

PAN AFRICAN GLOBAL ACADEMY

WEEKLY LESSON PLAN

UNIT 6

INSTRUCTOR
Mr. David Lamptey

WEEK: 31st
Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Constitution and Nation Building; Rights and Responsibilities of the Individual*

LEARNING OBJECTIVES:

Students will be able to:

- Correctly define “constitution”
- Describe the sources of Ghana’s constitution
- Explain the importance of a constitution
- Understand how to classify constitutions
- Explain the features, merits and drawbacks of constitutional rule
- Discuss and understand the Rule of Law
- Be able to name the main stakeholders in the Ghanaian constitution
- Define “nation-building”
- Explain the factors that are needed for nation building
- State the role of the individual in nation building
- Identify problems with nation building in Ghana and suggest methods to overcome these problems
- Define the right, liberty and fundamental human right
- Describe the types of rights of the individual and be able to provide examples
- Explain methods we can use to protect our rights in Ghana
- Identify duties of the individual to his or her country
- Explain the circumstances under which rights can be withheld by the state
- Define “citizen” and explain how a person becomes a citizen of a country

LESSON CONTENT

CONSTITUTION

A constitution is a set of rules or the fundamental principles that are used in governing a country.

SOURCES OF CONSTITUTION

1. Statutory sources – most written constitutions come from written acts of Parliament called statutes, which are formal laws
2. Customary sources – these are behaviors that have been accepted as rules over a long time
3. Judicial precedents – these are cases decided by the courts
4. Authoritative sources – these are books by eminent scholars

IMPORTANCE OF A CONSTITUTION

1. Creates the organs of government
2. Allocates the functions of these organs
3. Ensures orderliness
4. Legitimacy

5. Fundamental human rights
6. Ideological value
7. Statehood
8. Legal importance
9. Certainty

CLASSIFICATION OF CONSTITUTIONS

1. Written versus unwritten – according to the constitution's nature
2. Rigid versus flexible – according to amendment procedures
3. Federal versus unitary – according to the basis for sharing powers
4. Monarchical versus republican – according to the location of authority

WRITTEN CONSTITUTIONS

Written constitutions refer to the practice by which almost all fundamental laws about the organization and administration of the state are assembled into a single document

Merits of Written Constitutions:

1. Ensures the certainty of rules and behavior in the state
2. Establishes the organs of government and other important institutions of the state
3. Assigns responsibilities to the organs of the government
4. Ideological in nature
5. Protects human rights
6. Makes it easier for judges to enforce the law

Drawbacks of Written Constitutions:

1. Difficult amendment procedures
2. Can become out-of-date
3. Interpretation can cause conflicts

CONSTITUTIONAL RULE

Constitutional rule is the process by which the governance of a country is carried out in accordance with the constitution

FEATURES OF CONSTITUTIONAL RULE

1. Periodic elections
2. Protection of fundamental human rights
3. Independent judiciary
4. Existence of an independent press
5. Existence of opposition groups

POLITICAL INSTABILITY

Political instability is frequent change of governments, most often not by constitutional process but rather by military takeovers and uprisings

CAUSES OF INSTABILITY

1. Mal-administration
2. Corruption
3. Entrenchment in power

STAKEHOLDS OF THE CONSTITUTION

A stakeholder is an identifiable person or group who have interests in something and who may suffer if that thing is absent or mishandled. A stakeholder of a constitution is a person or group who have special interests in the constitution. The major stakeholders of the constitution in Ghana are:

1. The people
2. Representatives of the people
3. The individual

REPRESENTATIVES OF THE PEOPLE

Representatives of the people include the office holders who have been elected into office by voters. In Ghana, these include the President, the Members of Parliament and the Assemblymen. These representatives exercise power on behalf of the people.

THE PRESIDENT

In Ghana, the President:

1. Assents to bills and documents
2. Appoints Ministers and other office holders to work with him
3. Is the commander-in-chief of the Ghana Army

The President cannot be sued for any action he takes in office, but can be sued up to 3 years after leaving office.

MEMBERS OF PARLIAMENT

Parliament makes laws for governing the country and discuss grievances/issues affecting the people in the regions that they represent

THE INDIVIDUAL

As a stakeholder of Ghana's constitution, the individual enjoys political, economic, social, legal and civil rights.

RULE OF LAW

The term "rule of law" means that the law is supreme and is above any arbitrary human power or activity that is not in line with the laws.

FEATURES OF THE RULE OF LAW

The rule of law as formulated by A.V. Dicey is based on three principles:

1. Supremacy of the Law
2. Equality before the Law
3. Enjoyment of Fundamental Human Rights
4. *A fourth feature was added, which is "Uplifting of the social and economic wellbeing of the individual"

WAYS TO REALIZE THE RULE OF LAW

1. Establish democratic structures
2. Written constitution
3. Independent judiciary
4. Existence of effective and specific laws
5. Economic well-being
6. Ombudsman
7. Legal aid
8. An independent press
9. Efficient police system

FACTORS PREVENTING THE REALIZATION OF THE RULE OF LAW

1. Delegated legislation
2. Political arrangements in Ghana
3. Administrative tribunals
4. Diplomatic immunity
5. Absence of judicial independence
6. Entrenchment of regimes
7. Military intervention
8. Under-development

NATION BUILDING

Nation building is the process by which individuals and the society as a whole make efforts to improve the quality of life of a people in a country.

FACTORS THAT AFFECT NATION BUILDING

1. Education and training
2. Positive work ethics
3. Availability of natural resources
4. Effective public administration
5. Civil responsibilities
6. Political stability

ROLE OF THE INDIVIDUAL IN NATION BUILDING

1. Payment of taxes
2. Obedience of laws
3. Hard work
4. Protection of state property
5. Loyalty and commitment

PROBLEMS ENCOUNTERED IN NATION BUILDING

1. Indifference
2. Inadequate resources
3. Political instability
4. Unpopular policies
5. Sabotage

MEASURES TO SOLVE THE PROBLEMS OF NATION BUILDING

1. Public education
2. Mass participation
3. Resource development
4. Political instability

RIGHTS AND RESPONSIBILITIES OF THE INDIVIDUAL

Rights are claims recognized by law or conditions that make it possible for an individual to enjoy his social order so as to ensure the realization of his human dignity within a state.

FUNDAMENTAL HUMAN RIGHTS

Fundamental human rights, as defined by Edmund Burke, are “conditions that are inalienable to a person and which need to be protected by law.”

LIBERTY

Liberty refers to the freedom which the individual possesses which enables them to enjoy their social rights.

TYPES OF RIGHTS AND LIBERTIES (PRIVILEGES OF A CITIZEN)

1. Political rights – these include making suggestions about administration and running for office
2. Economic rights – these are rights a person has to find a job, work and earn a decent income without discrimination
3. Social rights – these include the freedom to use any public facility without discrimination
4. Civil or natural rights – these allow the individual to enjoy certain personal opportunities
5. Legal rights – these give a person free access to the courts to sue and be sued, as well as protect people from arbitrary arrests

CITIZENSHIP

A citizen is a member of a state who is given rights and privileges and in turn owes certain duties to the

state.

WAYS TO BECOME A CITIZEN

1. Birth
2. Naturalization
3. Marriage and registration
4. Honorary conferment
5. Descent

DUTIES OR RESPONSIBILITIES OF A CITIZEN

Privileges of citizenship cannot be exercised without complementary duties, which include:

1. Paying taxes – it is through taxes that the government provides good roads, hospitals and schools for the public
2. Obedience to the law
3. Prevention of criminal acts
4. Protection of state property
5. Defense
6. Voluntary services

METHODS OF PROTECTING THE RIGHTS OF A CITIZEN

1. Existence of a written constitution
2. An independent judiciary
3. Independent press
4. Approved political system
5. International dimension
6. CHRAJ
7. Public awareness through education

LIMITATIONS ON THE RIGHTS OF THE INDIVIDUAL

In Ghana, the government is able to place the following limitations on the rights of the individual:

1. Infirmity of the mind or body – persons who are capable of causing harm to themselves or to other people are separated from society for treatment after limiting their rights of movement, voting and contesting elections
2. Law breakers – those who are convicted of violating laws can also be denied their rights
3. Suspected criminals – if a person is a suspect in an investigation, the government can deny some of their rights, however, the person must be brought to court for trial within a reasonable period of time
4. Diseased persons – people who have contagious and dreadful
5. Security purposes – a person's rights may also be limited in the interest of national defense, state security, public order and during periods of emergency
6. Unlawful assembly – persons who assemble for unlawful purposes with the aim of violating public morality, order or peace will be arrested

MATERIALS AND AIDS

- Lecture Notes

TEACHING METHOD:

Teacher will help the class:

- Correctly define “constitution”
- Describe the sources of Ghana's constitution
- Explain the importance of a constitution

- Understand how to classify constitutions
- Explain the features, merits and drawbacks of constitutional rule
- Discuss and understand the Rule of Law
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EVALUATION PROCESSES

Sample homework

1. What is a constitution?
2. State three reasons why a country needs a constitution. Discuss each reason stated.
3. What is constitutional rule? Examine its main features.
4. How can the rule of law be ensured in your country?
5. What is nation building? Explain four factors that contribute to nation building.
6. Explain the role of the individual in nation building.
7. How can an individual contribute to nation building?
8. Describe the duties and obligations of a citizen in Ghana.
9. Describe the methods of becoming or acquiring citizenship rights in Ghana.
10. Under what conditions can an individual be denied his or her liberty?

RESOURCES / REFERENCES:

Mastering Social Studies for Senior High Schools by Isaac Ayertey (pages 240-265)

PAN AFRICAN GLOBAL ACADEMY
WEEKLY LESSON PLAN
UNIT 6

INSTRUCTOR:
David Lamptey

WEEK: 32nd
Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Government Policy and Health*

INSTRUCTIONAL GOAL:

Students will be able to;

- Understand how government policies can affect your health
- Understand the basic steps of how a bill becomes a law
- Understand how a bill is proposed as a “crystallization of ideas”
- Understand what a cabinet memorandum is
- Know how many members make up the Ghanaian Parliament
- Know the qualifications that a person needs to become a member of the Ghanaian Parliament
- Understand how Parliament passes a bill (first reading, second reading, committee/consideration stage, and third reading)
- Understand what happens if the President does or does not assent to the bill

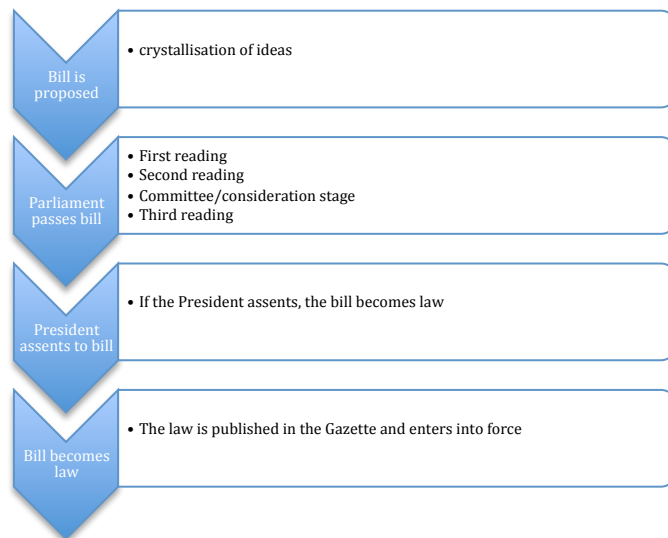
LESSON CONTENT

GOVERNMENT POLICY AND HEALTH

The following is according to “The Law-making Process in Ghana: Structures and Policies” produced by Friedrich-Ebert-Stiftung (FES) and The Human Rights Advocacy Center (HRAC).

From regulating the amount of pollutants that can be released into the atmosphere to mandating immunizations for all children in school, the government plays a vital role in protecting the health of the people in Ghana. In particular, government policies can go a long way in promoting and protecting the health of Ghanaian citizens.

HOW GOVERNMENT POLICIES COME INTO BEING



STEP 1: A BILL IS PROPOSED

People involved in making laws in Ghana put a lot of thought into what goes into them. These people present their ideas to others, and the ideas then “**crystallise**” into larger concepts, which are then drafted into laws. Many organizations and individuals are involved in creating laws, including non-governmental organizations, private citizens and government officials. One of these individuals or groups then makes a proposal. If a Parliament member feels that it is appropriate, the member will produce a **cabinet memorandum** from the proposal. A cabinet memorandum provides background information, why the issue should be addressed, and financial and policy implications of addressing the issue. The cabinet memorandum then goes before the cabinet (which consists of the President, Vice President and between 10 and 19 Ministers of State). If consented to, the bill is then drafted.

STEP 2: PARLIAMENT PASSES THE BILL

The Parliament consists of no less than 140 members. In order to be a Parliament member, an individual must be a citizen of Ghana, a registered voter and be 21 years old or older. The member must also be a resident of the area that he or she represents.

After the Attorney General and others revise the bill, the bill is sent to Parliament for the **first reading**. The bill is then referred to a relevant committee, which produces a report that forms the basis of the **second reading**. During the second reading, Parliament debates the benefits and merits of the bill.

After the bill is debated, the bill is then discussed clause by clause in the **committee/consideration stage**. During this stage, each individual part of the bill is voted on. As you can imagine, this process can sometimes take a long time. However, Ghanaian Parliament members have devised several methods to keep bills moving through this process to ensure that laws are made in the interest of Ghanaian citizens.

After further revision, the bill is then sent back to Parliament from the committees for the **third reading**. The bill is then voted on by the entire Parliament and if passed is sent on to the President.

STEP 3: PRESIDENT ASSENTS TO THE BILL

After reaching the President, he or she can either **assent** to or not assent to the bill. The President has seven days to make his or her action. If the President assents to the bill, then the bill becomes a law. If

the President does not assent to the bill, then he or she must send the bill back to Parliament with a note explaining his or her actions. Parliament can then read the note, consider it, and if Parliament still feels that the bill should pass into law, then if two-thirds of Parliament votes to pass the bill, then Parliament can override the President's decision to not assent, and the bill becomes law.

STEP 4: THE BILL BECOMES A LAW

After becoming a law, the bill can have large-reaching and beneficial effects on the citizens of Ghana.

If the teacher wishes to discuss the process of how a bill becomes a law in more detail, please see *Law-making Process in Ghana: Structures and Policies* produced by Friedrich-Ebert-Stiftung (FES) and The Human Rights Advocacy Center (HRAC).

Class Activity: PARLIAMENT IS IN SESSION

In order to help students relate to the Parliamentary process, have the students pretend to be Parliament for a day. Have the students get into small groups (maybe 2 or 3 students per group) and have each group come up with a proposal for a bill. Suggestions are paving the road from Bortianor to Oshiyie and having the government provide waste disposal sites for the families of Oshiyie. Then bring the class together and have the class agree on one proposal to form into a bill (have the class vote). Then briefly talk the class through the following steps in turning a bill into a law. Emphasize to the class how long it can take to get the bill to become a law. Discuss with the class whether prolonged revision steps should be necessary in transforming a bill into a law.

If possible, also print out and post the poster found in *The Law-making Process in Ghana: Structures and Procedures* produced by FES.

MATERIALS AND AIDS:

- Lecture notes
- Student notebooks

TEACHING AND LEARNING ACTIVITIES:

Teacher will explain:

- How government policies can affect your health
- The basic steps of how a bill becomes a law
- How a bill is proposed as a “crystallization of ideas”
- What a cabinet memorandum is
- How many members make up the Ghanaian Parliament
- The qualifications that a person needs to become a member of the Ghanaian Parliament
- How Parliament passes a bill (first reading, second reading, committee/consideration stage, and third reading)
- What happens if the President does or does not assent to the bill

Class will discuss and act out:

- How Parliament decides on which proposals to make into bills
- What are good ideas for bills
- What makes one idea for a bill better than another

EVALUATION

[Sample homework](#)

1. Who makes proposals for bills?
2. What does the “crystallisation of ideas” mean in terms of a bill?
3. What is a cabinet memorandum?
4. Put the following in order:
 - A. Third reading
 - B. First reading
 - C. Committee/consideration stage
 - D. Second reading
5. When does Parliament vote to pass a bill to the President?
6. What happens if the President assents to a bill? What happens if he does not assent?
7. When is a bill first sent to a committee for review?
8. What percentage of Parliament must vote to pass the bill to override the President’s decision to not assent to a bill?
9. Who makes up the cabinet?
10. How can government policies directly impact our health?

RESOURCES / REFERENCES:

“The Law-making Process in Ghana: Structures and Policies.” Friedrich-Ebert-Stiftung (FES) and The Human Rights Advocacy Center (HRAC). Ghana: Friedrich-Ebert-Stiftung (FES), 2011.

<http://library.fes.de/pdf-files/bueros/ghana/10506.pdf>

PAN AFRICAN GLOBAL ACADEMY
WEEKLY LESSON PLAN
UNIT 6

INSTRUCTOR:
David Lamptey

WEEK: 33rd
Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *The National Economy and Health Problems*

INSTRUCTIONAL GOAL:

Students will:

- Understand the ways in which the health of individuals affect the national economy
- Understand the different levels that are involved in public health in the context of the national economy
- Understand the ways in which the spread of diseases can affect the national economy
- Understand how malaria affects the national economy of Ghana as well as the continental economy of Africa
- Understand how substance abuse affects the national economy as well as its impact on a global scale

LESSON CONTENT

HEALTH AND THE NATIONAL ECONOMY

Disease and injury negatively affect national economies in several ways:

1. Individuals and families must spend more on healthcare when someone is sick – when someone in your family becomes sick, not only will this person no longer be able to work to bring money back to the family, but the family will also have to spend money from the family budget to pay for medical care for the sick person.
2. Businesses must provide workers with time off when they are sick or replace workers who have died – when a business loses laborers to sickness, the business loses not only skilled labor but must also pick up the charge of finding and possibly training a new employee.
3. If many people are sick, the cost of labor will increase and businesses will have to pay workers more, decreasing their overall profits – When people become sick, they are sometimes no longer able to work. On a national scale, this will reduce the nation's overall labor supply. This will possibly cause the cost of remaining labor to increase, which will cause businesses to have to pay their workers more, which will decrease their profits and then decrease the overall GDP of the nation.
4. Governments must provide more care and treatment for sick workers - When diseases spread, the government also must pay more to provide healthcare for its citizens on the national health insurance plan.

The spread of diseases can also have very great social and economic impacts on a nation. For example, when rapidly spreading infectious diseases such as the Ebola virus spread across a nation, people become afraid and go out of their homes less often. As social contact decreases, the volume of economic transactions also decreases and can harm the overall national economy. However, lower levels of social interaction can also slow disease dispersion and thus slow the spread of diseases such

as Ebola.

CASE STUDY #1

Through the loss of human resources and income generation, malaria significantly impacts the national economy of Ghana. At the same time, malaria places a huge burden on Ghana's health care system. According to the Roll Back Malaria partnership, malaria costs Africa approximately GH¢36 billion (GH¢36,000,000,000) each year. Representing about 10% of Africa's overall disease burden, 40% of public health expenses, 30-50% of inpatient hospital admissions and 50% of outpatient visits in regions of high transmission, such as Ghana. In addition to these direct costs, malaria also takes its economic toll in the form of transportation to and from hospitals, maintaining the public health infrastructure and providing support for the families of patients during the time that patients are in the hospital. The costs of malaria also include providing bed nets for prevention, mosquito control programs and educational campaigns throughout the country.

All Ghanaians reside in high-risk malaria areas. Those Ghanaians who live in dwellings that offer few barriers to infection are especially prone to malarial infections. These Ghanaians tend to live in the poorer regions of Ghana. Because of financial concerns, these Ghanaians also often have the least access to prevention and treatment of malaria. As a result, malaria is widening the gap between the rich and poor in Ghana, which is promoting financial instability within the country.

DISCUSSION QUESTIONS: How is malaria affecting the national economy of Ghana? Is GH¢36 billion an acceptable price for Africa to pay to manage malaria? How is malaria widening the gap between the rich and the poor in Ghana?

CASE STUDY #2

Drug abuse causes immeasurable harm to public health around the world every year. Economically, this results in prevention and treatment costs, health-care and hospital bills, and increased numbers of deaths across the country. Although there is little information regarding drug-related deaths in Africa, globally it is estimated that drug-related deaths account for 211,000 deaths each year. Drug abusers also drain a nation's economy when they experience the consequences of their drug use, including treatment, incarceration or hospitalization.

It is estimated that only one in six drug abusers worldwide (about 4.5 million people) receives the treatment that he or she requires, costing about GH¢105 billion every year (Conducting Effective Substance Abuse Work). In Africa, only 1 in 18 drug abusers receives treatment. Visits to hospitals in connection with drug abuse cost society a lot of money. These visits are often as a result of overdoses, adverse reactions, psychotic episodes and symptoms of infectious diseases that can be spread by sharing needles such as Hepatitis B and C as well as HIV/AIDS. When drug users are undergoing treatment or are incarcerated, they are unable to participate in work, education or training. This adds to the economic loss of the cost of treatment and incarceration.

DISCUSSION QUESTIONS: What are the economic cost(s) associated with drug use? What are some reasons that only 1 in 18 drug abusers in Africa receives treatment? Why do people end up hospitalized for issues relating to drug abuse? How does drug abuse affect the productivity of a nation?

MATERIALS AND AIDS:

- Lecture Notes
- Class discussion

TEACHING AND LEARNING ACTIVITIES:

Teacher will explain:

- The ways in which the health of individuals affect the national economy
- The different levels that are involved in public health in the context of the national economy
- The ways in which the spread of diseases can affect the national economy
- How malaria affects the national economy of Ghana as well as the continental economy of Africa
- How substance abuse affects the national economy as well as its impact on a global scale

EVALUATION

Sample homework

1. How can sickness affect a family?
2. How is a business affected if many of the workers of the business are sick?
3. If many citizens of a nation are sick, how will this affect the national government?
4. Name two ways that the spread of a particular illness can affect a nation.
5. How much does malaria cost Africa each year?
6. Which regions in Ghana are high-risk malaria areas?
7. How is malaria widening the gap between the rich and the poor in Ghana?
8. How does substance abuse affect the national economy?
9. Name three common reasons why drug abusers end up in the hospital.
10. What percentage of drug users in Africa ever receive the treatment that they need?

RESOURCES / REFERENCES:

“Guide to Identifying the Economic Consequences of Death and Injury.” World Health Organization, 2009. http://www.who.int/choice/publications/d_economic_impact_guide.pdf

“An Introduction to Malaria.” United Nation’s Children’s Fund (UNICEF). Canada: UNICEF, 2007. <http://www.acgc.ca/09/images/file/developmentinabox/P5-UNICEFmalaria.pdf>

“Youth Initiative: Discussion Guide on Drugs and Crime.” United Nations Office on Drugs and Crime (UNODC). New York: United Nations, 2012. http://www.unodc.org/documents/drug-prevention-and-treatment/discussion_guide_final_2012_04.pdf

“A Teacher’s Guide on the Preventive of Drug Abuse in Schools.” Ghana Education Service. Paris: United Nations Educational, Scientific and Cultural Organization, 1995. http://www.unesco.org/education/pdf/332_55.pdf

“Conducting Effective Substance Abuse Prevention Work Among the Youth in South Africa.” United Nations Office on Drugs and Crime (UNODC). South Africa, UNODC. http://www.unodc.org/pdf/southafrica/south_africa_guidelines_abuse_prevention.pdf

“Drugs, Brains, and Behavior: The Science of Addiction.” United States of America National Institute on Drug Abuse (NIDA). NIH Pub. No. 14-5605. July 2014. http://www.drugabuse.gov/sites/default/files/soa_2014.pdf

“Alcohol’s Effects on the Body.” United States of America National Institute on Alcohol Abuse and Alcohol. <http://www.niaaa.nih.gov/alcohol-health/alcohols-effects-body>

“Get Smart About Drugs: A DEA Resource for Parents.” United States Government Drug Enforcement Administration. <http://www.getsmartaboutdrugs.com/>

PAN AFRICAN GLOBAL ACADEMY
WEEKLY LESSON PLAN
UNIT 6

INSTRUCTOR:
David Lamptey

WEEK: 34th
Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Ghana's National Health Insurance Scheme (NHIS)*

INSTRUCTIONAL GOAL:

Students will be able to:

- Describe how and when the NHIS was put into effect
- Understand the goal of the NHIS
- Know what is covered under the NHIS
- Understand who is covered and who is exempted by the NHIS
- Be able to describe the strengths of the NHIS
- Be able to describe the weaknesses of the NHIS
- Know how to make the NHIS more effective
- The benefits and costs of purchasing a NHIS card

LESSON CONTENT

THE NATIONAL HEALTH INSURANCE SCHEME (NHIS)

OVERVIEW

1. An Act of Parliament established the NHIS in 2003. The government sought to protect the people of Ghana against the financial risks involved in modern healthcare.
2. The goal of the NHIS is to provide everyone in Ghana, rich and poor, men and women, Christian and Muslim and everyone else with full and equal coverage as well as access to the healthcare that they all need.
3. The NHIS puts into effect a benefits plan that covers almost 95% of the burden of disease in Ghana.
4. The NHIS is funded by a health insurance levy, monthly pension contributions from the formal sector, premium payments from the adults in the informal sector as well as money from Parliament.
5. The NHIS exempts people under 18 years and over 70 years old from paying the premiums, as well as pregnant women.



Universal Access to Health Care Campaign Coalition *Ten Years of the National Health Insurance Scheme in Ghana: A Civil Perspective on its Successes and Failures*

INITIAL IMPLEMENTATION

In 2003 when the NHIS was first put into effect, the policy was written to guarantee that within five years of implementation every resident in Ghana would belong to the NHIS.

When it was initially put into place, the NHIS succeeded in many ways:

1. Generous benefit package – perhaps the most significant strength of the NHIS, those who hold NHIS membership cards are entitled to receive comprehensive out-patient and in-patient care, normal and assisted maternity care, oral health, eye health, diagnostic tests, generic medicine and emergency care. In fact, 95% of the diseases in Ghana are covered by the NHIS.
2. Suitable exemption categories – these exemption categories highlight the NHIS's social protection credentials
3. Provision of premium-free healthcare for nearly 70% of registered membership
4. Ability to contribute significantly to the internally generated funds (IGFs) of all government health institutions
5. Employing almost 3,200 healthcare workers

However, after its initial implementation, it became clear that there are many problems with the current NHIS, which has been revised several times since it was first implemented:

PROBLEMS WITH THE NHIS

1. Lack of coverage and gaps in access to healthcare services – In fact, for every 100 people who registered for the NHIS over the last 10 years, more than 50 people have chosen not to or have not been able to renew their cards. In fact, 65% of Ghana, about 15 million (15,000,000) people, is still relying on the “cash-and-carry” system.
2. Charging annual premium payments for the majority of the population is not working and is rather causing large-term and large-scale exclusion. The poor in the informal sector make up most of those excluded from the scheme.
3. Although the NHIS was designed for the poor in Ghana, in practice the most of the Ghanaians who are benefiting from the scheme are relatively wealthy. Thus the NHIS is failing to close the gap between the rich and the poor in Ghana.
>“the richest quintile gained almost double the benefits (24%) gained by the poorest (13%). The two richest quintiles also accounted for about half of the benefits, while the two poorest quintiles together gained less than 30% of the public and private healthcare benefits.” (Akazilii, et al, 2012: i16).

WAYS TO MAKE THE NHIS MORE EFFECTIVE

Shifting the focus of the NHIS from collecting premiums from people who are too poor to pay towards progressively taxing the formal sector to supplement payroll taxes and international aid to reduce inefficiencies in the NHIS

NATIONAL HEALTH INSURANCE CARD: BENEFITS AND COSTS

In deciding whether to purchase a national health insurance card, keep the following considerations in mind:

BENEFITS OF PURCHASING A NATIONAL HEALTH INSURANCE CARD:

- Generous benefit package – perhaps the most significant strength of the NHIS, those who hold

NHIS membership cards are entitled to receive comprehensive out-patient and in-patient care, normal and assisted maternity care, oral health, eye health, diagnostic tests, generic medicine and emergency care. In fact, 95% of the diseases in Ghana are covered by the NHIS.

- Improved access to medical care; many clinics and hospitals accept the card

COSTS OF PURCHASING A NATIONAL HEALTH INSURANCE CARD:

- Currently the direct cost of purchasing a national health insurance card in Ghana is GH¢20 each year.
- Although almost all diseases and medications are supposed to be covered under the NHIS, evidence suggests that many pharmacies and hospitals require co-payments for their drugs and services. Sometimes facilities claim that a patient's medications are not on the facility's NHIS medicine list, or that prescribed medications run out of stock.

Despite the costs of purchasing a national health insurance card, emphasize to the class that it having access to this healthcare is part of being a Ghanaian citizen, and that you highly encourage them as Ghanaian citizens to become members of the NHIS if they are not already.

MATERIALS AND AIDS:

- Lecture notes
- National health insurance card to demonstrate to the class

TEACHING AND LEARNING ACTIVITIES

Teacher will explain:

- How and when the NHIS was put into effect
- The goal of the NHIS
- What is covered under the NHIS
- Who is covered and who is exempted by the NHIS
- The strengths of the NHIS
- The weaknesses of the NHIS
- How to make the NHIS more effective
- The benefits and costs of purchasing a NHIS card

Teacher will also bring out and pass around a NHIS card to the class

EVALUATION

Sample homework

1. How many years ago was the NHIS put into effect in Ghana?
2. What percentage of the burden of disease does the NHIS cover in Ghana?
3. What is the overall goal of the NHIS?
4. How many workers does the NHIS employ?
5. How did the NHIS succeed when it was initially put into place?
6. Name three problems with the NHIS.
7. How can we make the NHIS more effective? Are there any other ways?
8. What are the benefits of purchasing a NHIS card?
9. What are the costs of purchasing a NHIS card?
10. Will you buy into the NHIS when you turn 18? If you are 18 or older, have you purchased a NHIS card? Will you do so in the near future? Why or why not?

RESOURCES / REFERENCES:

“Ten Years of the National Health Insurance Scheme in Ghana: A Civil Perspective on its Successes and Failures.” Universal Access to Health Care Campaign Coalition.

<http://uhcc.org.gh/TEN%20YEARS%20OF%20THE%20NATIONAL%20HEALTH%20SERVICE%20INSURANCE%20SCHEME%20IN%20GHANA%20pdf>

PAN AFRICAN GLOBAL ACADEMY
WEEKLY LESSON PLAN
UNIT 6

INSTRUCTOR:
David Lamptey

WEEK: 35th
Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Public Health Messaging Project*

INSTRUCTIONAL GOAL:

Students will be able to:

- Identify a public health problem in their community
- Design and send out (if financially feasible) a public health message to their community

LESSON CONTENT

PART ONE: RESEARCHING A PROBLEM

Start by having the students identify a health problem in their community. Examples include waste management, trash burning, and the prevention of malaria. After having students each select a unique problem, have the students spend time researching the problem. Provide sample articles and books from the library to assist the students, as well as materials contained in the reference section of the lesson plans of this curriculum. Have the students come up with a one-page fact sheet about their chosen topic.

PART TWO: DESIGNING A PUBLIC HEALTH MESSAGE

After the students have identified and researched a public health problem, have the students design a public health message. This can take the form of a poster depicting slogans, images and facts relating to the issue; a song or statement to be stated on the radio; a short skit to be performed on TV; a speech to be given to their Church, Mosque or community meeting; or any other idea that students can come up with. The students may work in groups to create each of their public health messages, however, each student should turn in one unique public health message.

PART THREE: SENDING OUT A MESSAGE OR PRESENTING THEIR MESSAGES TO THE CLASS

If possible, have students distribute their public health messages to the community. If some students chose public health transmission media that practically could not be utilized (such as a television commercial) then have the students perform or distribute their public health message to the class.

MATERIALS AND AIDS:

- Articles and books from the library
- Posters and colored pencils or markers
- Props or clothes that the students would like to use if they develop skits
- Any other materials that will help the students develop public health skits

TEACHING AND LEARNING ACTIVITIES:

Teacher will help the students:

- Identify a public health problem in their community
- Design and send out (if financially feasible) a public health message to their community

EVALUATION

The students will be evaluated based on the choice of health problem, the quality of their public health message, and its impact in the community (if applicable).

RESOURCES / REFERENCES:

Mastering Social Studies for Senior High Schools by Isaac Ayertey (pages 240-265)

“The Law-making Process in Ghana: Structures and Policies.” Friedrich-Ebert-Stiftung (FES) and The Human Rights Advocacy Center (HRAC). Ghana: Friedrich-Ebert-Stiftung (FES), 2011.

<http://library.fes.de/pdf-files/bueros/ghana/10506.pdf>

“Guide to Identifying the Economic Consequences of Death and Injury.” World Health Organization, 2009. http://www.who.int/choice/publications/d_economic_impact_guide.pdf

“An Introduction to Malaria.” United Nation’s Children’s Fund (UNICEF). Canada: UNICEF, 2007.

<http://www.acgc.ca/09/images/file/developmentinabox/P5-UNICEFmalaria.pdf>

“Youth Initiative: Discussion Guide on Drugs and Crime.” United Nations Office on Drugs and Crime (UNODC). New York: United Nations, 2012. http://www.unodc.org/documents/drug-prevention-and-treatment/discussion_guide_final_2012_04.pdf

“A Teacher’s Guide on the Preventive of Drug Abuse in Schools.” Ghana Education Service. Paris: United Nations Educational, Scientific and Cultural Organization, 1995.

http://www.unesco.org/education/pdf/332_55.pdf

“Conducting Effective Substance Abuse Prevention Work Among the Youth in South Africa.” United Nations Office on Drugs and Crime (UNODC). South Africa, UNODC.

http://www.unodc.org/pdf/southafrica/south_africa_guidelines_abuse_prevention.pdf

“Drugs, Brains, and Behavior: The Science of Addiction.” United States of America National Institute on Drug Abuse (NIDA). NIH Pub. No. 14-5605. July 2014.

http://www.drugabuse.gov/sites/default/files/soa_2014.pdf

“Alcohol’s Effects on the Body.” United States of America National Institute on Alcohol Abuse and Alcohol. <http://www.niaaa.nih.gov/alcohol-health/alphols-effects-body>

“Get Smart About Drugs: A DEA Resource for Parents.” United States Government Drug Enforcement Administration. <http://www.getsmartaboutdrugs.com/>

“Ten Years of the National Health Insurance Scheme in Ghana: A Civil Perspective on its Successes and Failures.” Universal Access to Health Care Campaign Coalition.

<http://uhcc.org.gh/TEN%20YEARS%20OF%20THE%20NATIONAL%20HEALTH%20SERVICE%20INSURANCE%20SCHEME%20IN%20GHANA%20pdf>

PAN AFRICAN GLOBAL ACADEMY
WEEKLY LESSON PLAN
UNIT 6

INSTRUCTOR:
David Lamptey

WEEK: 36th
Ending: XX – XX – XX

SUBJECT: Public Health

SPECIFIC TOPIC: *Unit 6 Test*

INSTRUCTIONAL GOAL:

Teachers will:

- Administer the test to the students
- After the test has been completed and graded, go over the questions of the examination

Students will be able to:

Understand and be able to explain why they missed questions on the exam and in so doing gain a better understanding of the course material of Unit 6

LESSON CONTENT

Unit 6 Test Questions

MATERIALS AND AIDS:

- Test questions
- Answer sheets

TEACHING AND LEARNING ACTIVITIES

Class engages in an interactive discussion of the Unit 6 test questions

EVALUATION

Unit 6 test questions

RESOURCES / REFERENCES:

Mastering Social Studies for Senior High Schools by Isaac Ayertey (pages 240-265)

“The Law-making Process in Ghana: Structures and Policies.” Friedrich-Ebert-Stiftung (FES) and The Human Rights Advocacy Center (HRAC). Ghana: Friedrich-Ebert-Stiftung (FES), 2011.

<http://library.fes.de/pdf-files/bueros/ghana/10506.pdf>

“Guide to Identifying the Economic Consequences of Death and Injury.” World Health Organization, 2009. http://www.who.int/choice/publications/d_economic_impact_guide.pdf

“An Introduction to Malaria.” United Nation’s Children’s Fund (UNICEF). Canada: UNICEF, 2007.

<http://www.acgc.ca/09/images/file/developmentinabox/P5-UNICEFmalaria.pdf>

“Youth Initiative: Discussion Guide on Drugs and Crime.” United Nations Office on Drugs and Crime (UNODC). New York: United Nations, 2012. http://www.unodc.org/documents/drug-prevention-and-treatment/discussion_guide_final_2012_04.pdf

“A Teacher’s Guide on the Preventive of Drug Abuse in Schools.” Ghana Education Service. Paris: United Nations Educational, Scientific and Cultural Organization, 1995.

http://www.unesco.org/education/pdf/332_55.pdf

“Conducting Effective Substance Abuse Prevention Work Among the Youth in South Africa.” United Nations Office on Drugs and Crime (UNODC). South Africa, UNODC.

http://www.unodc.org/pdf/southafrica/south_africa_guidelines_abuse_prevention.pdf

“Drugs, Brains, and Behavior: The Science of Addiction.” United States of America National Institute on Drug Abuse (NIDA). NIH Pub. No. 14-5605. July 2014.

http://www.drugabuse.gov/sites/default/files/soa_2014.pdf

“Alcohol’s Effects on the Body.” United States of America National Institute on Alcohol Abuse and Alcohol. <http://www.niaaa.nih.gov/alcohol-health/alphabets-effects-body>

“Get Smart About Drugs: A DEA Resource for Parents.” United States Government Drug Enforcement Administration. <http://www.getsmartaboutdrugs.com/>

“Ten Years of the National Health Insurance Scheme in Ghana: A Civil Perspective on its Successes and Failures.” Universal Access to Health Care Campaign Coalition.

<http://uhcc.org.gh/TEN%20YEARS%20OF%20THE%20NATIONAL%20HEALTH%20SERVICE%20INSURANCE%20SCHEME%20IN%20GHANA%20pdf>