to design, develop and effectively use assessment strategies.

WEEK 22

Learning Indicator: *Explain the meaning and characteristics of globalisation*

FOCAL AREA 1: MEANING AND CHARACTERISTICS OF GLOBALISATION

Globalisation refers to the integration of economies and societies. The increasingly free flow of people, goods and services due to openness around the episode of liberalisation. It signifies embracing global society where domestic and international issues are no longer discrete spheres of activity. Thus, the central notion of globalisation is that the world is shrinking or becoming a ‘global village.’ Conceptually, globalisation is associated with westernisation, liberalisation, modernisation, and universalisation.

Characteristics of Globalisation

1. Rapid advances in information and communications technology (e.g. 24-hour access to the Internet and news media)
2. Global brand of goods and services found in most or remote part of the world.
3. Existence of global organisations, e.g. International Monetary Fund, World Bank, United Nations.
4. Emergence of capital investment and integration of world financial markets
5. Movement of people around borders with less restrictions

Learning Tasks

Define globalisation and its characteristics

PEDAGOGICAL EXEMPLARS

Problem-based Learning

1. The teacher recaps learning in Year One on how non-state actors in the international system shape global issues.
2. Learners look for the meaning of key words/vocabulary such as westernisation, universalisation, liberalisation, and modernisation using a dictionary or the Internet.
3. Individually, learners identify the two most popular of these words and in a think-pair-share activity, link it to the definition of globalisation.
4. In a mixed-ability group, using library research or the Internet, learners explore the trends and processes of change. Thus, learners explore the types of goods and services that require a global supply chain to produce or make available (e.g. cloths, mobile phones, backpack, shoes, toys). Perhaps ask them how their mobile phones or other digital devices get to shops in Ghana.

5. Still in groups, have learners write out key points related to the characteristics of globalisation and explain the factors promoting globalisation.
6. Using a manila card, provide time for learners to present their findings to the entire class.
7. The teacher then facilitates discussion on the meaning and characteristics of globalisation based on the presentations. For example, highlight how the COVID-19 pandemic exemplified the interconnectedness of the world.
8. The teacher should encourage learners to ask questions and call out learners unwilling to talk to make contributions.
9. Learners imbibe the values of respect for individual beliefs and cultures throughout the discussion.
10. **Homework:** Ask learners to write a story about the global process behind their favourite item such as cloth, mobile phone or shoe.

WEEK 23

Learning Indicator: *Discuss the types of globalisation*

FOCAL AREA 1: TYPES OF GLOBALISATION

- **Economic globalisation** involves the reorganisation of production and movement of goods from one country to another, open markets, and deregulation of national economies. It also encompasses the movement of money from one jurisdiction to another, from the global north to the global south.
- **Environmental globalisation** refers to interdependency and global concern to address environmental issues, e.g., climate change, air and water pollution. It looks at the uniformity in the regulations and practices in environmental management and sustainability.
- **Social globalisation** involves the movement of ideas beyond national borders. Emphasis on bridging and spread of global cultures across national borders such as tolerance of different identities and international marriages.
- **Political globalisation** involves an attempt to create a global government or one international organisation such as the United Nations (UN), World Trade Organisation (WTO), Africa Union (AU). It relates to the changing nature of the nation-state and its sovereignty and how these organisations shape global governance.

Learning Tasks

Identify the types of globalisation.

PEDAGOGICAL EXEMPLARS

Talk for Learning (Concept Mapping)

1. The teacher leads a whole class discussion on the causes (i.e technology as the main driver) of globalisation and the various aspects: finance, transportation, communication, and trade. The teacher may use the Internet for purposes of illustration. Through whole class discussion, learners identify the types of globalisation (political, economic, social, and environmental).
2. In mixed groups, learners discuss the types of globalisation and which type has most impact on the lives of ordinary Ghanaians. The teacher should encourage high proficiency learners to assist their peers.
3. The teacher the organises a debate on the motion ‘Globalisation is a largely beneficial force that improves the lives of most Ghanaians’.
4. Roles should be assigned to learners such as chair, timekeeper, principal speakers, secondary speakers, and audience. Learners debate the motion, with opportunities for all to join in.
5. Upon completion of the debate, the teacher leads a whole class discussion on the advantages and disadvantages of globalisation.

6. Learners begin to appreciate and respect their identities as Ghanaian and value the power of global acculturation.

Key Assessment

Level 1: State the main types of globalizations and the main impacts on the lives of Ghanaians.

Level 2

1. Identify and explain the types of globalisations.
2. Explain the main characteristics and causes of globalisation.

Level 3

1. Analyse the advantages and disadvantages of globalisation.
2. Analyse the different types of globalization.

Hint



*The recommended mode of assessment for week 23 is **peer review**. Use the level 3 question 2 as a sample question.*

WEEK 24

Learning Indicator: *Revision and Recap*

1. The Year Two Teacher Manual for Government has considered a number of content standards and learning indicators that would affect governance of the Ghanaian state. What do these indicators and themes mean in terms of the skills, attitudes, and qualities that individual learners will require?
2. The teacher review once more the set of cross-cutting issues in weeks 1-23, and then in small groups discuss the following issues: social emotional learning practices, shared Ghanaians values and the character qualities needed for effective public management (world of work and adult life).
3. The week also offer opportunity for the teacher to revisit some of the themes (learning indicators) learners had difficulties in understanding.

Portfolio Building (Teacher)

PORTFOLIO BUILDING

1. Statement of Teaching Philosophy

Reflective log: This log is intended to help you (the teacher) reflect on your learning and chart your progress. This log should progress for the semester, thus on goals achieved, lessons learnt (what might I do differently) and the possible pedagogical changes. This self-evaluation can take place weekly, monthly or end-of-semester.

My personal learning goals	My activities for the semester to achieve this goal
1.	
2.	
3.	

2. Pedagogical goals (e.g., 2-4 specific goals)

This should align with content standards, learning outcomes, learning indicators and assessment strategies. Take into consideration the depth of knowledge levels and differentiation.

3. **Resources and Artefacts** (books, projects, reflections, pedagogical strategies, stories/journal entries, pictures, images, audio and videos)
4. Reflection on Teaching
 - Identify* – what went wrong or well.
 - Analyse* – which aspects need interventions.
 - Evaluate* – judgement and decision-making.
 - Apply* (application of the adjusted pedagogical strategies)

Hint

The recommended mode of assessment for week 24 is **end of semester examination**. Refer to Appendix H at the end of this section for Table of specification.

SECTION 7 REVIEW

The section has presented the meaning and types of globalisation. The 21st century the world has become interconnected such that events happening locally are shaped by issues taking miles away. The concept of globalisation has brought states closer together as well as individuals to the extent that borders are no longer restrictions in terms of the movement of goods and services. The section therefore examined the meaning, characteristics and types of globalisation. To enable the teacher and learner to become familiar with and appreciate the implications of globalisation, several pedagogical strategies have been suggested coupled with the application of depth of knowledge in the design of assessment.

Additional Reading

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

Marking Scheme for the Peer Review Assessment Task

Reviewer Name: _____

Author Name: _____

Essay Title: _____

Complete each question by marking the appropriate box.

Provide specific comments in the additional feedback section if needed.

1. Does the essay define and explain the types of globalization discussed?
 - Yes
 - No
 - Somewhat

2. Is there a clear distinction between the different types of globalization presented in the essay?

Economic Globalization focuses on global trade, investment flows, and international financial systems. Cultural Globalization: Examines the exchange and integration of cultural elements such as media, fashion, and cuisine.

 - Yes
 - No
 - Somewhat

3. Is the writing clear and free of grammatical and spelling errors?
 - Yes
 - No
 - Somewhat

4. Is there any additional feedback you would like to provide?
 - Yes
 - No

If yes, please specify:



APPENDIX H: TABLE OF SPECIFICATION FOR THE MID-SEMESTER EXAMINATION

The End of semester examination questions should cover Week 13-23 focal areas in the TM

- a. 50 multiple choice questions
- b. 5 essay type questions where learners will select and answer only 3

Table of Specification for the Mid-Semester Examination

Week	Focal Area(s)	Type of Question	DoK Levels				Total
			1	2	3	4	
13	Party System and Role of Opposition Political Parties in Ghana	Multiple Choice	1	3	2	-	6
14	Composition and Functions of the Electoral Commission	Multiple Choice	2	2	3	-	7
		Essay			1		1
15	Meaning and Types of Decentralisation	Multiple Choice	2	2	2		6
16	Structure And Features of Ghana's Local Government System	Multiple Choice	2	2	3	-	7
17	Meaning and Characteristics of the Civil Service	Multiple Choice	2	2	1	-	5
18	The Concept of E-Government and E-Governance	Multiple Choice	1	2	2	-	5
19	Determinants of Ghana's Foreign Policy	Multiple Choice	2	1	1	-	4
20	Actors and Institutions in Ghana's Foreign Policy	Multiple Choice	1	3	-	-	4
		Essay	-	-	1	-	1
21	Meaning and types of Diplomacy and Functions of Diplomats	Multiple Choice	2	2	-	-	3
		Easy			1		1
22	Meaning and Characteristics of Globalisation	Multiple Choice	-	2	-	-	2
		Essay	-	-	-		
23	Types of globalisation	Multiple Choice	2	1	-	-	3
	Total		17	22	17		55

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