

UNIVERSITY OF CAPE COAST

THE NATIONAL COMMISSION FOR CIVIC EDUCATION AND GHANA'S
DEMOCRACY: A CASE OF THE CAPE COAST METROPOLIS

MOHAMMED NSIAH BAWA

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THE NATIONAL COMMISSION FOR CIVIC EDUCATION AND GHANA'S
DEMOCRACY: A CASE OF THE CAPE COAST METROPOLIS

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is as a result of my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature: Date:

Name: Nsiah Mohammed Bawa

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidance on supervision of thesis laid down by the University of Cape Coast.

Supervisor's signature: Date:

Name: Dr. Patrick Agbesinyale

ABSTRACT

Educating individuals on their rights and responsibilities is an essential ingredient for developing and consolidating democracy in the world, especially in developing countries. This study sought to find out the impact of the National Commission for Civic Education (NCCE) in Ghana's democratic dispensation in the Cape Coast Metropolis. Essentially the study explored the awareness of people about the NCCE and its activities, challenges and effective ways of disseminating government policies and programmes as well as how the NCCE can improve its activities.

Basically the descriptive sample survey design was used in the study. In all, 220 participants were used for the study comprising 20 officials from the NCCE District Office in Cape Coast and 200 participants from the general public in Cape Coast. The multistage sampling procedure was used to select the participants for the study.

The main research instrument for the research was the questionnaire for the NCCE's staff and interview schedule for the general public. Frequencies and percentages as well as percent rank were employed for the data analysis. The study established that the NCCE was constrained mainly by the inability of personnel to upgrade their skills for the operation. It was evident that the NCCE was constrained namely by the inability of personnel to upgrade their skills and poor logistics for their operation. Based on the findings, it was recommended that regular in-service training should be organized for NCCE personnel and adequate logistics provided for the day to day activities.

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DEDICATION

I dedicate this work to my late Mother Mary Nsiah, who never lived to enjoy the fruit she laboured for.

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
ACRONYMS	ix
CHAPTER ONE: INTRODUCTION	1
Background to the study	1
Statement of the problem	7
Objectives of the study	8
Research questions	9
Significance of the study	9
Limitation	10
Delimitation	10
Organisation of the study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	12
Introduction	12
Evolution of civic education under the pre-colonial era	12

Civic education and good governance in Ghana under the	
Pre- colonial era	13
Civic education under colonial government	13
Civic education in Ghana	16
Civic education under the convention people’s party government	21
Civic education under the progressive party (PP) government	26
Civic education under the national redemption council (NRC)	
and the supreme military council (SMC)	27
Civic education under the peoples national party (PNC) government	27
Civic education under the national democratic congress (NDC)	28
Ways by which the NCCE disseminate government’s policies and	
programmes	31
Theoretical framework	37
Conceptual framework	40
CHAPTER THREE: METHODOLOGY	46
Introduction	46
Research design	46
Study population	48
Sample and sampling procedures	48
Research instruments	50
Pre-testing of the research instrument	51
Administration of the instrument	51

Data analysis	51
CHAPTER FOUR: RESULTS AND DISCUSSION	53
Introduction	53
Characteristics of the respondents	53
Sex distribution of respondents	54
People’s knowledge about the NCCE and its activities	55
Issues discussed by NCCE	56
Seminars organized by NCCE	58
Ways by which NCCE disseminate government policies and programmes	59
Knowledge on fundamental human rights	63
Effectiveness of the methods used by the NCCE	68
General election and the NCCE	70
Means of understanding civic responsibilities	72
Challenges facing the NCCE	73
Ways of improving the activities of the NCCE	77
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	82
Introduction	82
Summary	82
Main findings	83

Conclusions	84
Recommendations	85
Areas for further research	87
REFERENCES	88
APPENDICES	
A. Research instrument for the general public	95
B. Research instrument for the officials of the NCCE	101

LIST OF TABLES

Table		Page
1.	Distribution of respondents	54
2.	Distribution of respondents by sex	54
3.	Knowledge about NCCE and its activities	56
4.	Issues discussed by NCCE	57
5.	Number of seminars organized by NCCE	58
6.	Ways by which the NCCE disseminates government policies and programmes	60
7.	Respondents knowledge on fundamental human rights	63
8.	Effectiveness of methods used by NCCE	69
9.	General election and NCCE's role.	71
10.	Means of understanding civic responsibilities	72
11.	Challenges facing the NCCE	74
12.	Ways of improving the activities of the NCCE	79

LIST OF FIGURES

Figure		Page
1.	The concept of democracy	45

ACRONYMS

AFRC	Armed Forces Revolution Council
CDR	Committee for the Defence of the Revolution
CPP	Convention Peoples' Party
CSO	Civil Society Organization
DCD	Department of Community Development
GHDR	Ghana Human Development Report
NCC	National Co-operative Council
NCCE	National Commission for Civic Education
NCD	National Commission for Democracy
NDC	National Democratic Congress
NPP	New Patriotic Party
NRC	National Redemption Council
PDC	Peoples' Defence Council
PNDC	Provisional National Defence Council
PP	Progress Party
SMC	Supreme Military Council
SSA	Sub Saharan Africa
TUC	Trade Union Congress
UFC	United Farmers Council

CHAPTER ONE

INTRODUCTION

Background of the study

For democracy to survive and flourish, critical mass of countries citizens must possess the skills, embody the values, and manifest the behaviours that accord with democracy. They must know enough about the basic features of democratic political system to be able to access it when their interests are at stake, and they must believe in the importance of certain key democratic values, such as tolerance for divergent view points and support for the rule of law. They must also be willing and able to participate in local and national politics, and they must believe that their participation is important to the continued viability of the democratic political system (Kuma, 2005).

In most mature democracies such as the advanced world, citizens have had the opportunity to absorb democratic beliefs and practices over a life time. As they participate in family and neighborhood life, join local organizations, move through the educational system, and are exposed to a free and independent media, citizens have the opportunity to absorb and practice the basic norms of democratic culture (Kuma, 2005).

In countries emerging from long periods of authoritarian rule, this preparatory experience is largely missing. While many informal democratic

practices may exist at the community level, citizens are unlikely to have much knowledge about formal democratic structures and processes and may be unaware of the opportunities that exist for advancing their interests at the local, regional or national levels.

Furthermore, after the years of arbitrary rule, citizens may have unrealistic expectations about what democracy is able to achieve and may experience difficulty adjusting to the competition, compromise, and loss that are inherent parts of the democratic political process. Without values such as political tolerance, trust in democratic institutions and respect for the rule of law, competitive aspect of democratic process can be severely destabilizing, particularly if it ignites or exacerbates economic, ethnic, religious, or regional tensions (Diamond, 1995).

How then are the citizens of new democracies able to gain the skills, values and behaviors that are thought to be necessary for a stable and effective democracy? One's answer to this question is civic education, which essentially seeks to jump – start the process of democratic socialization by promotion, support for democratic behaviours and values among ordinary citizens. In this view, Dumor (1998) asserted that civic education is designed to achieve three broad goals.

- To introduce citizens to the basic rules and institutional features of democratic political systems and to provide them with knowledge about democratic rights and practices.

- To convey a specific set of values thought to be essential to democratic citizenship such as political tolerance, trust in the democratic process, respect for the rule of law, and compromise.
- To encourage responsible and informal political participation – defined as a cluster of activities including voting, working in campaigns, contacting officials, lodging complaints, attending meetings, and contributing money.

A wide range of groups and individuals seek to implement these goals. Civic education may be incorporated into the pre-existing groups such as labour unions, schools, religious institutions, or NGOs. Organizations may also establish themselves explicitly for this purpose (i.e. civic education for human rights training groups). Civic education programmes also take many forms. Programmes may range from voter education to long – term human rights workshops to promotion of civic dialogue. The Programme also covers activities from the adoption of new curricula in schools in order to teach young people about democracy, to programmes that focus on the social and political rights of women, to neighbourhood problem solving activities. All of these efforts, which emphasize teaching about citizens' rights and responsibilities, can be roughly divided into two broad types of civic education programmes: school based civic training and adult civic education (Sydney, 1975).

The traditional set-up had structures for ensuring good citizenship particularly, within families and clans. During the colonial periods, civic education for Ghanaians was geared towards the development of nationalism, patriotism and adoration of British values and norms. After Ghana attained

independence in 1957 and in order to break from the colonial past, mass educational programmes under the Nkrumah government were embarked upon from the period 1957 to the early 1960s. The Young Pioneer Movement and the Institute of Public Education later known as Institute of Adult Education were also established to inculcate the idea of patriotism among citizens.

The regime went further to establish educational institution such as Kwame Nkrumah Ideological Institute at Winneba to deepen its functionaries knowledge in political, administrative and civic-skills. However, the snag about this band of civic education was that, it was solely aimed at propagating the ideals and visions of the then President Dr. Kwame Nkrumah. In spite of the zeal by the government to promote civic education this did not sustain the First Republic. It was overthrown by the military coup d'état on February 24, 1966.

With the advent of the National Liberation Council, the first time in Ghana, the Centre for Civic Education was established. It was seen by opponents as an attempt to negate Nkrumah's sociologist ideas and achievements. Again, certain perceptions existed which pointed out that the centre was used to project the political ambition of Dr. K. A Busia who won the 1969 general elections to become Ghana's Prime Minister under the Second Republic.

The National Redemption Council (transformed to Supreme Military Council) in January 1972 established the charter of Redemption Secretariat whose task was to develop and produce patriotic citizens based on the principles expounded in the Charter of Redemption with spans like Operation Feed Your Self, Operation Feed Your Industries, Self Reliance and so on. The public

response was initially exciting but not sustainable. This is because after the overthrow of Busia's government the centre for civic education was dissolved by the National Redemption Council Decree number 34 of February, 1972.

The period of the PNDC rule (1981 -92) provided fresh avenues for civic and public sensitization through the peoples / workers Defence Committees (PDCs/ WDCs) and later the Committees for the Defence of the Revolution (CDRs). Besides these structures was the National Commission for Democracy (NCD) whose task was not only to educate citizens on their political responsibilities and rights but lead in shaping the attitudes and perception of Ghanaians about the new political order that was to grow out of the Revolution.

Civic education has also been undertaken by religious bodies, civil society organizations such as social and professional associations and unions over the years. The public and quasi-public institutions established during the periods 1957 – 1991 to do civic – education were all perceived rightly or wrongly as organs set up to propagate government policy (Kumah, 2005).

While each of these civic education structures or bodies had their own problems of effectiveness and acceptability, it was clear that their focus was either partisan or inconsistent in national character. For the National Commission for Civic Education however, its strength lies in the 1992 constitution, which also allows it to develop organic nucleic of civic thinkers and actors through clubs that would not only study the constitution but act constitutionally to deepen the culture of democracy in Ghana.

One of the most strategic social investments that any nation can make is to invest in institution to sustain civic education. This is in recognition of the fact that development in society begins from people's minds and the role of the people is crucial in development.

The Committee of experts on the 1992 Constitution recognized this, hence, it recommended in its reports as follows: while various institutions may play their respective roles in the enforcement of the constitution, the final arbiter of the viability 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 entire constitutional regime itself.

The prospects of constitutional stability will only be assured when people of Ghana sufficiently identify themselves with the constitution to resist massive violation of the fundamental law of the land. In short, the sovereignty of the people means that ultimately effective enforcement of the constitution rest with the people themselves (Hayford, 1971).

Peace and stability have become major concerns of developing countries, the international community and everyone in the world. Peace and stability are of great value because they save life and property, are essential for development at all levels of governance and, therefore prominent in the aspirations that every citizen pursues violence and hinder development so do active citizenship promote peace and stability (Kumah, 2005).

As the name suggests, NCCE is responsible for the civic education of the Ghanaian citizens. According to the 1992 constitution, it consists of seven

members, appointed by the President acting upon the advice of the Council of State. The aim of this institution may be considered as Article 233 of the 1992 Constitution put it, to educate, create and sustain within the society the awareness of the principles and objectives of this institution as the fundamental law of the people of Ghana: to educate and encourage the public to defend this constitution at all times against all forms of abuse and violations; to formulate for the consideration of government, from time to time, programmes at the national, regional and district level aimed at realizing the objectives of the constitution; to formulate, implement and oversee programmes intended to inculcate in the citizenship of Ghana. Awareness of their civic responsibilities and an appreciation of their rights and obligations as free people; and such other functions as the parliament may prescribe.

Like the National Media Commission, the National Commission for Civic Education (NCCE) shall be absolutely independent from any control or direction. To guarantee this independence, the three most important members of the NCCE enjoy reaching privileges. For instance, they enjoy the same terms and conditions of service as a justice of the court of Appeal or the High Court (1992 Constitution).

Statement of the problem

The National Commission for Civic Education, provided for in chapter 19 of the 1992 Constitution Article 231 and established by Act 452 of 1993, has responsibility and objectives. The overall goal of the NCCE is to contribute

towards the attainment of democratic culture in Ghana. Consequently, the role of NCCE in the consolidating of good governance and democracy in Ghana cannot be over emphasized.

The NCCE has the potential to contribute enormously to citizens' participation in government/ governance for a variety of reasons. First, nationwide presence makes the commission familiar with and knowledgeable about the country. Second, it has very experienced communicators who have impressive track records with regards to mobilization. In order to build the necessary bridge and promote transparency in its work, the commission has opened up to civil society organizations (CSOs).

However, inadequate funding has become the bane of the NCCE hence it has not been able to carry out very effective and efficient educational programmes because of logistical problems. However, it is not known how effective the NCCE has been in educating the general public about government policies and programmes. Therefore, the onus of this study is the NCCE and Ghana's Democratic Dispensation.

Objectives of the study

The general objective of the study is to find out the impact of the NCCE in Ghana's democratic dispensation. Specifically the study focuses on people's knowledge about NCCE and its activities and issues discussed by NCCE with citizens of Ghana. It also deals with how the NCCE disseminates government policies and programmes, and how effective the strategies have been. The study

also considers the challenges facing NCCE in disseminating government policies and programmes, the extent to which the activities of the NCCE have impacted on Ghanaians as well as how the NCCE can improve upon its activities.

Research questions

The following research questions guided the study.

1. What knowledge do people have about NCCE and its activities?
2. What issues do the NCCE discuss with the citizens of Ghana?
3. What are some of the ways NCCE adopts in disseminating government policies and programmes?
4. What knowledge do people have in terms of their fundamental human right?
5. How effective are the methods adopted by the NCCE in disseminating government policies and programmes?
6. What are the challenges facing the NCCE in discharging its duties?
7. How can the activities of the NCCE be improved?

Significance of the study

The study would be significant in the following ways. First, the study would unveil how the NCCE disseminates government policies and programmes to citizens of Ghana. This will assist the authorities of the NCCE and the government to take steps to improve upon the educational programmes of the NCCE.

Second, the study would unearth the main challenges NCCE face in promoting government policies and programmes. This would help the government to find the needed resources to enable NCCE to carry out its programmes. The study will bring to the open the extent to which the activities of NCCE have impacted on Ghanaians. This will assist NCCE to map up strategies to sensitize the general public about the activities of the NCCE.

Finally, the study will bring to the fore strategies for improving upon the activities of NCCE. This will help the authorities of NCCE to bring innovations into the operations of the organizations so as to achieve its desire objectives.

Limitation of the study

A study of this nature should have covered the whole nation and all people including the young and the old. Time and financial constraints however, militated against such a possibility. Admittedly, information from the view of such a relatively small portion of the target population needs to be treated with caution when applied to the general situation.

Delimitation of the study

The study was confined to the activities of NCCE within the Cape Coast Metropolis. In addition, the study was restricted to only officials of NCCE and some selected members within the Cape Coast Metropolis.

Organization of the study

The study is organized into five chapters. Chapter one deals with the introduction, the background to the study, the statement of the problem and the objectives of the study. These are accompanied with the statement of the research questions, significance of the study, limitation and delimitation of the study. The chapter ends with some acronyms.

Chapter Two focuses on a review of literature relevant to the study. It encompassed the evolution of civic education in Ghana and NCCE in Ghana, ways by which the National Commission for Civic Education disseminates government policies and programmes, and civic education and democratic consolidation in Ghana. The chapter includes a theoretical framework.

The Third chapter describes the methodology. Precisely, the research design, population, sample and sampling techniques, research instruments, pre-testing, administration of the instruments and data analysis are discussed.

Chapter Four presents an analysis and discussion of the research results. The summary and conclusions as well as recommendations and areas for further research are made in the final chapter.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

The review of literature focused on the following sub – headings:

- The Evolution of Civic Education and NCCE in Ghana
- Ways by which the National Commission for Civic Education Disseminates Government Policies and Programmes.
- The Theoretical framework.
- The Conceptual frame work.

The evolution of civic education and NCCE in Ghana

This section traces the history of civic / public education in Ghana, the various institutions established for these purposes right from the colonial period up to the establishment of the National Commission for Civic Education (NCCE). It must be noted that since civic/public and moral education are interrelated and since they both aim at good citizenship, attempt has not been made to distinguish between the two and they are used interchangeably in this work. The questions to be addressed are:

- What were the institutions established to promote civic/ public education in Ghana before independence and under colonial rule?

- What were the institutions established to promote civic / public education in Ghana after independence under the various regimes up to the establishment of the NCCE?
- How did these institutions perform their civic education functions and to what extent were they successful?
- What are the implications of these for democratic consolidation in Ghana?

Civic education and good governance in Ghana under the pre- colonial era

Civic education dates back to the pre colonial era. The various traditional communities had their own way of communicating civic moral, education that enabled them to confront societal problems and lived as united communities with common aspirations.

The civic education was carried out through non formal means. The chiefs, elders and opinion leaders educated the people to pay taxes and take part in communal work. Asafo companies, for example were taught the need to defend and protect their mother land whenever there was crisis, such as in time of war. Through oral traditions, legends, proverbs and taboos, the African transmitted values to successive generations. Festivals, funerals, naming ceremonies among others were occasions for educating the citizenry on their civic responsibilities.

Civic education under colonial government

The idea that citizens have a right to participate in their own government has long been accepted as an important feature of the traditional institutions of the

people of Ghana. Civic education, before and even immediately after independence did not take the form of direct education on one's right and obligations, as one would have expected.

Confirming this Mirinda Greenstreet (2004) noted that in traditional societies, some form of civic education occurred informally and this enabled the citizens of a community to participate in affairs concerning their locality. This was bound to be limited in a pre - literate society.

In the 19th century, the missions including the Basel, Breman and Wesleyan missions did appreciably well towards the education of their members by enabling them to attend courses in order to be taught reading and writing and to be given religious instructions. Some of these classes were in the form of Sunday schools, where illiterate church members were taught the 3Rs. In addition, the members were encouraged to take active interest in responsible citizenship and in the sense of co-communal development. As a result of the hard work put in by the various missions, literacy efforts from around 1870 to 1945 were very impressive. By the 1940s however, it had become clear that the colonial government should enter the field more aggressively if more people were to be literate.

The work of the various missions was of significant help to the government when it embarked on mass literacy campaign from 1948. The government was able to use the logistic research of the various missions and enlist their assistance in the production of primers and readers.

The participation of Commonwealth West African government in literacy efforts in 1940s was an effect of the Second World War to accelerate the tempo of social development. There was the need not only in the then Gold Coast but also in other parts of West Africa for educational expansion at all levels but particularly at the lower levels. In the Gold Coast, education policy has tended to produce an educated minority to meet mainly the need of clerical appointments in commerce and government. This situation caused much concern among nationalist Africans regarding the possible danger of the people becoming separated into two, an educated minority welding economic and political power and an illiterate proletariat living under the conditions which approach serfdom.

The 1943 report of the Colonial Office Advisory Committee on education, in the colonies, (The Acquith and Eliot Commissions) titled “Mass Education in African society” influenced the people at the time. The report emphasized adult literacy effort in Africa. It noted that the attainment of literacy makes people aware of the need for social and economic improvement and therefore they will co – operate more readily with welfare and other agencies working on these lines. Health measures in the home and village, enlightened training of children, correspondence with absentees, budgeting and account keeping, all become possible and in time acceptable to a literate people. The report also emphasized the importance of literacy in governance at all levels.

From the above, it is clear that the Advisory Committee did not perceive the eradication of illiteracy as an end in itself. Literates as in the committee’s view are to be considered, “as the inevitable pre – requisite for the political,

economic, and social advancement of the whole people”, so that they can discharge their civic rights and responsibilities.

Unfortunately, without follow-up reading for the new literates the campaign lost most of its potential effect. In any case the colonial government was then handing over the administration of the country to the parliamentary government of Osagyefo Dr. Kwame Nkrumah Convention Peoples Party (CPP).

But, as Boateng (1996) has noted the colonial powers laid emphasis on civic education on the continent not as a tool for the promotion of democratic governance, but as a means of making their larger colonial subjects more willing empires. This made it easier for these powers to obtain the co-operation needed from their colonial subjects for the achievements of their respective imperial objectives.

Civic education in Ghana

Boateng (1996) noted that there is certainly a need for an institutional body to undertake the task of educating citizenry. Such an institution must be funded from public coffers, but as much as possible be seen to be of governmental control. To Boateng, Africans have not been able to develop an institutional framework to ensure the guarantee of their rights. Citizenship participation and participatory democracy reinforces each other and as he maintained, it is through a conscious effort at education that participatory democracy can be meaningful.

On his part, Agyeman (1968) has postulated that political socialization takes place through formal educational institutions such as the family, voluntary

associations, churches, peer groups, work groups, political parties and the mass communication media. According to Agyeman, however, among all these it is the school that has become the most crucial for political socialization. Agyeman (1968) maintains that, there are two ways by which political socialization takes place in the school. He divides these into manifest and latent forms.

In his publication, Boateng (1996) noted that the idea of civic education, though crucial to democracy, has unfortunately not been given serious considerations in Africa. Boateng maintains that, in democratic and more open societies where there is great access to information, the freedom to argue and question the possibility of uninterrupted citizen's participation is the true sense. Civic education is not only possible but enjoys the active encouragement of the state. Civic education must therefore be made an integral part of all formal and non formal programmes of education so that the entire adult population may become exposed to it. This is because in a society where the culture of democracy is established, democracy virtually flows through the veins of people and oozes through their pores with hardly and deliberates effort on their part (Boateng, 1996).

It is with this that Attafuah (1990) implores Ghanaians to move from being passive subjects to full-fledge citizens of a stable political system. According to him, democracy in Ghana could not flourish without the active support of citizens who understood the functions of democracy in ideas, institutions and practices. Thus to sustain the free democracy in Ghana and nurture it to blossom, it will require a vibrant group of citizens who could

dutifully, firmly and respectfully hold their leaders to the stringent of public accountability, transparency and performance to which leaders must necessarily pledge themselves.

Okudzeto (1996) noted that the government, be it central or local, is the servant of the people, not the master. He stated that a government is elected to serve the people and not the people to serve the government. Therefore, there is the need to safeguard the power of the people to make democracy meaningful, because “liberty will not descend to the people, the people must raise themselves to liberty, it is a blessing that must be earned before it can be enjoyed” (p.37). It is a fact however that without conscious efforts towards civic education these essentials in democracy cannot be enjoyed.

To Ocquaye (1996), poverty stricken and illiterate people is often “gullible people, often desperate and anxious. They will accept anyone, be it colonel or police commissioner, at least on temporary basis. So far as there is a promise of new hope for one improved standard of living” (p.45). He therefore calls for the building and development of a strong civil society. Conscious of their civic obligations towards the state that will all time, defend the stability of nation. In a related work, Gyimah Boadi (2000) refers to “participation” as the involvement of stakeholders, and citizens at large in the making, monitoring, review, and termination of policies and decisions that affect their lives. To him, it is about the creation and substance of mechanism by which individuals, the private sector and civil society can participate in their own governance.

The Ghana Human Development Report by the UNDP (1997) has noted that education is both an indicator and facilitator of other elements of human development. The reports emphasize that, good governance and participation are important attributes as well as factors in the process of enlarging people's choices which is what lies at the heart of the concept of human development. Civic education is therefore considered central in ensuring good governance in Ghana. Thus, the Ghana Human Development Report (1997) agrees with Oquaye (1998) and Boadi (2000) assertion that to ensure a stable healthy society, awareness of citizens of a nation needs to be raised on their potentials and how it can enhance national development.

Drah (1987) emphasizes that every nation has three basic principles of nation building, "patriotism, handwork and discipline" (p.24). Unfortunately we lack all these three attributes which form the corner stone of the nation. As a result an unhealthy attitude towards our nation has been shaped in such a way that seems to care very little about the welfare and development of the nation. In Drah's conclusion, he noted that even the youth and the students who need more careful attention in their training are not recognized into any reliable national youth training as a matter of policy, but are rather exposed to a kind of education that further ensures their minds, making them opportunist, unpatriotic, indisciplined, unproductive and self conceited future leaders.

Similarly, Drah(1987) and Oquaye (1998) adumbrated that since the seventeenth century in western political and social thought there has been different conceptualization of "civic society" associated with names and as Aleis De

Tocqueville, Marx and Gramsci to mention only a few. According to Drah and Oquaye, it is suggested that the concurrent conceptualization of civic society which is most relevant and appropriate to Ghana specifically and sub Saharan African (SSA) generally is the one which is Tocqueville's aspiration. Thus Drah and Oquaye point to the cardinal significance of variety of associations for the emergence and consolidation of democracy.

To Drah and Oquaye, voluntary associations in their free operation mediate between state and society in order to check the state tendency towards despotism. Though very insightful and illuminating, the review reveals that the case of civic education has not been properly stated. The fact is, democratic behaviour is a learnt behaviour because most of the ethos of democracy such as tolerance runs counter to innate instinct of man. The need for political culture becomes paramount.

These beliefs and values are the values associated with participatory politics as opposed to authoritarian patterns of governance. Civic education thus acts as the channel through which such ethos are acquired, and when such ethos are acquired and they become well noted in the citizenry by forming part of the behavioral, cultural and belief system of the people, they become the foundation upon which democracy will stand. When culture persists for a longer period it leads to consolidation. This work seeks to draw this linkage and improve the literature on civic education.

Civic education under the convention people's party government

The desire to eradicate illiteracy from the then Gold Coast and to promote civic consciousness was not relented when the baton for administering the nation was handed over to the government of Osagyefo Dr. Kwame Nkrumah and his CPP. Nkrumah seemed to have understood very well Plato's conception of education in the state, and this was supported by Greenstreet (2004) when she noted that "the potential of education whether termed basic, civic or public is for national development and improving the quality of life of our people"(p.37).

Consequently, the party in its manifesto in 1951 pledged itself to eradicate illiteracy in the shortest possible time. In fulfillment of its pledge, the CPP government introduced a plan for Mass Education which was unanimously approved by the National Assembly in August 1951.

The plan stated among other things "A literate adult population is almost essential for effective operating of local councils and a modern system of local government. The procedure of holding elections is enormously facilitated by mass literacy and the effectiveness of councilors is greatly diminished if they cannot read and write" (Okudzeto, 1996, p.39).

In 1952, the plan was launched in six languages Ewe, Fante, Asante Twi, Ga- Adangbe, Nzema and Dagbani. Large numbers of adult men and women enrolled to be taught the 3Rs. The Department of Social Welfare and Community Development (DSWCD) until the 1960s implemented the programme and a detailed action plan was drawn in 1965 by the DSWCD to reinforce their earlier plan of action. It is as result of that Nkrumah established the Institute of Adult

Education in 1962 to take over the functions of the Department of Extra Mural Studies set up under the colonial government and at the same time to add on more functions including the establishment of workers colleges in addition to specialized courses for trade unions, voluntary organizations and women's organizations.

Interestingly, apart from the institutional means to promote and project civic public education by the Nkrumah government, several informal methods of ensuring civic awareness and consciousness were created within the body politic. Unfortunately however, these were all shelved after the February 1966 coup d'etat.

Long before independence, Nkrumah, through his charisma and mobilization spirit, identified himself as a symbol of hope with the people. Nkrumah's charisma has made it possible for his messages to sound very charming and as a source of inspiration for many disadvantaged groups in the society. Nkrumah took advantage of this mass support and admiration to organize his veranda boys as well as the young pioneer movement which was later established in primary and secondary schools as well as the universities and other institutions where it was used as propaganda machinery (Jonah, 1998).

The CPP's policy of socialism made it possible to organize the market women and sought to indoctrinate them through a kind of education or civic concretization as a means of ensuring mass participation. Through education, the party again organized mass educational programmes for its followers throughout the nation aimed at civic consciousness.

Thus, through propaganda as Bretton (1967) noted, “Nkrumah had succeeded in numbering the collective mind of Ghanaians by promoting a cacophony of ideologies; he had succeeded in making an articulate and able people temporally deaf and dumb and in confusing the issues confronting Africa in general”(p.48). To Agyeman (1968), Nkrumah’s ideology is a clear reflection on the realities of African situation and its goal is clearly stated by the sub title of consciencism as a “philosophy and ideology for decolonization and development with particular references to the African revolution. It reclaims the psychology of the people, erasing the colonial mentality from it and it resolutely defends the independence and security of the people” (p.112). Thus, rightly conceived Nkrumah’s ideology orientation, which he christened, “scientific socialism” was properly “anti colonial nationalism”. And the immediate concern of his government was to forge nationalism and by enhancing the socialist concern of the people, through education and party activity.

To Agyeman (1968), quest for nationalism explains Nkrumah endeavour to use educational institutions to indoctrinate both the youth and the adult. To indoctrinate the young generation, he noted that Nkrumah introduced the “young pioneer movement” in June 1960 in all schools. For the re-education and indoctrination of the adult, he established the Institute of Ideology at Winneba in addition to the Institute of Higher Learning where National Association of Socialist Students’ Organization was formed as the students, branch of the Convention Peoples Party (CPP). Nkrumah’s political intentions were really made clear with the establishment these institutions; to first, train his adult disciples not

only in Ghana but the whole of Africa, and two, protect the young generation from their childhood (about 25 years old) against colonial mentality of their parents and to give them political education according to the CPP ideology.

Obviously, the ultimate goal of this political socialization was to inculcate in the youth the meaning of the treasured political independence and to arouse in them the patriotism to defend Ghana at any time anywhere. To that end as made clear by the Ghana youth pioneers manual the pupil and students had to pledge at the beginning and at the close of school: “To live by the ideas of Osagyefo Dr. Kwame Nkrumah, founder of the state of Ghana, initiator of the African personality; to safeguard by all means independence, sovereignty and territorial integrity of the State of Ghana from internal and external aggression... and to be in the first ranks of men fighting for the total liberation and unity of Africa, for those are the noble aims guiding the Ghana Youth Pioneers”(p.26).

On the other hand, the Ideological Institute according to Agyeman (1968) trained the cadre and the leadership of the CPP and the various wings of the party, that is. Ghana Trade Union Congress (TUC), National Co-operative Council (NCC) United Farmers Council (UFC), Co-operative and the National Council of Ghana Women (NCW) to embrace and practice the party’s ideology. Later, it was made compulsory for every adult member of the society who directly or indirectly was connected with the organization of the young and the administration of the civil service to take regular courses at the institute. The purpose of the institute as stated by the prospectus was to:

- Provide ideological education to activate and freedom fighters ... against imperialism, colonialism and neo colonialism
- To provide socialist education bearing on the projection of African personality

This kind of education however, was geared to a particular ideological purpose which became very unpopular among certain individuals both inside and outside the country.

As Akpalu (1992) reiterated, political /civic education during the Nkrumah regime was basically ideological education. It is quite clear from the above discussion that Nkrumah did not show by serious commitment towards empowering the people through a conscious civic education. No wonder the masses openly supported the 1966 coup d'etat that overthrew him, basically because they had not been schooled on their rights and duties in a multi -party democratic government. This is reiterated by Boateng (1966) when noted that “not only were there no officially sponsored programme of civic education for the inculcation of democratic ideas, but the ruling government and party paid more attention to the propagation of political ideas more in keeping with their own particular ideologies and political objectives. This re-echoes the point that the “principal concern of succeeding African governments is more the consolidation of their government in power than any attempt to open the eyes of their citizens to the nature and meaning of democracy and the corresponding rights as sovereign people in the new political order”.

Civic education under the progressive party (PP) government

Upon assuming office after winning the 1969 general elections, which seemingly fulfilled the prophecy given by political observers, Busia continued with the work of the Centre for Civic Education (CCE). Surprisingly, however, Busia did not make any attempt to institutionalize the centre under his constitutional government, which was then under the chairmanship of the late Professor K. G. Folson, a lecturer at the University of Ghana. This goes to confirm the assertion that Busia himself was not genuinely committed to the development of civic education in the nation and his relationship with the CCE was just a matter of necessity (Drah, 1987).

In Boateng's (1996) view the 1972 takeover by the National Redemption Council (NRC) which terminated the Progress Party's administration, and hence the existence of the CCE, is one of the most disastrous casualties the nation has suffered as far as the issue of civics is concerned. This is because, to him, the centre was quite an extensive organization and national in its operations. Even though there were contrary opinions about the centres' activities, Boateng (1966) maintains that "the idea of the centre was basically sound, and that in the short time it was in operation ... it was able to do some valuable work". Its only misfortune is that it was seen as the creation of a single political party or people with a particular background and with a specific objective to achieve.

Civic education under the national redemption council (NRC) and the supreme military council (SMC)

Following the overthrow of the Progress Party (PP) government, the Centre for Civic Education was dissolved by the National Redemption Council decree No 43 of 25th February, 1972. Its assets and liabilities were transferred as directed by the NRC to organizations including the Department of Community Development (DCD). Other organizations were requested to apply for some of the assets of the centre. The National Redemption Council Government of Colonel Kutu Acheampong introduced various ideas and ways of inculcating patriotism into Ghanaians. For example the national pledge was introduced at that time as well as the guiding principles for national redemption. That is, “one nation, one people, one destiny; the principles of manpower and deployment, of revolutionary discipline, of self reliance, of patriotism and international brotherhood, of service to the people and finally the principle of mobilization, of spiritual, intellectual and with people of the nation. Also were the concepts of “Operation Feed Yourself” and the idea of the “union government” which were all meant to ensure the involvement of the people in the process of government. It is obvious that the regime had no concrete policy towards institutionalizing civic education or transferring actual power hence the military takeover in July, 1978.

Civic education under the peoples’ national party (PNC) government

The People’s National Party (PNC) was ushered in September 1979 following the coup by the Armed Forces Revolutionary Council (AFRC) that

swept away the NRC/ SMC regimes. The PNP sought to lay strong democratic foundations for the nation. Surprisingly, no formal provision was made for the establishment of the Centre for Civic Education and there is nothing extraordinary to write home about of the government as far as civic education is concerned.

The idea of civic education therefore reverted to the classroom where it was taught just as one more subject in the curriculum. Various organizations and bodies, governmental and non - governmental as well as institutions such as the institute of Adult Education undertook civic education in these years.

Civic education under the national democratic congress (NDC)

The constitution formulated under the PNDC government to return the country to constitutional rule provided for the establishment of a National Commission for Civic Education charged with civic education of the citizenry. This government sponsored commission filled the vacuum, which was created on Ghana's political scene for so long. For the first time in the country's history, civic education was given a place in the constitutional framework. This does emphasize the commitment of the people and to ensuring a stable government after years of political struggle.

In conformity with Chapter 19 of the 1992 Constitution, parliament in July 1993 enacted Act 452, which established the NCCE. The Acts make provisions for the composition and functions and for other matters relating to the NCCE. Its maiden members were announced on 6th July 1993, and on September 16, 1993 the Chief Justice His Lordship Philip Archer, formally inaugurated it. It is a fact

that the NDC government had been vindicated from the accusation normally levelled against African governments of their non-commitment towards “genuine democracy”. As to whether it did so willingly or not is a different ball game all together. The fact is democracy has returned once again to a people yearning to govern themselves, with some amount of political will towards evolving a political culture supportive of the system through civic education (NCCE, 2004).

One major problem it has faced is that it has largely been viewed by a significant section of the populace as propaganda wing of the National Democratic Congress (NDC) party. This is basically due to the fact that majority of its staff during its first recruitment exercise in 1993 came from the revolutionary organs, set up by the PNDC/ NDC regime. Peoples’ apprehension about the neutrality of the Commission heightened when it was realized that true to the fears of many, some of the employees of the Commission participated actively in elections showing open support for the NDC. This has seriously dented the image of the Commission affecting the public confidence it should enjoy (NCCE, 1997).

It should be noted however, that in spite of the existence of this commission, other organizations and private institutions as well as several civil society agencies continued to engage in one way or the other in the process and agenda of national civic engineering. Civic education is a shared responsibility and therefore no one organization or institution can undertake fully the task of civic education alone.

Since its establishment in 1993, the NCCE has been carrying out its constitutionally mandated responsibility of educating the citizenry on their rights and responsibilities as stated by the constitution .It has regional and district branches all over the country. Most of its activities have concentrated on educational forums, seminars, workshops, the formation of civic clubs, research projects and so on nationwide.

It should be said that if Makumber's claim that education ensures democratic participation which in turn leads to good governance and development is anything to go, then Africans in general and Ghana in particular has a long way to go. This is because to Nzungola (1997) democracy cannot be imported from abroad, or be handed down to the people on a silver platter by Africa's rulers. As he put it," the people must democratize the continent on their own".

It is clear from Ghana's experience as far as civic education is concerned that most leaders do not show practical commitment to the subject; rather they mostly become interested in ideological educational institutions that will sustain them in power as long as they live.

The 2000 election marked the first time in Ghana's history that citizens used the ballot box to replace one democratically elected government with another led by an opposition, enforcing constitutional term limits and the first real step towards democratic consolidation. A process made possible with the help of the NCCE (NCCE, 2000).

The transition that has transferred power from the NDC to the NPP government offers the best opportunity for the development and enhancement of

civic education in the country. Though the NPP government is very young in office there is every indication that the promotion of civic education would receive a real boost. Despite the fact that party had several problems with the operation of the commission especially the appointment of its members when it was first established in 1993. The NPP believed that members were selected from PNDC functionaries. It is expected, now having the opportunity, the party and government will show the political will and commitment that will help transform the operation of the commission.

Signs of this have already been seen with the government support and active involvement in first ever constitutional week organized by the NCCE to drum home the need for Ghanaians to uphold the provision of the constitution. It must not be forgotten, however, the NPP is an offshoot of the Busia political tradition, the architects of the Centre for Civic Education. It can be expected therefore that a good working relationship can be seen.

Ways by which the NCCE disseminates government policies and programmes

The National Commission for Civic Education was established by the 1992 Constitution under Article 231 to 239. The commission is a constitutional body mandated to create and sustain awareness of constitutional democracy for the achievement of political, economic and social stability through civic education and this is done through civic clubs, civic centres, radio programmes, and public education.

Civic clubs

The National Commission for Civic Education disseminates government policies and programmes through the use of Civic Education Clubs (CECs). The CECs serves as a mechanism to reach out to the mass of the people especially the youth. It is however important to note that the euphoria generated following the inauguration of the first CEC in Accra Academy in March 1996 had gradually died down. The reasons for dwindling enthusiasm are varied but fundamentally, they include, financial and logistical problem facing the commission itself which made it difficult for the staff to pay regular visits to the clubs uncooperative attitude from some school authorities, fluid membership of school CECs due to their transitory nature (NCCE, 2001).

In the case of Central Region, the formation of civic education clubs was aimed at child-centred civic education which takes place in the school environment. For example, voluntary scout movements, sports groups, and religious youth associations, play a prominent role in transferring civic norms that a country values. The formation of civic education clubs focus only on child - centred programmes that are school based. Even though, civic education clubs were limited to schools a few of them can be found in some communities especially in the Northern and Volta Regions and among established institutions and organizations like Police Wives Associations and prison officers wives association in the Western Region.

In addition, there is also Adult Civic Education which has fallen primarily to NGOs' rather than government, and the vast majority of these types of

programmes are voluntary. Adult education programmes cover a wide variety of concerns, from voter education, human rights knowledge, to citizen's leadership training. Their formations also cover a broad range, from informal sessions held just once to elaborate and structure programs lasting many months. As with the school-based programmes, the assumption driving many of these efforts is that the transfer of democratic knowledge, values and skills will translate into responsible and effective participation once the programme has ended.

Civic centres

Civic centres are envisaged by the Commission to be placed in communities where reading materials such as the Constitution of Ghana, News papers and other informational materials would be made available to citizens. The centres also have games such as ludo, oware, Ghana Constitution Game, Monopoly, Draught where citizens can go and play games whilst relaxing. It is envisioned that the centre would become a fulcrum for the dissemination of civic messages as officers of the commission will regularly visit the centres and interact with the people to discuss topical issues (NCCE, 1997).

The Western, Volta and Central regions were three regions to pilot the establishment of the centres. The centres have however become dominant in most of the regions. It has been noted that, major hindrance to the rapid development of the centres is lack of library materials, difficulty in renting suitable places and providing sustainable support for resource persons to maintain the centre for educational purposes. The dearth of logistics especially vehicles at the disposal of

the commission (with district having not even a bicycle) makes it difficult for staff, put in charge of the centres, to regularly visit the centres so as to interact with the people.

Radio programmes

The commission continued to utilize the Radio and the FM stations to reach out to a large section of the society. In this case the officials of the NCCE either presented the programmes or acted as resource persons to answer questions put to them by contributors. The programmes contribute tremendously to the growth of civic awareness among the populace of the region. Most topics treated include political tolerance, religious tolerance, corruption and fraud, fundamental human rights, bush fires and their effect on the country. For example, the Metropolitan Office of the Western Region NCCE has initiated regular civic education programmes on Twin City Radio on Tuesdays between 7:30pm to 8:30pm. The programme is christened: "Yeshiesa". Topics treated included the constitution, citizenship, and the laws of Ghana among others. In the Eastern region, the Regional Office of the NCCE continued, with their education on the constitutional and related issues on Radio Z, a private FM station in Koforidua.

Also in Upper West Region, the Regional Office of the NCCE runs a programme dubbed "Civic Agenda" on local FM radio station at Wa. The programme continued to address social, political and cultural concerns from the civic responsibility point of view. The discussions focused on the Civic Child Education, polygamy, intestate succession law and political and religious

tolerance. Even though radio continued to be one of the most effective means of disseminating civic messages among the citizenry, the case is different in the Central Region. This is because most FM stations in the central region demanded from the commission nothing short of commercial sponsorship. There were, however, a few FM stations that kept faith with their social responsibility components of their operation and provided limited air time to the NCCE to share civic messages on their stations (NCCE, 2004).

However, most of these programmes from the various FM stations have collapsed. Others are facing a threat of being taken off the air as the management of the FM stations are asking for sponsorship, that is, the NCCE should pay for the air time. This scenario, points it clearly to us as individual and citizen how expensive democracy is and therefore the need for the government to increase its investments in civic education.

Public education

As a way of deepening and strengthening the democratic principles and practices, the commission programmes are sometimes tailored to addressing the critical roles that particular institutions, such as the Armed Forces, the Police, Parliament, Political Parties, Religious Bodies and the Youth could play in the sustenance of democracy in Ghana (NCCE, 1999).

In 2000, the NCCE collaborated with the Ghana Armed Forces to carry out series of workshops/ seminars on democracy and constitutionalism. The workshops which were for officers and men and their families were held under

the general theme: Military in Ghana quest for National Integration, Democracy and Constitutionalism. Topics treated include Ghana Armed Forces, Moral Education in promoting Good Neighbourliness in the military. These programmes by the NCCE helped the members of the Ghana Armed Forces to deepen their appreciation of their roles as defined in the 1992 constitution.

The role of the Police in the maintenance of law and order in the country's democratic dispensation cannot be overemphasized. Aware of the immense challenges posed in this role played, the High Command of Ghana Police Service collaborated with the NCCE to undertake civic education workshop for the police throughout the country from October, 27 to December 4, 2000. The seminars and workshops were held under the theme Making Democracy flourish through effective Policing, dealt with the following topics; Law and Order in a Democracy, Enhancing Professionalism in the Police Service, Police and the 2000 Elections, and Neighbourhood Watchdog Committees – Ensuring Security. This portrays how important the police institution is, if Ghana's democracy can be sustained to the fullest. The policy by the National Commission for Civic Education to members of security services to deepen their roles as stipulated by the 1992 Constitution, under Act 82 section 1 is a clear indication that democracy flourishes well under peaceful environment. Hence the need to educate the security services over their roles and responsibilities.

Theoretical framework

The theoretical framework is based on the concept of education. Education in all forms has for long time been accepted as one of the first effective instruments through which the behaviour of an individual is redefined to conform to societal expectations. It is therefore a fact that the greatest challenge facing most societies is how to prepare and equip students with the requisite knowledge, attitudes and skills needed to participate in the challenging society, which is becoming more and more complex.

Functionally, education can be said to be necessary because it contributes to the survival of the society. Technically, education performs the function of integration and tension management in a society. This means that education prepares individuals to play societal roles without which, the society would disintegrate. It is this role of education that validates the assertion that education contributes to the removal of those social vices which threaten societal existence.

The UNESCO International Standard Classification of Education defines education as an organized and sustained communication designed to bring about learning. To Thompson (1990), the sense implied here requires a relationship between two or more people involving the transfer of information, organized means planned in a sequence with established aims and curricula, and sustained means that the learning experience has duration and continuity. Agyeman (1968) however, defined education as a social institution through which society influences its individuals by transmitting to them its culture, the totality of the

society's accumulated knowledge, arts, laws, morals and ways of behaviour. The acquisition brings the individuals to the perfection of their nature.

Education helps people to cope with life as a whole, it helps them to be critical in their thinking and also to adjust to any situation they may find themselves. Education should bring about political consciousness or make people take active part in discussion on political issues. Education should bring about understanding and informed citizens who will contribute ideas to solve the country's numerous problems, or even take active part in communal labour in their towns and villages, should produce citizens who are self-disciplined and democratic in their approach to local and national issues. Education should thus produce good readers and sincere followers.

Plato (1998) defines education in the following words: "Now what I mean by education is that training is given by suitable habits to the first instincts of virtue in children, when pleasure and friendship, and pain, and hatred are rightly implemented in souls not yet capable of understanding the nature of them, and how to find themselves, after they have attained reason to be in harmony with her" (p: 22). This harmony of the soul, taken as a whole is virtue, but the particular training in respect of pleasure and pain, to lead you always to hate what you ought to hate and love what you ought to love, from the beginning of life to the end may be separated off, and in my view be rightly called education".

Civic education may be defined as a demand for an equal share in the knowledge and cultural possession of the larger society at a given time and in a given context. Miranda Greenstreet (2004) defined civic education as "of or

pertaining to citizens or citizenship” civic education this aims at helping to shape and equip the individual citizen for membership of society. Boateng (1996) stressed that since democratic government is inconceivable without citizenship participation, civic education must be given special emphasis in any sound programme of education, whether formal or informal or whether it is intended for his children or adults.

While civic education deals specifically with individuals rights’ and responsibilities and thus narrow in scope , public education on the other hand has a wider and more embracing perspective dealing with wider issues of public concern though they both aim at almost the same goal of empowering citizens with requisite information for development. The two concepts therefore complement each other. In most African countries, civic education is a prerequisite for democracy and the observance of human rights in ensuring good governance and human development. In this connection, civic education must go hand in hand with the fight for democracy. It is important in the sense that, it is based on the Universal Declaration of Human Rights. For instance, all human rights being born free and equal in dignity and rights. Civic education must thus promote political participation by raising the consciousness of the electorate and training them in voting as well as the whole electoral procedure and the issues at stake in a given electoral contest. This is because an undereducated citizen can be a danger to the democratic process.

Holistically, civic education embraces the totality of national interests. Education in this sense covers social, political, religious, environmental,

economic and all such issues that enhance the achievement of our national goals and objectives, though its immediate concern is making provision for citizenship participation. Civic education must therefore be seen and tackled as holistically as possible. It must be supported and aided by all related institutions such as the Media, CHRAJ, EC, Churches, Schools, NGOs, and Inter-Governmental Organizations.

The concept civic education enables us to appreciate the importance and the role of NCCE. Furthermore, it brings out the crucial role of participation by the citizens without discrimination of any form. Participation is better achieved if citizens or those concerned about the processes, elements and contents are well informed. In this connection, the concept enables us to identify and assess the performance of the NCCE and how it contributed in disseminating governmental policies and programmes. Again they help us to understand the scope of the subject and the role of the NCCE, identify the challenges that confront the commission and the need for appreciated remedies to improve on its performance for it ensures that democracy in Ghana is consolidated.

Conceptual framework

The conceptual framework focused on civic education and democratic consolidation in Africa. Nzongola (2004) noted Africa is a repository of human values that are fully compatible with the very functions of democracy as a political concept. Unfortunately as he puts it, these values were undermined, and thus stunted in their development by both colonial oppression and post colonial

misrule. To Nzungola, there is no question of “Africanizing” democracy. The key concept, as he mentioned, is rather to democratise Africa, which can be done with genuine desire. To Clapman and Wiserman (1987), it is only through democratization, even if this has to be imposed from outside, that African States can be rescued from the consequences of their own misgovernment.

According to Clapman and Wiserman(1987) attempting to predict the likelihood of democratic consolidation in African states is indeed a journey without maps. In their view, therefore states where civil society exists, or can fairly rapidly be developed are more likely to be able to consolidate democratic systems than ones where civil society is nonexistent or weak. As they put it, the presence of active churches and other institutions which help to provide a moral basis for social and political life may be more important in this respect than organization that attract the support from a narrow professional elite whose members aspire to political careers. By this, Clapman and Wiserman (1987) are calling for vibrant civil society and widespread participation by the mass of the citizenry. Their work, just like Nzungola is however silent on how to ensure this vibrancy among citizens through the conscious development of civic education, something that this study explores into details Though refreshing, the authors of these works were silent on the promotion and nurturing of civic education as a major factor in the crusade of democratizing Africa.

Odetola and Ademola (1996) made a comparison between political awareness and people’s participation in the process of government in traditional African systems and modern societies. They pointed out that, there was political

life of the society at all levels. This means that people in traditional societies held attitudes and values which emphasized participation and direct influence on what was going on at the political level. However, they noted that political participation in modern African societies is rudimentary and if voting is taken as a reliable indication of participation, then the political culture is low in most Africa, especially the rural areas. This is because acceptance of legitimacy in Africa varies due to interventions of military in government. These have created severe problems for the meaning of legitimacy in Africa in addition to non credible elections. This according to them reveals the woeful trend most African nations have gone through as a result of lack of credible political culture. Odetola and Ademola's (1996) work though very interesting did not concentrate on how political culture can be built in modern African societies. The fact is political culture rests on effective civic awareness creation and development which goes to evolve strong foundations for democratic culture.

Chella-Kunda (1996) has noted that democracy is a new concept in Zambia, as most African societies. She emphasized that such a process needs the support of all interested and concerned parties in a particular country. She also noted that civic education in Zambia was being undertaken by a fragmentation of civic organizations working in isolation from one another. In spite of all these, she observed that the only way African countries could embrace democratic principles firmly as part of their cultural values is to first embrace civic education in all aspects of their national development.

Makumbe (1998) on his part has given an insightful account into civic education, and the role of governments, Non-governmental organizations (NGOs) and the legislature in promoting civic education. Makumbe emphasises that since most African States are still emerging from a post colonial system dominated by one-party state and military dictatorships, the need for civic education to act as a catalyst in a democratic experiments is a crucial course.

Diamond (1970) maintains that Nigerians have maintained a passionate devotion to political freedom and participation but wonders why this commitment has not produced a developing democracy. Why have political institutions repeatedly collapsed, and more recently, a promising program of economic reform along with them? Why the descent into praetorianism? In the words of Diamond, the explanation to this question is cultural and social, but the real cause is origin of Nigeria's developmental decay is political and institutional. He noted that one level of explanation lays a culture of self interest fragmentation, exploitation, cynicism, dishonesty and distrust. A striking absence of formal political community most of all to the nation but also, has lower levels of political authority (even ethnically homogenous), civic engagement and social change are largely absent.

Figure 1 presents a model of the concept of democracy which begins with the constitution as the tap root. Thus, every democratic state or country must have a good constitution which spells out the principles and directives which serve as basis for fashioning out policies and programmes for effective and efficient governance of a country. The tap root would engender sound and effective civic

skills, civil culture and civic knowledge which are pre-requisite for the promotion of a good democratic stem which would eventually lead to rule of law, freedom of the press, popular sovereignty, equality before the law and so forth. The cumulative effective of all these is the engendering of social stability, vibrant civil society, economic well-being, freedom and justice and political pluralism.

The dividends of a vibrant branch of democracy is the promotion of freedom and justice, peace and happiness and good governance which are hall marks of a vibrant and sustainable democracy in every country. This model has given the researcher an insight into pertinent issues which are at the core of every democracy. All these issues would be captured in the items of the questionnaires and interview guides.

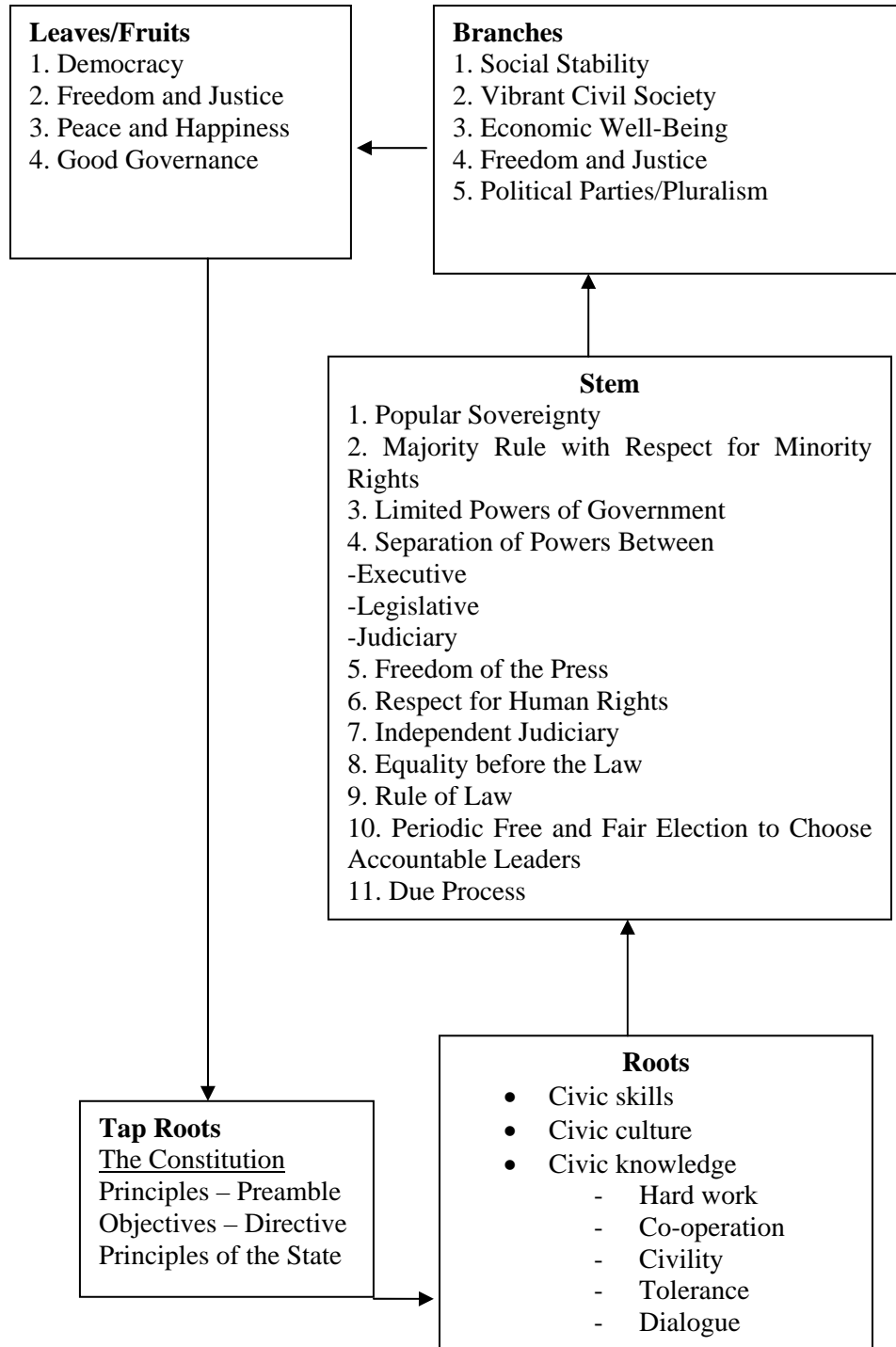


Figure 1: The concept of democracy

Source: NCCE Calendar, 2007

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the methodology of the study which is made up of the research design, population of the study, sample and sampling technique, research instruments, pre-testing of the research instrument and procedure for collecting data and data analysis.

Research design

According to Koul (2002) research design describes a number of decisions which need to be taken concerning the collection of data. The design therefore, constitutes a frame of the collection, measurement and analysis of data. Fink (2001) describes research design as all the stages and the processes involved in reaching the respondents.

The research design selected for the study is the descriptive survey. Descriptive survey involves collecting data in order to test hypothesis or answer questions concerning the current status of subject of study. It determines and reports the way things are (Gay, 1992).

Babbie (2001) points out that descriptive survey is very useful for generalizing from a sample to a population so that inferences can be made about

the characteristics, attributes or behaviour of the population. Gay (1992) further maintains that descriptive survey is useful for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, conditions and procedure. In this study, the researcher's intention to carry out a study on the NCCE and Ghana's democratic dispensation fits well in descriptive survey. Descriptive survey data are usually collected through the use of the questionnaire, interview and observation.

Fink (2001), points out that descriptive survey seeks at describing and documenting aspects of a situation as it naturally occurs rather than explaining it. The design helps to produce a good amount of responses from a wide range of people. A descriptive survey involves asking a number of individuals the same set of questions either by mail, telephone or in person. Several writers (Koul, 2002; Creswell, 2002; Sarantakos 1998; Osuala, 1993 & Lewy, 1997) point out the merits of descriptive survey. They assert that it provides a more accurate picture of events and seeks to explain people's perception and behaviour on the bases of data gathered at a point in time. To Creswell (2002) other advantages of descriptive survey include the economy of the design and rapid turnaround in data collection.

Payne and Payne (2005) on the contrary maintain that in using descriptive survey, there is the difficulty of ensuring that the survey results can vary significantly. It may also produce results, which cannot be relied upon because they delve into private matters, hence many people may not be completely truthful. Fraenkel and Warren (2000) point out that getting a sufficient number of

questionnaires completed and returned so that meaningful analyses could be made is another weakness of descriptive survey design.

However, measures were put in place to correct the weaknesses associated with the descriptive survey. The questionnaires were pre- tested and this enabled the researcher to raise ambiguous statements for clarity. Respondents were assured that their responses will be treated as confidential and are solely to be used for academic purpose. The questionnaires were administered on the spot and retrieved after the respondents had finished with their responses.

In this vein, the descriptive survey design was considered as the most appropriate for carrying out a study on the NCCE and Ghana democratic dispensation. This was because it determines the variables under the study using questionnaires and interview schedule.

Study population

The target population for the study was all people who were 18 years or above including officials of the NCCE within the Cape Coast Metropolis. It is estimated that the target population was around fifty thousand (Electoral Commission, 2007).

Sample and sampling technique

Two hundred and thirty people were sampled from the population of the Cape Coast Metropolis for the study. This is supported by Fraenkel and Wallen (2000), that a sample should be sufficiently representative of the population in

situations where the population is too large. The sample should be as large as a researcher can reasonably obtain information with the resources of time and energy at his disposal.

The cluster sampling technique was used to group the Cape Coast Metropolis into geographical zones. According to Babbie (2001), cluster sampling becomes ideal when it is impossible to compile a list of the elements making up the population. In all, ten clusters were formed based on their location within the Metropolis. A simple random sampling was then used to select four of the clusters (communities)

Within the communities chosen, the population was stratified into two groups based on their sex. From each of the clusters (communities) selected, fifty people were randomly selected with 50% representation for each stratum within the cluster. Therefore for each cluster, 25 males and 25 females were randomly selected to represent the cluster.

A purposive sampling technique was used to select the officials of the NCCE. In the case of the NCCE officials, the entire population of the officials was studied. This is in line with assertion by Nwana (1993) that when the size of the entire population is small, the whole population is studied. In all, two hundred and twenty people as well as twenty NCCE officials formed the sample for the study.

Research instruments

Two main instruments used for the study were: interview schedule for the general public and questionnaire for the officials. The general public was interviewed because of two major reasons, the first being that since they are scattered, retrieval of questionnaires would have been difficult and again some of the sample were illiterates and therefore could not have completed the questionnaire by themselves. There were two sets of questions, one for the general public and the other for officials. The questionnaire for the general public was made up of five sections, whilst that of the officials was made of seven sections.

The Section A of the interview schedule for the general public deals with the background information of the respondents. Section B of the interview schedule highlights the ways by which NCCE disseminates government programmes and policies. Section C focused on the ways by which government programmes and policies are disseminated by the NCCE, while Section D of the interview schedule was based on the challenges facing the NCCE.

The Section E of the interview schedule deals with the extent to which the activities of the NCCE have impacted on Ghanaians. Finally, the Section F of the interview schedule focused on how NCCE can improve upon its activities. In the case of the questionnaires for the officials, there were slight variations in the Section A, but the rest of the sections were the same as the sections in the interview for the general public.

Pre-test

The pre-testing of the instruments was done in communities which were not part of the main study, to determine the content validity of the instrument. Expert judgment was used. In addition, to determine the internal reliability coefficient of the instrument, the Crookback Alpha was used.

Administration of the instruments

The researcher collected a letter of introductory from the Director of Institute for Development Studies. The letter was sent to the District Office of the NCCE in Cape Coast Municipality. After two weeks had elapsed, the researcher went back to the district office and introduced himself to the officer in – charge of the NCCE. The interview schedule was administered to selected members of the general public. The researcher gave prior notice to the various communities on specific days to carry out the study. The interview schedule was administered on the spot and retrieved on the same day. The researcher used at least three weeks to collect the data. The data collection started from 1st of March to 21st March 2008. With respect to the questionnaire, the researcher administered it to the officials of NCCE and retrieved it the same day.

Data analysis

The data which was obtained in the form of responses from respondents were processed using Statistical Package for Social Sciences (SPSS). The data which was collected were analyzed and presented in tables.

The data collected was edited, coded and analyzed. The coding helped the researcher to remove items which were not completed. The coding enabled numbers to be assigned to the various responses to the items of the questionnaires. In case of the interview schedule, the responses to the various items were triangulated.

The analysis was done using computer software known as the SPSS. The statistical tool that was used for study is descriptive statistics. Frequencies, percentages and percentage rank were used to measure the directions of the responses.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and discussion of the data gathered from respondents through the questionnaire and interview guide. It is presented under two main headings. The first part captures the characteristics of the respondents and the second, the results of the main data. It focuses on ways NCCE uses to disseminate information on government policies and programmes, the impact of these activities on the people of Cape Coast and the effectiveness of the methods used by the NCCE in disseminating government programmes. The chapter concludes with an analysis of challenges that the NCCE face in disseminating government policies and programmes and how the NCCE can be improved on its activities.

Characteristics of the respondents

The study comprised 220 respondents selected from Apewosika, Abura, Tantri and Bakano communities in the Cape Coast Metropolis. It was made up of two hundred (200) respondents from the general public and 20 NCCE officials as shown in Table 1. About 90.9 percent of the respondents were the general public while 9.1 percent were NCCE officials.

Table 1: Distribution of respondents

Respondents	Number	Percent
Public	200	90.9
NCCE officials	20	9.1
Total	220	100.0

Source: Fieldwork, 2007

Sex distribution of respondents

The issue of sex was given attention since it was considered important in the context of this study on democracy. Gender was used to imply the classification of sex into male and female groups. In considering sex, the study sought to have an equal or appreciable number of each sex group. Table 2 shows the sex distribution of the respondents.

Table 2: Distribution of respondents by sex

Gender	Frequency	Percent
Male	113	51.0
Female	107	49.0
Total	220	100.0

Source: Fieldwork, 2007

Out of the total number of 220 respondents, 113 were males and 107 females. Approximately the same proportion of male and female respondents participated in the study. Only a marginal difference in sex was evident. It could

therefore be said that relatively, there was equal representation by gender. In selecting respondents for the exercise, gender balance was given the needed attention because good governance which is one of the principles of democracy calls for fair representation in decision making. Here in Ghana or elsewhere in Africa, it is believed that women are not given a fair representation in decision making as well as holding of public positions, hence the need to ensure fairness in selecting respondents. Additionally, women form about 52 percent of Ghana's population (Quashiqah, 2005)

People's knowledge about the NCCE and its activities

Individual's knowledge about the NCCE and its activities is important for democracy to thrive. Respondents' knowledge about the NCCE and its activities was collected as shown in Table 3.

About 80 percent of the respondents answered 'Yes' to the question as to whether they have heard of the institution NCCE, 15 percent indicated 'No' whilst 5 percent were "Not Quite Sure". This indicates that a large majority of the respondents have knowledge of the NCCE and this may drive their interests into the activities of the NCCE.

On the issue, do you remember exactly what the NCCE was discussing, (54%) replied "Yes", (30%) "No" whilst (16%) were "Not Quite Sure". Regarding whether they have enjoyed any seminar by the NCCE, it generated (37%) for "yes" and (52%) "No" while 11% replied "not quite sure".

Table 3: Knowledge about NCCE and its activities

Items / Questions	Responses			Percent Rank
	Yes Freq (%)	No Freq (%)	Not quite sure Freq (%)	
Have you heard about the institution NCCE?	175(80)	33(15)	12(5)	95
Have you heard or seen the NCCE organizing a forum or educational campaign either public or on the radio?	150(68)	45(17.5)	25(11.5)	85.5
Do you remember what was discussed?	118(54.0)	65(30.0)	37(16.0)	74.0
Have you enjoyed any seminar by NCCE?	81(37.0)	107(52.0)	25(11.0)	89.0

Source: Fieldwork, 2007

Issues discussed by NCCE

NCCE is charged to discuss various issues of national and public interest or concern with the citizenry of Ghana. Such issues are important for strengthening our democracy. Table 4 depicts some of the issues respondents have mostly heard being discussed by the NCCE.

Table 4: Issues discussed by NCCE

Issues	Frequency	Percent
Politics	38	16.5
Education	113	54.0
Culture	24	7.0
No Response	50	22.5
Total	220	100.0

Source: Fieldwork, 2007

In Table 4, 54 percent of the respondents said education was mostly discussed by the NCCE, (16.5%) politics and culture (7%). Nearly 23 percent of respondents gave no response. It is clear that apart from civic education, NCCE also engaged in other activities which are different from their traditional role.

From the analysis, it is obvious that apart from the traditional role, as stated by the 1992 Fourth Republican Constitution Article 233(A) to create and sustain within the society the awareness of the principles and objectives of the constitution as the fundamental law of the people of Ghana; and (B) to educate and encourage the public to defend the constitution at all times against all forms of abuse and violations, the NCCE also engages in social issues. These include issues such as marriage, inheritance, payment of taxes as well as health related issues such as HIV / AIDS and Tuberculosis (TB). Such discussions by the NCCE go a long way to enlighten and build the knowledge of the citizenry which is a good exercise for democracy.

Seminars organized by NCCE

Table 5 depicts the number of seminars organized by the NCCE for the respondents within their communities. Apparently from Table 5, (27%) of the respondents indicated that seminars were organized once a year, (12%) indicated twice in a year, and 14% chose more often. However, (47%) of the respondent did not respond to this question. This implies most people have not enjoyed seminars in their communities. This may be lack of publicity on such seminars or the NCCE failed to organise such seminars in their communities.

Table 5: Number of seminars organized by NCCE

Times	Frequency	Percent
Once a year	59	27.0
Twice a year	26	12.0
More often	30	14.0
No response	105	47.0
Total	220	100.0

Source: Fieldwork, 2007

Even though in previous questions, respondents agreed that they have enjoyed seminars or programmes by the NCCE, most people did not answer this question. This may be due to the fact that they could not remember. Since it was a long time they had such seminars. However, it is worthy to note that the frequency in organising seminars by NCCE goes a long way to enlighten citizenry

about their democratic rights and duties. Hence, the frequency of seminars organized by the NCCE should be examined.

Ways by which the NCCE disseminates government policies and programmes

Section B of the questionnaire and interview guide consisted of eight perception statements each on ways through which the NCCE disseminates government policies and programmes. For easy analysis, percentage, percentage rank and frequencies were computed for responses to Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) statements. Table 6 provides information on responses to ways the NCCE uses to disseminate government policies and programmes.

Table 6 indicates that the respondents were abreast with the varied means used by NCCE in disseminating government policies and programmes. From the data, most (85%) respondents indicated that the media was the major means by which the NCCE disseminated government policies and programs. The second most popular means was public education (84%).

Table 6: Ways by which the NCCE disseminates government policies and programmes

Medium	Responses of respondents				Percent
	SA	A	D	SD	
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Rank
Media	92(42)	94(43)	27(12)	7(3)	85.0
Religious bodies	114(51)	30(14)	58(26)	20(9)	65.0
Public Education	54(24)	132(60)	23(10)	9(4)	84.0
Civic Centres	37(17.0)	98(44)	67(30.0)	18(9)	61.0
Civic Clubs	44(20.0)	86(40.0)	79(35.5)	11(4.5)	60.0
Schools	73(35.5)	94(43.5)	44(18.0)	6(3.0)	79.0
Seminars	46(20.5)	115(55.0)	42(13.5)	17(5.0)	75.5
Forum	64(29.5)	92(43.5)	49(21.0)	15(6.0)	73.0

Source: Fieldwork, 2007

In fact it is clear that equal number of respondents (85%) each on the average chose media and public education as a method of disseminating government policy while fewer people, that is, (14%) and (15%) respectively rejected the use of public education and the media as means for disseminating government policies. Even though the difference is not significant, it can be concluded that there is virtually a unanimous agreement that the media and public

education are the main tools the NCCE primarily uses in the task of disseminating government policies and programmes.

Followed by these was the use of schools which formed about (79%) with approximately (21%) disagreement. This level of agreement is quite evident since the school is relatively a closed community, and as such respondents who are not students could easily respond with the information they gather from students who are in the community. Respondents' knowledge of the work of the NCCE here indicates that the school with a greater part of its population being students (children or youth) is a good agent of dissemination. According to Agyeman (1968), the school is the most crucial agency for political socialization and that political socialization takes place in the school, through manifest and latent forms.

Further, seminars and fora were identified as other means employed by NCCE to disseminate government policies and programmes. In all about (76%) and (73%) of the respondents respectively agreed that NCCE uses seminars and fora. The ranks attained by these methods may be attributable to respondents' diverse backgrounds, locations or environments. These might not give room for the use of these methods and as such the respondents have not experienced them before.

An important, but unpopular method used for disseminating government policies and programmes is the use of religious bodies. It had (65%) agreement from respondents. The (35%) who disagreed on this medium can be linked to the fact that many people did not consider the religious bodies as directly related to NCCE's work. Indeed as one respondent explained "we hear messages in the

churches and from religious leaders, but we cannot say it is the NCCE that use them”.

Finally, civic centres and civic clubs were the least ranked method of disseminating information. The use of civic centres and civic clubs was acknowledged by (61%) and (60%) of the respondents respectively. This is understandable because in each district there is only one civic centre which is poorly resourced. This assertion is supported by the NCCE’s Third Annual Report 1996, which states among other things, that in each district, there is only one civic centre with virtually no materials for dissemination of government policies and programmes. Hence, respondents could not agree on civic centres and civic clubs as means of disseminating government policies and programmes. Perhaps the only traces of such clubs may be in some schools. Certainly, with few of such facilities, few people will know of its existence and efficiency. It is therefore no wonder that it received the least of ranks. The NCCE in attempt to achieve its constitutional mandate of educating the citizenry on their rights and responsibilities as enshrined in the constitution uses all the above ways of disseminating government policies and programmes. As stated by Agyeman (1968) political socialization takes place through formal and informal educational institution such as the family, voluntary association, peer groups, political parties, and the mass communication media.

Knowledge on fundamental human rights

Information on how well Ghanaians understand their fundamental human rights is presented in Table 7. The majority (77%) of the respondents had high knowledge on freedom of speech and of expression, and of the press as fundamental human rights. Only (23%) had a low level of understanding on freedom of speech and expression.

Table 7: Respondents knowledge on fundamental human rights

Items	Responses				
	Excellent	Very good	Good	Average	Percent
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Rank
Freedom of speech, expression and of the press	73(33.0)	95(44.0)	42(18.5)	10(4.5)	77.0
Freedom of religion	107(49.5)	75(33.0)	29(13.0)	9(4.5)	82.5
Freedom of assembly and association	65(31.0)	88(39.5)	54(23.0)	13(6.5)	70.5
Right to equal protection of the law	53(26.0)	44(21.0)	73(32.0)	50(21.0)	47.0
Right to own property	61(29.5)	88(38.0)	53(23.5)	26(9.0)	67.5
Right to due process and trial	37(18.0)	47(21.5)	65(28.5)	71(32.0)	39.5

Source: Fieldwork, 2007

This may be due to the activities of the NCCE and the mass education in both the print and electronic media about human rights. However, one cannot say that civic education has received the needed attention it deserves to the fullest. There is more to be done if Ghana is to build a strong democratic foundation. This is supported by Boateng (1996), who said that civic education is crucial to democracy; unfortunately it has not been given serious consideration in Africa.

He maintains that, in democratic and more open societies where there is a great deal of access to information, freedom to argue and question the possibility of uninterrupted citizen's participation in the true sense. He argued that civic education must be made an integral part of all formal and non formal programmes of education so that the entire adult population may be exposed to it. This is because "in a society where the culture of democracy is properly established, democracy virtually flows through the veins of the people and oozes through their pores with hardly or deliberate effort on their part".

Also freedom of religious awareness generated of (82.5%), whilst (17.5%) have little knowledge. This high percentage rank is an indication that Ghana is a multi - religious state comprising different religious groupings. This emphasized that every individual has the freedom and right to form or practice any religion of their choice without restriction.

Again, the issue of freedom of assembly and association recorded (70.5%) awareness with (29.5%) having little knowledge. It can therefore be concluded that in Ghana, people are aware of their right to join any association of their choice without any intimidation. This explains why various people belong to

different political groupings and associations in Ghana as evident from 1992 to date. Even less politically viable parties have members.

In relation to right to equal protection by the law, (47%) had high knowledge, but most respondents (53%) have less knowledge. No wonder most Ghanaians resort to instant justice or taking laws into their own hands without seeking redress. The issue of people taking the laws into their own hands with least provocation may be as a result of ignorance, poverty and lack of education. As stated by Oquaye (1996), poverty stricken and illiterate people are often gullible people, desperate and anxious. He therefore calls for the building and development of a strong civic society

With respect to the right to own property, (67.5%) of the respondents proposed knowledge but (22.5%) had low level of knowledge. It is not surprising that in Ghana citizens could embark on any economic ventures of their choice without state interference. To ensure that people who embarked on any economic ventures succeed, there is the need for proper education to ensure the success of their business. Education is therefore very paramount in every endeavour. This is echoed by the Ghana Human Development Report (UNDP, 1997). The report emphasized that education is both an indicator and facilitator of other elements of human development. It emphasizes that good governance and participation are important attributes as well of factors in the process of enlarging people's choices which is what lies at the heart of the concept of human development.

Lastly, the right to due process and fair trial, (39%) had high knowledge, whilst most respondents (60.5%) expressed little knowledge on right to due

process and fair trial. This may be due to delay in court cases and the perceived corrupt nature of the judiciary, “since justice delayed is justice denied”. As one man put it “we don’t have fair trial in Ghana .It is when you have money that you can win a case”. No wonder, most respondents did not bother themselves on issues on fair trial. On the issue of the law, the low level response may be due to high illiteracy rate in Ghana and high cost of hiring lawyers instead of people going through the process themselves

The National Commission for Civic Education (NCCE) in a bid to ensure that the cardinal principles of democracy as enshrined in the constitution is inculcated in Ghanaians has contributed in various ways to ensure that these objectives are achieved. Notable among these are introduction of constitutional games which aim at educating participants on the constitution. The introduction of the constitutional games will help people to be conversant with the Constitution. The formation of civic clubs in some second cycle schools aims at enlightening the youth on their civic rights and responsibilities. Also organising fora and seminars to educate the citizenry on the rights and responsibilities by the NCCE have to some extent contributed in nurturing our infant democracy as Ghanaians.

The discussion shows that most people are conversant with their fundamental human rights. Freedom of religion, ranked first followed by freedom of speech and expression of the press. Others were freedom of assembly and association, followed by the right to own property, as well as right to equal protection of the law and right to due process of the law respectively.

The impact of NCCE's activities on Ghanaians can be explained by the increased calls from the general public on the need for the NCCE to intensify its activities in troubled areas throughout the country. It can be concluded that there has been increased awareness of constitutional issues regarding citizen's civil and political rights and responsibilities. It has given people the needed confidence to question issues that are wrong in society. In this direction, Attifua (1990) asserts that democracy in Ghana could not flourish without the active support of citizens who understood the functions of democracy of an ideal institutions and practices. Thus, to sustain the free democracy in Ghana and nurture it to blossom, it requires a vibrant group of citizens who could dutifully, firmly and respectfully hold their leaders to the stringent standards of public accountability, transparency and performance to which leaders must necessarily pledge themselves.

Further to ensure that the Commission's activities have the full impact, it has over the years carried out its mandate through the development and implementation of appropriate programmes and strategies of civic education among Ghanaians. Significant among these are the formation of civic education clubs and the development of the Ghanaian constitutional game as a strategy to reach out to especially the youth in schools. The Commission has also undertaken research into critical issues including national surveys on civic knowledge among the youth in Ghana, Assessment of the Performance of Parliament in the Fourth Republic, Assessment of the Right Performance of District Assemblies, and Cultural Practices affecting women's rights in Ghana. The above response from the respondents as well as the role by the NCCE to ensure that the citizenry are

aware of their fundamental human rights through civic education go a long way to enhance democratic dispensation in the country. To Agyeman (1968), education is a social institution through which society influences its individuals by transmitting to them its culture, totality of the society, accumulated knowledge, arts, laws, morals and ways of behaviour. The acquisition brings the individuals to perfection of their nature.

Effectiveness of methods used by NCCE

Table 8 presents information on the effectiveness of methods used by the NCCE in disseminating government policies and programmes. The table comprises six items, and responses are grouped under very effective, effective, less effective and ineffective.

A total of (52.5%) of the respondents maintained that civic education has been the effective method in disseminating government policies and programmes but (47.5%) believed it is less effective. Civic education is very paramount to the survival of democracy in every state and Ghana is not an exception. As stated by Greenstreet (1996), civic education aims at helping to shape and equip the individual citizen for membership of society. Hence, civic education becomes indispensable in a democratic country like Ghana.

Table 8: Effectiveness of methods used by NCCE

Methods	Responses				Percent Rank
	Very	Effective	Less	Ineffective	
	Effective		Effective		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	
Civic Education	43(19.0)	80(33.5)	53(26.0)	44(21.5)	52.5
Electoral Education	27(13.5)	83(38.0)	73(32.5)	37(16.0)	51.5
Sex Education	30(15.0)	45(19.5)	71(32.5)	74(33.0)	34.5
HIV/AIDs Education	88(26.0)	60(27.5)	57(27.5)	31(19.0)	53.5
Constitutional Education	42(15.0)	41(18.0)	70(34.0)	67(33.0)	23.0

Source: Fieldwork, 2007

Pertaining to electoral education, (51.5%) respondents affirmed it was effective while (48.5%) suggested that its effectiveness was on a lower side. Though, the finding is on higher side, one cannot conclude that electoral education in the country is fully effective considering the number of rejected ballot papers in the 2004 and 2008 general elections, which was above two percent.

With regard to sex education, (65%) respondents claimed it was ineffective. Approximately (35%) of the respondents said sex education is effective. This is an indication that people are not aware that apart from traditional functions of the NCCE, it also embarks on other education like sex education.

In relation to the effectiveness of HIV/AIDS education, (53.5%) of the respondents said it was effective, whilst (26.5%) said it was less effective. Hence, Ghanaians had benefited from HIV/ AIDS programmes aimed at curbing the spread of the menace. The effectiveness of this education may account for the prevalence rate of (1.9%) in Ghana today. This may partly be attributed to the supporting roles of the NCCE and the National AIDS Commission.

Constitutional education on the other hand, recorded a percentage rank of (23%) as being effective. Majority (77%) respondents reported that it is less effective. The response buttresses the notion that NCCE lacks logistics and resources to reach out to all people. As it was said by one respondent, “We know of our human right but we do not know which part of the Constitution it can be found. We suggested the NCCE should make the constitution more accessible and affordable to the general public”. In sustaining democratic values in Ghana, constitutional education should be given the needed attention as observed by Chella-Kunda (1996) that the only way African countries can embrace democratic principles firmly as part of their culture values is to first embrace civic education in all aspects of the national development.

General election and the NCCE

Information on whether the four successful general elections conducted in Ghana could be partly accredited to the NCCE is shown in Table 9. It can be seen from the Table that, (44%) of the respondents answered yes, (14.5%) replied no and (41.5%) answered not quite sure. Majority of the respondents acknowledged

that NCCE contributed partly to the successful general elections that were held in the country.

Table 9: General election and NCCE’s role

Response	Frequency	Percent
Yes	117	44.0
No	30	14.5
Not quite sure	83	41.5
Total	220	100.0

Source: Fieldwork, 2007

The commission focused on voter’s awareness and political tolerance as the two priority areas for the election years. The commission also continued with the regular business of promoting constitutional awareness through the activities of the six hundred (600) civic education clubs in the second cycle and tertiary institutions (NCCE, 2001). The part played by the NCCE in ensuring that the citizenry are well educated on the electoral laws of the land is in the right direction since important elections are the survival of Ghana’s fourth attempt at constitutional rule. Elections go beyond the election of fresh people into government. The extent to which citizens are knowledgeable about the process of governance and the avenues provided for citizen’s participation in the business of the state are critical to the survival of democratic rule. This is where the relevance of the National Commission for Civic Education comes in. This is because democracy in Ghana cannot flourish without the active support of citizens who

understood the functions of democracy in ideas, institutions and practices (NCCE, 2001)

Means of understanding civic responsibilities

The data in Table 10 brings to the fore means by which people get to know their civic responsibilities. It is observed that (40.5%) of the respondents got their knowledge on civic responsibilities from the media, (44.5%) from schools, and (11.5%) from the NCCE. Only (3.5%) of the respondents got it from the church. This means that most of the respondents had their source of information on their civic responsibilities from the school, media and church.

Table 10: Means of understanding civic responsibilities

Means	Frequency	Percent %
Media	85	40.5
School	100	44.5
NCCE	25	11.5
Church	10	3.5
Total	220	100.0

Source: Fieldwork, 2007

The NCCE provided less than 12% of the civic responsibilities. This is very low regarding the NCCE’s constitutional mandate. This outcome affirms Boateng’s (1996) view that since democratic government is inconceivable without citizen participation, civic education must be given special emphasis in any sound

programme of education whether formal or informal or whether it is intended for children or adults.

Challenges facing the NCCE

Information on some challenges facing the NCCE in discharging its duties is indicated in Table 11. For easy analysis, percentages and frequencies were assigned to Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) statements.

Information from Table 11 demonstrates that the NCCE faces numerous challenges in dispensing its mandate. It can be realized that most respondents (82%) saw logistics as one major challenge facing the NCCE but (18%) rejected the claim. The response is in line with the perception that, there are people who think one should be able to work within the limited logistics when the need arises. While (83%) supported the claim that the NCCE had inadequate personnel, (17%) opposed the statement. This situation of inadequate personnel affects the effective operations of the NCCE and its activities. Hitherto, the efficiency of modern organization requires adequate and functional human resources for the performance of its core duties and functions.

About (66%) respondents said that remuneration was a challenge facing the NCCE, but (34.5%) declined. The differences may stem from the fact that, it is believed that workers bring out their best when they are well motivated. Hence, the NCCE officials must be given the appropriate motivation to dispense their work and responsibilities as an instrument for enhancing democracy in Ghana.

Table 11: Challenges facing the NCCE

Items	Responses				Percent rank
	SA	A	D	SD	
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	
Logistics	92(38.0)	91(44.0)	36(17.5)	1(.5)	82
Inadequate personnel	6(26.0)	118(57.0)	40(15.0)	6(2.0)	83
Remuneration	63(23.0)	85(42.5)	63(30.0)	9(4.5)	65.5
Inadequate funding by government	55(21.0)	109(51.0)	48(24.0)	8(4.0)	72
Inability to upgrade skills of NCCE personnel	79(34.5)	110(52.5)	18(11.5)	3(1.5)	87
Perceive lack of interest by the previous government	59(27.0)	107(51.0)	46(19.0)	8(3.0)	78
Problem of accommodation	66(30.5)	107(48.5)	38(18.0)	8(3.0)	79
Inadequate official vehicles	57(26.0)	120(57.0)	43(17.0)	-	83
Lack of public trust in NCCE	54(24.5)	93(41.5)	60(28.0)	13(5.5)	67

Source: Fieldwork, 2007

Again, (72%) of the respondents considered inadequate funding by government a challenge facing the NCCE. However, (28%) rejected the claim. The results is in accordance with the NCCE's numerous complains about inadequate funding, which has prevented them from carrying out their work as required and that retards their progress. The issue of funding of the NCCE is very crucial if Ghana aims at developing its infant democracy. To Boateng (1996) there is the need for an institutional body to undertake the task of educating the citizenry. Such an institution must be funded from public coffers, but as much as possible there seem to be governmental control. Boateng maintains that, Africans have not been able to develop an institutional framework to ensure the guarantee of their rights. Citizen's participation and participatory democracy reinforce each other and it is through conscious effort at education that the participatory democracy can be meaningful.

The inability of the NCCE to upgrade the skills of the NCCE personnel was another challenge. While (75%) percent of the respondents agreed, (22%) thought otherwise. As it was put by one official, "We only attend workshop, when there are new policies by the government and this even comes when there is available resources". However, this outcome is in sharp contrast with Kumah (2005) who states that one of the most strategic social investments that any nation can make is to invest in institutions to sustain civic education. This is in recognition of the fact that development in society begins from people's minds and the role of people are crucial in development.

Further, the perceived lack of interest by most governments in the activities of the NCCE is a challenging issue. There was (78%) agreement from respondents in support of perceived lack of interest by most government, but (22%) rejected that assertion. This outcome may be as a result of perceived idea that most governments use the civic education centres as a means of propagating their political ideologies. Notable among them are the perceived use of the educational institutions by Nkrumah to indoctrinate both the youth and the adult. The NCCE was also viewed by a significant section of the populace as propaganda wing of the National Democratic Congress (NDC). This is basically due to the fact that majority of its staff during each recruitment exercise in 1993 came from the revolutionary organs, set-up by the PNDC/ NDC. No wonder Akpalu (1986) and Agyeman (1968) said that Nkrumah used the educational institutions to indoctrinate both the youth and the adult, and civic education during Nkrumah's regime was basically ideological education. No wonder these were all shelved after February 1966 coup d'etat.

With regard to the problem of accommodation, (79%) of the respondents agreed it was a challenge and (21%) disagreed. It is however clear from the responses that accommodation is one of the major challenges facing the NCCE. This condition is buttressed by excerpts from the NCCE Sixth Annual Report in 1999 which asserted that lack of office accommodation for national headquarters and a number of district offices also continues to hamstring the work of the commission.

Another challenge facing the NCCE was inadequate official vehicles. This had a percentage rank of (83%) acceptance from the respondents with only (17%) rejection. This is in line with the 1999 Annual Report which stated that about (30%) of the commission's fleet of vehicles have been rendered unserviceable and effectively parked as a result of extensive use in carrying out active and administrative duties.

Public trust in the activities of an institution is very crucial to its survival and development. While (67%) of the respondents indicated that there was lack of public trust in the NCCE, (33%) said there was no public mistrust. This view by the respondents confirms the perception by people that past governments used the NCCE as a tool to propagate its political agenda.

The above findings go a long way to support part of the report of the NCCE Sixth Annual Report in 1999 that NCCE faces many challenges. Significantly, the major challenge or threat that affects the internal and external capacity of the organization is funding. The lack of office accommodation for National Headquarters and a number of the district offices also continues to hamstring work of the commission.

Ways of improving the activities of the NCCE

This section provides information on effective ways of improving the activities of the NCCE so as to accrue the necessary benefits for all. Table 12 presents respondents responses expressed in percentages and frequencies. As shown in Table 12, the majority (96%) of the respondents said the provision of in-

service training for the officials of NCCE will improve the activities of the commission. Only 4% indicated otherwise. This indicates that the respondents know in-service training as an avenue for equipping the NCCE officials with the relevant knowledge, skills, values and attitudes for their work.

Table 12: Ways of improving the activities of the NCCE

Ways	Responses				Percent
	SA	A	D	SD	
	Freq (%)	Freq (%)	Freq (%)	Freq(%)	
In-service training for officials of the NCCE	112(47.5)	99(48.5)	9(4.0)	-	96.0
Re-introduction of civic education in schools	118(54.0)	93(42.0)	9(4.0)	-	96.0
Improving the conditions of service of NCCE personnel	80(32.0)	123(59.5)	14(7.0)	3(1.5)	91.5
Provision of logistics by the government	113(48.5)	97(46.5)	6(3.0)	4(2.0)	95
The media should sponsor the programmes of the NCCE as a way of honouring its social responsibilities	98(41.0)	88(42.5)	28(13.5)	6(3.0)	83.5
The government should increase the budget of NCCE	74(30.0)	114(54.5)	29(14.0)	3(1.5)	84.5
Recruitment into the service should be based on qualification rather than political appointment.	133(59.0)	77(36.0)	10(5.0)	-	92.0
Provision of office accommodation for both district and regional	99(42.5)	112(53.0)	6(3.0)	3(1.5)	95.5

Source:Fieldwork,2007

The re-introduction of civic education in schools attracted a high agreement response. Majority of the respondents (96%) saw it as an important means of improving the activities of the NCCE. However, (4%) did not accept the re-introduction of civic education as a way of improving the activities of the NCCE. This was in line with the assertion by Chella-Kunda (1996) that the only way Africa countries could embrace democratic principles firmly as part of their cultural values is to first embrace civic education in all aspects of their national development.

On the conditions of service of NCCE personnel, (91.5%) of the respondents expressed a positive correlation between the condition of service and improvement in the activities of the NCCE. Those respondents saw improvement in NCCE activities would emanate from better condition of service for its officials. It is only when officials are better remunerated that they can give their best. Also, (95%) of the respondents did agree to the provision of logistics by governments while only (5%) disagreed. The NCCE, in their 2001 Annual Reports stated that logistics are some of the problems facing the NCCE.

The media can partner the NCCE in disseminating its activities. From the table, (83.5%) of the respondents maintained that the media should sponsor programmes of NCCE as a way of honoring its social responsibilities. This gesture would enhance the work of the NCCE and its activities. The influx of media houses has also made information easily accessible and convenient to the people. Also, the use of local languages by some media reaches out well to people.

On the issue of whether government should increase the budget of the NCCE (85.5%), shared that opinion but 15.5% rejected it as a way of improving the activities of the NCCE. Perhaps those who rejected might have no idea of what budget is about and also they have no appreciable idea of the work of the NCCE. An increase in budget for NCCE and its activities will enable the commission access the required resources for its operation. Hence it is important for government to increase the budgetary allocation to the NCCE.

Importantly, recruitment into the service should be based on qualification rather than political affiliation. This statement recorded a percentage agreement of (92%). The response supports the perception by a significant section of the populace that the NCCE was a propaganda wing of the National Democratic Congress (NDC) party. This is basically due to the fact that majority of the staff during its first recruitment exercise in 1993 came from the revolutionary organs set up by the PNDC regime, for example, People Defence Committee (PDC).

Lastly, the provision of office accommodation to both district and regional level of the NCCE was seen as a way of improving the activities of the NCCE. There was (95.5%) agreed by the respondents. This position can be explained that development cannot take place in any organization without accommodation and other logistics. Office accommodation is essential for officials to carry out their day to day activities.

CHAPTER FIVE

SUMMARY , CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter is devoted to the summary, conclusion and recommendations drawn from the study. Suggestions have been made regarding areas for further research.

Summary

The main purpose of the study was to evaluate the impact of the National Commission for Civic Education on Ghana's democracy in the Cape Coast Metropolis. The descriptive survey design was used for the study. Two main sampling methods were adopted in selecting 220 people comprising officials of the NCCE and the general public in the Cape Coast Metropolis. Structured questionnaire and interview were used for collecting data from respondents. The study was guided by five main research questions. Data gathered were mainly analyzed using frequencies, percentages and percentage ranks with the help of the Statistical Package for Social Science (SPSS, Version 15.0).

Main findings

The main findings of the study are as follows:

- Most citizens (95%) were knowledgeable about NCCE as an institution and its activities.
- About (55%) of respondents said education was the main issue discussed by NCCE aside politics and culture.
- About (45%) of respondents said seminars were not frequently organized.
- A significant percentage of respondents (85.0%) identified the media as the most effective means by which the NCCE disseminated government policies and programmes.
- Majority of the respondents (83.0%) were knowledgeable of freedom of religion as fundamental human rights. About (77.0%) and (91.0%) of respondents were knowledgeable of freedom of speech, expression and of the press and freedom of assembly and association respectively as their fundamental human rights.
- Almost (54.0%) respondents maintained that the NCCE was most effective carrying out HIV / AIDS education for Ghanaians. However, the NCCE was also effective in performing functions such as civic education, electoral education, sex education and constitutional education.
- Only (44%) of the respondents credited the successful general elections in Ghana partly to the NCCE.

- About (88%) of respondents had their source of information on civic responsibilities mainly from the school, media and church. The NCCE provided less than (12%) information on Ghanaians civic responsibilities.
- The main challenges that constrained the NCCE were the inability to upgrade skills of NCCE personnel, logistics, inadequate official and personnel as well as poor remuneration.
- In-service training for the NCCE officials, re-introduction of civic education in schools, and provision of logistic by the government and office accommodation were identified as the major ways of improving the activities of the NCCE.

Conclusions

Based on the findings of the study, the following conclusions are made

- Most citizens of Ghana are knowledgeable of the NCCE and its activities.
- NCCE educates the citizenry on their fundamental human rights
- Seminars are not frequently organized by the NCCE for Ghanaians.
- The media is the most effective means by which the NCCE disseminates government policies and programmes.
- Significant percent of Ghanaians are knowledgeable of fundamental human rights such as freedom of religion, freedom of speech, freedom of expression and of the press as well as freedom of assembly and association as enshrined in the 1992 Constitution.
- NCCE was effective in carrying out HIV and AIDS education.

- The successful general elections in Ghana are partly credited to the NCCE.
- The schools, media and church are the main sources of information on civic responsibilities for Ghanaians.
- The inability to upgrade skills of NCCE personnel, poor logistics, inadequate official vehicles and personnel among others are the main challenges constraining the NCCE and its activities.
- In-service training for the NCCE officials, re introduction of civic education in schools and provision of adequate logistics by the government are the main ways of improving the activities of the NCCE.

Recommendations

The following recommendations are made based on the findings and conclusions from the study:

- The Ministry of Education and Ghana Education Service (GES) should take bold steps towards the teaching of citizenship education as an examinable subject in first and second cycle schools as part of a wider strategy for improved political awareness.
- There should be continuous education to enable Ghanaians to be knowledgeable about the NCCE as an institution, its activities and functions.
- The NCCE should strengthen the discussions of political and cultural issues to enlighten and build the knowledge of citizens as foundations for good democracy.

- Frequent seminars must be organized by the NCCE to educate Ghanaians on their civic rights and responsibilities as a way of deepening their understanding of democratic issues, values and principles.
- The government and other stakeholders of democracy must equip the NCCE to use diversified media to reach its audience in the rural areas. Civic clubs and civic centers in the various communities must be revived and strengthened.
- To enable all Ghanaians understand their fundamental human rights, copies of the abridged 1992 Constitution must be available to them. These should be translated into local languages. Areas that specifically highlight human rights should be stressed during seminars, fora and the constitutional week celebration nationwide.
- The NCCE must re-double its efforts on electoral law education and political education, especially voter awareness and political tolerance.
- The NCCE should be well-resourced to enable it perform its constitutional mandate of informing Ghanaians on their civic responsibilities. However, the school, media and church should as well be strengthened to serve as sources of information on civic responsibilities.
- Upgrading the skills of NCCE personnel, provision of adequate logistics, official vehicles and personnel are important to enhancing the performance of the activities of the NCCE.
- To ensure effective delivery of its functions, there should be regular in-service training for the officials of the NCCE.

Areas for further research

In order to extend the literature on the NCCE and Ghana's democracy, a study can be carried out in the following areas.

- A nation-wide evaluation of the role of NCCE. This would provide in-depth information on the effectiveness of the activities of the NCCE.
- A research should be conducted to cover supervision, Administration and management of the activities of the NCCE.

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APPENDIX A

QUESTIONNAIRE FOR NCCE OFFICIALS

The purpose of this interview is to gather information on NCCE and Ghana’s democracy. The data is for academic purpose and the information that you provide would not be divulged to anyone. I will be very grateful if you would respond to the items as candidly as possible.

Thank you.

Section A – Biographic Data

- 1. Gender Male [] Female []

- 2. Age(years) 18-25 [] 26 – 30 []
- 31 – 35 [] 36 – 40 []
- 41 and above []

- 3. Qualification Basic Education [] Secondary Education []
- Tertiary Education []
- Others specify

- 4. Marital Status Widowed [] Separated []
- Married etc []

- 5. Occupation Farming / Fishing [] Govt. / Public / Civil Service []
- Business / Petty Trader [] Artisan []
- Industry []

- 6. Number of years in service: 1-5 years [] 6-10 years [] 11 – 15 years []
- 16 – 20 years [] 21 – 25 years [] 26 and above []

Section B – The impact of activities of the NCCE on Ghanaians

7. Have you heard about the institution of NCCE?

Yes [] No [] Not quite sure []

8. Have you heard or seen the NCCE organizing a forum or education campaign either public or on the radio.

Yes [] No [] Not quite sure []

9. Do you remember what they were discussing

Yes [] No [] Not quite sure []

10. What was it based on?

a. Politics [] b. Education [] c. Culture []

11. Have you enjoyed any seminar by the NCCE?

Yes [] No [] Not quite sure []

12. How often do you experience such seminars?

Once in a year [] Twice in a year [] More often []

13. Do you have knowledge on some of your fundamental human rights?

Yes [] No [] Not quite sure []

If 'Yes' how would you rate your knowledge on the following:

	Excellent	Very Good	Good	Average
14. Freedom of speech, expression and of the press				
15. Freedom of religion				
16. Freedom of assembly and association				
17. Right to equal protection of the law				
18. Right to own property				
19. Right to due process and fair trial				

How would you assess the following functions of the NCCE?

	Excellent	Very good	Good	Average
20. Civic Education				
21. Electoral Education				
22. Sex Education				
23. HIV/ AIDS Education.				
24. Constitutional Education				

Section C – Dissemination of Government Policies and Programmes

25. Do you know some of your civic responsibilities as a Ghanaian?

Yes [] No [] Not quite sure []

26. By which of the following means did you get to know?

Media [] School [] NCCE [] Church []

27. Do you know any government policies and programmes?

Yes [] No [] Not quite sure []

Are these the ways through which the NCCE disseminates government policies and programmes?

	SA	A	D	SD
28. Media				
29. Religious bodies				
30. Public education				
31. Civic centers				
32. Civic clubs				
33. Schools				
34. Seminars				
35. Fora				

Section D – Challenges Facing the NCCE

36. Logistics is one of the difficulties confronting the NCCE.				
37. Inadequate personnel is the bane of NCCE				

38. Remuneration of NCCE official is nothing to write home about.				
39. The government has not provided adequate funding for the operations of the NCCE.				
40. The inability of the NCCE to upgrade the skills of its personnel is one of its challenges				
41. Lack of much interests by some previous government has thwarted the efforts of the NCCE				
42. Accommodation in the form of inadequate offices is a problem facing the NCCE.				
43. An inadequate official vehicle for the NCCE is also hampering the activities of the NCCE.				
44. Lack of public trust in the NCCE is also thwarting their efforts.				

Section E – Ways of Improving the Activities of the NCCE

	S. A	A	D	S. D
45. In-service training for the officials of the NCCE.				
46. Re-introduction of civic education in schools				
47. Improving the conditions of service of NCCE personnel.				
48. Provision of logistics by the government.				
49. The media should sponsor the programmes of the NCCE as a way of honouring its social responsibilities.				
50. The government should increase the budget of NCCE				
51. Recruitment into the service should be base on qualification rather than political appointment.				
52. Provision of office accommodation to both district and regional				

Section B – The Impact of Activities of the NCCE on Ghanaians

7. Have you heard about the institution of NCCE?
8. Have you heard or seen the NCCE organizing a forum or education campaign either public or on the radio.
9. Do you remember what they were discussing
10. What was it based on? a. Politics [] b. Education [] c. Culture []
11. Have you enjoyed any seminar by the NCCE?
12. How often do you experience such seminars?
 Once in a year [] Twice in a year [] More often []
13. Do you have knowledge on some of your basic fundamental human rights?,

If 'Yes' how would you rate your knowledge on the following:

	Excellent	Very good	Good	Average
14. Freedom of speech, expression and of the press				
15. Freedom of religion				
16. Freedom of assembly and association				
17. Right to equal protection of the law				
18. Right to own property				
19. Right to due process and fair trial				

How would you assess the following functions of the NCCE?

	Excellent	Very good	Good	Average
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21. Electoral Education				
22. Sex Education				
23. HIV/ AIDS Education				
24. Constitutional Education				

Section C – Dissemination of Government Policies and Programmes

25. Do you know some of your civic responsibilities as a Ghanaian?

26. By which of the following means did you get to know your civic responsibilities?

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27. Do you know any government policies and programmes?

Are these the ways through which the NCCE disseminates government policies and programmes?

	S. A	A	S.D	D
28. Media				
29. Religious bodies				
30. Public education				
31. Civic centres				
32. Civic clubs				

33. Schools				
34. Seminars				
35. Fora				

Section D – Challenges Facing the NCCE

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38. Remuneration of NCCE official is nothing to write home about.				
39. The government has not provided adequate funding for the operations of the NCCE				
40. The inability of the NCCE to upgrade the skills of its personnel is one of its challenges				
41. Lack of much interests by some previous government has thwarted the efforts of the NCCE				
42. Accommodation in the form of inadequate offices is a problem facing the NCCE				
43. Inadequate official vehicle for the NCCE is also hampering the activities of the NCCE.				
44. Lack of public trust in the NCCE is also thwarting				

their efforts				
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Section E – Ways of Improving the Activities of the NCCE

Can the following factors help to improve the activities of the NCCE?

	SA	A	D	SD
45. In-service training for the officials of the NCCE				
46. Re-introduction of civic education in schools				
47. Improving the conditions of service of NCCE personnel				
48. Provision of logistics by the government.				
49. The media should sponsor the programmes of the NCCE as a way of honouring its social responsibilities.				
50. The government should increase the budget of NCCE				
51. Recruitment into the service should be based on qualification rather than political appointment.				
52. Provision of office accommodation to both district and regional level				

APPENDIX A

QUESTIONNAIRE FOR NCCE OFFICIALS

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Thank you.

Section A – Biographic Data

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- 2. Age(years) 18-25 [] 26 – 30 []
 31 – 35 [] 36 – 40 []
 41 and above []
- 3. Qualification Basic Education [] Secondary Education []
 Tertiary Education []
 Others specify
- 4. Marital Status Widowed [] Separated []
 Married etc []
- 5. Occupation Farming / Fishing [] Govt. / Public / Civil Service []
 Business / Petty Trader [] Artisan []
 Industry []
- 6. Number of years in service: 1-5 years [] 6-10 years [] 11 – 15 years []
 16 – 20 years [] 21 – 25 years [] 26 and above []

Section B – The impact of activities of the NCCE on Ghanaians

7. Have you heard about the institution of NCCE?

Yes [] No [] Not quite sure []

8. Have you heard or seen the NCCE organizing a forum or education campaign either public or on the radio.

Yes [] No [] Not quite sure []

9. Do you remember what they were discussing

Yes [] No [] Not quite sure []

10. What was it based on?

a. Politics [] b. Education [] c. Culture []

11. Have you enjoyed any seminar by the NCCE?

Yes [] No [] Not quite sure []

12. How often do you experience such seminars?

Once in a year [] Twice in a year [] More often []

13. Do you have knowledge on some of your fundamental human rights?

Yes [] No [] Not quite sure []

	Excellent	Very Good	Good	Average
14. Freedom of speech, expression and of the press				
15. Freedom of religion				
16. Freedom of assembly and association				
17. Right to equal protection of the law				
18. Right to own property				
19. Right to due process and fair trial				

If 'Yes' how would you rate your knowledge on the following:

How would you assess the following functions of the NCCE?

	Excellent	Very good	Good	Average
20. Civic Education				
21. Electoral Education				
22. Sex Education				
23. HIV/ AIDS Education.				
24. Constitutional Education				

Section C – Dissemination of Government Policies and Programmes

25. Do you know some of your civic responsibilities as a Ghanaian?

Yes [] No [] Not quite sure []

26. By which of the following means did you get to know?

Media [] School [] NCCE [] Church []

27. Do you know any government policies and programmes?

Yes [] No [] Not quite sure []

Are these the ways through which the NCCE disseminates government policies and programmes?

	S. A.	A	S. D	D.
28. Media				
29. Religious bodies				
30. Public education				
31. Civic centers				
32. Civic clubs				
33. Schools				
34. Seminars				
35. Forums				

36. Logistics is one of the difficulties confronting the NCCE.				
37. Inadequate personnel is the bane of NCCE				
38. Remuneration of NCCE official is nothing to write home about.				

39. The government has not provided adequate funding for the operations of the NCCE.				
40. The inability of the NCCE to upgrade the skills of its personnel is one of its challenges				
41. Lack of much interests by some previous government has thwarted the efforts of the NCCE				
42. Accommodation in the form of inadequate offices is a problem facing the NCCE.				
43. An inadequate official vehicle for the NCCE is also hampering the activities of the NCCE.				
44. Lack of public trust in the NCCE is also thwarting their efforts.				

Section D – Challenges Facing the NCCE

Section E – Ways of Improving the Activities of the NCCE

	S. A	A	D	S. D
45. In – service training for the officials of the NCCE.				
46. Re – introduction of civic education in schools				
47. Improving the conditions of service of NCCE personnel.				
48. Provision of logistics by the government.				
49. The media should sponsor the programmes of the NCCE as a way of honouring its social responsibilities.				
50. The government should increase the budget of NCCE				
51. Recruitment into the service should be base on qualification rather than political appointment.				
52. Provision of office accommodation to both district and regional				

Section B – The Impact of Activities of the NCCE on Ghanaians

- 7. Have you heard about the institution of NCCE?
- 8. Have you heard or seen the NCCE organizing a forum or education campaign either public or on the radio.
- 9. Do you remember what they were discussing
- 10. What was it based on? a. Politics [] b. Education [] c. Culture []
- 11. Have you enjoyed any seminar by the NCCE?
- 12. How often do you experience such seminars?
 Once in a year [] Twice in a year [] More often []
- 13. Do you have knowledge on some of your basic fundamental human rights?,

If ‘Yes’ how would you rate your knowledge on the following:

	Excellent	Very good	Good	Average
14. Freedom of speech, expression and of the press				
15. Freedom of religion				
16. Freedom of assembly and association				
17. Right to equal protection of the law				
18. Right to own property				
19. Right to due process and fair trial				

How would you assess the following functions of the NCCE?

	Excellent	Very good	Good	Average
20. Civic Education				
21. Electoral Education				
22. Sex Education				
23. HIV/ AIDS Education				
24. Constitutional Education				

Section C – Dissemination of Government Policies and Programmes

25. Do you know some of your civic responsibilities as a Ghanaian?

26. By which of the following means did you get to know your civic responsibilities?

Media [] School [] NCCE [] Church []

27. Do you know any government policies and programmes?

Are these the ways through which the NCCE disseminates government policies and programmes?

	S. A	A	S.D	D
28. Media				
29. Religious bodies				
30. Public education				
31. Civic centers				

32. Civic clubs				
33. Schools				
34. Seminars				
35. Fora				

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Section D – Challenges Facing the NCCE

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Can the following factors help to improve the activities of the NCCE?