

National Commission for Civic Education

First Annual Report 1994

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Preface

The National Commission for Civic Education Act, 1993, Act 452 requires the Commission to submit its annual report to Parliament. Section 20 specifically states: *The Commission shall, annually, submit to Parliament a report indicating the activities and operations of the Commission in respect of the preceding year.*

This report is the maiden effort of the Commission since its inauguration in September 1993. The report covers the period July 1993 to December 1994.

After its inauguration in September 1993, the Commission tactically kept out of the glare of the public in order to develop and build its internal capacity for dealing with its arduous constitutionally assigned functions. It was also found necessary to use the period to cultivate external relationships that could enhance the effectiveness of its operations.

According to the Fourth Republican Constitution, the Supreme Court remains the only body with the responsibility of interpreting the Constitution. To ensure that officers understood the various provisions of the Constitution, before going into the field, the Commission embarked on a programme of internal capacity building. A workshop was held for all categories of staff to acquaint them with knowledge of the contents of the Constitution. It was also to equip them with the skills both as facilitators and as extension workers. Thereafter a scheme was put in place to periodically update and sharpen the skills of the staff

Another area that the Commission focused its attention on was the building of institutional linkages. The Fourth Republican Constitution provided for the establishment of various commissions to enhance democracy in the country. Parliament subsequently established the National Commission for Civic Education, the Commission on Human Rights and Administrative Justice, and the National Media Commission for the first time. The Electoral Commission was re-established out of the National Commission for Democracy.

While each of these commissions is independent and autonomous, their paths cross in many ways in terms of democratic institution-building, hence the NCCE took it upon itself to collaborate and network with the other commissions. As a result of that networking effort, these Allied Commissions held joint seminars on the theme *Towards a Concerted Effort for the Enhancement of Democracy*. Three of such seminars were held in Kumasi, Bolgatanga and Ho.

The NCCE also organised a workshop for NGOs, many of which have established effective rapport with remote communities in the country, so as to sensitize them to their role as agents of civic education.

The Commission, realizing the important role the media could play in enhancing its work organized a workshop for the practitioners on the theme *Sensitizing the Public to Civic Education Through the Media*. Participants were drawn from both the state and private owned media, advertisers, musicians and communicators generally. The focus of this workshop, which was funded by the Friedrich Ebert Foundation of Germany, was on finding effective ways of communicating civic education messages to the public.

Aside this attempt at establishing linkages, the Commission made efforts to relate with institutions already on the ground doing similar work. It therefore strove to establish working relationships with such bodies as: the Non-Formal Education Division (NFED) of the Ministry of Education; Federation of Women Lawyers (FIDA); National Commission on Children (NCC); social welfare groups and non-governmental organisations (NGOs).

The Commission, in 1994, undertook a number of programmes. It carried out a vigorous public education campaign on the District Level Elections. The focus of this campaign was the citizenry's right to vote and the essence of a non-partisan District Assembly. The Commission also produced a brochure, *District Level Elections-March 1994*, which was used as a handout during the educational campaigns.

Whereas it might be difficult to quantify in numerical terms the success of civic education work, the NCCE believes it can measure its successes through the following: (a) people's active involvement in NCCE activities and their reaction to issues, (b) growing demand on elected leaders to be accountable to the electorate, (c) the emergence of the culture of questioning of campaign promises, (d) increased calls by members of the public on the need for NCCE to intensify its activities in problem areas, (e) increased calls on members of political parties to avoid insults from the political game, and (f) the expressed need for political dialogue as against confrontation at all levels of the party's structure.

We believe that NCCE's programmes are gradually gearing up to get the full participation of people in decision-making to enhance democracy and bring about economic growth. For since the inception of the NCCE, there has been a gradual but steady general public awareness of issues regarding citizens' civil and political rights. There has also been increased public debate on issues that affect citizens in all spheres of life, be they on health or citizenship.

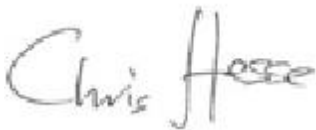
Citizens' knowledge of their responsibilities and the obligations of their leaders have also gradually deepened. This knowledge has primed citizens' confidence to question issues that are wrong. Citizen's knowledge of constitutional issues and multiparty democracy, it is hoped, would be enhanced and leaders would finally become more receptive as they realize that the citizens are becoming increasingly aware of their rights.

The NCCE is poised to serve as a credible focal point to co-ordinate all civic education activities in the country. This can quickly be achieved through building internal capacity with special emphasis on staff training.

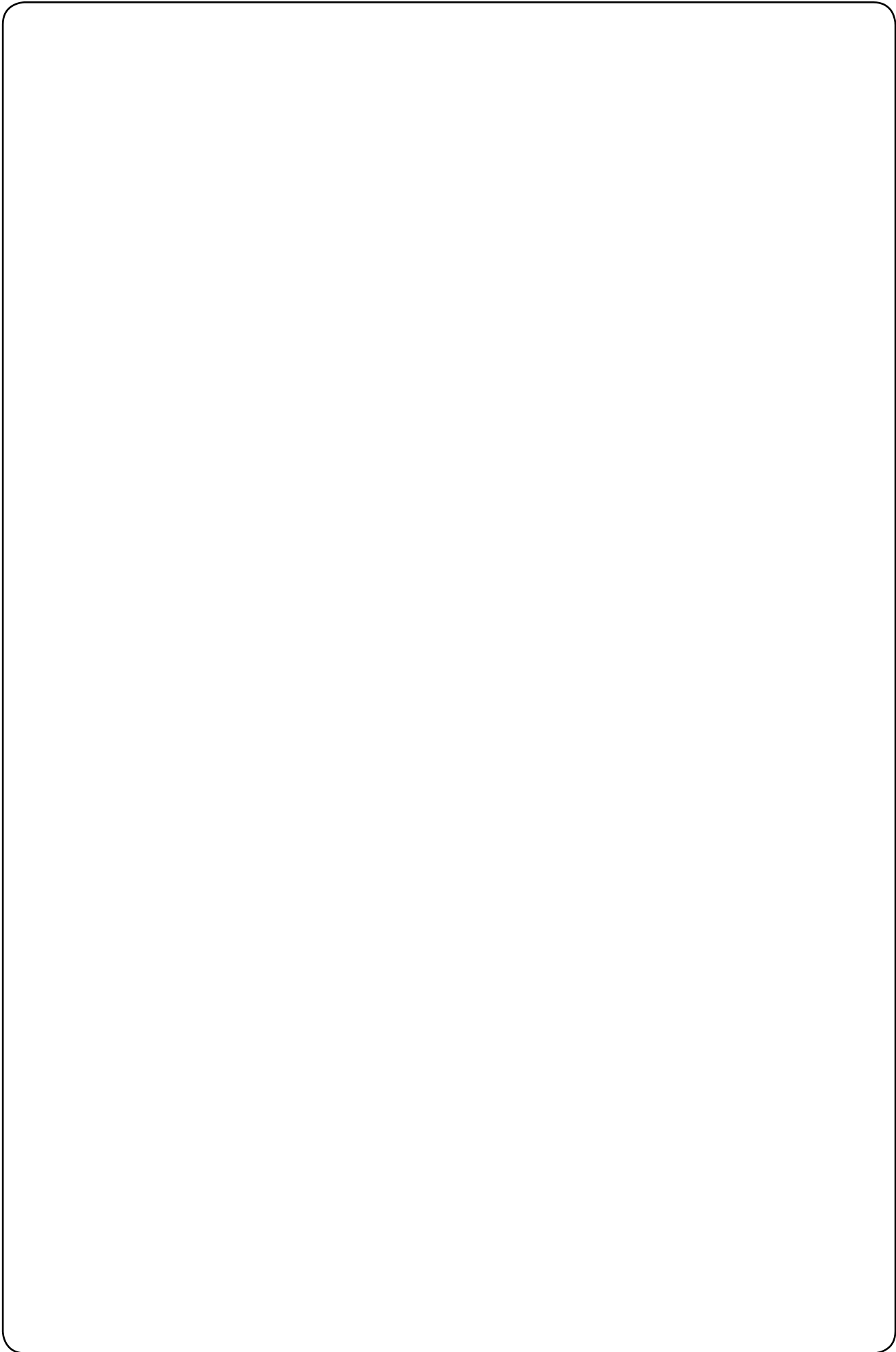
As a further step, plans are far advanced in building bridges of co-operation with

other state institutions, identifiable bodies, political parties and other relevant institutions to create the necessary atmosphere for consensus building which is so vital in any viable democracy. Furthermore advantage will be taken of the already existing communication channels within these various bodies to multiply the effects and achieve an accelerated pace in exposing citizens to the Constitution.

The task ahead is an onerous one, but the NCCE hopes to cultivate a healthy working relationship with all stakeholders to enable it to achieve success in both the short term and long term by making good citizens out of Ghanaians and ensuring good governance.



Chris Hesse
CHAIRMAN



Introduction

Civic education is not a new phenomenon in Ghana. In the pre-colonial era, civic education occurred albeit informally and this enabled the citizens of a community to participate in affairs concerning their locality.

In the period before independence, the church missions did appreciably well towards educating their members on civic issues.

When the CPP won elections in 1952, and more especially after independence in 1957, the Government of the Convention People's Party put civic education on the national agenda. Civic education became part of the curriculum of all first cycle schools. The subject called Civics for Self-Government was made examinable. The obvious aim for incorporating the subject into the school curriculum was to help produce men and women with a clear understanding of their rights and responsibilities and appreciation of the challenges of an emerging independent nation. Both the Young Pioneers and the Youth League established by the First Republican Government contributed greatly to enhance and promote civic education in the country.

After the overthrow of the First Republic, the National Liberation Council established the Centre for Civic Education (CCE) with the aim of providing education in service, integrity, tolerance and the appreciation of other societal values which constitute a firm foundation for a free society. Dr. Kofi Abrefa Busia, who later became Prime Minister of the Second Republic, was the first chairman of the CCE.

Though the NLC found it important to establish the CCE it did not take steps to have the idea of civic education incorporated in the 1969 Constitution of the Republic of Ghana..

The National Redemption Council, which succeeded the Busia regime in January 1972, established no formal body for civic education on the lines of the CCE of the NLC. Instead, civic education was expressed in such military-style operations as Operation Feed Yourself, Operation Green Revolution etc. The NRC also set up the National Charter Secretariat and Committees that espoused various nationalistic ideas encapsulated in the Charter of Redemption. Some of these found expression in the National Pledge that was recited before the start of state functions and by pupils and students in schools and colleges.

During the Armed Forces Revolutionary Council (AFRC) era, no institution was established for civic education. The principles of freedom and justice were invoked increasingly to enable the citizenry to know their rights and responsibilities.

The government of the People's National Party (PNP) did not establish any body for civic education. The political parties and the Vigilante Groups established by the PNP, however, undertook some form of civic education.

During the era of the PNDC, public/civic education was partly undertaken by the Committees for the Defence of the Revolution (CDRs). The CDRs, according to their Guidelines, were: (a) to serve as a vehicle for spreading the ideals, principles and objectives of the 31st December Revolution in the implementation of its aims as spelt out in the Directive Principles of State Policy, PNDC Law 42; (b) to inform the people of their responsibilities and rights as citizens; (c) to encourage the people to defend their democratic rights through responsible and positive means; (d) to ensure the democratic participation of all Ghanaians, especially farmers, fishermen and other working people in the decision-making process at both the national and local levels and to encourage them to get meaningfully involved in the running of affairs of their villages, towns and cities, their offices, factories and work-places and in the nation as a whole; (e) to help expose activities against the interest of the people and the State; (f) organise mass literacy classes in conjunction with the appropriate agencies, for the teaching of reading and writing at least in the local languages; (g) organise discussions, debates, etc. to broaden their political, economic, social and cultural awareness; (h) to liaise with the appropriate agencies to ensure that the people are trained in skills necessary for setting up and operating cottage industries.

The PNDC also assigned to the National Commission for Democracy (NCD) some public/civic education functions. The NCD was empowered by PNDC Law 208 to disseminate, within the society, the awareness of the objectives of the revolutionary transformation of the society being embarked upon by the PNDC in the interest of true democracy; identify regularly from contacts with the population the needs of the people, especially in the remotest areas of the country and among the deprived sections of the community and notify the Government constantly of their needs. The NCD was also to assess, for the information of Government, the limitations to the achievement of true democracy arising from the existing inequalities between different strata of the population and make recommendations for re-dressing these inequalities; formulate for the consideration of government a programme for a more effective realisation of true democracy in Ghana; monitor the implementation of government policies designed to meet the urgent needs of the Ghanaian population and report to the Government regularly its observations concerning such implementation.

During its rounds to collate information on the future form of government for the country, one recurrent issue that was put before the NCD was the need to put in place structures to safeguard against the overthrow of the future Constitution.

This issue again featured in the deliberations of the Committee of Experts, which put together **The Report of the Committee of Experts (Constitution) on Proposals for a Draft Constitution of Ghana** (July 31 1991). The Committee, after examining various mechanisms for the defence and enforcement of the Constitution, noted that *while various institutions may play their respective roles in the enforcement of the Constitution, the final arbiter of the validity of the constitutional order is the people of Ghana. No constitutional enforcement mechanism can be more potent than the resolute and passionate commitment of the people to the entirety of the constitutional regime itself. The prospects of constitutional stability will only be*

assured when the people of Ghana sufficiently identify themselves with the Constitution to resist massive violations or a total subversion of the fundamental law of the land. In short, the sovereignty of the people means that ultimately the effective enforcement of the Constitution rests with the people themselves.

The Committee of Experts in its report espoused the idea of establishing a body to do civic education on a sustained basis. The Consultative Assembly, which used the report of the Committee of Experts as its working document to draft the Fourth Republican Constitution, supported the idea of the setting up of certain commissions to promote and enhance democracy in the country.

The idea of establishing democracy-enhancing institutions emanates from the desire, this time around, to ensure that our democratisation process succeeded i.e. as much as possible to avoid, reduce or completely eliminate the social, political and economic aberrations which hitherto had bedevilled our national life since independence.

It is against this background that the 1992 Constitution provided for the setting up of several commissions, including the Commission on Human Rights and Administrative Justice, the National Media Commission and the National Commission for Civic Education six months after the coming into force of the Constitution. Chapter Nineteen of the Constitution specifically talks about the National Commission for Civic Education. (Refer to Appendix A).

Parliament, in fulfilment of the constitutional provision, on July 6, 1993 passed the Act establishing the NCCE. The Act received Presidential Assent on the same day. The National Commission for Civic Education Act, Act 452, sets out the composition, the organisational structure, the functions and other matters relating to the organization.

In brief, the NCCE is to create and sustain awareness of constitutional democracy for the achievement of political, economic and social stability through civic education.

To effectively meet its mandate, the commission has put in place a three-tier organisational structure, which runs out from the National Headquarters to the Regional offices and down to the district offices.

SECTION A

Organisational Structure

The NCCE has put in place an internal department structure as well as an external structure to enable it to discharge its mandate.

A1 The Commission

At the apex of the internal departmental structure is the Commission, which is a seven-member body, comprising a Chairman, two Deputy Chairmen and four other members.

The Commission, as the highest decision-making body of the NCCE, collectively constitutes the policy-making body of the organization. It has responsibility for matters arising from the functions of the Commission. Broadly, the Commission's work involves the planning of national programmes which is done by taking into consideration what transpires at the various levels of the organisation, namely the national headquarters, regional and district offices. The Commission is mandated by Act 452 to meet at least once a month. The day-to-day management of the Commission is in the hands of the Chairman and his two deputies who are permanently located at the Headquarters and thus exercise general supervision over the activities of the staff.

The seven members of the Commission are: Mr. Chris Hesse, Chairman; Ms. Doris Ocansey, Deputy Chairman (Programmes); Dr. J.E. Oppong, Deputy Chairman (Finance and Administration), Mr. E.K.T. Addo, Mama Adokuwa-Asigble IV, Mr. Kwame Opoku-Afriye, and Mrs. Susanna Adam.

Mr. Chris Hesse is a Political Scientist who lectured in Political Theory for seven years at the University of Zambia, Lusaka. He, for five years, also lectured at the Department of Political Science, University of Ghana, Legon. Thereafter, he became a Senior Lecturer in the Historical, Political and Cultural Division of the United Nations Institute for Namibia (UNIN) where he rose to become Acting Head of the Division from 1981 to 1984.

From October 1984 to February 1986 he was Ghana's High Commissioner to the Republic of Zimbabwe with concurrent accreditation to the African Republics of Zambia, Botswana, Lesotho, Swaziland and Mozambique. He was posted to the Union of Soviet Socialist Republics (USSR) in March 1988 as Ambassador

Extraordinary and Minister Plenipotentiary with concurrent accreditation to the People's Republic of Mongolia. He was still at that post when he was appointed chairman of the NCCE.

Ms. Doris Ocansey is a Lawyer by training. She was for many years in private legal practice at the Ghana Bar. During the PNDC era she served in various senior positions, including membership of the Board of Public Tribunals and the National Commission for Democracy.

Dr. J.E. Oppong was a Geography lecturer with speciality in Climatology at the Department of Geography and Resource Development at the University of Ghana, Legon. He also held various positions during the PNDC era, including that of the PNDC District Secretary for Asikuma-Odoben-Brakwa District in the Central Region.

Mr. E.K.T. Addo is an educationist who formerly lectured at the University of Cape Coast. During the PNDC era he worked in various capacities.

Mr. Kwame Opoku Afriyie is a lecturer in Economics and Industrial Management at the University of Science and Technology at Kumasi.

Mama Adokuwa Asigble IV is an educationist and social worker. She is also the Queenmother of Tefle in the North Tongu District of the Volta Region. She served on the Consultative Assembly that drafted the Fourth Republican Constitution of the Republic of Ghana.

Mrs. Susanna Adam is an educationist and social worker who worked as a public educator in various non-governmental organisations in the Northern Region of Ghana.

A2 Divisions of the Commission

The Chairman of the Commission, who is the Chief Executive of the organization, has overall supervisory role over the work of staff and members of the Commission. Under him are the two deputies, who respectively head the Programmes Division and the Finance and Administration Division.

Under the Programmes Division are the Public Education, Research, Public Affairs, and Literature Development Departments while the Finance and Administration Department comes under the Finance and Administration Division. The two divisions of Finance and Administration and Programmes found in the National Headquarters are replicated at the regional and district levels with some modifications

A3 The National Headquarters-Departments of the Commission

The National Headquarters of the NCCE are located in Accra. For effective work at the National Headquarters and the Commission as a whole, the Commission has established four departments namely Public Education, Research, Public Affairs, and Finance and Administration Departments. (Refer to Appendix "A").

A3.1 Public Education Department

It is the hub around which all the Commission's Civic Education programmes revolve. It is the duty of the Department to draw up programmes around functions spelt out in Act 452, also to map out other programmes germane to Civic/Public Education but which have relevance and meaning to the daily lives of the people and their democratic aspirations. In this respect it is the task of the Department to ensure that the citizens understand and appreciate the socio-economic and political transformation going on around them and position themselves appropriately to participate meaningfully in the decision making processes on local as well as national issues.

The Department's work is premised on the concept that civic education is a shared responsibility. Ghana is a heterogeneous and complex society. To pursue any purposeful and meaningful civic education policies and programmes, the views of the broad spectrum of the society need to be consulted in order to arrive at a broad and acceptable consensus on matters and issues that affect the citizenry. It is the department's responsibility to put in place structures to do that general consultation.

A3.2 Research Department

The department is charged with the provision of all data and information needs of the Commission. This extends to providing information and data to the inquiring public. The department is also responsible for identifying and assessing and monitoring the implementations of NCCE's programmes and government policies.

A3.3 Public Affairs Department

The Public Affairs Department is, as it were, a service department. It is positioned to provide media and publicity access to the activities of the Commission as a whole, the Public Education and Research Departments at the headquarters in particular as well as the programmes of the regional and district offices of the Commission. It also provides avenues through consultation with management for public access to publications and general information from the Commission. It is the department's duty to create effective channels for information flow within the Commission and among its staff on regular basis.

A3.4 Literature and Material Development Department

This department, which is yet to be established, is to be responsible for the preparation and production of civic education materials and other audio-visual materials on specific civic/public education areas. It will also be responsible for keeping proper archival records of civic education activities, including the running of a library.

The departments at the National Headquarters are all competently manned by the following:

Mr. Kpakpo Addo, Director of Public Education, studied Sociology and Social Anthropology at the Universities of Ghana and Cambridge respectively. He holds a post-graduate diploma in Communications Studies from the University of Ghana, Legon. He won the 1975 Best Journalist of the Year Award. He served in Ghana's Mission in Bonn, Germany, as Press and Information attaché.

Mr. Napoleon Agboada, Deputy Director of Public Education, is a lawyer by training. He has worked with the Ghana Meteorological Services and with the Public Services Workers' Union of the TUC as an Industrial Relations Officer.

Mrs. Fanny Judith Kumah, Deputy Director of Public Education, holds a first degree in English and Education and a second degree in Educational Administration and Planning both from the University of Cape Coast. She was for over ten years Assistant Headmistress of Ghana National College in Cape Coast. As a teacher, she served as an examiner with the West African Examinations Council and was instrumental in the development of training modules for second cycle school administrators.

Mrs. Gertrude Zakariah-Ali, Director of Research, studied Sociology and Education at the University of Cape Coast. She held various positions under the PNDC among which was the Deputy Secretary for Local Government and Rural Development. Before joining the Commission she worked as a Development Administrator, that is, Executive Secretary, of the National Council on Women and Development (NCWD).

Mr. Kojo Tito Voegborlo, Deputy Director of Research, holds a first degree in Law and Political Science, and a post-graduate diploma in Communication Studies. Until his employment with the Commission, he practised as a private Legal Practitioner and freelanced as a writer for many local and international newspapers and magazines. He served as a Research Assistant to the Committee of Experts that drafted the 1992 Constitution.

Mr. Benjamin Paapa Nketsia, Director of Public Affairs, studied Art and Communication Studies. He joined the National Commission for Democracy (NCD) as head of Public Affairs Department in 1988. He transferred to the NCCE when it was established. He was part of the UN Observer Team that witnessed the first all-race elections in South Africa.

Mr. Kwaku Baa Owusu, Deputy Director of Public Affairs, holds a first degree in Economics and a post-graduate diploma in Communications Studies. He trained as a teacher and taught for a number of years before joining the Volta Aluminium Company (VALCO) as an Industrial Engineer. He also trained as a broadcaster and pioneered the development and presentation of a number of special radio programmes.

A4 The Internal Operational Committees

Section 13 of the NCCE Act 1993 empowers the Commission to appoint such committees, as it considers necessary for the discharge of its functions. These committees may be composed of persons who are not members of the Commission, except that the committee consisting entirely of non-members may only advise the Commission. The Commission, in 1994, set up three such Committees namely Public Education, Research, and Public Affairs/Editorial Committees. (Appendix "D" depicts the internal operational structure of the commission).

A4.1 Public Education/Publicity Committee

This Committee determines the content, scope, modes and channels of communication for its Civic and Public Education Programmes and makes appropriate recommendations to the Commission. The Deputy Chairman (Programmes) is the Chairman of the committee. The Director of Public Education is its Secretary.

A4.2 Research Committee

This body maps out relevant areas of research activities that impinge on the Commission's statutory functions. The Deputy Chairman (Programmes) is the Chairman while the Director of Research acts as Secretary.

A4.3 Finance Committee

The Committee deliberates on financial and other related matters and advises the Commission. The Deputy Chairman (Finance and Administration) is the Chairman of this Committee, whose membership includes other members of the Commission. The director of Finance and Administration acts as Secretary.

A5 Regional Offices

The Commission has ten (10) regional offices, one in each of the ten regions of the country. A Regional Director who reports directly to the Chairman of the Commission heads the Regional Office. The Regional Director has under him two deputy directors, one for Programmes and the other for Finance and Administration. The twenty-two officers at the regional office work through one deputy or the other to the Regional Director. (Refer to Appendix "B").

A6 District Offices

The Commission has 110 district offices. District Directors head the District offices. Under the District Directors are ten officers who are in areas that correspond to the two divisions at the National Headquarters. (Refer to Appendix C").

A7 External Operations and Linkages

The Commission's external operations are generally predicated upon the notion that in a pluralist and diversified country such as Ghana, it is necessary to elicit all shades of opinions, views and sentiments in a given situation in order to arrive at national consensus in matters that affect the welfare of the entire populace. The goal of the Commission's policy, therefore, is to bring together and tap the views of professionals, working people and other identifiable groups, including political parties, in its civic and public education work and programmes. (Refer to Appendix "E").

SECTION B

Programmes

The Programme report covers activities undertaken by the Public Education and Research departments of the Commission through the effort of the National Headquarters, the Regional and the District Offices.

B1 Public Education Activities

B1.1 Workshop With Allied Commissions

The 1992 Constitution of Ghana established a number of Commissions. These include the National Commission for Civic Education, Commission on Human Rights and Administrative Justice and the Media Commission, which share functions which in a way dovetail in several respects.

B1.1.1 Workshop on Building Institutional Linkages

To ensure the effective inter-working relationship between the three Commissions the NCCE championed the holding of joint meetings and workshops among themselves. From July 7 to 9, 1994, with the support of the Friedrich Ebert Foundation, a seminar was held at Volta Hotel, Akosombo, on the theme *Institutional Linkages for Enhanced Democracy*.

Participants at this seminar were drawn from the National Commission for Civic Education, Commission on Human Rights and Administrative Justice and the National Media Commission.

At the end of the workshop, participants agreed on: (a) specific areas for networking, (b) strategy of co-operation and co-ordination, and (c) areas that the Commission can work together towards the achievement of their common objectives of enhancing democracy. (Refer to Appendix "F" for Communiqué issued at the end of the workshop).

B1.1.2 Workshop on Religion and Politics

The Commission, in conjunction with the National Media Commission (NMC), Commission on Human Rights and Administrative Justice (CHRAJ), in October 1994, organized a workshop on the theme *Religion and Politics*. The objective of the workshop was to explore further the role of the religious and allied bodies in civic education work. Participants in the workshop were drawn mainly from religious bodies and other identifiable groups. The keynote address was delivered by Ms. Doris Ocansey, Deputy Chairman(Programmes). She spoke on the Role of Religious Bodies as agents of Civic Education. The workshop was sponsored by the Friedrich Ebert Foundation

B1.1.3 Workshop on Enhancing Democracy

The three Commissions, in December 1994, organised another workshop on the theme *Towards a Concerted Effort for Enhanced Democracy*. The goal of the workshop was to introduce the three Commissions to the public and to examine ways the commissions and the identifiable bodies together could enhance each other's efforts in the democratization process. Participants in the workshop were identifiable bodies representing a wide spectrum from political, economic, religious, traditional, social and special groups such as women, children and the handicapped. The Friedrich Ebert Foundation funded this workshop.

B1.2 Workshop With NGOs

The Commission, from November 22 to 23, 1994 organized a workshop for 70 different NGOs operating in the country. The objective was to sensitize the NGOs to the problems of civic education and to learn from them their experiences in the field of civic education. The workshop also aimed at mapping out areas where NGOs could be of assistance to the NCCE in its civic education work. The theme of the workshop was *NGOs as Agents for Civic Education*. Ms. Doris Ocansey, Deputy Chairman in charge of Programmes, addressed the opening session of the workshop. The Konrad Adenauer Foundation (KAF) funded the workshop.

B1.3 Seminar for Unit Commanders of the Ghana Armed Forces

The NCCE on December 6, 1994 held a seminar for Unit Commanders of the Ghana Armed Forces drawn from all over the country. The focus of the seminar was how the Ghana Armed Forces can enhance the work of the NCCE. The Friedrich Ebert Foundation sponsored the seminar.

B1.4 District Level Elections

In January 1994, the Electoral Commission announced its plans to organise the first District Assembly Elections to be held under the 1992 Constitution. March 22, 1994 was fixed as elections day. The elections were meant to elect candidates for the 103 District Assemblies, the four Municipal Assemblies and the three Metropolitan Assemblies.

B1.4 .1 Launch of NCCE's Educational Campaign on District Level Elections

On February 8, 1994, the NCCE held a press conference at the NCCE Conference Room in Accra to launch the Commission's educational campaign towards the District Level Elections. Addressing the media representatives, Mr. Chris Hesse, Chairman of the NCCE, laid out the NCCE's Public and Civic Education efforts towards the District Level Elections and requested the usual co-operation of the Press by way of coverage.

The chairman also outlined the Commission's educational plans. The Commission, he said, was sending out teams made up of a Commission member (to each team) and two officials to cover the 10 regions forming all the 103 District Assemblies, four Municipal Assemblies and three Metropolitan Assemblies. The Commission, he announced, was being assisted in this by the Non-Formal Education Division of the Ministry of Education as well as chiefs, opinion leaders and members of identifiable groups.

B1.4.2 Public Education

The Commission collaborated with the Information Services Department and the Ministry of Local Government in the public education and publicity work on the District Level Elections.

The Information Services Department made available to the Commission its fleet of vehicles. Commission Members and staff organised durbars in conjunction with opinion leaders and other identifiable groups at the district, community and village levels. The objectives of this exercise were: (a) to educate the people on the need to vote massively, this being in line with the ideals of participatory democracy, (b) to impress upon the people the need to eschew political party considerations during voting i.e. candidates should be voted for purely on their individual merits and leadership qualities i.e. the elections are to be conducted in a non-partisan manner.

Another aspect of the programme focused on radio and TV programmes in English and some of the local languages.

B1.4.3 Educational Materials

A Brochure entitled *District Level Elections March '94* was produced and printed by the Commission with a Japanese government grant. The booklet was prefaced by a message from the Chairman of the Commission calling on the electorate to exercise their political rights and responsibilities as voters. The brochure, among others, provided answers to the following broad themes:

- (a) What is the District Assembly?
- (b) Who qualifies to be elected or appointed to the District Assembly?
- (c) Who does not qualify to be elected or appointed to the District Assembly?
- (d) What are the functions of a District Assembly?
- (e) What are assembly members to do?

- (f) Voting at District Level Elections,
- (g) The role of a Candidate, and
- (h) The role of a Voter.

One hundred and fifty thousand (150,000) copies of the brochures were distributed to the Christian, Pentecostal and other churches as well as the Muslim and Ahmadiyyah communities. Other beneficiaries were: Regional Ministers, the TUC, the District Assemblies, GPRTU, TUC, the security agencies, GNAT and women's groups.

The Commission also printed 60,000 related posters, which were distributed to various identifiable bodies. Further, the Commission composed three theme songs, one in English and two in Akan, which were used in the educational campaigns. A jingle with a voice-over in six local languages was also produced on audio cassettes and distributed to the local Radio Stations.

To further support the educational programme on the District Level Elections, the Commission, with sponsorship from the Hanns Seidel Foundation, produced 50,000 copies of the following brochures: (a) Why Do We Have a Constitution? (b) Principles and Objectives of the Constitution, (c) Directive Principles of State Policy, (d) Fundamental Human Rights and Freedoms Under the 1992 Fourth Republican Constitution, (e) Code of Conduct for Public Officers.

B1.5 Workshop with the Media

The Commission, realizing the fact that it must collaborate with the Media in the discharge of its functions, from November 29 to 30, 1993 organised a seminar for some media practitioners, participants drawn from the State and privately owned media houses, communicators, artistes, musicians and advertisers among others. The workshop held under the theme *Sensitizing the Public Through the Media*, had the twin objective of (a) examining the most effective use of modern and traditional methods of communications in carrying civic education messages and (b) laying the foundation for collaborative work between the NCCE and the media and other experts in communication. The workshop was sponsored by the Friedrich Ebert Foundation.

B1.6 Teaching of the Constitution in Primary, Junior, Senior Secondary Schools, and Tertiary Institutions

As a strategy for meeting its mandate in creating and sustaining awareness among the citizenry of the principles and objectives of the Constitution, the NCCE found it necessary to build bridges of communication to the schools.

In order to reach the youth with the civic and public education programmes the Commission put in place a plan to get the Ghana Education Service to adopt the Abridged and Simplified Constitution for use in Primary, Junior Secondary and Senior Secondary Schools. The erstwhile National Commission for Democracy with the help of the Ghana Education Service, had earlier produced the abridged and simplified form of the Fourth Republican Constitution for use in Senior Secondary Schools and for the purposes of reaching the wider public.

The Commission attached much importance to this project because of the recognition of the role pupils and students could play in educating and informing their non-literate and non-English speaking parents, siblings and friends on the objectives and principles of the Constitution as well as civic rights and duties generally.

B1.7 Joint GES/NCCE Workshop

The NCCE-Ghana Education Service consultations on ways of getting the Constitution taught in schools stressed the need to first orient the teachers who would handle the teaching of the subject in schools. The Commission as a result of this information held a series of meetings with the GES to work out modalities for a workshop for the purpose. As a result a three-day National Workshop for Teachers was held from April 25 to 30, 1994.

The main purpose of the Workshop was to: (a) create awareness among teachers of the existence of the Constitution and its provisions; (b) discuss and deliberate on the Draft Teachers' Guide, the resource document of the workshop; (c) create a forum for identifying and compartmentalising the salient provisions of the Constitution into relevant subject areas in Primary and J.S.S. curricula; (d) identify and examine methods to be used in teaching the Constitution in Primary and J.S.S.; and (e) prepare a final document to serve as Teachers' Guide for use in Primary and J.S.S. in Ghana.

The workshop was thus to prepare the grounds for the eventual teaching of the Constitution in the Primary and Junior Secondary School.

The 130 participants were made up of teachers drawn from each District and other auxiliary Ghana Education Service personnel, some Ghana Education Service senior officials and Constitutional experts, educators and academics and some officials of the National Commission for Civic Education.

In a speech to open the workshop, Ms. Doris Ocansey, Deputy Chairman (Programmes) of the NCCE, provided the rationale behind the workshop. She emphasised that it was the first step towards getting the Abridged and Simplified Constitution which was produced by the NCCE and the GES to be introduced into the school curriculum. The task or the goal of the workshop was also to go through a Draft Teacher's Guide that had been produced by a team of experts on curriculum development from the Ghana Education Service. She added that the teacher's guide, which will be the subject matter for the workshop, would be adopted as a *sine qua non* in the teaching of the Constitution at the primary and JSS levels of education throughout the country.

At the end of the workshop it was agreed that some schools should be selected to start the project on the teaching of the Constitutions in schools on a pilot basis. A special team was composed to do further work on the final Teachers' Guide.

The Danish Government through the Royal Danish Embassy in Accra sponsored the workshop.

B1.8 Speaking Engagements

The Chairman of the NCCE and his two deputies and other top officials of the Commission in the period under review undertook many speaking engagements addressing identifiable bodies, schools and colleges and workplaces. A few of the functions the Chairman addressed were:

B1.8.1 The Forty-fifth Annual New Year School

The Forty-fifth Annual New Year School of the Institute of Adult Education of the University of Ghana, Legon, was held at the University of Cape Coast in December 1993. In attendance were some Commission members, Directors from the National Headquarters and Regional Directors. The Chairman of the Commission in a message to the School underlined the importance of cooperation between the two institutions in Civic and Public Education work.

B1.8.2 National House of Chiefs

Ms Doris Ocansey on December 1, 1994 addressed the National House of Chiefs in Kumasi. Her paper focused on the statutory functions of the NCCE and the necessary institutional linkages needed to achieve the Commission's goals. Her discussion succeeded in laying the foundations for further work with the Chiefs and Queenmothers.

B1.8.3 Durbar with Chiefs and People of Fintey/Frankadua in the Eastern Region

The chiefs and people of Fintey/Frankadua on April 26, 1994 held a grand durbar. Mr. Chris Hesse was the guest of honour. He spoke on the tenets of the 1992 Constitution in the Democratic era. His speech traced the process of the making of the 1992 Constitution, especially the important inputs from citizens at the regional fora organised by the erstwhile National Commission for Democracy.

B1.8.4 Chairman's Interview on GBC-Television and Radio Ghana

The Chairman also had the opportunity to appear on the *Searchlight* Programme on GBC-Television and Radio Ghana a few months after the swearing in of Commission Members. The interview brought to the fore the following: (a) the rationale behind the establishment of a Commission for Civic Education, (b) the statutory functions and operations of the Commission, (c) internal organisational structure, (d) external structure e.g. linkages with other identifiable groups for the effective prosecution of public and civic programmes, (e) long, medium and short-term perspectives of the public and civic education strategies and programmes, (f) the core message of the content of the Commission's Civic and Public Education programmes, (g) sources of finance of the NCCE, and (h) future expectations of the NCCE.

B1.8.5 1994 Orientation Course for District Assembly Members

The Chairman of the NCCE, Mr. Chris Hesse, on May 19, 1994 addressed the 1994 Orientation Course for District Assembly Members.

This two-day induction course was held at the Teachers' Hall in Accra. The Chairman of the NCCE spoke on *Contemporary National and International Situation*. Mr. Hesse discussed his topic with a certain model in mind – the model of concentric circles. The inner circle within this model of concentric circles is the situation in Ghana. The second circle is the situation in Africa. The third circle is the situation in the Third World (but, as some would have us believe, the end of the cold war has transformed, beyond recognition, what used to be the second of this concept of the three worlds, hence the paling into the distance of a third world). The fourth circle is the overall international stage where the states of the world and the international organisations they have set up and those that are non-governmental act and interact.

B1.8.6 National Union of Ghana Students (NUGS) Delegates' Congress

Mr. Chris Hesse on April 7, 1994 addressed the 29th Annual Congress of the National Union of Ghana Students held at the Auditorium, University of Cape Coast, Cape Coast. The NCCE chairman spoke on the topic *The Tenets of the 1992 Constitution in the Democratic Era*.

His speech traced the process of the making of the 1992 Constitution. These recalled: (a) the holding of regional fora by the erstwhile National Commission for Democracy between July and November 1990, (b) the appointment of a nine-member Committee of Experts by the PNDC in May 1991, (c) The setting up of the Consultative Assembly and the production of the Draft Constitution of Ghana, (e) the holding of a referendum on April 28, 1992 . The approved Constitution contained 26 chapters and 299 articles.

Mr. Hesse asked the students to take note of a number of principles that run through the Constitution. These principles which can also be referred to as the tenets are summarised in the preamble to the Constitution. They are: The Principle of the Sovereignty of the People; Rule of Law; Fundamental Human Rights; Probity and Accountability. Other principles to be found in the Constitution are: Economic Development of the Country and Popular Participation in Administration of the Country.

All these six principles he pointed out find expression in the Directive Principles of State Policy which are the “core principles around which national political, social, educational, economic and international affairs revolve”. Chapter six of the Constitution which outlines the Directive Principles of State Policy, he said, could in a way be said to contain the spirit or conscience or what others may refer to as the ideology of the country.

B1.8.7 Inaugural Ceremony of Youth Civics' and Human Rights Association of Ghana

In December 1994, Mr. Chris Hesse, Chairman of the NCCE, inaugurated the Youth Civics' and Human Rights Association of Ghana. Mr. Hesse in his address pointed out his happiness to be associated with the inauguration of the association. Mr. Chris Hesse used the ceremony to address a number of issues: (a) why A Commission for Civic Education? (b) why Civic Education at all? (c) the subject matter of Civic Education, (d) what is the NCCE expected to do? (e) what are the short, medium, and long-term goals of the NCCE?

B1.9 Radio Programmes

Radio is considered one of the most effective tools of mass communication for education and sensitization. The Public Affairs Department therefore initiated a civic education programme on Radio Ghana, specifically Radio 2 on the short wave band to maximize the Commission's efforts at disseminating civic education among the citizens of Ghana.

A twice a week 30 minute programme in English christened "Civic Agenda" run from June of the year with a focus on the general basic facts about the NCCE as contained in Chapter 19 of the 1992 Constitution (Articles 231 – 239) and the Act of Parliament 452.

These included the establishment of the NCCE, membership of the Commission, Functions of the Commission, Independence of the Commission, terms and conditions of Service of Members, removal of Chairman and Deputy Chairman, Regional and District branches of the Commission, Appointment of staff and source of funding/expenses.

The resource persons were the chairman and his two deputies.

SECTION C

Finance and Administration

This section of the report covers the finance and administration affairs of the Commission.

C1 Administration

C1.1 Meeting with Members of the Erstwhile National Commission for Democracy (NCD)

Members of the NCCE and the NCD on Friday, July 30, 1993 held a joint meeting at the NCCE Conference Room.

The Chairman of the NCCE welcomed members of the NCCE and NCD to the meeting. He expressed pleasure at meeting members of the erstwhile NCD. He said the idea of holding the meeting was not only because the NCCE saw itself as a successor of the NCD but it was also an opportunity for members of the NCCE to meet members of the erstwhile NCD to establish the kind of rapport that can allow the NCCE access the wealth of experience the members of the erstwhile NCD had accumulated over the years. The Chairman emphasized that it was important this meeting was held before the NCCE started work.

Members were informed that the functions of the NCCE were almost the same as that of the erstwhile NCD in many respects, even though the Commission had a great task to perform and should be seen by the people to be operating at a slightly different level.

The Chairman of the NCCE emphasized that the concept of civic education was not new in Ghana but that the NCCE would be operating in an entirely different social and political context.

On behalf of Members of the erstwhile NCD, Osagyefo (Dr.) Agyeman Badu expressed his sincere satisfaction at the membership of the NCCE. He said the old Commission had every hope and confidence that members of the NCCE would effectively carry out their assignment and responsibilities. He advised the NCCE members to be careful and cautious in the performance of their duties.

He concluded by stressing that the NCCE was a very important organization and should receive Government's first attention in respect of funding and the provision of other materials. There was lively interaction among members of the NCCE and the erstwhile NCD after the speeches by the two chairmen. The meeting ended with all acknowledging that it was a very beneficial meeting.

C1.2 Personnel Matters

C1.2.1 Recruitment of Staff

On September 17, 1993 the Chief Justice of Ghana, His Lordship Mr. Justice Philip Archer, formally inaugurated into office the six (6) Members of the Commission. The last member, Dr. Jacob Emmanuel Oppong, was sworn in later. On the setting up of the NCCE the Management Services Division of the Public Services Commission agreed with the Commission on a manpower ceiling of 1500.

C1.2.2 Advert in Papers

At the beginning of August the Commission placed adverts in the local papers announcing job opportunities within its proposed countrywide network of offices and fixing September 15, 1993, as the closing date for the receipt of applications. Positions specifically advertised for were Director, Deputy Director, Senior Officers etc. Over 5,000 applicants were shortlisted for interview

C1.2.3 Shortlisting of Applicants

In November 1993, the Commission in consultation with the Public Services Commission shortlisted applicants for interview. Invitation letters to those who made the shortlist of merit went out in early December.

C1.2.4 First Interviews

Between January 4 and January 28, 1994, the first in a series of interviews took place at the National Headquarters of the NCCE in Accra. At stake were the post of Secretary to the Commission and those of Directors and Deputy Directors at National and Regional Offices. The panel that conducted the January interviews was made up of the Chairman of the NCCE, his two Deputies, one Commission Member and a Member of the Public Services Commission.

C1.2.5 Second Interviews

The second in the series of interviews was for positions at Regional and District levels. The representative of the Public Services Commission asked to be excused from being part of the panel to interview candidates for the low levels. As a result only NCCE Members conducted the interviews. For the purpose of the interview at the regional and district levels the country was zoned into four. The interviews took place in Cape Coast for applicants from Central and Western regions; Accra for applicants from Greater Accra, Eastern and Volta regions; Kumasi for applicants from Ashanti and Brong Ahafo regions; and Wa for applicants from Upper West, Upper East and Northern regions. Wa had to be the venue for the Zone Four interview because it was possible to access it directly without going through the conflict-ridden Northern Region.

C1.2.6 Third Interviews

The third and last in the series of interviews was conducted at the NCCE Headquarters in Accra for those applicants who came to complain about late receipt of their invitation letters or to say that they were hospitalised on the material date of the interview.

C1.2.7 Criteria for Interviews

For the interviews, the Commission had four main criteria which it trusted were objective enough to make the selection process impartial and fair. The criteria that were used in assessing those who took part in the interviews were:

- (i) The educational background and qualification of the interviewee;
- (ii) The type of work experience acquired with special relevance; of the qualification to the main business of the NCCE which is Public Education;
- (iii) The third was the personal appearance of the interviewee and the kind of impression he/she made on the interview panel.
- (iv) Questions about commitment to the process of democratisation and overall loyalty to the Ghanaian State were also put to the interviewees..

Interviewees who were successful had their appointment letters which stated, among others, a mandatory one-year probation period sent to them in April 1994. At the end of the probation period, officers who met the standard of the Commission and Management had their appointments confirmed.

C1.3 Staff Inherited from former NCD

The Commission took on board 70 officers of the former NCD.

At the end of the period under review, staff strength stood as follows

Staffing Status

Office	Number	Staff Strength
National	1	70
Regional	10	250
District	110	1240
Total	1560	

C1.4 Chairman's First Meeting with NCCE Staff

In July 1994, the Chairman of the Commission together with his two Deputies held a durbar with the staff of the NCCE during which the Executives outlined its policies and invited contributions and questions from the staff.

C1.5 Orientation for Senior Staff of NCCE

C1.5.1 National Orientation at UST, Kumasi

The Commission in August 1994 organised an orientation programme that brought together Commission Members, Directors, Deputy Directors and other Senior Staff from Headquarters as well as Regional Directors and their Senior Officers.

The five-day Orientation Workshop, which took place from August 1 to 6, 1994 at the Republic Hall of the University of Science and Technology (UST), had the objective of equipping officers of the Commission with knowledge of the content and import of the 1992 Constitution and making them understand fully the Commission's functions as set out in Act 452 of Parliament. It was also geared to making the necessary impact in the design and marketing of the Commission's messages

In all a total of eight lectures were delivered. The topics were:

- (i) The Constitution, delivered by Ms. Doris Ocansey and Prof. E.V.O. Dankwa, Lecturer in Law, University of Ghana, Legon;
- (ii) Financial Administration and Management Skills, by Kwame Gyasi, Lecturer/Consultant, University of Ghana, Legon;
- (iii) Networking with Allied Commissions, by Kwame Opoku-Afriyie, Commission Member and Lecturer, University of Science and Technology;
- (iv) Programme Formulations, by Dr. J.E. Oppong, Deputy Chairman (Finance and Administration);
- (v) Methodology of Research, by Dr. J.E. Oppong, Deputy Chairman (Finance and Administration);
- (vi) Political Tolerance, by Mr. E.K.T. Addo, Commission Member;
- (vii) Conflict Resolution and Conflict Management, by Joseph Akuamoah-Boateng, Senior Lecturer, GIMPA;
- (viii) Communication Skills, by Dr. Bonnah Koomson, School of Communication Studies, University of Ghana, Legon.
- (ix) A symposium was held on the topic *The Concept of Democracy and the Process of Democratization in the Ghanaian Context* in which officers of the Commission delivered papers.

Welcome Address by Chairman of NCCE

Mr. Chris Hesse, Chairman of the NCCE, in his welcome address dwelt on four main Issues: (a) selection of staff, (b) the subject matter of Civic Education, (c) what is the NCCE expected to do? and (d) what are the short, medium and long-term goals of the NCCE?

On the Subject Matter of Civic Education: Mr. Chris Hesse pointed out that it was not always fixed and determinate. It is not amorphous either. This is because human nature is so incorrigibly variable making society dynamic, not static. The provisions in the Constitution embody all the agreed principles, objectives, rules and procedures for organizing the affairs of the Ghanaian State, Government and the wider society. The daily practice of political tolerance, cultural tolerance and religious tolerance is underscored in the Directive principles of State Policy in Chapter Six of the Constitution. These Principles are set down to guide all citizens, Parliament, the President, the Judiciary, the Council of State, the Cabinet, Political Parties and other bodies and persons in applying or interpreting this Constitution or any other law and in taking and implementing any political decisions for the establishment of a just and free society.

Mr. Chris Hesse also pointed out that the subject matter of Civic Education must of necessity embrace the universally tested norms of Democracy and Good Governance. Civic Education must let Ghanaians know the extent to which the business of Government must be carried out with due cognisance being given to the requirements of accountability, transparency, predictability or the rule of law, openness and information. These universal norms must be made known to the Ghanaian citizen before he/she can give them local application or amend/modify them to suit the realities of Ghana's fledgling Democracy.

On What the NCCE is Expected to Do: Mr. Chris Hesse referred to Article 233 of the Constitution and section 2 of Act 452 and said these answer the above question by and large. They spell out the function of the Commission. A faithful account of the mandate entrusted to each allied Commission coupled with recognition of convergence of responsibility, and a willingness for co-operation amongst them augurs, he argued, well for the realization of the objectives for which they were set up.

Mr Chris Hesse stressed that members and staff of the NCCE should regard the dissemination of information, knowledge and awareness of the fundamental rights and recurring themes of principles and objectives of the Constitution, civic responsibilities, rights and obligations and limitations to the achievement of true democracy as a principal function of civic education.

What are the Short, Medium and Long-term Goals of the NCCE?: Mr. Chris Hesse pointed out that in the short and medium term the NCCE hopes to put in place all the organizational ideas and structures intended to equip itself with offices and personnel and equipment needed at the National, Regional and District levels. The operational requirements for both the internal and external functioning of the NCCE would also be put in place during the short to medium term. During this period, which is expected to end in March 1995, the Commission will hold orientation courses for all categories of staff to equip them for the task ahead. A series of workshops will also be held with allied commissions and some identifiable bodies to put in place structures for co-operation.

In the medium to long term the NCCE hopes to address itself to the tasks of democratisation. NCCE will deepen levels of the awareness citizens have of their rights and duties within society. With relevance as the watchword of its civic

education message, topical issues like environmental protection, including the maintenance of sanitary and hygienic surroundings, especially in urban areas, and family planning will feature regularly in the public education activities of the NCCE.

In fulfilling the fifth function, which could be said to be a monitoring one, the NCCE can be reasonably expected to bring to the attention of the Government issues which are now being highlighted globally, especially, by the multilateral financial and other donor agencies. In their efforts to tackle the problems of improving governance as part of the effort to assure sustained national development in the developing world, these agencies become involved in the consideration of the extent to which Government business in a given country is carried out with due cognizance being given to accountability, transparency, predictability and the rule of law and openness and information as major factors that influence the quality of governance in the country. When these issues are raised in the general context of capacity building in Government Ministries and Agencies and in sections of the private sector and the different types of external assistance available and how they could be tapped without the strings usually attached, they sound reasonable enough. NCCE hopes to begin raising some of these same issues especially since they fall in line with some of the key concerns underscored by the Directive Principles of State Policy.

On What Should Be Regarded as the Core Content or Basic Message of Civic Education in Ghana: Mr. Chris Hesse pointed out that the Constitutional provisions embody all the agreed principles, objectives, rules and procedures for organizing the affairs of the State, Government and the wider society. The Directive Principles of State Policy as set out in Chapter Six represent a concretization of what is desirable for the Ghanaian State to do and how, precisely, it must go about doing it.

Both the leaders and the led must consciously learn and internalise these principles so that they know what to do on behalf of the state, in the name of the state and to the collective and individual well-being of all the citizens of Ghana. The pluralist nature of Ghanaian society in terms of ethnic origin and diversity, professional occupational and other special group interests, political belief and affiliation, religious belief and affiliation and so on must be openly acknowledged and ways found to put them to good use.

C1.5.2 Regional Orientation Course

Soon after the National Orientation Course, regional teams made up of a Director from the National Headquarters, the Regional Director, the Deputy Regional Director (Programmes), the Deputy Regional Director (Finance and Administration), the Regional Public Education Officer and the Regional Research Officer were constituted into a team to go back to the Regional Office, and give the same course to the remaining eighteen (18) staff members in the office.

Thereafter, each enlarged Regional training team was divided into a number of training teams depending on the number of districts in the region concerned. These teams in turn replicated the same course for the eleven (11) staff members in the NCCE Office in each District. Wherever possible, there was input from the management at National Headquarters.

Below are the schedules for the regional orientation courses:

Region	Date	Venue
Western Region	September 18– 21, 1994	Nurses Training College, Sekondi.
Central Region	September 4 – 6, 1994	Adisadel College, Cape Coast.
Eastern Region	September 18– 21, 1994	Pope John’s Secondary, Koforidua.
Ashanti Region	September 9 –10, 1994	Advanced Teacher’s Training College, Kumasi.
Volta Region	September 18–20, 1994	Ho Polytechnic, Ho.
Northern Region	September 11–13, 1994	Tamale Polytechnic, Tamale.
Greater Accra Region	September 15 – 17, 1994.	YWCA, Accra.
Upper East Region	September 15 – 17, 1994	Zamtec, Bolgatanga.
Upper West Region	September 18-20, 1994	Wa Secondary School, Wa.
Brong Ahafo	September 18 – 20, 1994	Sunyani Secondary School, Sunyani.

C1.6 Accommodation

C1.6.1 Office Accommodation

The NCCE National Headquarters is located at the premises of the defunct National Commission for Democracy (NCD). The NCD had previously arranged with the Interim National Electoral Commission (now Electoral Commission), a formula for sharing of office space. After an inspection by the Chief of Staff, Lt. Col. S. Baryeh, on the sharing of office space by the two Commissions, which are located on the same premises, the NCCE is left with very limited space to house its Executive Members, Directors, Deputy Directors and other categories of headquarters staff.

A conference room meant to be shared by the two commissions is currently being occupied by the NCCE senior staff as offices. This means that anytime the Conference room is engaged for some activity by the Electoral Commission, the NCCE staff are displaced. The current situation does not encourage effective work and supervision.

In the regions and districts, however, the situation with office accommodation is fairly satisfactory. The Commission has succeeded in acquiring office structures in the 110 districts and 10 regional capitals.

C1.6.2 Residential Accommodation

The NCCE inherited three (3) houses located at Cantonments (one) and Sakumono (two).

In 1994, the NCCE was able to acquire four (4) two bedroom SSNIT flats for some members of staff. One of the four is being used as a guest house.

C1.7 Vehicles

There was also a fleet of nineteen (19) vehicles made up of three (3) Toyota Corolla cars, five (5) Toyota land Cruisers, One (1) Chevrolet Double Decker pick-up and ten (10) Niva cross country vehicles. Another batch of 15 cross country vehicles (Nova) was added in 1994 to the Commission's fleet taken over from the NCD. The Commission now has a total of 34 (Refer Appendix H).

Provision has also been made in the 1995 Budget to purchase twenty (20) Isuzu (Trooper) cross country vehicles to augment the Commission's transport efficiency.

C1.8 Other Logistical Support

C1.8.1 Office Equipment

All the Regional offices by the end of the period under review had been supplied with a minimum requirement of office furniture. At the District level only Greater Accra has received its set of furniture. The rest are in the process of being supplied.

C1.8.2 Three (3) Versions of the Constitution

The NCCE inherited three (3) versions of the Constitution. The materials that were produced by the NCD were:

- (i) Constitution Abridged, for use in Schools;
- (ii) Constitution Abridged in 13 out of the fifteen (15) local languages used in the national literacy programme;
- (iii) Constitution Abridged and Simplified, for use in Primary and Junior Secondary Schools.

C1.9 Development of the Commission's Logo

A logo for an institution as the NCCE is not only for identification. It encapsulates the body, soul, aims and objectives of the Commission.

A nationwide competition to select the Commission's logo was therefore given national publicity in the national dailies, radio and television network.

A panel of three eminent Ghanaians, namely, Prof Ablade Glover (UST, Kumasi) Chairman, Prof. Asare Poku (Institute of African Studies), University of Ghana, Legon, and Mr. R.K. Biney, College of Art, University of Education, Winneba, examined 57 entries and selected one with a set of drums placed on a background of the map of Ghana. (See Appendix G for Logo and Interpretation).

C2 Finance

C2.1 Assets (Funds)

The NCD also left behind a total of ten million, three hundred and twelve thousand, three hundred and fifty-eight cedis, ninety-seven pesewas (¢10,312,358.97) in four bank balances (see details of financial status).

C2.2 Liabilities

The cost of printing the 3 versions of the Constitution totalling ¢316 million was left behind for the NCCE to settle. However, the Ghana Education Service has since contributed ¢60 million towards the printing of the Constitution Abridged and Simplified leaving a balance of ¢256 million liability for the NCCE. Also the erstwhile NCE left debts totalling ¢18,110,430.00 representing fuel supplies by INEC from January – June 1993, audit charges (1988 – 1991) and Ghamot Service Charges.

C2.3 Staff Salaries

During the period under review, the three permanent members of the Commission and the absorbed NCD workers received their salaries regularly. The Commission however had problems getting salaries for the newly recruited staff. This was however resolved by the middle of December 1994.

C2.4 Summary of Financial Situation

Opening Balance

The Commission had an amount of ¢91,069, 581.70 in its different accounts by October, 1994.

These accounts were:

Main Accounts	¢89,697,600.00)
Programme (DLE) Account	(¢764,902.00)
Miscellaneous Accounts	(¢607,079.61).
Car Loan Account	--

It is important to note that the outstanding amount of ¢91,069,581.70 will be altered by the close of the calendar year.

The summary of the Commission's finances from July 1993 to October 1994 is as found below.

July – December 1993

Accounts taken over from NCD	-	¢9,825,029.30
Subvention Received from NCD	-	¢81,247,628.03
Expenditure (PE and Items 2-5)	-	¢68,700,117.52
Balance (Subvention less Expenditure)	-	¢12,547,510.51

January 1 – October 31 1994

Total Subvention received	-	¢469,922,751.57
Total Expenditure (PE and Items 2-5)	-	¢392,772,661.99
Balance (Subvention less Expenditure)	-	¢77,150,89.58
Balance from Miscellaneous A/C	-	¢12,547,5100.51

Capital Releases-January – October 1994

Total amount approved by Parliament	-	¢939,000,000.00
Amount Released by Minister of Finance and Economic Planning Balance	-	¢478,517,169.00
Balance not Released (Frozen) and Redirected	-	¢460,482,831.00

Overall Financial Status-July 1993

Credit on Main Accounts (Subvention)	-	¢89,697,600.00
Credit on Programme (DLE) A/C	-	¢764,902.00
Credit on Car Loan A/C		
Credit on Miscellaneous A/C	-	¢607,079.61
Total Credit as of October 1994	-	¢91,069,581.70

October 1994

Note: Expenditure/Disbursements in December 1994 will definitely alter the situation)

Details of Financial Status - July- December 1993

Bank Accounts (taken over from the NCD in July 1993)

Ghana Commercial Bank A/C I	-	¢7,164,766.24
Ghana Commercial Bank A/C II	-	¢1,061,881.47
Ghana Commercial Bank A/C III	-	¢1,731,916.90
	-	¢9,958,564.61
Bank of Ghana (main A/C)	-	(133,535.31)
Total	-	¢9,925,029.30

Subvention Carried Over From NCD

Personnel Emolument	-	¢51,784,058.03
Items 2 - 5	-	¢24,463,570.00
Total Subvention	-	¢76,247,628.03
Amount vired from GCB A/C I	-	¢5,000,000.00
Total Income	-	¢81,247,628.03

Expenditure

Item 1 (PE) and Items 2 - 5

Total	-	¢68,700,117.52
Balance (Total Income Less Expenditure)	-	¢12,547,510.51

Financial Situation at the End of December 1993

Balance on Merged Account at GCB	-	¢7,780,854.61
Balance on Subventions	-	¢12,547,510.51
Sub Total	-	¢20,328,365.12
Less Deficit on B/G Main A/C	-	¢133,535.31
Total	-	¢9,194,829.81

Notes on Bank Accounts

January – October 1994

The three accounts with the Commercial Bank were merged into a single Account designated Miscellaneous A/C – GCB in November 1993 with a total balance of (¢9,958,564.61). Out of this, ¢1,177,710.00 was expended, bringing the balance on the merged accounts to ¢7,780,854.71.

By the beginning of the 1994 fiscal year the Commission was operating four A/C, including the merged accounts at Ghana Commercial Bank.

- i. Main Accounts (Bank of Ghana (BG) where all subventions were paid and disbursed
- ii. Programmed A/C B/G Releases for the special DLE programmes
- iii. Car Loan A/C (B/G)
- iv. Miscellaneous A & (GCB) – Merged GCB A/C – Receiving and payments of miscellaneous income and expenditure.

Description

- i. Main Account – Located at the Bank of Ghana for the payment/ disbursement of subventions.
- ii. Programme Account – located at the Bank of Ghana for the holding and disbursement of capital releases for programmes eg. The District Level Elections
- iii. Miscellaneous Account – Located at the Ghana Commercial Bank (High Street Branch) meant for receiving and disbursement of miscellaneous income and expenditure.

Details of Financial Status

January – December 1994

Subvention

The opening balance brought forward from the previous year on subventions was at ¢12,547,510.51. Total subvention received for the period under consideration (1994) was four hundred and sixty-nine million, nine hundred and twenty-two thousand, seven hundred and sixty-nine million, nine hundred and twenty-two thousand, seven hundred and fifty-one cedis, fifty-seven pesewas (¢469,922,751.57) detailed as follows:

Item	1.	Emolument	-	¢91,793,751.53
	2.	Travelling and Transport	-	¢88,000,000.00
	3.	General	-	¢87,000,000.00
	4.	Maintenance, Repair & Renewal	-	¢12,760,000.00
	5.	Other Current Expenditure	-	¢190,338,000.00

ii. Expenditure (Subvention)

Total Expenditure on subvention amounted to ¢4,392,772,661.98

iii. Total Balance

Total Balance stood at ¢77,150,089 i.e. ¢469,922,751.58

Less ¢392,722,661.98

Amount Released	Amount Expended	Balance
¢	¢	¢
91,703,751.53	80,460,421.72	11,243,329.81
88,000,000.03	79,396,525.55	8,603,474.48
87,721,000.00	22,343,729.52	64,777,270.48
12,760,000.01	10,106,150.00	2,653,850.01
<u>190,338,000.00</u>	<u>200,465,835.20</u>	(10,127,835.20)
<u>469,922,751.99</u>	<u>392,772,661.99</u>	77,150,089.58

Total Balance

Opening balance b/f(1993)	12,547,510.51
Total subvention received (1994)	469,922,751.57
Total (subvention)	482,470,262.08
Less expenditure(1994)	392,772,661.29
Balance (July 1993-October 1994)	89,697,600.09

C2.5 Programmes Accounts

District Level Election Programme

The Commission received (¢49,950,000.00) to conduct nationwide public education on the District Level Elections. Total disbursements amounted to ¢49,185,098.00.

Amounted received	49,950,000.00
Less release to ISD	25,390,000.00
Less release to NCCE	
Teams	18,449,848.00
Other incidental expenses	5,345,250.00
Total expenditure	49,185,098.00
Balance	764,902.00

C.6 Car Loan

A Second instalment of ¢5,000,000.00 was received for the year for car loans. This amount was, again , granted to two senior members of the Commission.

C.7 Miscellaneous Account

A total amount of six hundred and seven thousand, seventy-nine cedis, sixty-one pesewas (¢607,079.61) was left in the account at the Ghana Commercial Bank.

Income

Opening balance as in merged GCB A/C	¢ 7,780,854.61
Royal Danish Embassy Grant (used for NCCE/GES	
Workshop at Winneba)	¢ 8,000,000.00
Total Income	¢ 15,780,854.61

Expenditure

Printing of Abridged Constitution (partial cost)	¢ 5,000,000.00
Expenditure on Winneba Workshop	¢ 8,126,110.00
Other Expenses	¢ <u>2,047,675.00</u>
Total Expenditure	¢ 15,173,775.00
Balance (Income less Expenditure)	<u>¢ 607,079.61</u>

Capital Releases

Project Title	Amount Approved	Amount Released	Balance (Shortfall)
	₱	₱	₱
Renovation of Bungalow	3,000,000	2,389,000	611,000
Fixture & Furniture Of Regional & District Offices	130,000,000	109,630,000	20,370,000
Equipment	28,000,000	33,200,000	(5,200,000)
Vehicles	778,000,000	333,298,169	444,701,831
Total	₱939,000,000	478,517,169	460,482,831

SECTION D

Conclusion

The major social service offered by the Commission is civic education leading to the creation of awareness among citizens of Ghana of the provisions of the 1992 Constitution. It also has the responsibility to advise the government on the objectives of the Constitution and ways to address limitations to the attainment of democracy in Ghana.

The Commission recognizes that the mandate to provide adequate and relevant education on the constitutional provisions is an important one since they provide the basis for the respect for the principles, objectives, rules and procedures for organizing the affairs of the State, Government and the wider society.

It is to meet these goals that the Commission within the year under review carried out the varied programmes with greater or lesser success as determined by a combination of factors. The Commission used a multi-faceted but basically participatory approach in disseminating information and education to the public. It organised civic education workshops for elected/appointed leaders; used the Television and Radio for discussion of issues in English and the major Ghanaian languages; pamphlets, brochures and posters for effective voter education; and Drama as a mode of communication. Churches, Mosques and Shrines provided an equally effective platform for civic/public educators.

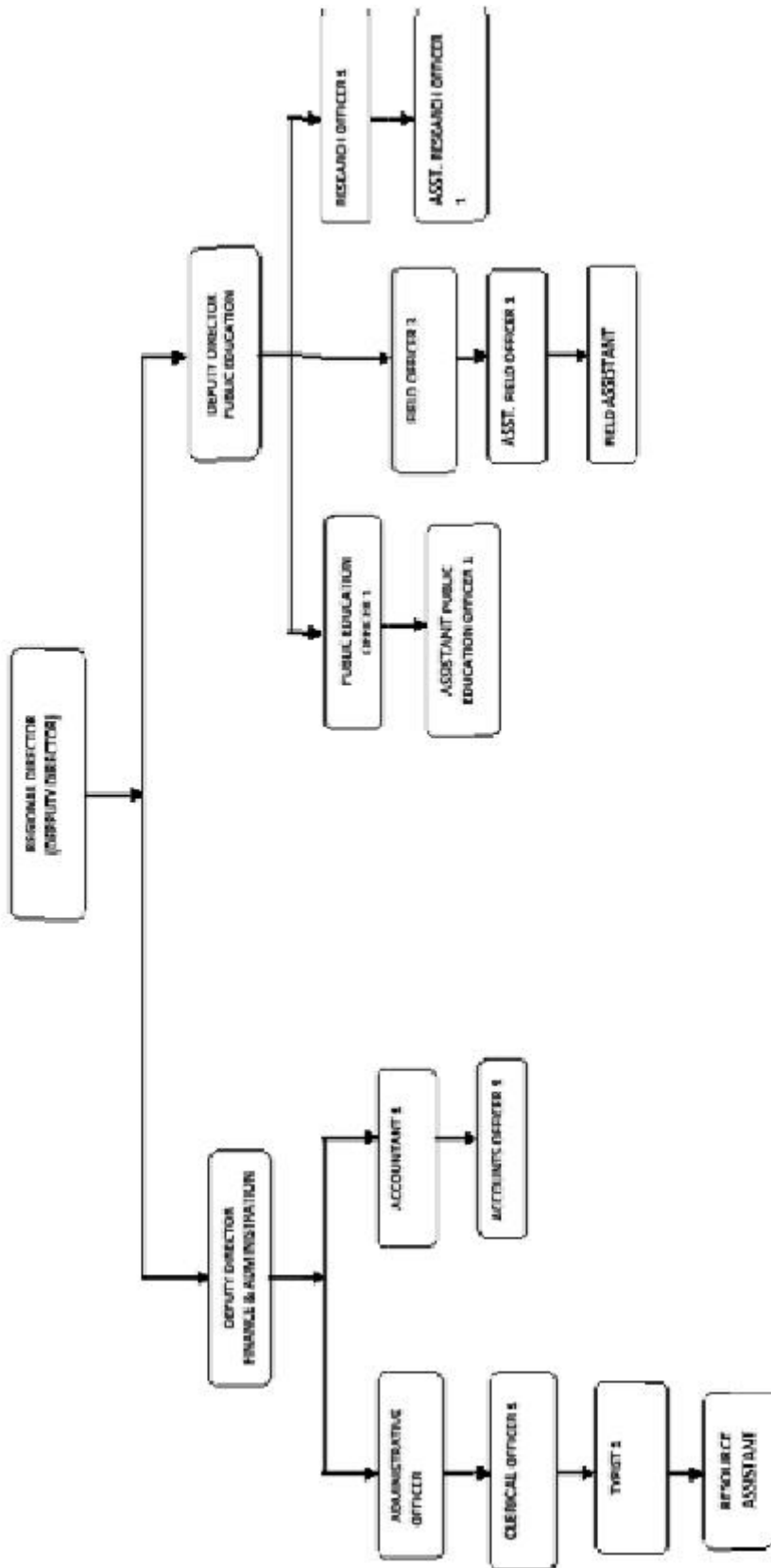
The Commission planned to institute a system of direct Mail Bag to receive letters from citizens expressing their views on current and topical issues or as a reaction to them where necessary. This project which was to be implemented in collaboration with the Post and Telecommunications Corporation, however did not materialise in view of the costs involved. The Commission had hoped to use the Mail Bag as a means to assess and evaluate the thinking of its various publics and the citizenry at large on various issues.

It is the view of the Commission that its ability to effectively use these channels of communication will greatly influence the rate of success of the Fourth Constitutional democratic experiment. The achievement of success requires the total involvement of the citizenry and the consolidation of democratic culture among Ghanaians. This we acknowledge requires a permanent and consistent programme of orientation to change attitudes of citizens and leaders from the prejudices and old mentality to one that fits into the requirements of the principles of democracy. This is the change that civic education faces.

In the face of this, ironically, the Commission continues to suffer from the lack of adequate resources to sustain civic education activities throughout the year. Self-generation of funds is difficult. Entire dependence on government subvention or the trickle of occasional donor support at odd periods does not make things any better. However, the NCCE has continued to function on scarce resources, but with optimism the Commission continues to hope that the situation would improve in the not too distant future.

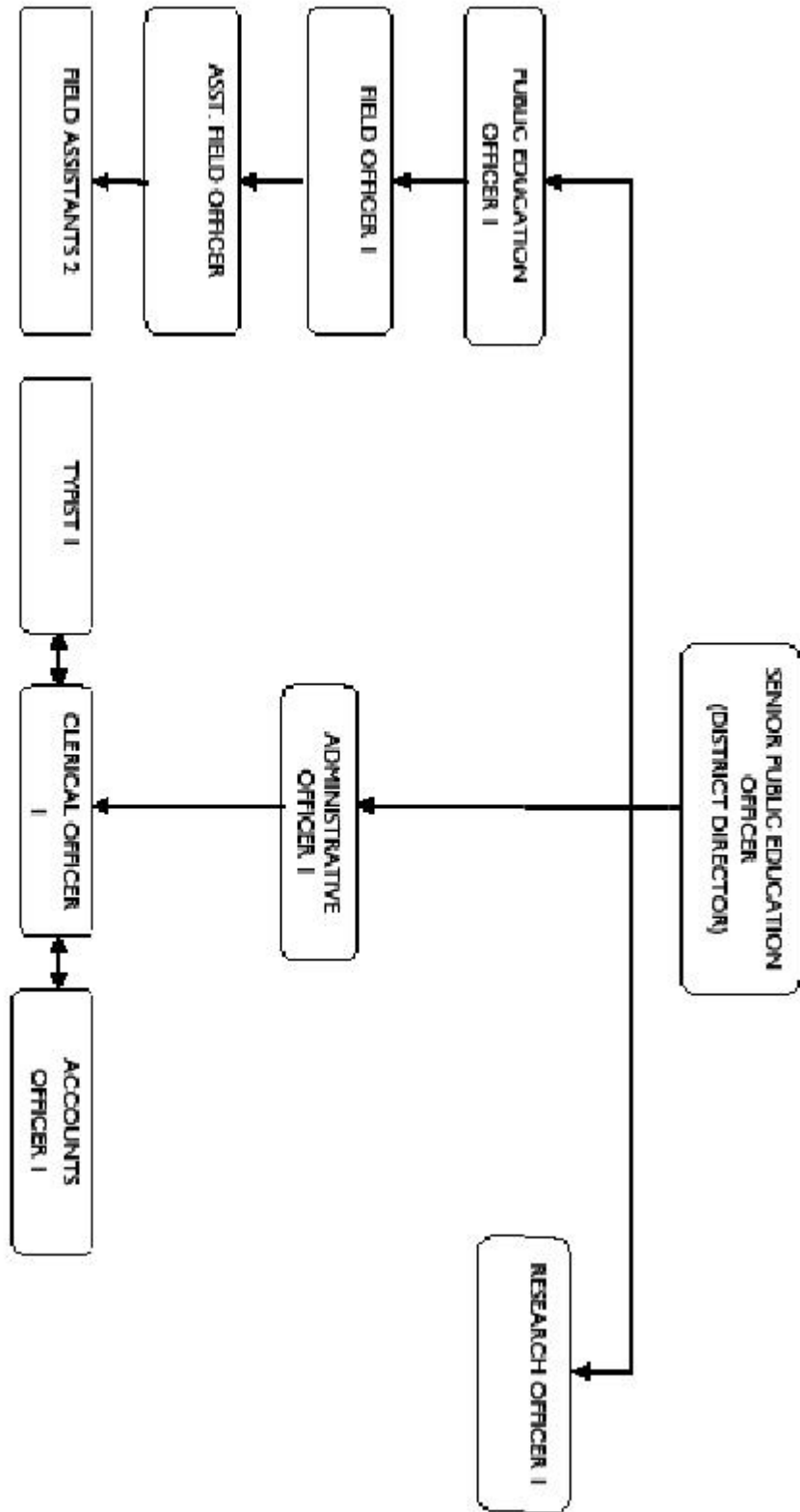
APPENDIX B

National Commission for Civic Education Organisational Structure
Regional Headquarters

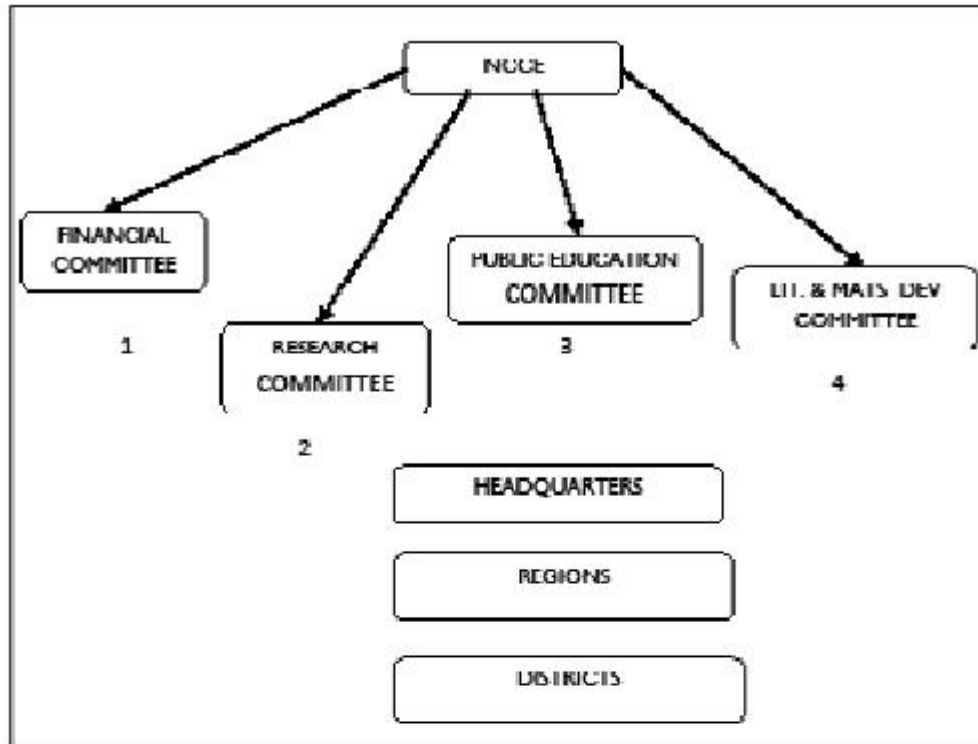


APPENDIX C

National Commission for Civic Education Organisational Structure
District Headquarters



Appendix D- INTERNAL OPERATIONAL STRUCTURE



MEMBERSHIP

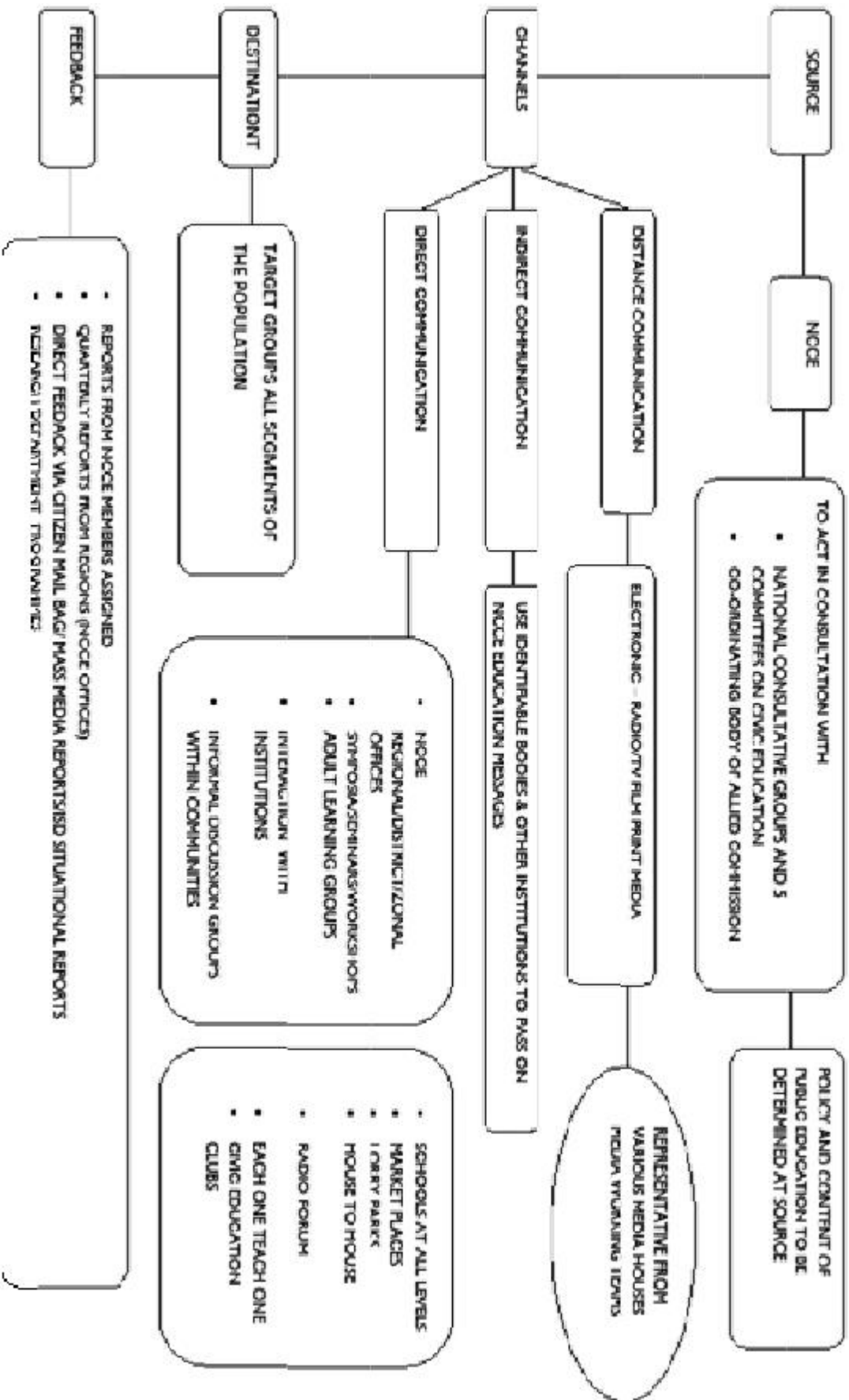
- **DEPUTY CHAIRMAN (F & A)**
Responsible for 1
- **DEPUTY CHAIRMAN (PROGRAMMES)**
Responsible for 2, 3 & 4
- The four (4) committees will obtain final approval of their work from the NCCE monthly meeting.
- Approved programmes will be passed on to directors at the Headquarters for implementation.
- Headquarters will pass on programmes to Regional Directors for speedy implementation
- Directors of Departments will serve as secretary to the relevant committees.
- Chairman and two (2) deputies have regular daily/weekly meetings, aside from the monthly Commission meetings.

FEEDBACK

- To be obtained through research activities in the regions/districts and quarterly reports.
- Through all preliminary reports of members responsible for regions.
- Through direct contact programmes and creation of guidelines.

APPENDIX

COMMUNICATION CHART - INFORMATION FLOW TO EXTERNAL PUBLIC



Appendix F

Communiqué Issued by National Commission for Civic Education, Commission on Human Rights and Administrative Justice, National Media Commission at the End of their Two-Day Workshop on *Institutional Linkages for Enhanced Democracy* Held Under the Auspices of Friedrich Ebert Foundation at Volta Hotel, Akosombo from July 7 to 9, 1994.

We, the representatives of the following Commissions: the National Commission for Civic Education, the Commission on Human Rights and Administrative Justice, and the National Media Commission, having met under the auspices of Friedrich Ebert Foundation at the Volta Hotel, Akosombo, from July 7 to 9, 1994; considering how we could work together to achieve our common objective of enhancing democracy;

Having extensively discussed the relevant issues concerning institutional linkages and having reached a consensus on such issues, agree as follows:

1. The interaction was very useful in terms of the new ideas generated at meeting, the
mandate of our respective commissions, the benefit of networking and the willingness by all parties to co-operate.
2. The committee responsible for the planning of this workshop ensures that appropriate actions are initiated to give meaning to the recommendations of the workshop.
3. A permanent mechanism be put in place by the three commissions for a constant sharing of ideas and mapping of strategies to tackle common concerns.
4. That the collaborative efforts of the commissions shall help reduce the pressure on the National budget in view of savings to be derived from joint approach.
5. Specifically, we agreed that:
 - a) A permanent consultative committee, along the lines of the Committee of Vice Chancellors be formed. This committee should comprise the Chairmen of the various Commissions with technocrats responsible for administration and operations as ex-officio members;
 - b) In addition to the consultative committee, there shall be an annual conference of all members of the commissions to share on common activities;

- c) Corresponding Departments should frequently exchange information and plan and implement programmes;
 - d) Commission without offices in a specified district should assign selected tasks to other commissions already established in the district. For this reason, district offices of Commissions should, as far as possible, be manned by high calibre personnel;
 - e) Commissions should jointly identify research areas of common interests and carry out same;
 - f) That a search be conducted to find out existing research reports of relevance to the work of the Commissions;
 - g) That commissions jointly work out a system of information storage and retrieval;
 - h) That the commissions mount common platforms in all public education programmes;
 - i) A committee of representatives from the three commissions should be formed in the very immediate future to be responsible for increasing public awareness of the existence and functions of the commissions, and that the Media houses provide support in reaching out to public;
 - j) Better endowed commissions should make available their facilities where possible to the others;
 - k) The commissions should co-ordinate their efforts in dealing with the donor communities;
 - l) The question of the powers of enforcement of the CHRAJ should be revisited.
6. The commission acknowledges with gratitude, the efforts of the Friedrich Ebert Foundation in promoting democratic culture in Ghana through the sponsorship of such workshop.
7. The Friedrich Ebert Foundation continues to play its proactive role in the enhancement of democracy in this country by an active participation in follow-up activities to the workshop's recommendations.

Appendix G

THE NCCE LOGO



The Logo is a set of Atumpan Drums set on a background of the map of Ghana whose boundaries are marked by the three colours of our flag, red, gold, green. Inscribed across the map are the letters NCCE standing for the National Commission for Civic Education.

The Drum was chosen for its significance in our Ghanaian traditional life - The Drummer, “Okyerema” is a teacher and communicator. The Drum therefore connotes both traditional and contemporary concepts of communication.

The NCCE Logo in effect combines the essence of a teacher and a communicator in a contemporary modern society.

Appendix H

NCCE Vehicles

USER	TYPE OF VEHICLE AND NO.				
	Corona	Corrola	Landcruiser		Pick Up
Head Office	1	2	5	3	1
Gt.Accra	-	-	-	2	-
Eastern	-	-	-	3	-
Central	-	-	-	2	-
Western	-	-	-	2	-
Volta	-	-	-	2	-
Brong Ahafo	-	-	-	2	-
Northern	-	-	-	2	-
Ashanti	-	-	-	3	-
Upper West	-	-	-	2	-
Upper East	-	-	-	2	-



September 16, 1993: Mr. Justice Archer, Chief Justice of Ghana, swearing in Ms. Doris Ocansey as a Deputy Chairman of the NCCE.



September 16, 1993: Mr. Justice Archer, Chief Justice of Ghana, congratulating Mama Adokuwa-Asigble IV, after she had been sworn into office as a Commission member of the NCCE.



September 16, 1993: Mr. Justice Archer, Chief Justice of Ghana, congratulating Mr. E.K.T. Addo, after swearing him into office as a Commission member of the NCCE.



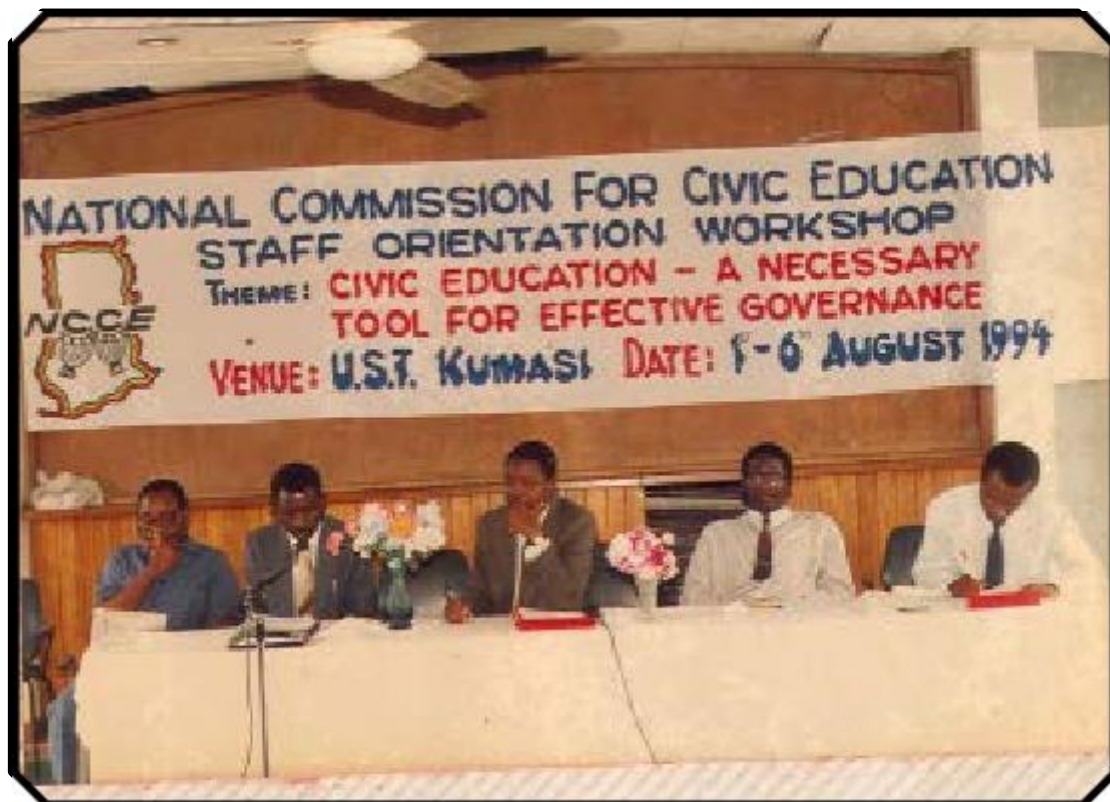
September 16, 1993: A group picture of the first Commission members of the NCCE. Seated L-R are: Mama Adokuwa-Asigble IV (Commission Member), Mr. Chris Hesse (Chairman) and Ms. Doris Ocansey (Deputy Chairman). Standing L-R are: Dr. Jacob E. Oppong (Deputy Chairman), Mr. Kwame Opoku-Afriyie (Commission Member), Mrs. Susanna Adam (Commission Member) and Mr. E.K.T. Addo (Commission Member).



August 2, 1993: Mr. Chris Hesse, Chairman of the NCCE, addressing a session at the five-day orientation course held at the UST, Kumasi, from August 1 to 6, 1993:



August 3, 1993: Directors and other senior officers of the NCCE listening attentively to lectures at the five-day orientation course held at the UST, Kumasi, from August 1 to 6, 1993.



August 3, 1993: A Panel Discussion of participants at the five-day orientation course held at the UST, Kumasi, from August 1 to 6, 1993.



August 2, 1993: Mr. Chris Hesse, Chairman of the NCCE, in group picture with Regional Directors of the NCCE who attended the five-day orientation course held at the UST, Kumasi, from August 1 to 6, 1993.



Mr. Chris Hesse, Chairman of the NCCE, addressing a forum on the 1994 District Level Elections held in La in Accra.



A cross-section of the audience listening attentively to the chairman of the NCCE.



Mr. Chris Hesse, Chairman of the NCCE, addressing a forum on the 1994 District Level Elections held in the Brong Ahafo Region.



Mr. Chris Hesse, Chairman of the NCCE, and other officials of the NCCE at the Cape Coast Castle.



Mr. Chris Hesse, Chairman of the NCCE, addressing a forum on the 1994 District Level Elections held in the Ashanti Region



Mr. Chris Hesse, Chairman of the NCCE, in a group picture with NCCE officials and other dignitaries after addressing a forum on the 1994 District Level Elections in Juaso.



Mr. Chris Hesse, Chairman of the NCCE, casting his ballots at the 1994 District Level Elections.



Mr. Chris Hesse, Chairman of the NCCE, and some Commission members and headquarters directors after a meeting with newly engaged national service personnel of the NCCE.



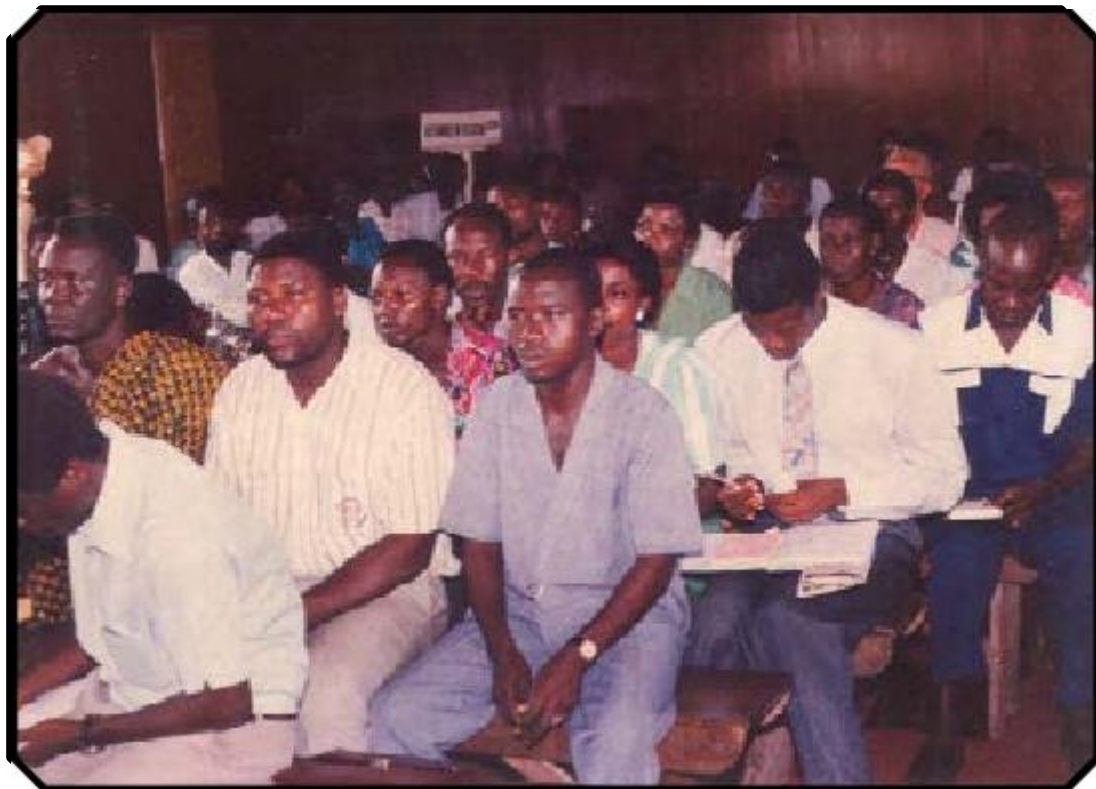
Mr. Chris Hesse, Chairman of the NCCE, addressing a forum at Dodowa.



A cross-section of audience listening attentively to the chairman of the NCCE at Dodowa.



Mr. Chris Hesse, Chairman of the NCCE, addressing a forum on the 1994 District Level Elections at Sekondi.



A cross-section of the audience listening attentively to the chairman of the NCCE at a forum on 1994 District Level Elections at Sekondi.



Mr. Chris Hesse, Chairman of the NCCE, at a forum on the 1994 District Level Elections held at Apam.



A member of the public making a contribution at the forum at Apam.

