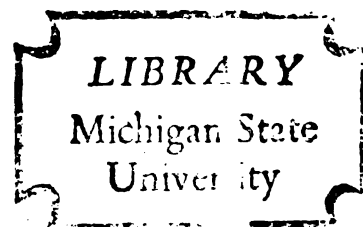


THE ROLE OF GHANA TELEVISION  
IN EDUCATION AND  
NATIONAL DEVELOPMENT:  
AN EXPLORATORY STUDY

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
PAA-BEKOE HENRY OBED WELBECK  
1971



This is to certify that the

thesis entitled

The Role of Ghana Television in Education  
and National Development: An Exploratory Study

presented by

Paa-Bekoe Henry Obed Welbeck

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Education

Major professor

Date April 16, 1971

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## ABSTRACT

### THE ROLE OF GHANA TELEVISION IN EDUCATION AND NATIONAL DEVELOPMENT: AN EXPLORATORY STUDY

By

Paa -Bekoe Henry Obed Welbeck

( Increasingly, the new nations of Africa, Asia and Latin America have been investing so much money in building new television services. In Africa, in particular, the new nations, in most cases, already had national radio services at the time of political independence.) In the face of all the demanding problems which the new nations must cope with--more schools, better and more health facilities, better roads, improved transportation systems and so on --why would these nations invest millions of dollars in television? It was this major question which prompted the investigator to conduct the study.

Using his home country, Ghana, as a model, the researcher posed the following hypothesis for the study: (That the Government of

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Ghana, in introducing television in the country, did not consider the medium as a luxury despite the heavy expense involved. Instead, the government perceived the medium as a long-term investment for national development. The role of the medium was conceived to be an instrument for educating, informing and entertaining Ghanaians, and these three constructs were considered to be crucial in national development.)

In preparation of the study, the investigator spent one month in the summer of 1970 gathering data in Ghana. The sources for his data included interviews with several officials of the Ghana Broadcasting Corporation and the Ghana Ministry of Education. Also, much time was spent in reading and examining documents, newspaper and magazine articles pertaining to the subject.

Upon his return to the U.S., the researcher read through all the material he had brought back from Ghana and analyzed, classified and interpreted it in his own right.

After analyzing the data, the following observations and conclusions were drawn:

1. That indeed the Government of Ghana in introducing television in the country looked upon the medium as an instrument of national development which in Ghana was underscored by the term "education."

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2. That in Ghana the term "education" referred to both formal (classroom instruction) and informal (adult and mass education) education.
3. In spite of the government's rationale that one of the major reasons for introducing television was to use the medium to supplement school programs, only a few schools do have television sets in the country.
4. As far as teaching and learning facilities are concerned, the most depressed schools in Ghana are those below the Secondary Level -- Primary and Middle Schools. However, there are no television programs directed at these depressed schools.
5. In spite of initial promises to make television available to most Ghanaians, only a small portion of the population can still afford the high prices of television sets.
6. One of the weaknesses of Ghana Television is that it lacks rigorous and reliable means of measuring the effectiveness of its programs for general audiences or schools.
7. That in view of the interrelatedness of the problems in national development, Ghana Television cannot be evaluated in isolation. Instead, the medium should be juxtaposed with other major variables, such as economic problems and relationships with the government in power.

#### Recommendations

1. In order to fulfill the objectives established for education and national development, the Government of Ghana should establish a goal of providing television sets and accessories to all Pre-Primary, Primary, Middle and higher level schools which meet some established standards (such as minimum number of students, teachers, etc.). In areas where there is no electricity, generating sets or vibrators should be furnished. A plan should be developed to reach this goal and should be implemented as soon as possible.

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2. Community Centers, villages, hamlets and recognized organizations or clubs should be encouraged to purchase their own television sets and accessories. The government can expedite the effort by paying a percentage of the expenses involved. Schools, institutions and all groups which receive the subsidy should be exempted from paying the annual television license fee.
3. A committee of representatives from the Ministry of Education, Ghana Television, national teacher groups and student organizations should be set up to assess the needs and define goals for school telecasts. Such telecasts should be expanded to include programs for all levels of education -- Pre-Primary through university. It is important that school programs be made part of school curricula, particularly those below university level.
4. Television viewers, particularly those in rural areas, should be assisted in forming tele-clubs and discussion groups (as it is done in other countries, such as France, Japan and India) and to organize follow-up activities which enhance the diffusion and adoption of innovations, such as new farming techniques.
5. A television research center or division should be set up to gather and analyze data on the utilization and effects of television programs on education and national development. The center should be a permanent division of Ghana Television.

THE ROLE OF GHANA TELEVISION  
IN EDUCATION AND NATIONAL DEVELOPMENT:  
AN EXPLORATORY STUDY

By

Paa - Bekoe Henry Obed Welbeck

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1971

Dedicated to all those  
who  
strive incessantly to get up  
after a mighty fall,  
and to all those  
who  
continue to believe that they can get up,  
no matter how low they are,  
and to all those  
who  
continue to believe that it is never too late  
to try again.

## ACKNOWLEDGMENTS

In conducting a study of this kind, one cannot escape falling on many sources and people for help. This was precisely what happened to me. I am greatly indebted to the many hands -- visible and invisible -- that contributed to make this study possible.

I wish to express my sincere thanks to the following people at these designated places:

Canadian Broadcasting Corporation, Ottawa:

Mr. Gilbert Dinelle.

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Mr. Kelvin A. Lack

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Dr. Everett M. Rogers and  
Dr. Stephen L. Yelon

Ministry of Education, Accra, Ghana:

Mr. S. D. Dodoo.

Ghana Broadcasting Corporation, Accra:

Mr. Andrew Amankwa Opoku, Director of Television;  
Mr. J. S. Taylor, Senior Engineer;  
Mr. Jake Banful, Director, Television Training School;  
Mr. David Ghartey-Tagoe, Schools Broadcasts Section.

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Also, my greatest thanks go to Messrs. Joshua Geker and Horace Torto-Gilbertson, both at the Corporation.

Mr. Geker was extremely helpful in sending me very essential documents that I could not locate while I was visiting Ghana. He also spent several hours distributing portions of my manuscripts to designated people who read through them and made helpful corrections and suggestions. Later on, Mr. Geker collected the corrected manuscripts and mailed them to me at his own expense.

Perhaps my greatest indebtedness goes to Mr. Torto-Gilbertson, who spent many hours discussing and answering the numerous questions I took with me to Ghana. In addition to his demanding responsibilities as the Liaison Officer for Schools Broadcasts, Mr. Torto-Gilbertson took time to answer additional questions which I mailed to him after I arrived in the U.S. He read through my manuscripts, correcting several errors--factual and otherwise. For all these, I am much appreciative.

Finally, I wish to express my deep gratitude to the members of my doctoral committee--Dr. Elwood Miller, my thesis and academic adviser; Dr. Erling Jorgensen; Dr. Troy Stearns and Dr. Vincent Farace--for all the suggestions, criticisms and guidance offered me throughout this study.

To a

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To all these people, and to the many more I did not identify  
by name, I owe a great debt.

Paa - Bekoe Welbeck

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## CHAPTER I

### INTRODUCTION

#### Background of the Study

This study began as an intellectual curiosity for the investigator. As a student of broadcasting, he has noted with interest the emphasis which newly independent nations of Africa have placed on the mass media, particularly on radio and television. In most cases, many of the nations had sound broadcasting facilities at the time they gained political independence. However, a significant number of these nations, despite their limited financial resources, have invested or are investing millions of dollars to introduce or finance television systems that have been or are being built. Ghana is one of these nations.

At the time of political independence in 1957, Ghana had a relatively sophisticated sound broadcasting system. Independence also brought to Ghana new responsibilities and challenges -- demand for more schools, hospitals, roads, food services, health services and more effective means of communication.

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The new leaders of Ghana were quick to point out that for a new nation the challenges and problems had to be tackled and solved in decades, not in centuries as done by the technologically advanced nations. The new leaders argued that this is a new era of sophisticated mass media. They argued further that through these media -- news - papers, books, magazines, films and radio -- people in the developing nations do share vicariously with people in the advanced nations. The argument goes on that this revolution in mass communication has helped create what some call the "revolution of rising expectations."

In essence, the revolution of rising expectations means that people in Ghana and other developing countries, through exposure to books, magazines, films and radio, want to know why they too cannot have modern homes, cars, refrigerators, good clothes and well-equipped schools. The pace of the revolution of expectations quickens when people see their own kind -- fellow countrymen -- enjoying some of the luxuries and conveniences associated with the technologically advanced nations.

It seems logical that one way of reducing the pace of the revolution of rising expectations is to censor the influx of the mass media in the new nations. One would expect that the censorship might involve a strong restriction on the kind of magazines, films

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One example of the argument just raised is the case of Ghana. In the midst of all the problems, expectations and new responsibilities that independence brought to Ghana, one would like to know why that nation decided to invest millions of dollars to introduce a television system. This was the major question that prompted the study.

Also, the investigator felt the need to search for answers to some questions that many students of broadcasting and others have been asking from time to time. Typical among the questions often asked is -- "What system of broadcasting do you have in Africa or in Ghana?" Other questions deal with the history, the kinds of programs featured, structure, control, and financing of the broadcasting systems in some African countries.

Unfortunately, answers to many of these questions are either inadequate or cannot be found in most libraries in the U. S. or elsewhere. It is apparent that these questions have not been answered in any comprehensive way.

The researcher feels that this study may provide answers to many of the questions raised.

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### Procedure

After the decision was made to conduct the study, the first step taken involved a search through the local libraries for information on the subject. This initial step was unsuccessful. However, a further search yielded enough information on mass media and national development and the uses of television in several developing countries including a few in Africa.

By searching through newspaper articles and writing to personal friends in Ghana, the investigator learned that Ghana Television was planned and constructed with the advice and assistance of the Canadian government. As the next step, therefore, a letter was written to the Canadian Broadcasting Corporation in Toronto. A prompt reply to the letter included valuable Ghanaian newspaper clippings dealing with the planning, preparation and inauguration of Ghana Television. The reply also referred to other sources in Canada where relevant information on the topic might be obtained. This suggestion led to several exchanges of letters between the researcher and other Canadian officials. Unfortunately, the exchanges did not result in the acquisition of any new and relevant information. The Canadian officials stated that they had several documents on the subject; however, they were classified information and could not be released.

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Following these initial contacts, the investigator decided to visit Ghana briefly so that he could collect data on the subject. He therefore wrote letters to officials at the Ghana Broadcasting Corporation (GBC), Ghana Ministry of Information and the Ministry of Education. The letters (see Appendix A), which asked for assistance in collecting data on the subject, were accompanied by supporting letters from the researcher's thesis adviser. The result of this action was prompt and encouraging. All three agencies contacted replied that they would do everything possible to help in collecting data for the study.

### Design of the Study

After receiving encouraging responses from Ghana, a thesis proposal outlining the objectives of the intended study was designed.

The proposal was based on concerns and issues raised in the "Background of the Study" already discussed. This involved the formulation of general and specific questions to be answered. A search through the literature available on the techniques of interviewing and phrasing research questions yielded valuable information in designing the proposal. After further consultations and suggestions from the members of his doctoral committee, the researcher

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designed a proposal which was approved by the committee (see Appendix B).

### Data Gathering

Around the middle of August, 1970, the investigator arrived in Ghana for a stay of approximately one month to collect data for the study. While in Ghana, he reported to the then Acting Director-General of the Ghana Broadcasting Corporation and the Director of Ghana Television. Following these introductory meetings, the Liaison Officer of the Schools Broadcasts division of Ghana Television was assigned to assist in gathering the data.

Equipped with a copy of the thesis proposal mentioned earlier, the Liaison Officer and the investigator began to search for answers to the questions raised in the proposal.

First, the officer attempted to answer the questions by briefly writing a few sentences to each question. Where he could not provide an answer, he indicated sources where it might be found.

For the next step, a search was begun for documented evidence in support of every answer provided by the officer. This approach was very difficult because it appeared that Ghana Television (GBC - TV) had no centralized information center where documents could be located -- not even at the corporation's library right on the grounds of GBC.

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As a more hopeful and promising method, personal contacts were made with the personnel at GBC. Several of these people were asked if they had any back issues of newspapers, magazines, pamphlets or other records that contained any information on Ghana Television. By checking through the personal files of many of these people, several pieces of documents pertaining to the subject were located.

Another source of valuable information was the Ghana Ministry of Information. With permission, several days were spent examining back issues of nearly all the national newspapers, magazines, letters, books and other documents that contained information on Ghana Television. In many instances, extensive notes were taken from these sources. Wherever possible, the researcher read aloud some of the information and recorded it on a portable tape recorder. In other instances, photographs were taken of the information by using a 35mm single reflex camera. These photographs, taken on black/white films, were later printed in the United States where a magnifying glass was used to read the information contained (see Appendix C). These methods were employed because they were easier, more convenient and less expensive than copying such information on duplicating machines which were not easily available in Ghana.

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From the Ministry of Information, the investigator went to the Ministry of Education where he employed similar methods in addition to recording personal interviews with key government officials.

Back at the Ghana Broadcasting Corporation, several personal interviews were conducted with key officials including the Director of Television, Senior Engineer, Director of the Television Training School, several producers and others. Prior to these interviews, the researcher had read through most of the documents he had acquired or come across. The interviews were therefore conducted to either confirm and validate what had been read or to answer questions that had not been adequately covered in the documents.

Before leaving Ghana, several contacts were established (chief among whom was the Liaison Officer) in order to obtain further information if needed. This step turned out to be a very good one because while analyzing the data in the U. S. , the researcher found many information gaps that had to be filled before any interpretations and conclusions could be drawn. In almost all instances, letters and questions sent to the contacts in Ghana were promptly and adequately answered (see Appendix A).

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### Treatment of Data

Upon returning to the U. S. , all the recorded interviews were transcribed and all the films shot in Ghana were processed. After reading all the notes and data, the information was categorized according to topics.

Next, the investigator proceeded to describe, analyze and organize the information into chapters. Where this process called for factual and nonjudgmental description and interpretation, the manuscripts were sent back to Ghana for criticism and correction. This meant that in certain cases whole chapters or sections of the study were mailed to key people in Ghana. Notable among such sections were those dealing with the educational system of Ghana, the history and structure of Ghana Television, facilities of the television service, program content, financing and school programs.

For instance, the portion of the study dealing with the preparation and training of television personnel was sent to the Director of the Television Training School. Portions dealing with facilities and school programs were sent to the Senior Engineer and Liaison Officer of Ghana Television --and so forth.

All the portions were returned with appropriate corrections, criticisms and suggestions. The feedback necessitated rewriting of the chapters many times.

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### Hypothesis

The following hypothesis was proposed for the study: That the Government of Ghana, in introducing television in the country, did not consider the medium as a luxury despite the heavy expense involved. Instead, the government perceived the medium as a long-term investment for national development. The role of the medium was conceived to be an instrument for educating, informing and entertaining Ghanaians, and these three constructs were considered to be crucial in national development.

### Limitations and Scope of the Study

This study focuses mainly on Ghana Television. However, the investigator approached the study with the point of view that Ghana Television cannot be looked at in isolation. The medium has therefore been studied within the broad context of national development--a complexity of variables that affect the transformation of a poor traditional society into a modern one. Among these complex variables are the economy and educational system, both of which exert a profound influence on the transformation process.

The study therefore is not limited to Ghana Television. Instead, a brief review of the Ghanaian economy and educational system as well as other problems that affect the television system have been juxtaposed to the main focus of the study.

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### Structure of the Thesis

Chapter two of the study begins with a review of literature on mass media and national development. Several views of social science scholars on the role of the mass media in national development are included.

The chapter also deals with television as a mass medium and how several developing nations are utilizing the medium for mass education and classroom instruction. Among the nations using television for the purposes just mentioned are: India, Peru, Senegal, Niger, Colombia and Nigeria.

Chapter three provides background information on Ghana -- geography, politics, history, the economy, the educational system and related problems. As pointed out earlier, the investigator holds the point of view that Ghana Television cannot be looked at in isolation but, instead, it should be viewed at in juxtaposition with other variables which influence the process of national development. It is for this reason that chapter three is devoted to analyzing certain problems facing Ghana. These problems invariably affect Ghana Television, as will be pointed out in subsequent chapters in the study.

Chapter four deals with Ghana Television. Included in this broad topic are descriptions of the history-preparation, training of

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the personnel and staff that operate the service and the facilities available. Also in this chapter, the sources of financing Ghana Television are examined.

Finally, chapter four analyzes the rationale of the Government of Ghana in introducing television at this stage in the country's history and economic development. The discussion includes a brief comparison of views by the government that originally introduced television and the views of the new governments that took over from the original.

Chapter five is devoted to the programs featured on Ghana Television. Discussions on this topic cover various sections of the television service and the contributions of each section.

Also, chapter five features a sample of programs featured in any one week on Ghana Television. The sample is divided into two main categories -- programs for general audiences and programs for secondary schools and training colleges. The programs are further divided and discussed under the categories of "local" and "foreign" films, that is, those produced locally and those produced abroad.

Finally, chapter five presents a description and commentary on programming policy, utilization and feedback from audiences, and the rationale for producing school programs.

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Chapter six presents a summary of each chapter and an analysis of the problems facing Ghana Television. Also, the chapter suggests recommendations which may lead to solutions of the problems.

For the convenience of the reader, a full list of bibliography and general references consulted during the course of the study is included. Appendices that yield detailed information on certain topics that were discussed briefly in the study follow the list of references.

It is the expressed wish of the researcher that those who read this study may find it as challenging as it is stimulating in opening new horizons in the area of the role of the mass media, especially television, in national development. Hopefully, upon reading the study, some may be inspired to search further for answers to the many questions and problems that the study has failed to provide.

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## CHAPTER II

### REVIEW OF LITERATURE

#### National Development

The term national development is generally used in reference to the transition of nations from traditional to modern and technological societies. In essence, modernization and national development mean the same thing -- the passing of traditional society. Rogers and Svenning define this construct:

Development is a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization. The nations of the world are often divided into two camps on the basis of economic and social criteria: the less developed and the more developed, the traditional and the modern.<sup>1</sup>

It is this definition of development that the investigator intends to use in this study. Basically, the term will be used in reference to the nations of Latin America, Africa (excluding South Africa) and Asia (excluding Japan).

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<sup>1</sup> Everett M. Rogers and Lynne Svenning, Modernization Among Peasants: The Impact of Communication (New York: Holt, Rinehart & Winston, Inc., 1969), pp. 8-9.

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While there is a great deal of heterogeneity among these new nations, there are a number of characteristics which are common to nearly all of them. Rogers and Svenning describe these characteristics:

Less developed countries are generally typified by: 1) a relatively low per capita income, 2) comparatively low productivity per person, 3) little commerce and high self-sufficiency, 4) a high rate of illiteracy, 5) limited transportation and mass media facilities, 6) inadequate nutrition, 7) little industry and few skilled technicians, 8) politically unstable governments, and high birth and death rates and short life expectancy.<sup>2</sup>

### Mass Media and National Development

Several scholars and students of national development, modernization and the mass media seem to agree that the mass media have a great part to play in the social, economic, cultural and political changes which take place in the process of national development. Wilbur Schramm, Everett Rogers, Daniel Lerner, Elihu Katz, Paul Lazarsfeld, Ithiel de Sola Pool, David McClelland and Lucian Pye are but a few of the scholars who have posited the social science view of media effects based on research. Rogers and Svenning write:

Students of development would seem increasingly convinced that communication is a catalytic agent in the modernization process. Mass communication denotes message transfer via

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<sup>2</sup>Ibid., p. 9.

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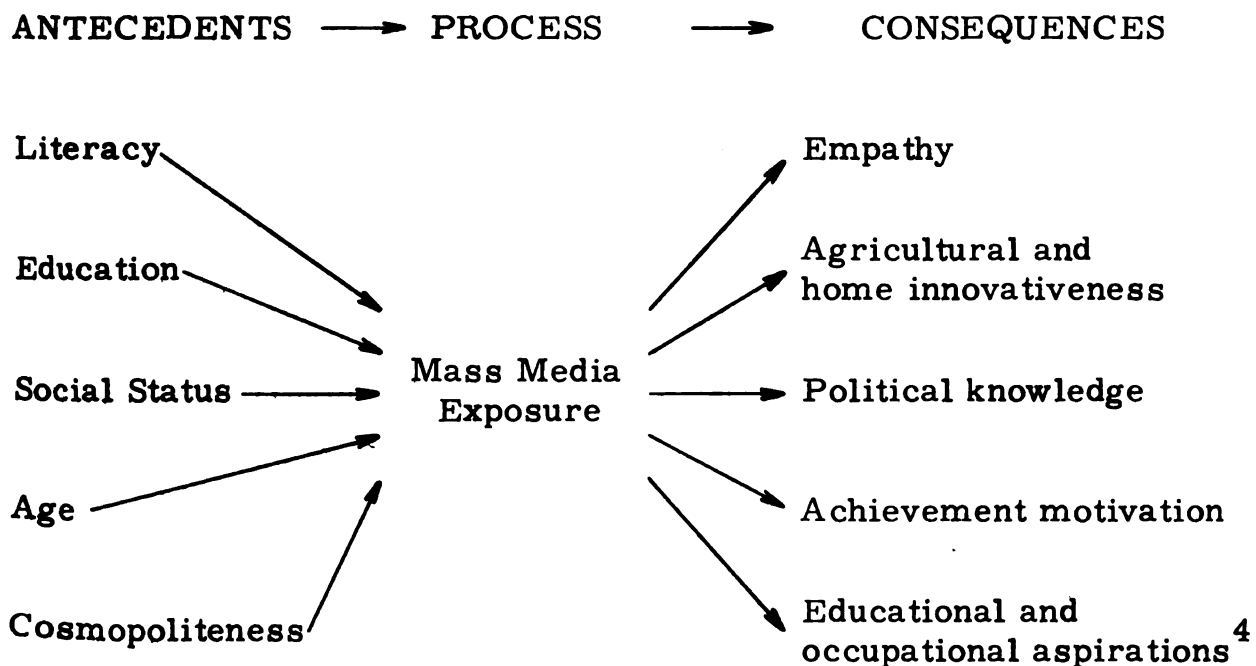
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such mass media as newspapers, magazines, film, radio, and television, which enables a source of one (or several individuals) to reach an audience of many.<sup>3</sup>

Based on the models and findings of Lerner (1958) and Deutschmann (1963), Rogers and Svenning have developed the following paradigm which puts the role of the mass media in perspective:



National development is a process because it is continuous and takes a lot of time. It involves many variables. One cannot make an exhaustive list of all the variables that constitute national development. However, social scientists and many leaders of developing countries concerned with national development have focused attention,

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<sup>3</sup> Ibid., p. 99.

<sup>4</sup> Ibid., p. 102.

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among other things, on the following variables: natural resources, the history, the geography, political awareness, the economy, health, nutrition, transportation, communication system, education, psychological and cultural factors of the peoples of the nations concerned.

Perhaps the basic dynamic of these variables is the peoples themselves. The mobilization of the human resources--their education, training in new skills toward new goals--has often been cited as most important. In a study of the manpower problems of 75 countries, Frederick Harbison noted in part:

The progress of a nation depends first and foremost on the progress of its people. Unless it develops their spirit and human potentialities, it cannot develop much else--materially, economically, politically or culturally. The basic problem of most of the underdeveloped countries is not a poverty of natural resources but the underdevelopment of their human resources. Hence, their first task must be to build up their human capital. To put it in more human terms, that means improving the education, skills, and hopefulness, and thus the mental and physical health, of their men, women, and children.<sup>5</sup>

Another commonly accepted observation is that the variables involved in national development are so interrelated that any changes in one of them are likely to create shock waves in the other variables. It may be concluded, therefore, that the consideration of any one of these variables must be juxtaposed with the others.

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<sup>5</sup> Frederick Harbison, "Education for Development," Scientific American, CCIX (September, 1963), 140.

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On the basis of several studies on modernization which he conducted in the Middle East, Daniel Lerner states in part:

Radio, film and television climax the evolution set into motion by Gutenberg. The mass media opened to the large masses of mankind the infinite vicarious universe. Many more millions of persons in the world were to be affected directly, and perhaps more profoundly, by the communication media than by the transportation agencies. By obviating the physical displacement of travel, the media accented the psychic displacement of vicarious experience.<sup>6</sup>

Lerner writes further:

For, rising media participation tends to raise participation in all sectors of the social system. In accelerating the spread of empathy, it also diffuses those other modern demands to which participant institutions have responded: in the consumer's economy via cash (and credit), in the public forum via opinion, in the representative polity via voting.<sup>7</sup>

Ithiel de Sola Pool comments on Lerner's argument of media effects as follows:

In this area the most notable contributions have been by Daniel Lerner and David McClelland. They have both put forward the daring thesis that the mass media can have a profound characterological effect. Lerner convincingly argues that the media provide their consumers with a capacity to conceive of situations and ways of life quite different from those directly experienced. To have such a capacity for empathy is necessary if a person is to function in a great society. . . . If, as Lerner argues, the media provide the means for empathically entering the roles

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<sup>6</sup> Daniel Lerner, The Passing of Traditional Society: Modernizing the Middle East (New York: The Free Press, 1958), p. 53.

<sup>7</sup> Ibid., p. 62.

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Finally, Wilbur Schramm has listed and discussed eleven major things which the media can do in national development:

- A. The mass media can widen horizons.
- B. The mass media can focus attention.
- C. The mass media can raise aspirations.
- D. The mass media can create a climate for development.
- E. The mass media can help only indirectly to change strongly held attitudes or valued practices.
- F. The mass media can feed the interpersonal channels.
- G. The mass media can broaden the policy dialogue.
- H. The mass media can enforce social norms.
- I. The mass media can help form tastes.
- J. The mass media can affect attitudes lightly held, and slightly canalize stronger attitudes.
- K. The mass media can help substantially in all types of education and training.<sup>9</sup>

### Television in the Developing Countries

There is ample evidence that perhaps television, more than any other mass medium, is viewed by many of the new nations as the most powerful and effective medium for national development. Some evidence to this claim is supplied by certain recommendations adopted by a number of experts at a UNESCO meeting on the introduction of television in Africa:

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<sup>8</sup>Ithiel de Sola Pool, "Mass Media and Politics," Communications and Political Development, ed. by Lucian Pye (Princeton, New Jersey: Princeton University Press, 1963), p. 249.

<sup>9</sup>Wilbur Schramm, Mass Media and National Development: The Role of Information in the Developing Countries (Stanford: Stanford University Press, 1964), pp. 127-140.

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Recognizing that, especially in developing countries, television is potentially more powerful in its impact than any other form of mass communication, and being convinced that those responsible for its direction should be persons of professional competence and integrity whose aim is to serve the people as a whole, using television solely for the highest national purposes, this Meeting recommends:

1. That, with the object of promoting national unity,
  - (a) African broadcasting authorities should use every appropriate type of television programme which can help to bind the nation together culturally, intellectually and economically;
  - (b) Such programmes should serve the aims of the nation as a whole rather than sections determined by geographic, ethnic, economic or social considerations, but great care should be taken to preserve the indigenous cultural heritage of ethnic groups within the country;
  - (c) Television should be used as a motivating force for social development, for the modernization of methods, for stimulating initiative and popular participation in cultural, social and related activities, particularly on the part of youth; . . .
2. That broadcasting organizations should regard education as a field in which television must play a vital role, and to which it must give priority. Recognizing this:
  - (a) Television authorities should make their resources available for the broadcasting of programmes to schools and other educational institutions and for the training of teachers;
  - (b) Television should be used as an effective tool in the fight against illiteracy and the removal of language barriers;
  - (c) National development should be assisted and encouraged by means of television farm broadcasts and other programmes to promote community education, and also

programmes depicting national projects, and those designed to increase the number and quality of skilled workers;

- (d) Teachers charged with helping viewers to use educational programmes should be carefully trained in their effective utilization, and should be closely associated with the organization and planning of such programmes.
4. That, to promote the cultural renaissance of developing countries, television organizations in Africa should take conscious and deliberate steps to encourage and promote the creative and performing arts in their regions both in their own and national interest.<sup>10</sup>

A further analysis of the recommendations at this meeting shows the great emphasis that the participating countries placed on the need to establish political, cultural, educational and economic cooperation and unity through television programs, structure and financing, staff training and audience relations and research.

( Perhaps a logical question to ask at this stage is why so much is expected of the medium of television as compared with the other mass media. In other words, what makes television so powerful and effective, to the extent that developing nations with scanty economic and financial resources would invest in this expensive medium? A Tunisian official answered the question partly when he said:

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<sup>10</sup> UNESCO, Meeting on the Introduction and Development of Television in Africa, Lagos, Nigeria, 21-29 September, 1964 (Paris: UNESCO, 1964). Note: Only portions of the recommendations are cited here.

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"Of all the mass media, television is undoubtedly the most powerful and effective. Combining image with sound, it constitutes a complete medium intelligible to all, the intellectual as well as the illiterate. It penetrates groups and families where it introduces new values and modes of living. It thus acts in the social sphere in the most universal manner. . . . In a country such as Tunisia, dominated by an effort to revitalize the economic, social and cultural life of the country, the coming into operation of a national television service is an event of prime importance."<sup>11</sup>

Another reason why many developing nations invest in television is that they consider the medium as a long-range profitable investment necessary for national development. This point of view was expressed at an earlier meeting on media sponsored by UNESCO:

Some participants felt that although television was relatively expensive, as far as installation and operating costs were concerned, it might prove in the long run a very economical medium of communication because of the broad audience reached through community reception and the profound impact made by television programmes.<sup>12</sup>

Finally, the great interest expressed in television by the developing nations may be due to the very nature of the medium itself. Television is unique in the sense that it has some versatility unequalled by any of the other media. As the Tunisian official stated earlier, television can easily appeal to the intellectual as well as the

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<sup>11</sup>Abraham Z. Bass, "Promoting Nationhood through Television in Africa," Journal of Broadcasting, XIII, No. 2 (Spring, 1969), 165.

<sup>12</sup>UNESCO, Developing Information Media in Africa: Press, Radio, Film, Television, Paris, 24 January-6 February, 1962 (Paris: UNESCO, 1962), p. 28.

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Combined with the ability to feature a variety of audiovisuals, television has also the multiplier effect, that is, one program featured on it can reach large segments of the population which may be widely scattered, all at the same time. If circumstances make it impossible for all segments of the population to view certain programs simultaneously, such programs can be video-taped and replayed at a convenient time. This makes the medium more flexible for usage in large cities and remote villages as well.

### Utilizing Television

It is one thing to extol the virtues of television and what it can do and another thing to use the medium to do those things. Are the developing countries using the medium to fulfill all the dreams expressed at meetings conducted before the introduction of television into such countries? The literature is pregnant with reports and articles which answer the question affirmatively.

### Television for Mass Education

Mass education, as used in this paper, will refer to education directed at people other than those enrolled in regular classes as in a school or graded institution. In this sense, mass education

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takes place whenever the public at large is given some learning experience. This means then that any television program aimed at people other than those enrolled in a graded institution, such as a high school or college, may be categorized as a program for mass education. Under this category then may fall programs dealing with literacy campaigns, hygiene or health, child-care, agriculture, cultural and political shows, and news.

### India

Between the latter part of 1960 and the first half of 1961, All India Radio (AIR) embarked on a television project sponsored by UNESCO. The general theme of the 20 half-hour long programs was "Responsibilities of Citizenship." Originating from AIR's small television center outside the city of New Delhi, the programs were aimed at adults who had formed about 71 TELE-CLUBS in the localities of the city and its outskirts. The project had three basic objects in view:

- (a) To communicate some new information, facts, and figures on the topics chosen, leading to a distinct increase in the knowledge and information of the tele-clubs;
- (b) To try to influence the attitude of the tele-club members towards certain issues arising from the topics to which the programs were devoted; and
- (c) To suggest directions in which groups and individuals could take action and mould their way of life or organize some

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Organizers of these programs tried to build them around specific situations which were relevant to the responsibilities of citizenship among the people living in the city and its surrounding villages. To accomplish this, the organizers attempted to focus the programs on matters which were of interest to the viewers directly and then shift to the problems which should be considered broadly by citizens. Other programs included in the series were: "Traffic and Road Sense," "Dangers to Community Health," and "Encroachment of Public Property and Town Planning." The following is a description of viewing arrangements for the programs:

For the meetings of the tele-club, the members were expected to arrive and take their seats at least 10 minutes before the television programmes began. The convener would receive the members and show them to their seats. . . .

. . . After the programme had been watched in silence the chairman requested the non-members to leave the premises and would place before the members the salient points arising out of the programme. These salient points were already outlined in the programmed bulletins supplied by AIR.<sup>14</sup>

On the basis of information supplied by the program bulletins or on that acquired by the viewers from the programs, members of the tele-clubs discussed ideas; made suggestions, criticized and,

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<sup>13</sup> UNESCO, Social Education through Television: An All India Radio-Unesco Pilot Project (Paris: UNESCO, 1963), p. 14.

<sup>14</sup> Ibid., p. 24.

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where feasible, tried to implement some of the suggestions and ideas. Meanwhile, the convener would prepare a report based on the proceedings at the meeting, noting any doubts and criticisms raised. These proceedings had to be written in consultation with the chairman and any important members so that the report would not be the reactions of only one person. Each week, the tele-club supervisor transmitted all questions and problems raised by the club members to AIR. On the basis of such questions and problems, specialists appeared on the television screen toward the end of the project and attempted to answer such questions. This gave the citizens the impression that they had a direct contact with administrators and experts.

### Peru

In the city of Arequipa in southern Peru, a group of local citizens approached a local television station in 1962 and asked for free time for a television project. The group wrote a proposal describing the project and its objectives. The proposal was accepted, and out of it emerged "Telescuela Popular de Arequipa."

"Telescuela Popular de Arequipa" (TEPA) had begun partly because it was known that there were many adolescents around Arequipa who had not advanced beyond the first grade in primary

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school. It was hoped that through the medium of television, such people could be given further education. Three years after the project began (initiated in 1962), TEPA was operating the following series:

1. Kindergarten and transition (primary grade 1) level for children not enrolled in regular school.
2. Primary education instruction for working adolescents who have had no or incomplete courses at this level.
3. Literacy and fundamental education for adults.
4. Community development for village groups.
5. Assorted broadcasts for housewives and for cultural enrichment.<sup>15</sup>

The success of the TEPA project is attested to through the response it gets from the public, particularly from the adult programs. Here is a description:

After completing their daily work, these groups gather in a room provided by the factory proprietors. The "class-rooms" vary from a small canteen furnished with desks and benches to a dark area of a storehouse with very low benches and stools crowded in among bales of wool. Students are recruited through the industrial management and individual workers; women predominate and many of them attend with babies strapped to their backs. Young children play in the vicinity while their mothers attend their lessons.<sup>16</sup>

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<sup>15</sup> UNESCO, New Educational Media in Action: Case Studies for Planners -- II (Amsterdam, Netherlands: UNESCO, 1967), p. 79.

<sup>16</sup> Ibid., p. 85.

It was this kind of response from the adults that prompted the report on the project to conclude in part:

The place where TEPA appears to be achieving its best results is in its original series, the one to provide fundamental education via television to domestic servants who have not had the benefit of primary education. The organization of this series showed considerable ingenuity. The motivation exhibited by the students, together with the evidence that they are learning, shows that it is meeting a real need and is providing real results.<sup>17</sup>

Maybe this experience in Peru goes to show the extent to which the medium of television can be extended to the public as a res-publica. If this could happen in Peru, it is possible that it can happen somewhere else. Perhaps the biggest lesson from the project is that developing nations do not always have to wait for UNESCO or outsiders to come in and sell them ideas on how to utilize television effectively. There may be creative talents with good ideas right in the local markets so television officials should be more receptive to the public.

### Italy

Italy is not one of the new nations of the world. It cannot be classified as a developing country, even though every nation in the world is still developing either technologically or in the area of human relations. However, Italy has one of the more fascinating

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<sup>17</sup>Ibid., p. 98.

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applications of television to solve educational problems. Italy's experience shows two of the principal uses of television in national development.

First, television is being used in a number of countries to solve the problems dealing with shortages of qualified teachers and classroom accommodation.

Second, television is being used to reach and educate several peoples around the world who fall into the category of "functional illiterates," adults and young adults who for various reasons do not have enough education to read beyond the primary school level.

In the first instance, through Italy's Centro di Telescuola, a joint project of the government-owned Radiotelevisione Italiana (RAI) and the ministry of public instruction, the core curriculum instruction in the first three secondary grades is being made available to children living in remote areas where regular schools are not provided:

The loss of students between the primary and the secondary levels has been aggravated by the fact that many children did not live within a reasonable distance of secondary schools. As of 1962-63, 3,700 of the 8,000 communes in the country did not have first-cycle secondary-school facilities. It was for the children in such communities that the Telescuola programme was first originated and to which it continues to devote most of its resources.<sup>18</sup>

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<sup>18</sup> UNESCO, New Educational Media in Action: Case Studies for Planners -- III (Amsterdam, Netherlands: UNESCO, 1967), p. 13.

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In these remote areas, viewing centers were set up where monitors share the classes with teachers from Rome. The viewing centers, known as posti di ascoti (PATs), were established at the expense and initiative of local authorities who provided the adult monitors. Subjects taught by television under this system include: Italian, mathematics, history, geography, science, art, music, religion, physical education, English, French, applied technology and Latin.

In the second instance, a series of programs were aimed at adults who lacked basic education in the formal sense. The general topic of the programs was "It's Never Too Late." Later on, Telescuola expanded its programs to include a few others, as described below:

In succeeding years miscellaneous additional programmes had been added to the Telescuola operations, but these were programme series rather than instructional courses. One was a twice-weekly series, "Your Tomorrow" (Il tuo domani), designed to acquaint youngsters with career possibilities. "On the Threshold of Science" (Alle soglie della scienza) was initiated as an effort to provide a means of bridging the gap between traditional lyceum science instruction and the knowledge level and orientation required for contemporary university science courses, a gap which was found to be handicapping many students entering the universities. "The New Secondary School" (La nuova scuola media) presented discussions by expert teachers on the new secondary curriculum and methods and was designed to provide in-service training of a non-formal sort for teachers.<sup>19</sup>

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<sup>19</sup>Ibid., p. 16.

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## Senegal

In 1964, the government of Senegal volunteered the use of the country for a UNESCO pilot project aimed at testing the effectiveness of various audio-visual media -- film, radio, television. The outgrowth of that pilot was The Dakar Experiment which began operations in 1965. UNESCO provided the following as part of the purpose for the project.

The provision of adult education is a matter of urgency in a society in rapid transition. The social and political development of newly-independent States requires the active participation of the adult population in the improvement of conditions, the acquisition of new skills and the process of national development. New knowledge and new attitudes modifying tradition-bound concepts of work and society must be inculcated if the emergent nations are to face up to the pressures of existence in the modern world.<sup>20</sup>

Included in the project was a series of television broadcasts dealing with child care, hygiene, illness and nutrition. The series was specifically directed at women. Later, the project expanded to include radio broadcasts for people in villages, films for city and rural people, and literacy programs for workers in factories. An attempt was made at the end of the broadcasts to find out what the audience had learned or remembered about the programs. The following observation was made among others:

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<sup>20</sup> Pierre Fougereyrollas, Television and the Social Education of Women (Paris: UNESCO, 1967), p. 5.

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If these results can be believed, the number who could not put what they had learnt into practice was very small (14%), the percentage being higher in the case of the older women. The obstacles obviously reside in ingrained habits.<sup>21</sup>

Based on a survey conducted in the February of 1966, the project reached certain conclusions, part of which is quoted below:

1. Women viewers chose women interests. . . .  
 . . . Education through mass media is more effective if it is addressed to a homogeneous audience and meets specific needs.
2. The new demands arising from these interests promise well for the future shaping of society. . . .  
 . . . Educational television does not create new social problems but heightens the awareness of the new exigencies in periods of transition. Properly used and planned, it can be a potent factor in national development.
3. The degree of assimilation was remarkable. . . .  
 . . . Discussion groups are necessary in conjunction with mass media education in order to render the information imparted socially dynamic.
4. There was also a remarkable thirst for knowledge. . . .  
 . . . Adults will learn if the subject really interests or concerns them.
5. Educational television is very revealing on the socio-psychological aspects of modernization. . . .  
 . . . The educational use of the mass media can accelerate, extend and provide a control over the modernization of man.
6. Nevertheless, to be fully effective, educational television must recognize its limitations. . . .

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<sup>21</sup>Ibid., p. 26.

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. . . Adult education through mass media must always keep the background in mind and adapt its teaching methods to the needs of development in any specific socio-psychological situation.

In connexion with underdevelopment, television and other mass media are often considered in the West as providing an almost automatic means of adapting people to cope with modern techniques.

The Dakar experiment since the beginning of 1965 shows that<sup>22</sup> there is not and cannot be any question of mass-conditioning.

Finally, based on the Dakar Experiment, the following generalizations were derived:

1. For maximum efficiency, educational television must be addressed as far as possible to socially homogeneous audiences.
2. Each such audience should have a television club, democratically organized and run in accordance with its own internal dynamics.
3. The actual education should concentrate on subjects where major national concerns and major individual interests in the particular group overlap.
4. The aims, in terms of knowledge and know-how to be imparted, must be quite clear from the start, although the end-results may in fact transcend them. Sociological and psychological checks from time to time will show how far the experiment is succeeding. Such checks may or may not have been planned by the organizers, but--especially if they have not--a comprehensive evaluation, combining all such data, should be made at the end.
5. Mass education by television will impart certain knowledge and skills to a certain number of people. More important, the conviction carried by word and image will have enhanced their social awareness and each part of the project should have this ultimate aim in view. Success in this respect comes indirectly, almost as a by-product of the constituents

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<sup>22</sup>Ibid., p. 34.

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### Television for Classroom Instruction

One of the major justifications that developing nations usually give for investing much needed money in television is that the medium helps alleviate the problem involving the shortage of qualified teachers. These nations usually argue that, by using television, the limited number of qualified teachers available can reach a larger proportion of students. This claim is supported by a number of experiments and regular programs through which students in certain countries do benefit from the instructions of well-qualified teachers who otherwise would never reach them.

#### Niger

In 1963, through the joint effort of the Republic of Niger, France and UNESCO, an experimental television project was initiated in Niger. The purpose of the experiment was stated as:

The primary objective of the television experiment is to make up for the great shortage of qualified teachers in Niger. One way to try to solve that problem seemed to be by the joint use of television programmes and a monitor holding only an elementary-school certificate and given a brief period of training.<sup>24</sup>

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<sup>23</sup>Ibid.

<sup>24</sup>UNESCO, Case Studies for Planners -- II, p. 13.

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The Niger experiment was unique in the sense that it contained programs directed at young children as the complete means of instruction. The kindergarten children, at whom the programs were directed, were introduced to the French language which is the official language in Niger. The children were taught new words and phrases and how to use them in conversation. In addition, the programs dealt with children interests such as: domestic animals, the family, the market, the river, the village, school materials and wells. Other programs dealing with how to read, how to write and arithmetic were broadcast to the children. Here is a general description of the experiment as recorded by observers:

Niger's experiment with instructional television, planned from 1963 and begun in 1964, is to our knowledge the first time that an African country -- and one of the few times that any country -- has used television to give complete instruction to young children just starting their schooling; and the first time that a television monitor combination has been relied upon for the gradual replacement of better-qualified teachers needed for teaching at higher levels.<sup>25</sup>

### Colombia

With the assistance of its department of teleducation, the Radiotelevisora Nacional in Colombia operates one of the world's largest instructional television programs. The programs reach over

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<sup>25</sup>Ibid.

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275,000 pupils in over 800 schools. Subjects covered by the programs include mathematics, natural science, music and language.

Classroom teachers using the television lessons are provided with lesson guides prepared for each lesson series. These guides are intended to assist and motivate the teachers in the three stages of instructional telecasts -- preparation, broadcast, and follow-up activities. The programs have three principal functions:

1. Enrich the educational environment of pupils and engage them in purposeful educative experiences.
2. Introduce and cause to be introduced into school activities materials and aids which otherwise might not be available for many years.
3. Raise the standard of teaching by exposing teachers -- directly and indirectly -- to new concepts and techniques at a pace which they are able to maintain, and by tactfully offering them badly needed guidance and counsel.

In sum, the aim is to accelerate the teacher-learner processes in a positive manner and to achieve improvement in the quality of the student's education.<sup>26</sup>

### Nigeria

Nigeria was the first nation in sub-Saharan Africa to introduce television as a tool for alleviating some of its educational problems.

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<sup>26</sup>Ibid., p. 51.

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Beginning in the western region of the country in 1959, Western Nigeria Television (WNTV) started to broadcast one and a half hours of instructional programs five days a week. The programs included lessons in geography, general science, modern living, music, history, biology, general knowledge and physical education. The programs, which focused on secondary and teacher-training levels, attempted to provide examples of good teaching, enrich content in selected secondary schools and reduce teaching deficiencies. The official aims of the programs, as stated by WNTV, included the following:

- a. the reduction of teaching deficiencies in certain syllabus courses, such as science,
- b. the provision of examples of good teaching to help upgrade the general quality of class-room instruction, and
- c. the enrichment of the content for certain syllabus courses, such as geography, by providing visual material not generally available in the classrooms.<sup>27</sup>

In Northern Nigeria, the Northern Nigeria Broadcasting Corporation began to broadcast programs in 1962 with the expressed purpose of supplementing instruction at the primary, secondary and teacher-training college levels. The following list includes a description of what was contained in some of the programs:

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<sup>27</sup> UNESCO, Case Studies for Planners -- III, p. 116.

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"Dan Aku" is a year-long English course of twenty-six lessons based on the syllabus for primary school class 5. The content concentrates on points in the syllabus which have been found particularly difficult for students. The format, which combines story-telling and direct teaching, is built around a puppet parrot, Dan Aku, and his teacher. Primary stress is put on oral English and children are asked to pronounce words and to read simple sentences. Little or no written work is required.

"Adventures in Literature" is produced for secondary school form 5 and its use is encouraged for teacher-training college, form 3. Using excerpts from filmed production of English classics. . . .

"Activity Methods in Primary Schools" is part of a series designed to help colleges train students in the practical aspects of teaching. . . .<sup>28</sup>

A third region in Nigeria using television to correct some deficiencies is the Lagos (Federal District). Beginning its broad-casts in 1965, the programs had two specific aims:

1. to upgrade the content of class-room instruction directly while indirectly alleviating some of the problems arising from the fact that not all of the class-room teachers are adequately trained, and
2. to provide instructional content not previously possible.<sup>29</sup>

### Summary

In this chapter, evidence has been presented on how television is being used as a mass medium to alleviate some of the problems facing developing nations.

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<sup>28</sup> Ibid., pp. 135-136.

<sup>29</sup> Ibid., p. 157.

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Specifically, examples were provided on how the medium is used for mass educational purposes -- literacy programs as in the Dakar Experiment and the Telescuola Popular de Arequipa project in Peru.

In other instances, the reader was reminded about how television is used in teaching responsible citizenship -- a kind of cultural and political awareness as in the All India Radio Project.

Also, examples of how television is used to upgrade instruction by demonstrating to teachers good and effective teaching methods (as done in Nigeria, Colombia and Peru) were presented. Again, evidence of a major application of television was given -- broadcasting standard programs simultaneously using large numbers of classes (as in Colombia). Another important use of television was discussed -- broadcasting instruction to many students scattered in otherwise inaccessible areas (as in Italy).

The reader was provided with evidence on the application of television in three principal ways: television as a major teaching resource as in the Telescuola program in Italy; television as the means for total instruction as in the Niger project; and, finally, television as the medium for supplementary instruction as in Nigeria.

Certainly, in one chapter, one cannot cover all the nations and places where television is being used in creative and effective

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ways to help solve problems. For instance, in American Samoa, television is being used to teach more than one-third of all the classes on the island.

In the Ivory Coast, television is used to train teachers, to teach rural development and literacy.

In Algeria, television is used to give in-service training to teachers while in Ghana the medium is used to educate and inform farmers and those engaged in agriculture.

Many of these nations have common problems which were created by the very attempts to help solve other problems. However, one can say with some degree of confidence that television is helping to solve many problems in these nations.

Perhaps these nations, if they want to exploit the full potential of the medium of television, may do well to keep in mind the advice contained in the Dakar Experiment:

It is by maintaining a vigorous intellectual give-and-take between screen and spectator, between each member of the audience in the club and his neighbours, and by a proper balance between what he is asked to absorb and what he is capable of assimilating that television can be made into a powerful means of rapidly making accessible to men in large numbers all that can profit them most in modern life.<sup>30</sup>

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<sup>30</sup> Fougeryrollas, p. 34.

## CHAPTER III

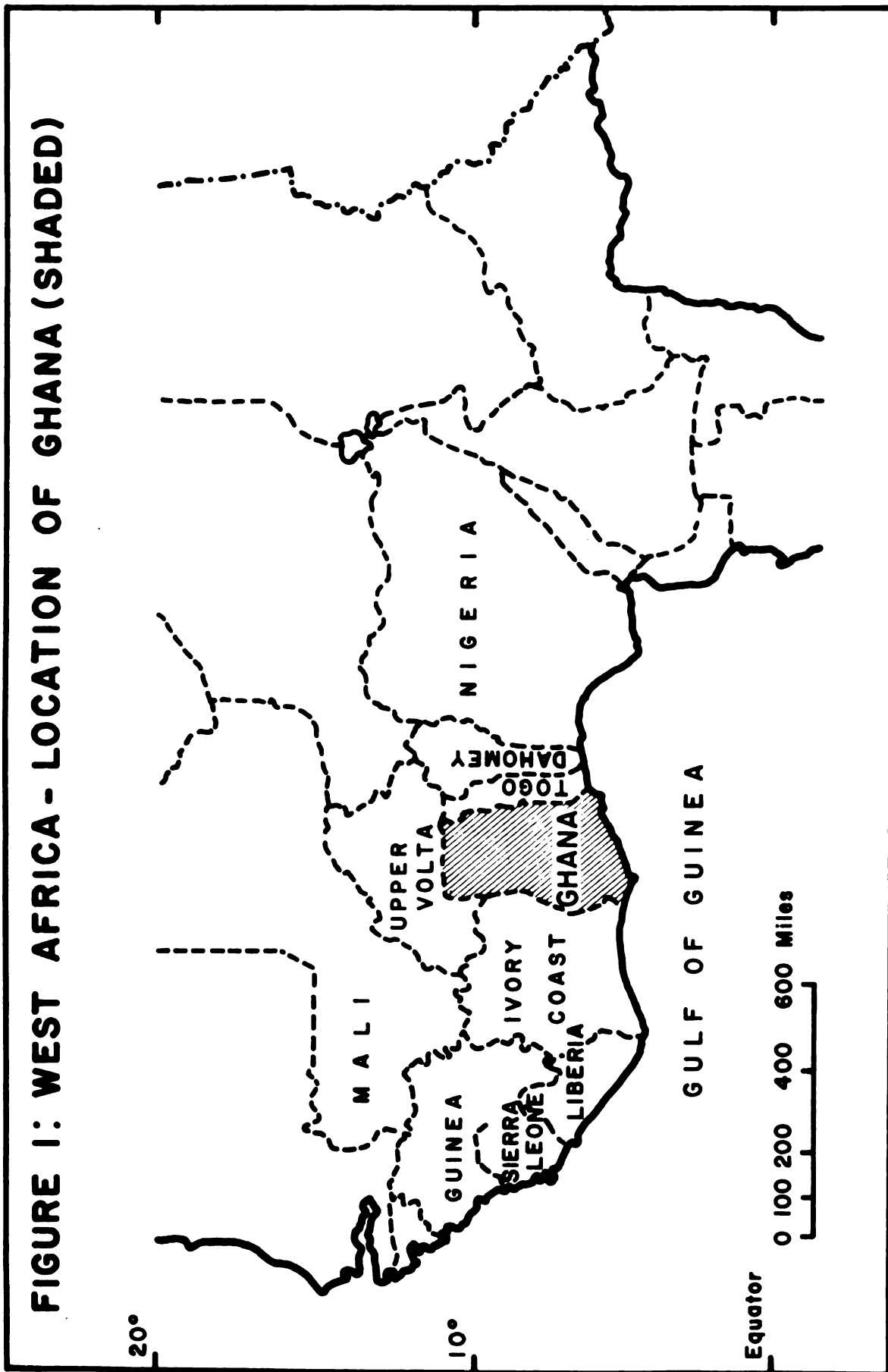
### GHANA

#### Geography

Ghana, which lies almost in the center of the countries in the Gulf of Guinea in West Africa, stretches between latitudes  $4\frac{1}{2}^{\circ}$  North of Cape Three Points and  $6\frac{1}{2}^{\circ}$  North in the extreme east. From the southern coast, the country extends to about  $11^{\circ}$  North, a distance of about 420 miles. This location puts Ghana very near the Equator. The country, which has an area of 92,100 square miles, is bounded in the east by the republics of Togo, Dahomey and Nigeria, while the nations of the Ivory Coast, Liberia and Sierra Leone lie to the west. The northern part of the country is bordered entirely by the Republic of Upper Volta (Figure 1).

Basically, the country may be divided into three main geographical regions: the South-eastern coastal savannahs, the Equatorial forest zone and the Northern savannahs.

FIGURE 1: WEST AFRICA - LOCATION OF GHANA (SHADED)



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The population of Ghana, according to a 1966 estimate, was 7.84 million<sup>1</sup> -- a rise from the 1960 official census which established the figure at 6.73 million. The population is unevenly distributed, with heavy densities (over 400 per square mile in certain areas) in the urban areas -- Accra, Kumasi, Sekondi-Takoradi and Tamale (Figure 2).

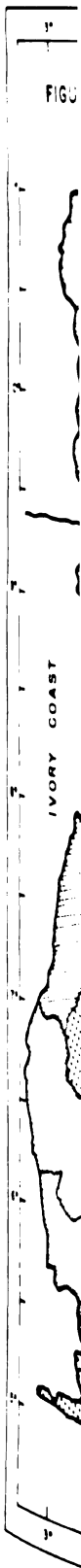
### History, Government and Politics

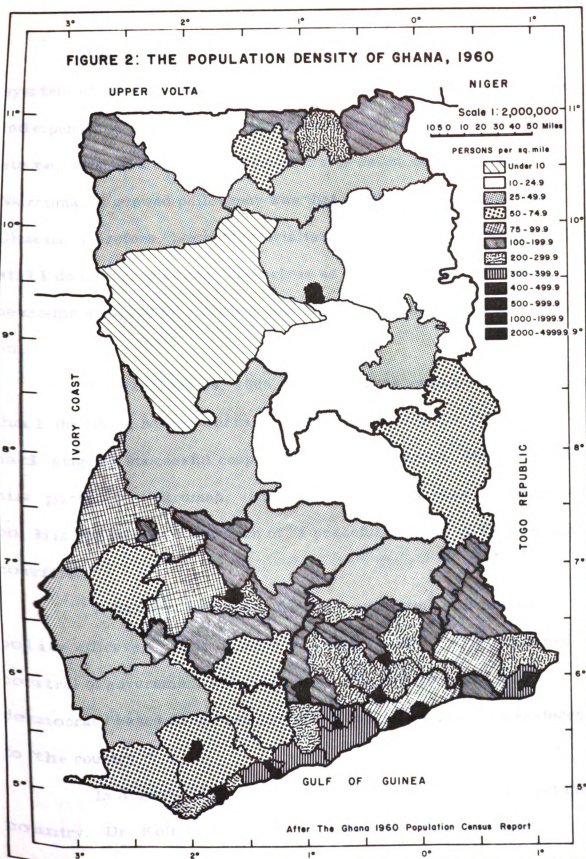
Ghana achieved independence from the British in 1957. Before then, the country, which was ruled by Britain since 1874, was known as the Gold Coast Colony. The country was renamed Ghana on the day of Independence -- March 6, 1957. Presumably, the name was chosen after the ancient kingdom of Ghana, one of the Sudanic Empires which flourished on the African scene between the fourth and tenth centuries.

( Ghana has a long history of government and politics, but the modern scene began with the birth of Dr. Kwame Nkrumah's Convention Peoples Party (CPP) which led the country toward political independence in 1957. The country became a republic in 1960.

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<sup>1</sup> At the time of writing this thesis, a 1970 census taken in April was still being processed; it was estimated that the population would be around 8 million by the end of 1970.





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Under the leadership of Dr. Nkrumah, the multi-party system which characterized the country before and a few years after independence was dissolved and the country was declared a one-party state, with the Convention Peoples Party as the only legitimate party. Nkrumah's avowed philosophy was that of Pan-African Socialism. Ghana, therefore, became a Socialist Republic. Political scientists still do not agree among themselves as to whether Ghana actually became socialist or merely a one-man dictatorship; the debate goes on.

On February 24, 1966, the world was awakened with the news that the Ghana Armed Forces, in cooperation with the Police Services, had staged a successful coup d'etat overthrowing Dr. Nkrumah and his party. Dr. Nkrumah, at the time of the coup, was in Peking -- on his way to Hanoi in search of "a peaceful solution to the Vietnam conflict."

A National Liberation Council, consisting of army and police officers, mostly of those who engineered the coup, assumed control of government which was to rule by decree "until true democracy based on the popular will of the people has been restored to the country."

In August, 1969, popular elections were held throughout the country. Dr. Kofi Abrefa Busia and his Progress Party were

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### Economy

The economy of any nation constitutes the backbone for the development projects in that country. This generalization is very true in the case of a developing country like Ghana. While Ghana has shown much progress in national development projects since independence -- more schools, hospitals, new roads, improved communication system, the construction of the famous Volta River Project and so forth, the rate of economic growth has still been called to question.

Ghanaian economic experts argue that the rate of economic growth has been rather too slow, thereby creating a stagnation in the standard of living in the country. A noted Ghanaian economist observed:

The amount of capital investment that has been made in the Ghana economy since 1951 is very substantial by all standards. Under normal circumstances these investments should have led

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to a high rate of growth in the economy as is measured by the Gross National Product (GNP) or the Gross National Income or Expenditure. This has unfortunately not been so in Ghana and this brings me to the second characteristic of our economy, namely, the disappointing rate of growth in recent years.

Between 1960 and 1966 the increase in the GNP at constant 1960 prices was of the order of 17.3 percent as against an estimated rise in population during the same period of about 17 percent. The GNP in 1965 at constant 1960 prices was N¢1,093 million compared with N¢946 million in 1960. In 1965 the rate of growth was only 0.7 percent.<sup>2</sup>

Today, Ghana's economy is facing a serious crisis. There is mass unemployment and many development projects have come to a standstill as the country battles to overcome its balance of payments deficit. The large external debt is hurting Ghana badly. The country is still basically nonindustrial, so it imports practically everything from raw materials to feed the few industrial plants (for instance, crude oil from Russia for the oil refinery of Tema Harbour) to pins, milk and rice! The chart on page 48 shows the visible trade trend from 1958-1968.

The gravity of the problem of external debts owed by Ghana was portrayed in the national budget statement for 1970-71:

"I have heard the suggestion that compared to some developing countries Ghana's debt burden is relatively light. Unfortunately for those who would seek to take this way out of facing squarely

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<sup>2</sup> E. N. Omaboe, The State of Ghana's Economy Today (Accra-Tema: The State Publishing Corporation [Printing Division], 1967), p. 5.

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TOTAL VISIBLE TRADE

Year	N¢' 000		
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1958	209, 117	169, 186	39, 931
1959	226, 718	226, 049	669
1960	231, 979	259, 235	-27, 256
1961	228, 981	286, 826	-57, 845
1962	230, 097	235, 084	- 4, 987
1963	217, 619	260, 775	-43, 156
1964	229, 279	243, 184	-13, 905
1965	226, 883	320, 051	-93, 168
1966	191, 394	250, 647	-59, 253
1967	246, 800	261, 523 <sup>a</sup>	-14, 723
1968	342, 040	314, 032	+28, 008

<sup>a</sup>Of the total imports of N¢261, 522, 556 for 1967, N¢127, 007, 481 was imported before the devaluation, and N¢134, 515, 075 after the devaluation. (Source: Ghana, Central Bureau of Statistics, Economic Survey 1968 [Accra-Tema: The Ghana Publishing Corporation (Printing Division), 1969], p. 41.)

N¢ (New Cedi) = \$. 98. The New Cedi was devalued by 30 percent on July 8, 1967.

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up to the problem of Ghana's debts, we have just been presented with fresh evidence from a neutral source, the International Bank of Reconstruction and Development, which shows that Ghana in 1968 had one of the four heaviest debt-service ratios among all the developing countries that are recipients of International Development Association credits and for which data is available."<sup>3</sup>

Various arguments have been presented as to what caused the crisis in Ghana's economy. Some have put the blame squarely on Nkrumah's regime, for overspending and general mismanagement. Others blame the fall in prices for cocoa, Ghana's major source of revenue. Irrespective of the causes of the crisis, the major fact remains that the current economic problems in Ghana are seriously affecting national development, including Ghana Television (as will be pointed out later in the study), which derives a major part of its operating funds from the Government of Ghana.

### Education

In Ghana, planning, organizing and administering the public system of education for Primary and Secondary Schools, Teacher Training Colleges and Technical Institutions are among the major responsibilities of the Ministry of Education. The Ministry also is responsible for the government's relations with various departments,

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<sup>3</sup> Hon. J. H. Mensah, M. P. Minister of Finance and Economic Planning, Republic of Ghana Budget Statement for 1970/71 (Accra-Tema: The Ghana Publishing Corporation [Printing Division], 1970), p. 33.

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corporations, and bodies, such as the West African Examinations Council and the Bureau of Ghana Languages (which produces textbooks in the local languages).

The Ministry is divided into three sections -- Science and Technical Education, General Education and General Administration.

The Science and Technical Education section, which is headed by the Chief Science and Technical Education Officer, is responsible for preparing and implementing a scientific and technical program for education below university level.

The General Education section, which is in charge of various aspects of the educational system, is headed by the Chief Education Officer, who is assisted by a Deputy and other professional officers.

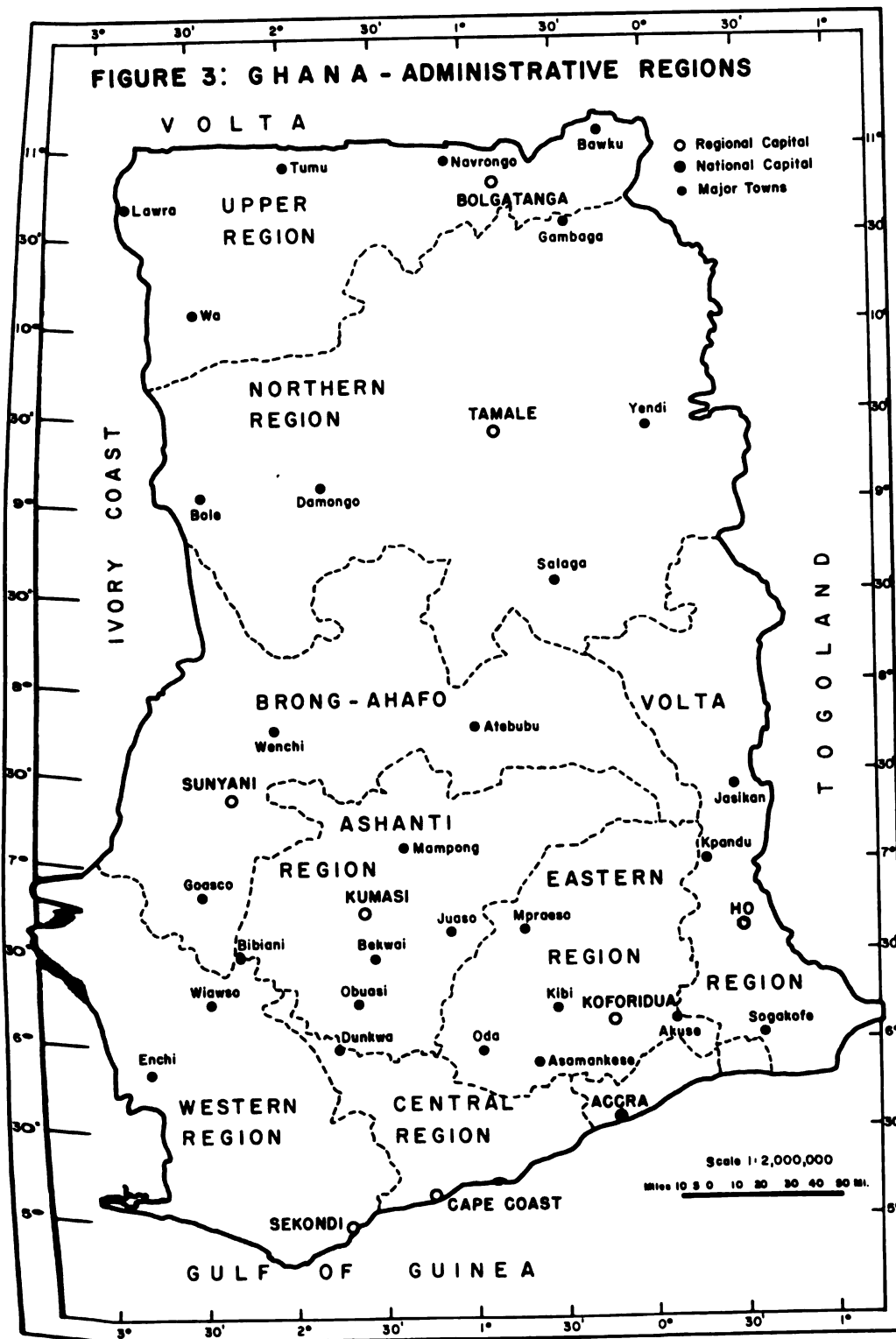
The country is divided into nine regions (Figure 3) which in turn are broken down into forty-two education districts. There is a Regional Education Officer at the head of each regional office. These officers are responsible for the daily administration of education in the country. In most cases, the district offices are manned by Senior Education Officers who carry out the administration and inspection of Primary and Middle Schools in the districts.

There are many Assistant Education Officers in each of the education districts. These officers supervise a maximum of between fifteen and twenty primary schools, which are mostly staffed by

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untrained teachers. It is the responsibility of each Assistant Education Officer to visit his schools several days each term and give professional advice to the staff.

The third section of the Ministry of Education--General Administration--is under the supervision of the Permanent Secretary, who is concerned specifically with the administrative problems affecting the Ministry.

### The Present System of Education

At present, there are seven main levels of education in the country--Pre-Primary, Primary, Middle, Secondary, Technical, Teacher Training and University.

#### Pre -Primary

The Pre-Primary education for children between the ages of 3 and 5 is under the direction and control of the Ministry of Labour and Social Welfare. Children in the age bracket of 4-5 can either attend Private Pre-Primary Preparatory Schools or Pre-Primary Schools which are under the control of the Ministry of Education. Statistics for the academic year 1966-67 showed that there were 110 Pre-Primary Schools under the control of the Ministry of Education, while 120 of such other schools fell under the control of the Ministry of Labour and Social Welfare.

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Primary education in the country normally takes six years. During these six years of education, pupils are taught the basic skills of reading, writing and arithmetic. Pupils are also taught Religious Instruction, Health Education, Physical Education, Music, Ghana Languages, and Social Studies, including Civics. Many of the Primary Schools are staffed by "pupil teachers" who have only completed the Middle School level.

### Middle

The next level after Primary education is the Middle School. The name "middle" is used because this level, which is of four years duration, is the mid-way between the Primary and Secondary levels. While a number of pupils, usually the very bright ones, do enter Secondary Schools after completing Primary class 6, most entrants come from the second-fourth year pupils (Middle Forms 2-4) after passing the rather competitive Common Entrance Examination which is literally open to all Middle Forms Two, Three and Four pupils (exceptions of very bright Form One pupils are admitted also). In a sense, the Common Entrance Examination is a sifting process through which only the potentially good students are selected for the limited number of Secondary Schools in the country.

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## Secondary

After the Middle School, education in Ghana becomes a multiple-track system.

Pupils who pass the Common Entrance Examination may be admitted into Secondary Schools. Those who do not pass or take the examination may choose, after completing the Middle School, to go to a Teacher Training College or pursue a technical education.

The Ministry of Education has described the two purposes of secondary education as follows:

- (i) to produce the bulk of the middle level manpower for our economy;
- (ii) to produce potential top-level manpower for university courses.<sup>4</sup>

Secondary education normally takes five years, at the end of which duration all final year students must sit for the West African School Certificate Examination or the General Certificate of Education (G. C. E.), Ordinary Level Examination. The latter is organized by the University of London while the former is organized by the West African Examinations Council, a body which was set up by, and designs all public examinations for the four Commonwealth countries of Ghana, Nigeria, Sierra Leone and the Gambia -- all located in West

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<sup>4</sup>Ghana, Ministry of Information, Ghana Official Handbook 1969 (Accra: The Ghana Publishing Corporation [Printing Division], 1969), p. 31.

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Africa. Pupils who pass either of these examinations are awarded certificates (like the High School Diploma in the U. S.).

The curriculum for the five years of Secondary education usually consists of: General Science, Mathematics, History, Geography, Music, Art and Crafts, Woodwork, Metal Work, House-craft, Technical Drawing, Languages--Latin, Greek, French, English and Ghana Languages.

Many Secondary Schools in the country have branches known as the Sixth Form. The Sixth Form offers two years of further study in preparation for University education. At the end of the second year, students sit for the Advanced Level of the General Certificate of Education Examination.

Each candidate for the examination is tested in three subjects in his major area--Arts or Science. An additional requirement in this written examination is for each candidate to be tested in a General Paper--covering material in both Arts and Science, and Current Affairs.

The subjects offered in Arts are: English, French, History, Economics, Geography, Bible Knowledge, Latin, Art, Technical Drawings and Commercial Subjects.

Subjects offered in Science are: Physics, Chemistry, Biology, Pure Mathematics, Botany and Zoology.

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### Technical Education

For those Middle School leavers who are interested in vocational, instead of secondary or general education, a number of technical institutions in the country offer an alternative. For instance, there are Junior Technical Institutes which offer pre-apprenticeship courses in crafts and domestic needs.

In addition, there are Technical Institutes which provide one-year pre-apprenticeship as well as two-year courses in crafts at the ordinary level and in Painting, Decoration, Carpentry, Joinery, Building, Cabinet-Making, Mechanical Engineering and Electrical Installation at the advanced level. Also, courses are offered at the Intermediate Level in Commercial Studies and Domestic Subjects.

Beyond the Technical Institute, pre-apprenticeship level, there are the Polytechnic Institutes. These institutes offer advanced level courses for candidates who have successfully completed Technical Institute and have also had between two and four years of practical experience in industry. It is expected that in due course the staff at the Polytechnics can be strengthened so that they can provide diploma courses in Building and Engineering. The diploma courses in the two areas are currently offered at the Kumasi University of Science and Technology.

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Another type of technical education available is a three-year Diploma Course in Mining, for which students spend their final year specializing in Mining Surveying, Mining or Mineral Dressing.

Finally, there are two other kinds of institutes for technical education students. One is a Trade Training Center which gives practical training and some limited theoretical work for apprentices, artisans and tradesmen already in employment.

The other kind of institutions related to technical education are Teacher Training Institutes. These Institutes prepare handicraft teachers for Middle Schools and Technical Teachers for Technical Institutes and Polytechnics.

### Teacher Education

As of the 1970/71 academic year, there were over seventy teacher training colleges in Ghana. These colleges offer four types of programs. The first type is a Four-Year Certificate "A" Program. This program may be pursued in two different ways. One is for those who have already completed a Two-Year Certificate "B" Program and want to do another two years for the Certificate "A." The other is a straight four-year program for Certificate "A" in Housecraft for Primary and Middle Schools. Candidates are recruited from students who have successfully completed Middle School.

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The second type of program is a Two-Year Certificate "A" Post Secondary. It is for candidates who have successfully completed Secondary School, that is, those holding the West African Secondary School Leaving Certificate or its equivalent.

A third plan is the Specialist and Teaching Diploma. The program prepares teachers in Home Economics, Art and Crafts, Physical Education and Rural Science. Candidates who complete a four-year training under this program may teach in Secondary Schools or training colleges, while those who complete only two years teach in Primary and Middle Schools.

The fourth type of teacher education is classified as Associate, Licentiate, Graduate and Post-Graduate<sup>5</sup> Program. The program is intended for those who will eventually teach in Secondary Schools and Teacher Training Colleges.

The curriculum of Teacher Training Colleges, which covers the entire curriculum of Elementary Schools, offers, in addition, courses in "Education," Method Principles, Psychology and Practical Teaching. Generally, the curriculum lays great emphasis on the use of English as the medium of instruction with an equal emphasis on the teaching of General Science and basic Mathematics. Also, the

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<sup>5</sup>The term "Post-Graduate" in Ghana connotes "beyond the baccalaureate" -- quite different from the American connotation.

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curriculum makes provision for specialization in the teaching of special age groups.

### University Education

Ghana has three universities -- University of Ghana situated at Legon, University of Science and Technology at Kumasi and University College of Cape Coast.

The University of Ghana, the oldest of the three, started in 1948 under the name University College of the Gold Coast. Until 1961, when it achieved a full university status with powers to grant its own degrees, the institution was associated with the University of London, which granted degrees in Arts and Science.

The objectives of the University of Ghana were outlined by an international commission on higher education appointed by the Government of Ghana in 1960. The objectives as recommended by the commission were as follows:

- (a) To provide opportunities for education in all those branches of human knowledge which are of value in modern Ghana for a maximum number of Ghanaians who are capable of benefiting therefrom.
- (b) To equip students with an understanding of the contemporary world, and, within this framework, of African civilizations, their histories, institutions, and ideas.
- (c) To undertake research in all fields with which the teaching staff is concerned, but with emphasis where possible, on problems -- historical, social, economic, scientific,

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technical, linguistic--which arise out of the needs and experiences of the peoples of Ghana and other African states.

- (d) To enable students to acquire methods of critical and independent thought, while at the same time recognizing their responsibility to use their education for the benefits of the peoples of Ghana, of Africa and of the world.
- (e) To provide opportunities for higher education and research for students from other parts of the world, and particularly from other African states.
- (f) To develop close relationship with the people of Ghana and their organizations and with other universities.<sup>6</sup>

On the basis of these recommendations, the university has established over thirty departments covering such diverse areas as natural science, classics, history, education and modern languages. The university also has an Institute of African Studies, whose expressed objective is to promote the study of African culture and history. All students entering the university are required to do a year's study in the Institute of African Studies.

The University of Science and Technology, as the name implies, is basically oriented toward science and technology. Formerly known as the Kumasi College of Technology, which officially opened in 1952, the university, as it is now, was established by an Act of Ghana Parliament in 1961.

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<sup>6</sup>Ibid., pp. 35-36.

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The chief objective of the university is to train students in such technological and scientific areas necessary for a nation in transition from a purely agricultural to a semi-industrial economy. This does not mean that the institution does not offer nonscientific courses. It has a department of Liberal and Social Studies in addition to the following faculties: Agriculture, Architecture, Arts, Engineering, Pharmacy and Science.

The University College of Cape Coast was formally inaugurated in 1962 to meet the increasing demand for well-trained teachers for the nation's institutions. The institution was therefore conceived as a source of graduate teachers for secondary schools, technical institutes, polytechnics and teacher training colleges. The university is different from the others because it offers courses which are new in the country and lead to degrees in education for both Arts and Science oriented students. All degree candidates are required to take either two Arts courses plus Education or two Science courses plus Education. At present the university offers the following degrees or certificate programs in education:

- (1) Arts Preliminary Leading to B. A. (Education) Degree
- (2) B. A. (Education) Degree
- (3) Science Preliminary Leading to B. Sc. (Education) Degree
- (4) B. Sc. (Education) Degree
- (5) Graduate Certificate in Education
- (6) Diploma in Advanced Study of Education<sup>7</sup>

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<sup>7</sup> Ibid., p. 40.

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This chapter has only covered the main steps and tracks in the educational system of Ghana. There are several institutions of learning that have not been discussed, for reasons cited below. For instance, the Ghana Medical School, the Institute of Public Administration and the School of Hygiene are among the many institutions not mentioned. These schools are regarded as specialist areas--they do not fall within the mainstream of public education in Ghana, yet they are very important because they produce the bulk of specially trained Ghanaians whose contribution to the development of the country cannot be overemphasized.

### Mass Education

There is one area of education that must be given some attention. It is the area of mass education or what has been called "education in the broadest sense." This area is important because a very significant portion of the Ghanaian population does not have any formal education and has therefore become the target of Adult or Mass Education campaigns.

While nearly every institution--schools, newspapers, radio and television--in Ghana can claim to be contributing toward mass education in the country, three such institutions will be singled out for discussion now. The institutions are: the Department of Social Welfare and Community Development, which is under the Ministry of Labour and Social Welfare; the Ministry of Health; and the Ministry of Agriculture.

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Department of Social Welfare and  
Community Development

The Department of Social Welfare and Community Development fulfills a very important role in the national development of the country. Among the many functions played by the Department is the work it performs under the umbrella title of "Community Development" (Mass Education). The objectives and philosophy underlying the concept of community development have been described as:

The main concern of community development is the "people" -- to help them grow in civic responsibilities and in the use of their potentialities and talents in achieving desirable goals, economically, socially and culturally. Ghana Community Development therefore is based on the stimulation of self-help in the rural areas. It seeks to combine the efforts of the rural inhabitants with those of the Government in an attempt to help the people improve their standards of living, and while doing this it places emphasis on the use of the people's initiative, voluntary efforts, mental skills, and manual labour.<sup>8</sup>

To achieve the objectives and philosophy expressed above, the Department performs the following special activities, among others:

- (a) Adult Literacy
- (b) Self-help Construction Work
- (c) Work Among Women on Child Care and Home Economics
- (d) Extension or Educational Campaigns for Other Ministries and Agencies.<sup>9</sup>

The philosophy behind the literacy campaigns is to open new horizons, such as the ability to read and know what is happening in

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<sup>8</sup>Ibid., pp. 61-62.

<sup>9</sup>Ibid., p. 62.

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Classes in literacy campaigns, employing the Laubach and Adult Teaching Techniques, are conducted extensively by trained Mass Education and Volunteer Instructors in the rural areas in Ghanaian Languages. Basic arithmetic is also taught. Similar campaigns in English are conducted, especially in urban areas, for groups who need basic understanding of the language to engage in their daily employment.

Participants in the campaigns are given examinations at the end of the program. Those who pass the exams receive Literacy Certificates whose standard conforms with UNESCO's definition of literacy.

Self-help projects are quite familiar in the rural areas of Ghana. Such projects usually involve the construction of post offices, village water supplies, street drains, health clinics, school buildings, community centers, bridges and many other needs. Quite often, Community Development or Mass Education Officers, acting like change agents, call the attention of village communities to the need of improving their social or health conditions through the construction of some projects which otherwise would take a long time to be done by the government. Once the village communities perceive the

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need for such projects, the Department usually assists by providing plans, technical advice, technicians, tools and machines. It becomes the duty of the communities involved to supply the labor, sometimes the skills and the funds for such projects. In many cases, the citizens do make voluntary financial contributions or consult interested statutory bodies for assistance.

In order to improve the living standards of Ghanaian women, especially those in the rural areas, special teams of female officers, trained by the Community Development section of the Department, give basic training to such women in subjects related to the home. The subjects which affect the over 36,000 women groups and volunteer bodies in the country include: Food and Nutrition, Child Care, Child Development, First Aid, Home Nursing, Literacy, Sewing, Cookery, Handicrafts and Clothing.

To help tackle such a gigantic task discussed above, the Department has established several Rural Training Centers throughout the country. These centers give residential refresher courses from time to time to women's groups with their volunteer instructors.

The final of the four special activities performed by the Department is that of Extension Services. Due to their special training in adult teaching techniques, and familiarity with village communities, certain Community Development Officers facilitate the

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diffusion and adoption of innovations among villagers who do not easily adopt new ideas. Such officers often act as change agents for other Ministries and departments who wish to carry out basic educational campaigns in such areas as health, agriculture, housing, local government, road safety and village planning.

### Ministry of Health

In Ghana, the Ministry of Health is in charge of the health and medical services in the country. Its responsibilities include the training of doctors, construction of health clinics, hospitals and educating the public on health matters. Due to the increase in population from 4.8 million in 1948 to over 8 million in 1970, the need for more doctors is rather urgent. At present the ratio of doctors to the population in Ghana is 1:10,700. This anomaly has prompted the Ministry to adopt a policy of preventive medicine -- the control of communicable diseases, sanitation and so forth.

To carry out the policy of preventive medicine, the Ministry must necessarily inform and educate people on health matters. One way through which it attacks the problem is through the production and distribution of leaflets, posters, booklets and other materials through the Teaching Aid Production Unit of the Ministry's Health Education Unit.

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Another method by which health education campaigns are pursued is through the work of Health Inspectors who are trained in the Schools of Hygiene under the Ministry. The role of the Health Inspectors has been summarized as:

Health inspectors on graduation work in communities and by education and persuasion bring home to the people the prime necessities of health, and thus prepare them to take an active and lively interest in matters affecting their own health.<sup>10</sup>

### Ministry of Agriculture

Among the several functions that this Ministry must play in national development, there is one which it shares with other ministries or agencies. It is the major role of informing -- dissemination of special information to the public or segments of the public. To this end, two divisions of the Ministry may be mentioned as examples.

First, the Ministry has a Crop Production Division. Among the specific functions of the Division are the following, which involve the dissemination of information:

- (a) Carries out a national agricultural extension education program among farmers and rural communities.
- (b) Brings to the producer, shows and demonstrates to him, the best methods of growing his crops and keeping animals; the best seed, planting materials and fertilizers to use and

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<sup>10</sup>Ibid., p. 77.

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how to use the most effective methods in controlling diseases and pests.

- (j) Advises agricultural officers and farmers on how to select, use, run and maintain all farm machinery and vehicles for maximum economy, efficiency and profit.<sup>11</sup>

The second Division that engages in the dissemination of information is the Information, Public Relations, and Campaign Division. Its responsibilities are listed as:

- (a) Furnishing information on crops, livestock and various aspects of agriculture and fisheries to those interested and particularly to field workers to help them discharge their work with efficiency;
- (b) Helping field workers use effectively, techniques and material designed to improve communication of ideas and principles;
- (c) Establishing a definite channel for release of news and information by the Ministry of Agriculture and all its divisions and agencies;
- (d) Publicizing the work of the Ministry of Agriculture;
- (e) Assisting in speeding up the rate of improvement in rural life in Ghana.<sup>12</sup>

#### Problems in Ghanaian Education

National Development in Ghana is a question of problem solving. It is problem solving which involves, among other things, the analysis of some basic elements, such as:

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<sup>11</sup>Ibid., pp. 99-100.

<sup>12</sup>Ibid., p. 97.

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- a. What should be done -- priorities and goals.
- b. Where it should be done -- priority areas.
- c. Who should do it -- allocation of human resources -- expertise.
- d. How it should be done -- method and allocation of nonhuman resources.
- e. When it should be done -- time table.
- f. What may be the effects of what is done -- evaluation.

The problems in Ghanaian education may be looked at within the broad context of the basic elements outlined. However, it may be observed that while the elements in question can be neatly categorized, they are interrelated. The responses to the questions they raise do cut across borders. In other words, the answers to the question of what should be done may be similar or closely related to those of "where it should be done" or "how it should be done" and so on.

On the question of what should be done, one may say that Ghana has a lot to do in terms of her educational problems.

First, the country has the broad goal of providing education for every Ghanaian child and citizen to the highest level according to his ability. This means then that every Ghanaian is entitled to education of some sort. This broad goal has been translated into some specific objectives by the compulsory school attendance regulation

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in the country. In essence, the regulation was incorporated in the Ghanaian development plan for education beginning from the 1959-64 academic year. Part of the objectives of the plan was to provide a fee-free and compulsory education for all pupils in Primary and Middle Schools.<sup>13</sup> With the population of the country on the rise due to high birth rate and decrease in mortality, the big question of providing enough facilities and accommodation for pupils was not satisfactorily resolved. For the reason cited above, compulsory school attendance for pupils in the Primary and Middle Schools has not been strictly enforced in Ghana. The following table shows that, while the percentage of enrollment kept rising, it never reached 100 over a period of 8 years:

TABLE 2  
PERCENTAGE OF CHILDREN (6-14 YEARS) ATTENDING  
PRIMARY AND MIDDLE SCHOOLS FROM 1960-1967

Year	Percentage	Year	Percentage
1960	41 %	1963/64	61.2%
1960/61	42.9	1964/65	72.2
1961/62	53.5	1965/66	74.4
1962/63	59.4	1966/67	71.8

Source: Ghana, Ministry of Education, Education Report 1963-67 (Accra-Tema: The Ghana Publishing Corporation, 1968), p. 5.

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<sup>13</sup> Effective November, 1961, tuition fees for Primary and Middle Schools in Ghana were abolished.

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For some time, educational authorities in Ghana have been worried about the number of years a pupil spends in school--from Primary School through Secondary School. The estimate is between thirteen and fifteen years, depending on when one passes the Common Entrance Examination and gets admitted into a Secondary School. This does not include the two additional years spent in the Sixth Form for those entering universities.

To shorten the period, the Ministry of Education is planning to allow the selection of pupils for Secondary education after they complete Primary School. Also, Primary education will take eight years instead of ten to complete. Thus, it is expected that the "Middle" School which has hitherto been serving as a link between the Primary and Secondary Schools will be eliminated. In its place will be a Two-Year Continuation School which will offer vocational type of education--Elementary Accountancy, Agriculture, Housecraft, Handicraft and so on.

Even before the introduction of fee-free compulsory education, Ghana had always had problems of inadequate and insufficient building facilities--classrooms, libraries, science laboratories and so forth. The new plan, which created a rise in pupils, has aggravated the problem; the need for more building facilities and teachers is now greater than ever before. One attempt to solve the problem

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of building facilities was the introduction of the double shift system, through which many Primary Schools operate on two shifts--one group of pupils attends classes from morning to noon, then a different group comes in to use the same facilities for the afternoon.

While the double shift system has helped somehow in alleviating the problem of accommodation, it has not solved that of inadequate facilities. "Inadequate" refers to the hundreds or thousands of school buildings in Ghana that have leaking roofs, have no libraries or laboratories or walls, great health hazards, poor maintenance and poor or no sanitation facilities.

Another corollary of the double shift system, and indeed of compulsory attendance, is the increase in the demand for more trained teachers. This problem was succinctly described as:

A large number of Primary Schools is staffed with untrained teachers who have completed only the Middle School course. This has been brought about by rapid expansion in primary education in recent years. Every effort is being made to remedy this situation by increasing the output of trained teachers from the Teacher Training Colleges.<sup>14</sup>

The demand for more and better trained teachers has been sharpened by yet another government policy. Before 1961, Ghanaian schools did not teach science to its pupils below the Secondary level. The closest that Primary and Middle School pupils came to the study

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<sup>14</sup>Ghana, Ministry of Information, Ghana Official Handbook 1969, pp. 30-31.

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of science was the lessons they received in Nature Study, Hygiene and Gardening. To rectify the situation, the Government of Ghana decided to introduce science teaching into Middle Schools. First, the Ministry of Education appointed a full-time science organizer to its Curricula and Courses Branch to devise a science program for the schools. The objectives for the intended program were stated as follows:

- (a) Give the pupils basic knowledge of science to enable them to feel at home in an age that is appropriately called the scientific age;
- (b) Give pupils a better understanding of the apparent mysteries surrounding them;
- (c) Give the pupils a better foundation for secondary and training college science; when the foundation is properly laid, work in secondary school and training college will be easier;
- (d) Help those who do not go on to secondary schools to get a better grasp of their science related jobs;
- (e) Develop science talent in children;
- (f) Get children interested in extra-curricula scientific activities through the formation of science clubs.<sup>15</sup>

In pursuance of the aforementioned objectives, the Ministry has started the training of specialist science teachers in some of the teacher training colleges in the country. However, the demand for such teachers is much greater than the supply, so this simply

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<sup>15</sup> Ghana, Ministry of Education, Education Report 1963-67, p. 23.

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aggravates an already existing problem -- the shortage of qualified teachers.

School administration or management is another area of major concern in Ghana's educational system. At present, education below the university level is administered by both the government and the private sector -- religions missions, private citizens, organizations and local councils. The relative freedom has helped create disparate levels of quality among schools. The situation was discussed by the current Prime Minister of Ghana, Dr. Busia, during a speech to representatives of educational institutions, officials of the Ministry of Education and others in Accra recently. The Prime Minister was quoted as:

One of the worries of the Government on the question of administration had been the waste in administering schools through 15 different educational units and 137 local councils.

The problem of management which the government wants to look at was how it could meet the educational needs of the country in a more economic way than the haphazard way of the present which left it to the educational units to establish schools wherever they liked.<sup>16</sup>

The effect of the educational system on the society of any country should indeed be of major concern to that country. The progress and development of each country is greatly determined by

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<sup>16</sup> E. N. O. Provencal, "P.M. on Ghana's Education," Daily Graphic, August 28, 1970.

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the degree to which its educational system meets the needs of that society. Ghana is no exception to this axiom. Unless the products of the Ghanaian educational system are useful by helping meet the country's needs, one would seriously question the justification for the existence of the present educational system. There is plenty of reason to concern oneself with the relevancy of the present educational system to the needs of the country, unless one argues that such relevancy is valid only after one has passed through the entire educational system -- from Primary School to the successful completion of university education. A fair yardstick for the relevancy of the system of education in the country then is the extent to which people -- human resources -- that pass through the educational system find avenues through which they can contribute toward the development of the country. Put another way, is the Ghanaian educational system preparing its human resources to enhance national development? There is reason to answer this question negatively. A major part of the reason is provided by a noted Ghanaian:

The end-products of our educational system do not give the product range and the quality that is required in a rapidly growing country such as this. Worse still, the system continues to roll out the same end-products, unmindful of the changed requirements of society.<sup>17</sup>

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<sup>17</sup> J. Frimpong-Ansah, Governor of the Bank of Ghana, "Education Expenditure in Ghana," Daily Graphic, August 13, 1970.

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The same source continues:

Many a time, one comes up with the sad situation of a healthy young man who has completed his secondary school education and obtained the required number of passes but in completely unrelated subjects. A typical example would be passes in vernacular, Bible Knowledge, History, English, and perhaps elementary general science.<sup>18</sup>

The authority just cited argues that the conditions he has described exist because general education, unless accompanied by further training for specific skills, serves no purpose in modern society. He suggests that a wide and complex continuation school system where various skills are taught on the same campus be provided so that students in general education can pursue special skills before seeking jobs.

The question that may be asked then is why are Secondary School students who plan to find jobs at the end of their studies allowed to have general education, if such preparation will not qualify them for employment? Part of the answer to this question is that the educational system in Ghana lacks a counseling service for its students. It seems likely that, were such a service available, many a student might be directed away from the unpleasant consequence of trying to seek jobs after getting a general education.

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<sup>18</sup>Ibid.

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However, providing special skills for students who seek employment after school may not necessarily solve the problem of unemployment. There is evidence that already certain skills are saturating the economy of the country. A noted scholar on this problem comments:

In the last resort the solution lies in Ghana reaching a level of development leading to a rise in national income and a considerable enlargement in the size of the exchange structure. . . . Recent studies on human capital formation through education frequently ignore the fact that training in skills alone will have little effect unless an occupational structure exists in which these skills can be effectively realized. Little can be expected, for example, from technical education, since there are already some signs that the market for certain technical skills is becoming saturated. . . . Ghana represents a classic situation where the pursuit of educational goals has produced an unanticipated consequence of serious proportions.<sup>19</sup>

Invariably, the solution to any of the problems discussed so far will depend on the availability of funds and the skills of educational planners. There is evidence that there are skilled educational planners available to Ghana. What remains then is the problem of money. Where and how can Ghana get the funds to help tackle many of her educational problems?

The problems discussed so far may be broadly collapsed to read: How can Ghana mobilize her human and nonhuman resources

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<sup>19</sup> Philip Foster, Education and Social Change in Ghana (Chicago: The University of Chicago Press, 1965), p. 209.

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in the most efficient way to improve the quality of education in the country so that the citizens produced thereof can be an asset, not a liability, to the national development of the country? It may be noted that it was the attempt to answer this overriding question that prompted Ghana to introduce television into the country at this stage in her national development. But is television indeed the answer or part of the answer to the problem? The remainder of the study attempts to answer this question.

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## CHAPTER IV

### GHANA TELEVISION

Television was inaugurated in Ghana on July 31, 1965. The significance of this venture in Ghana's development was underscored by the extensive coverage of the occasion given by the Ghanaian Press. "Television Comes to Ghana," "TV Must Help Educate the People," "It Must Be African," "Ghana TV Ushers Us Into New Era: Sceptics Proved Wrong," "TV Will Educate, Inform and Entertain" were among the bombastic newspaper headlines across the nation.

From the newspaper headlines mentioned above, one could discern the aspirations, dreams and visions of a nation in transition.

It was by no means coincidental that the date of the inauguration was the 30th anniversary of the introduction of sound broadcasting in Ghana. The ceremony of July 31, 1965, therefore, was, in essence, of double significance because radio had left an impressive record in Ghana, a fact which perhaps convinced people to expect an even more impressive record from television in the years ahead.

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If the occasion for television inauguration was pomp, the plans and preparations to introduce the new medium were not; they were deliberately slow and painstaking. It all began six years earlier -- on November 6, 1959 -- when two Canadian experts arrived in Ghana to investigate the feasibility and potentialities of introducing television in Ghana. The experts -- Messrs. R. D. Cahoon and S. R. Kennedy -- had been invited by the Government of Ghana under the scheme of technical cooperation between the two countries.

1) The Canadians spent five weeks visiting the country and discussing their opinions with representatives of the Government of Ghana. To bolster their opinions, they visited the facilities of the Western Nigeria Television at Ibadan and Abafon. The Western Nigeria system had just started operation barely a week before the visit. This opportunity was very helpful to the visitors, as it enabled them to make comparisons with their ideas about the study in Ghana.

2) Following the experts' recommendations, which were generally favorable, the Government of Ghana published a statement in 1960 accepting their findings.<sup>1</sup>

It may be observed that the role of the Canadians was not to advise on whether television should or should not be introduced in Ghana. The decision had already been made and the experts were just invited to advise on the best way to implement the decision. To

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<sup>1</sup>See Appendix D.

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amplify this position, the Government in its statement accepting the principal conclusions of the Recommendations observed in part:

It will be noted that the authors of the Report were not asked to comment on the desirability of the introduction of a television service in Ghana, since it had already been decided that such a service ought to be introduced. The report therefore consists of an examination of the way in which such a service may best be inaugurated.<sup>2</sup>

Following government acceptance of the recommendations, plans were drawn in 1960 to establish a television service in Ghana. Among the plans was the idea that the television service would become a branch of the Ghana Broadcasting Service, which was only a sound system at the time.

In 1960, plans and specifications for the television service were prepared by the broadcasting service, which opened the specification for bids. Eventually, Messrs. Marconi Co. Ltd. of London was offered the contract in July, 1963, to build and install equipment for the service.

One unique aspect of the plans and preparations was that, unlike many a new television service in the world, Ghana Television started its operations with a predominantly trained Ghanaian staff.

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<sup>2</sup> Ghana, Government Statement on a Television Service by Messrs. R. D. Cahoon and S. R. Kennedy of the Canadian Broadcasting Corporation (Accra: The Government Printer, 1960).

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To help train the Ghanaian staff, Messrs. Frank Goodship and C. W. Harvison of the Canadian Broadcasting Corporation were invited by the Ghana Government, again under the Technical Assistance Agreement between the two countries, to assist in the setting up of a Television Training School. The two Canadians arrived in Ghana in late 1961 and helped construct and equip the new school, which was near the main studios. The school was officially opened on January 28, 1963.

^ On the very day that the school was opened, a four-and-a-half month training course began for ten producer-trainees, fourteen technicians, a film manager and a designer. The school, which was a complete operational television center, was equipped with: two classrooms, a two-camera studio and control room, film facilities, a technical equipment room, a mechanical workshop, a design studio and a scenery construction shop. In addition, there was a transmitter which provided television coverage for the whole of Accra.

After the initial local training, twenty-four of the students -- twelve producers and twelve technicians -- were sent to Canada where they received intensive training in various aspects of television production and maintenance at the Ryerson Institute of Technology, Toronto. From Toronto, the trainees were sent on attachments to the various CBC stations across Canada from Halifax to Vancouver.

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During this period, the trainees did not act as mere observers but as if they were actual employees of the Canadian stations. They fully participated in the production and direction of regularly featured programs for the Canadian audience.

While the first group of trainees was in Canada, a second one received the basic rudiments of their trade at the Ghana Television School, which meanwhile had received four more Canadian officers to assist in the training program. By July-August, 1968, over fifty Ghanaian television personnel, including designers, cameramen, film editors and others, had received further training in Canada. In addition to Canada, several members of the production staff received further training at other reputable overseas television organizations such as: the British Broadcasting Corporation; Center for Educational Television Overseas (CETO), London; R.A.I. (Rome), Italy; The Thomson Foundation in Glasgow; Tokyo (Radio NHK); West and East Germany.

### Structure

Ghana Television is a division of the Ghana Broadcasting Corporation, which has been a fully independent public corporation since March 1, 1968. The present corporation received its new status under a re-incorporation decree (N. L. C. D. 226) issued by

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the National Liberation Council which ruled the country from 1966 - 1969. Before then, the corporation, which was promulgated in 1965 by (L.I. 472), was, in essence, a "Civil Service" corporation under the control of the government of the day. The differences between the two instruments of incorporation -- 1965 and 1968 -- were outlined by the former Director-General of the corporation -- Mr. W. F.

Coleman:

1. Unlike L.I. 472, the Corporation under NLCD 226 is neither subject to the directions of the Commissioner (Minister) nor the special powers of a President except under a declared emergency when the Government may take it over or give directions through the Commissioner (Minister).
2. There is a ten-member Board which is responsible for the broad direction of the affairs of the Corporation, whilst the Director-General as the Chief Executive is responsible to the Board for the day-to-day administration of the Corporation.
3. Staff recruitment, promotions and dismissals are entirely the responsibility of the Board which has powers to make by-laws and other instruments.
4. The Board itself is appointed by the Government on the recommendation of the Commissioner for Information and must be politically neutral. Its members are not to associate publicly with or hold office in political parties.
5. In financial matters, however, the Corporation is not entirely free of Government control: it depends on Government for annual subvention and therefore its books must be subject to the scrutiny of the Auditor-General who is obliged to report on the financial administration of the Corporation to the Government.

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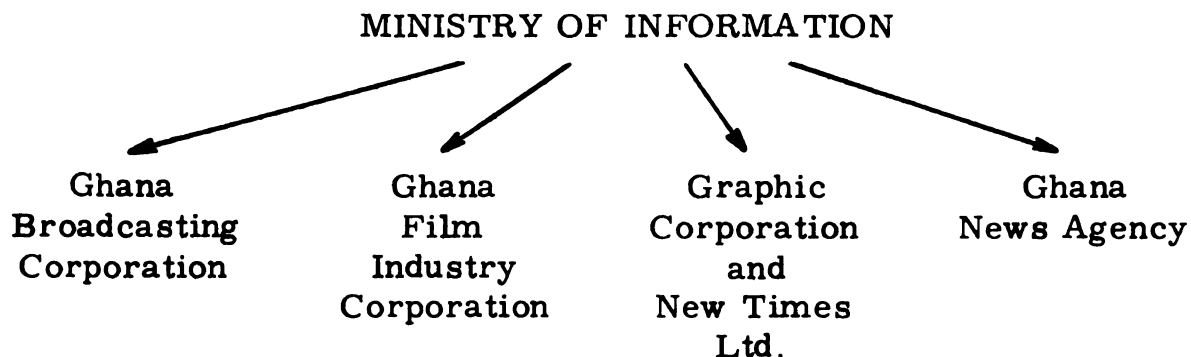
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6. The obligations of the Corporation are: (a) To provide, as a public service, independent and impartial broadcasting services for general reception in Ghana; and  
  
(b) To collaborate with such departments of State as may be appropriate to provide an international radio service.
7. The Corporation may also engage in commercial broadcasting through the sale of paid advertisement schedules at prescribed spots.
8. Unlike L. I. 472, NLCD 226 is not an instrument under the Statutory Corporations Act 1964 (Act 232).<sup>3</sup>

While Ghana Broadcasting Corporation may be described as an independent public corporation, it still falls under the general umbrella of the Ministry of Information which has a number of autonomous and semi-autonomous departments under it, as the following diagram shows:



The Ghana Broadcasting Corporation may be further broken down into the following broad divisions:

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<sup>3</sup>"Seminar on GBC's Autonomy and How to Increase Earnings (Part 2), " The Broadcaster (Accra, Ghana), IV, No. 1 (January-March, 1969).

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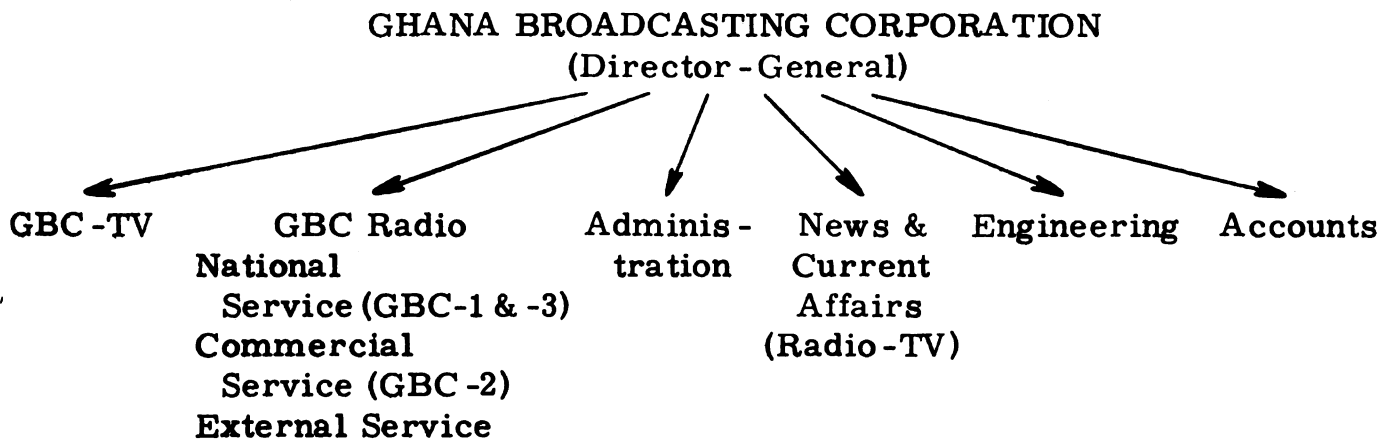
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It may be observed, therefore, that even though the Corporation is independent, its broad policies are formulated by the Ministry of Information.

Internally, the Corporation is governed by a Board of Directors whose membership is drawn from the public upon the recommendation of the Minister of Information. Members of the Board, as was mentioned earlier, are supposed to be politically neutral--not associating publicly with or holding offices in political parties. The Director-General of the Corporation is the Chief Executive, who is responsible directly to the Board of Directors as far as the day-to-day administration of the Corporation goes. The Board, in essence, formulates the broad policies as they are handed down from the Ministry of Information. The Corporation, in turn, translates the policies through its programming output.

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Officer, the Engineering Department headed by the Director of Engineering, the Television Division headed by the Director of Television, the Sound Section (GBC -1, -2, -3 and External Service) headed by the Director of Sound Broadcasting, and the Accounts Section headed by the Chief Accountant.

The Television section of the Corporation has three main divisions, each with its own head -- Production, Design and Film. The Engineering Division, headed by the Chief Engineer (TV), is under the Director of Engineering since its functions are related to problems dealing with sound broadcasting as well.

Of the three main divisions, the Production section is worth further analysis because it has broad duties. The section has the following six subdivisions: Public Affairs, Schools Broadcasts, Rural Broadcasts, Entertainment, Children's, and Sports and Outside Broadcasts. These divisions and their functions are described in chapter five.

Ghana Television, and indeed Ghana Broadcasting Corporation, though independent, does have loose relationships or associations with other government agencies, statutory bodies and public organizations which have the responsibility of serving the Public Interest. Other than these relationships based on mutual cooperation, Ghana Television is not obligated to affiliate itself with any agencies or bodies.

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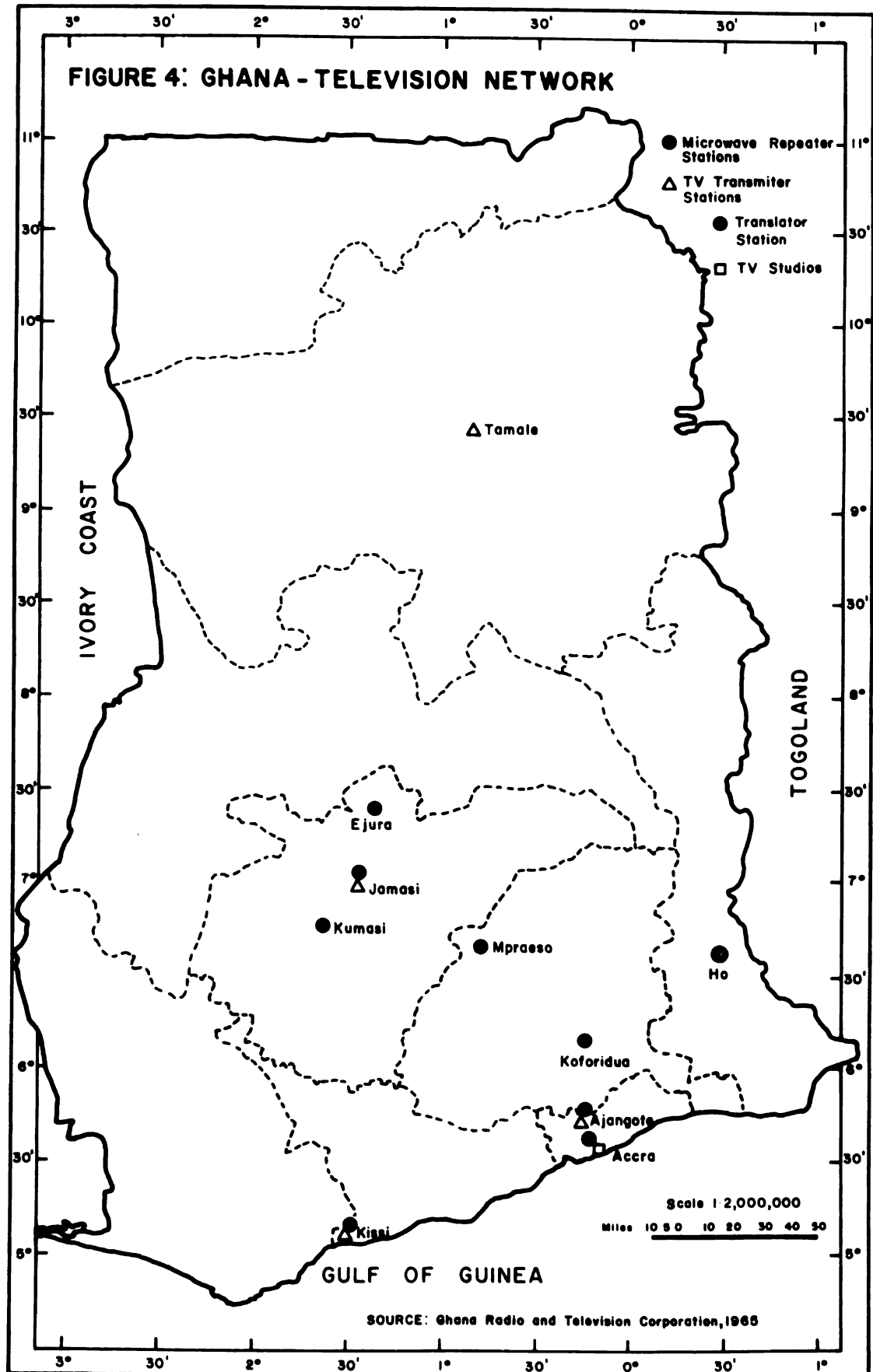
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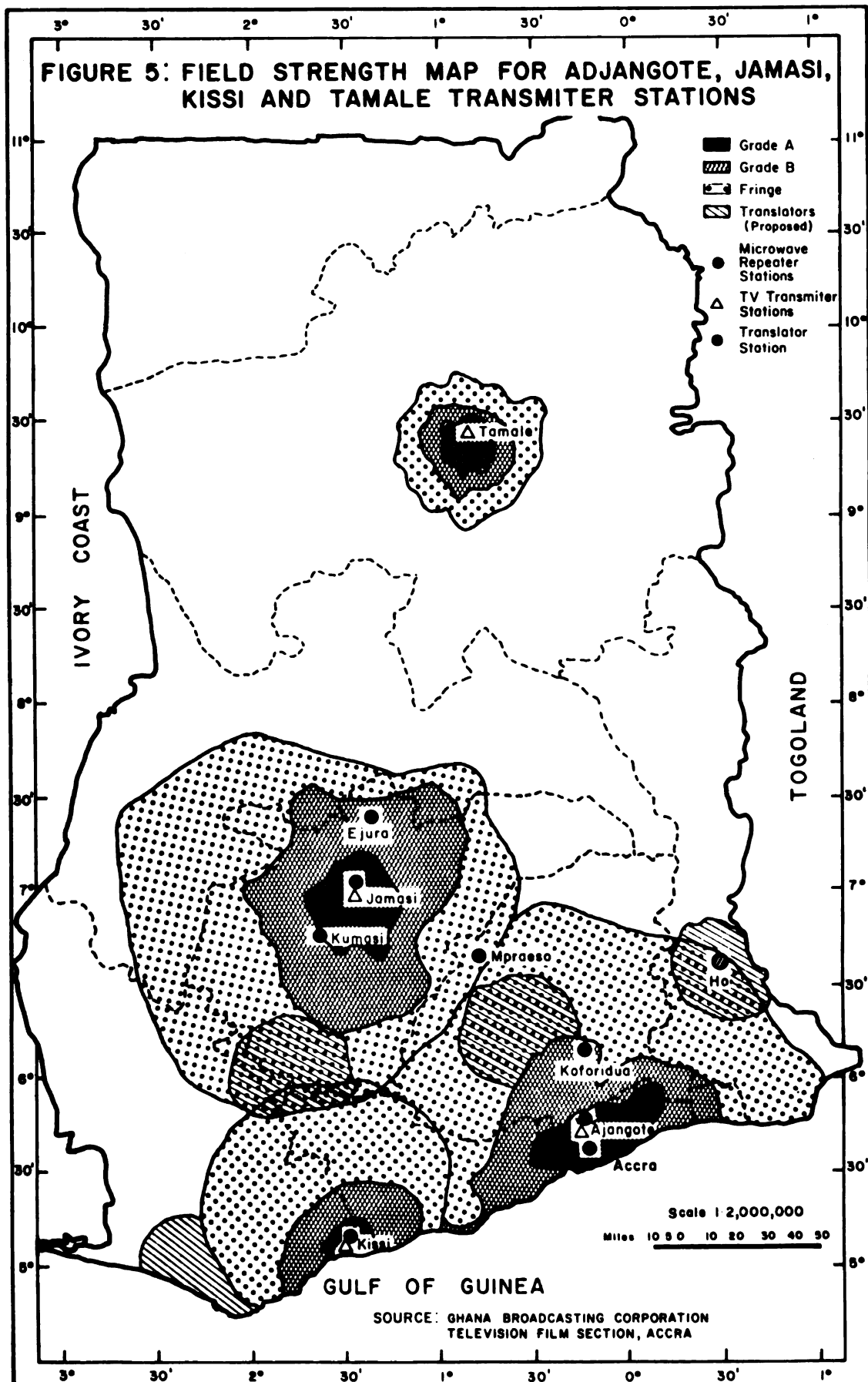
### Facilities

In discussing facilities of Ghana Television, it is not easy to mention the exhaustive list of such facilities. Such a task is impossible because the number of equipment is constantly changing due to the breakdown of existing ones or the acquisition of new ones. For instance, the Frederich-Ebert Foundation of West Germany delivered a gift of technical equipment to the Corporation barely a month after the investigator returned from Ghana. The equipment included: two film cameras with accessories, a tape recorder with microphone and accessories, a film editing table and two Volkswagen buses.

Through long and careful planning, Ghana Television started operating with some of the finest and modern equipment and facilities available. The service has four transmitter stations located at strategic sites selected after extensive survey of the country (Figures 4 and 5).

The first station is located at Ajangote, which is situated at about 18 miles by road from Accra, the capital. The transmitter serves the Greater Accra area, the Eastern and parts of the Volta Regions. The station, which consists of a main building which houses the transmitter equipment and power house with three Dorman/English Electric type 4LB Diesel Engines, is on a hilltop





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with steep sides--about 1,015 feet above sea level. The transmitter operates on channel 4 and has power ratings of 4KW (video) 1KW (sound), and e. r. p. of 20 kw.

The second station, located near the town of Kissi (about 119 miles west of Accra), is barely 29 miles from Cape Coast, the headquarters of the Central Region. The site is only 300 feet above sea level. The transmitter here, which operates on channel 2 and has the same power specifications as the one at Ajangote, serves the Central Region and parts of the Western Region.

The third transmitting station is set up at Jamasi, about 30 miles from Kumasi. It serves Ashanti and parts of Brong-Ahafo. With similar specifications as the other two, this transmitter, which operates on channel 3, is located on a site 1,938 feet above sea level --higher than the one at Ajangote.

Finally, there is a station at Tamale, capital of the Northern Region. The transmitter operates on channel 5 and is smaller than the other three. The station is equipped with a 500 w. video and 10 w. sound transmitter, two vidicon telecine channels and two R. C. A. video tape recorders, type TR3.

The stations at Ajangote, Kissi and Jamasi are linked to the studios center in Accra by microwave link systems rented from the Posts and Telecommunications Department.

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From Accra, there is one direct link to Ajangote. From Accra to Jamasi, there are repeater stations at Ajangote, Koforidua, Mpraeso, Kumasi and then to Jamasi. From Accra to Kissi, there are repeater stations at Swedru, Cape Coast and then to Kissi.

Also, the Corporation has a spare link capable of transmitting television signals. This link, whose frequency is within the 7GHZ range, is used in emergency by the Ajangote and Jamasi stations when the Posts and Telecommunications link breaks down.

Unlike the other three, the station at Tamale has no microwave linkage with the studios center. Instead, the center depends on films and taperecorded programs flown from Accra. It was estimated that it would be cheaper to use this system than microwave due to the small size of the transmitter. It is estimated that, altogether, the four transmitters cover more than 50 percent of the physical area of Ghana and can reach about 60 percent of the population.

Coverage of the transmitters is classified under three grades -- Grade A, Grade B and Fringe. Grade A includes an area where the field strength is over 68dB/uV/m or 2.5 mV/m. Grade B covers an area with field strength between 47 and 68dB/uV/m or 0.225 to 2.5 mV/m. The fringe area covers all places where the field strength is between 40 and 47dB/uV/m or 0.1 to 0.225 mV/m.

In the case of the transmitter at Ajangote, for instance, the Grade A area extends to a radius of about 13 miles; Grade B to 30 miles and the Fringe 79 miles from Ajangote. It was found out that with a 4-element Yagi antenna, the picture received on sets in most of the Fringe area was good.

The transmitter at Tamale, being small in power, has a small coverage area of about 30 miles radius.

The Kissi transmitter also has a small coverage area. This, however, is due to its proximity to the sea, the low level of the site (only 300 feet above sea level), and the bad terrain.

On the other hand, the transmitter at Jamasi, like the one at Ajangote, has a wide coverage area. With the exception of very few areas, the Jamasi transmitter covers the whole of Ashanti Region and some parts of Brong-Ahafo and Western Regions.

In addition to the four main transmitters, there is a relay station - translator located at Ho in the Volta Region. This translator, which has 3W power and covers a 10 mile radius, receives weak signals on the channel 4 frequencies, amplifies them and transmits them on the channel 5 frequencies.

At a glance, the specifications of the transmitters are as follows:



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<u>Station</u>	<u>Power and Carrier Frequencies</u>	<u>Channel</u>	<u>Channel Frequency Range</u>
Ajangote	Vision: 5kW (62.25 Mc/s) Sound: 1kW (67.75 Mc/S)	4	61-68 Mc/s
Kissi	Vision: 5kW (48.25 Mc/s) Sound: 1kW (53.75 Mc/s)	2	47-54 Mc/s
Jamasi	Vision: 5kW (55.25 Mc/s) Sound: 1kW (60.75 Mc/S)	3	54-61 Mc/S
Tamale	Vision: 500W (175.25 Mc/S) Sound: 100W (180.75 Mc/S)	5	174-181 Mc/S
<u>Translator</u>			
Ho	Vision: (175.25 Mc/S) Sound: (180.75 Mc/S)	5	174-181 Mc/S <sup>4</sup>

At present, Ghana Television has two main studios, each with the dimensions of 50' × 40' × 40', and a smaller one -- "Presentation Studio" -- which is 20' × 14' × 14', all located at Broadcasting House in Accra. All television programs originate from the studios here, and are carried by microwave links to the transmitter stations, except the one at Tamale (discussed earlier).

Each of the main studios is equipped with three Marconi MK1V cameras -- Image Orthicon -- (for video only). Each camera comes with a set of lenses ranging from f/2 to f/5.6 or 2" to 22". There

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<sup>4</sup>Ghana Broadcasting Corporation, "Television Field Strength," Accra, February 6, 1965.

are also Vacotal III and V (Taylor, Taylor Hobson) lenses for any camera when needed.

Attached to each studio is the vision control room, which contains the control desk. On the control desk is mounted the control panel of a vision mixer which can handle seven inputs and four outputs. The control panel has facilities for "cutting," "mixing," "fading" ("in" and "out") and for "previewing." Operating in conjunction with the panel switch are a mixer unit and a vision matrix, both of which are located in the master control room. Available also are talkback facilities, to studio directors, cameramen, and to the other rooms involved directly with production, such as master control and video tape recording rooms. A picture and waveform monitor with a panel containing remote controls of lift, gain, iris, and caping for the three cameras is mounted on the vision control desk.

In front of this desk there is a row of six 14-inch Conrac monitors with the following designation lights: Camera 1, Camera 2, Camera 3, Telecine 1, Telecine 2, and Preview.

Facilities for studio audio include several microphone types --booms, floor stands, table stands, giraffes and lavalier or lapel; one loudspeaker mounted on the studio wall, and two others on wheels. The loudspeakers are fed with signals from tape recorders, disc recorders and others. There is an audio control room which

has a sound console with a twelve-channel system--two four-channel extension units and a basic four-channel console for cuing, fading, loudspeaker muting and so forth.

Lighting for each studio is furnished through a number of lamps ranging from 500 watts to 2 kw. The lighting facilities consist of three rows of two-inch steel scaffold tubes, each of which is eight feet in length. Each row has eleven tubes which are suspended through the ceiling at both ends with metal ropes. Running alongside one wall are ropes connecting each tube to a pulley system through which each tube can be pulled up and down to any desired height.

The smaller studio--Presentation or Continuity Studio--is equipped with a Phillips transistorized EL8010H-Q vidicon camera. It is from this studio that newscasts are generally presented. The decision to install a vidicon camera instead of an MK1V image orthicon, as originally planned for this studio, was based on the consideration that there would be hardly any "on-air" camera panning or tilting which could cause "smearing" effects. It was felt that the more flexible image orthicon camera could be used in one of the larger studios.

Because of the small size of the studio, both the vision and audio control desks are located in one room, the studio being separated by a wall with a double glass window. The vision control desk

is similar to those in the larger studios except that the larger ones do incorporate a picture and waveform monitor while the smaller studio does not. There is a 21-inch transmission monitor in front of the vision control desk. Below this there is a row of eight picture monitors for Camera, Telecine I, Telecine II, Studio I, Studio II, Caption, Preview and Outside Broadcasts.

At present, the television studios have three telecine vidicon camera channels, each having a vidicon camera Marconi-type 6268 with 21" lens, camera control unit, power supply unit, a multiplexer and a dual automatic slide projector Marconi-type BD 894, each magazine capable of holding thirty slides. The film projector has both magnetic and optical sound heads. An integral control panel carries volume control as well as bass and treble lift and cut controls.

In the same room where the telecine equipment is located there is a caption and clock scanner for scanning 13" X 12" caption cards or a clock. The scanning device is composed of an industrial vidicon camera channel. Even illumination of the cards and clock is provided by a tabular lighting attachment which carries four 100-watt photo-flood lamps.

The master control room, the focal point of all program feeds entering or leaving the studio building as well as the transmitter network, houses most of the equipment used in the process. These include: the dual transistorized synchronizing pulse

generator, the camera control units, power supply units and camera control panels of all cameras, vision switcher matrices and communication units for all the studios, line clamp amplifiers for transmission for each studio, and for Outside Broadcasts, all test waveform equipment and video distribution amplifiers.

On the master control console, there are two switches--vision and sound. One is for transmission while the other is used for previewing. Each switcher is capable of taking sixteen video and audio inputs. For transmission, there is a 14" picture and waveform monitor Marconi type BD873. A second monitor is used for the off-air reception of a receiver. The console also holds the remote control panel for the transmission and link line clamp amplifiers and for gen-locking signals from video tape machines.

The test waveform equipment in the master control room comprises:

- 1 Sine 2 pulse and bar generator
- 1 Grey scale generator
- 1 Telechrome multibust generator
- 1 Grating and dot generator
- 1 Black/white generator
- 1 Variable frequency audio oscillator (Hewlett Packard)
- 1 Noise and distortion analyser (Hewlett Packard)<sup>5</sup>

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<sup>5</sup>J. S. Taylor, "Ghana Broadcasting Corporation Television Studio Center Operation," Accra, Ghana Broadcasting Corporation, 1968. (Mimeographed.)

In addition, master control room has an intercom system that connects it with every source of program and, also, a Magneto-telephone system which links the sources and master control room.

Video tape recording equipment at the studio consists of two Ampex video tape recorder/reproducers type VR1000C, one VR1100, and a VR1100E recorder housed in an air-conditioned Volkswagen bus which is used mainly to record on-site programs during outside broadcasts.

The outside broadcast facilities include four television cameras--MK1V channels--a synchronizing pulse generator, audio and video mixers, picture and waveform monitors, communication equipment, a disc reproducer, audio tape recorder, air conditioning equipment and a Dale diesel electric 24KVA mobile generator. The equipment fits adequately on the chassis of a standard seven-ton truck with a trailer.

Microwave link equipment for outside broadcasts include two Pye Link equipment type PTCM1000A and one C. S. F. link type TM112B. Both types do provide simultaneous transmission of monochrome vision and audio signals. The two Pye transmitter equipment are housed together with two video monitors, two waveform monitors and two audio monitors with amplifiers in a Volkswagen bus. Normally, outside broadcasts which involve microwave links originate within a twenty-mile radius from the television center.

Design of the television center called for air conditioning. This is provided through a central system which serves the entire center. The system employs a general air conditioning plant, two compressors used for standby and during peak load. In addition, provision is made for humidity control for the television equipment.

For the smooth operation of all the facilities discussed so far, the Engineering Division of the Broadcasting Corporation deserves a lot of credit. Luckily, more than half of the nearly 3, 000 employees of the Corporation are in the Engineering Division. Even so, the division, which runs a six-month full-time residential course twice a year for the training of technicians, can hardly keep up with the high demand for well-trained technicians.

The division is divided into three departments, each headed by a Chief Engineer. The departments are: Transmitters/Links/Monitoring; Sound Studios/Recording/Outside Broadcasts; and Television Studios/Recording/Outside Broadcasts.

#### Staff and Personnel

Operating television service is a formidable task. Anyone who has visited a television studio during program production time can testify to the heavy responsibilities involved. Depending on the level of sophistication, a television program may demand either a

handful of people or a crew of several dozen. While a few roles in the production field can be rotated -- one man acting as Script Assistant (Producer's Assistant) at one time and as Floor Manager at another time -- many of the roles are specialized and demand months or maybe years of preparation and training. Ghana Television was faced with this kind of demand at its inception. The new medium called for script writers, graphic and costume designers, film editors, cameramen, lighting specialists, audio and video specialists, producers, directors and several technicians.

It was pointed out earlier that several Ghanaians trained and worked with reputable television schools and centers around the world before television was inaugurated in the country. The trainees were selected from various backgrounds. A few were taken from the sound broadcasting division of the Corporation, some were former college tutors, others had been film producers, technicians, and others from different walks of life. It was these men and women who returned after their training to take charge of Ghana Television. The initial plan was to train enough Ghanaians abroad, bring them back and let them help train new and more Ghanaians for the television service. This was the underlying philosophy for establishing the Television Production Training School.

The training school, which had functioned since the beginning of 1963, came to a complete stop by the middle of 1965 due to a

number of problems. However, it started to function again in early 1968.

At the time that the researcher visited the facilities of Ghana Television, the school had as its full-time staff: a director, an adviser from the BBC (London) and a secretary. However, these were assisted by the top cadre of producers, directors and other specialists employed at the Corporation.

The training offered at the school is rather flexible because the subjects taught depend on the needs of the various sections of the television service. Normally, all new employees of the television division of the Corporation are required to take a fundamental and basic training course in television and film production techniques which include camera work, lighting, audio, set designing and so forth. The training usually lasts from three to six months.

In addition to training new employees, the school gives refresher courses and specialist training -- floor management, program direction and so forth to those already employed.

The specialist training program is determined by the needs of the various sections. Such needs are decided upon at meetings of the director of the school and the heads of the various sections. From time to time, the director of the school takes the initiative by going to the production studios to look for weaknesses in the crew.

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Some of the weaknesses are considered in subsequent training programs.

The basic qualification for new employees at the television service is the Secondary School Certificate or GCE "O" Level. This does not apply to carpenters, stage hands, clerks, typists and secretaries who normally receive training in commercial subjects prior to being employed. Many of the employees in television are either college graduates or have acquired enough training that puts them at the level of college graduates.

At present, there is a separate training school for radio and television technicians, so such specialists are not trained at the Television Production Training School.

Another source of training Ghanaians for the various positions in television continues to be overseas television centers. Quite often, because of the joint agreement for technical assistance between Ghana and many technologically advanced countries, offers are received to send more Ghanaians abroad for further training in television related areas. Generally, the preparation at the Television Production Training School is very effective in getting people ready for the advanced training.

The need to acquire more and better trained Ghanaians for the expanding needs of television and radio has prompted the

Broadcasting Corporation to draw plans for a more elaborate television training school. The present one, which is now housed in two wooden frame structures, is certainly inadequate for meeting the demand.

The new building, when constructed, would house both radio and television facilities to train engineers, production staff and others. It is hoped that the new school would not cater to Ghanaians only but to trainees from other African countries as well. It is felt that many trainees from other African countries without a training school find it difficult to keep up with the advanced level of training in the famed television centers elsewhere in the world. Hopefully, the new school in Ghana can serve as a place to acquire both basic and advanced training in television techniques for trainees from such countries.

### Receiving Sets

One of the lofty objectives of the Ghana Government while planning to introduce television in the country was to make the medium accessible to a majority of the Ghanaian citizenry. A publication of the Broadcasting Corporation described the objective as:

Since the paramount objects of the GBC Television Service is to educate in the broadcast [sic] sense, a scheme was included in the planning of the service to ensure that television programmes were available during the early stages of the Service's life not

only to the elite who could afford to purchase receivers but to all Ghanaians living within the coverage areas.

Consequently, the Corporation opened over one hundred and forty television viewing centers in various parts of the country with GBC providing the receivers and maintenance work. The centers were mainly institutions, community centers, chiefs' palaces, police and army barracks, hospitals, etc. The centers were opened to the general public and had wardens trained by GBC.<sup>6</sup>

The influential Daily Graphic expressed the ambition even more graphically when it said:

Ghana's own 3,350,000 Cedis television system will be officially opened today.

Three hundred sets will be installed at public places throughout the country today and it is expected that by the end of the year, there would be 1200 sets throughout the country.

Public places at which TV sets will be installed include Young Pioneer Centers, Institute of Art and Culture, public canteens, as well as barracks and army mess halls.

There will also be TV sets at Workers Brigade camps, military camps, universities, the Afiencya Gliding School and hotels.<sup>7</sup>

It is uncertain as to the actual number of television sets that were installed free in institutions, community centers and so forth. While the Daily Graphic account claimed that three hundred sets were going to be installed at such public places on the day of inauguration, The Broadcaster, an official publication of the GBC, three years

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<sup>6</sup>"GBC Television Service Is Three Years Old," The Broadcaster (Accra), III, No. 4 (July-August, 1968).

<sup>7</sup>"Television Comes to Ghana," Daily Graphic (Accra), July 31, 1965.

later put the figure at one hundred and forty. Perhaps the discrepancy between the two figures may be attributed to the fact that when a new government came into power (the National Liberation Council), strict austerity measures were put into effect to reduce government expenditure and thereby save the country from total economic collapse.

Part of the austerity program was to request that all institutions and individuals who were issued free television sets under the previous regime return or pay for them if they wished to keep them. Some institutions that could not afford the high cost of the sets returned them. Unfortunately, the explanation does not clarify the discrepancy.

The Broadcaster was reporting what supposedly happened while the Daily Graphic stated what was going to happen. Obviously, both reports cannot be correct.

Whatever the case may be, the fact remains that today television is still far above the reach of most Ghanaians. Despite the fact that the government attempted to lower the cost of television sets by introducing two television assembling companies in Ghana -- Ghana Sanyo Corporation and the State Electronic Products Corporation -- television sets are still very expensive in Ghana. A new 13-inch set costs over N¢275 or over \$270.<sup>8</sup> One can appreciate the

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<sup>8</sup> This is for black and white receiving sets. Ghana does not have color television yet.

gravity of this problem when one remembers that the per capita income of Ghana is barely N¢280 or \$274. 40.

Altogether, there were about 16, 000 television sets in Ghana as of the first of September, 1970. The distribution of the sets was as follows:

No. of TV sets in private homes	15,258
No. of TV sets in community centers	340
No. of TV sets in schools	200
Total	15,798 <sup>9</sup>

The figures could be higher, but it is difficult to account for all television sets in the country. The problem is caused by the fact that there is an annual license fee of N¢10 (\$9. 50) on each television set, and some people try to avoid paying the fee by failing to register their sets.

To arrest this problem, the government has authorized all the registered television sales companies to collect the license fee when a new set is purchased. There are also TV inspection personnel who are empowered to visit homes and inspect the licenses. Defaulters are liable to be prosecuted.

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<sup>9</sup> From the Office of Listener Research, Ghana Broadcasting Corporation, Accra, August 31, 1970.

If one accepts the figure of about 16,000 sets and the population of Ghana as eight million, then it means that for every 500 Ghanaians, there is one television set. This is a vast improvement over the UNESCO figures for developing nations which showed the ratio to be negligible.<sup>10</sup>

The Ghana Commercial Television Rate Card claimed in 1968 that about 35 percent of Ghanaian adults (15 years and over) watched television at least occasionally. The figure may even be modest if one considers the extended family system in Ghana. Because of this system, it is not unusual to see distant relatives and friends flock to watch television at an owner's house. One such owner summarized the experience as follows:

"You know, ever since I got television in this house, we have lost our privacy. Every evening relatives, friends and people I barely know come and ask if they can watch TV.

"My living room is always crowded -- the children, friends, relatives. Some stand on the verandah and watch through the window. The funny thing is that most of these people -- including the children -- will watch everything from the time that I turn on the TV around 6 o'clock till it closes down at 9:30 p.m.

"I think because of TV these kids hurry through their evening chores so they can watch it. I try to tell those who go to school to do their homework first. Sometimes I have to shut off the bloody thing and drive them away. But you know, I do not like to do that because I like the thing myself.

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<sup>10</sup> Schramm, Mass Media and National Development, pp. 275-282.

"It is strange how some of these people who do not speak English still watch everything. I think they just love it."<sup>11</sup>

Multiply the above experience by ten, and soon all of Ghana would be watching television within a few years.

Every school is responsible for purchasing and maintaining its own television set.<sup>12</sup> The Corporation, however, is always willing to offer expert advice through its technicians and other personnel to those who need help in installing, maintaining or running their sets with optimum efficiency. For maintenance, the owners of television sets have to make their own arrangements. Usually, the sets can be serviced by the sources from which they were purchased or by a number of private television workshops scattered across the country.

### Financing the System

Financially, getting Ghana Television ready to function was no easy task. It cost the nation an estimated 3,350,000 cedis -- about \$3,363,400 -- to set the system in motion. The cost reflected expenses for the television studio equipment, television receivers, transmitters and others. Here is a breakdown of some of the expenses in pounds (£):

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<sup>11</sup>Personal interview with a young man outside the city of Accra, August 28, 1970.

<sup>12</sup>Occasionally, private companies, organizations or individuals donate television sets to institutions in Ghana.

One Pound Sterling = \$2.80<sup>13</sup>

TV Studio Equipment	£	354,223
TV Receivers	£	32,500
TV TX Equipment	£	297,500
Building work for Accra studio complex	£	257,000
Building work for TV transmitter stations at Ajangote, Jamasi, and Kissi	£	60,000
TOTAL	£	1,001,223 <sup>14</sup>

It may be noted that the above breakdown does not include expenses for the transmitter station at Tamale, the recently installed "translator" at Ho and expenses for personnel and staff training. Such information was not available to the investigator at the time of his visit. The entire financial responsibility for the system was borne by the Government of Ghana.

Setting up a television system is one thing; operating it is another. Presently, there are four main sources of income for Ghana television: Government subsidy, license fees from television dealers, license fees on all television sets owned in the country, and revenue from television commercials.

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<sup>13</sup>Note: This was before the British Sterling was devalued and also before Ghana adopted the decimal system.

<sup>14</sup>From the office of the Senior Engineer, Ghana Broadcasting Corporation, 1970.

Government subsidy comes in the form of annual subvention to the Ghana Broadcasting Corporation.

Each dealer in television sets (sales) in Ghana is required to obtain a license to operate each year. The fee for such a license is N¢5.00 and is paid to a licensing authority established according to government regulations.

The owner of each television set in Ghana is required to register it and pay an annual license fee of N¢10.00. The license fee must be paid to the dealer at the time of purchase (in the case of new sets) and subsequently to the Licensing Authority, which has branch offices throughout the main cities in Ghana. Whether a television owner pays the full amount for the license fee depends on the time of year the set is purchased. The following price schedule applies at the moment:

A set purchased January 1 - March 31	N¢10.00
A set purchased April 1 - June 30	N¢ 9.00
A set purchased July 1 - September 30	N¢ 6.00
A set purchased October 1 - December 31	N¢ 3.00 <sup>15</sup>

Ghana Television was conceived and born as a non-commercial venture. The government had decided at its inception that Ghana Television would and should stay non-commercial.

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<sup>15</sup>"TV License," Daily Graphic, July 21, 1970.

After the change of government in 1966, the ruling National Liberation Council decided to revamp the national economy. One of its austerity measures was to authorize Ghana Broadcasting Corporation to go commercial. On February 1, 1967, Ghana Television began featuring commercials.

The volume of commercial sales was slow at the beginning, but it is increasing steadily as the table below indicates:

	Year		
	<u>1967</u>	<u>1968</u>	<u>1969</u>
Revenue from commercials	N¢ 562.18	N¢55,415.51	N¢ 71,939.54
Revenue from license fees on sets	62,167.96	56,269.98	86,529.00
Revenue from dealers' license fees	285.00	395.00	595.00
Annual Expenditure <sup>16</sup>	Not Available	Not Available	N¢677,375.44 <sup>17</sup>

Effective January 1, 1969, rates for television commercials are as follows:

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<sup>16</sup> This includes salaries to employees, etc.

<sup>17</sup> From the office of the Accountant, Ghana Broadcasting Corporation, 1970.

<u>Monday - Saturday</u>		<u>Sunday</u>	
60 seconds	N¢20.00	60 seconds	N¢22.50
45 seconds	16.00	45 seconds	18.00
30 seconds	14.00	30 seconds	16.00
15 seconds	6.00	15 seconds	10.00
		7 seconds	7.00 <sup>18</sup>

Commercials are generally produced live, accepted on 16mm films (positive only) or in the form of slides with voice over (live or recorded on disc or tape). The Corporation does provide facilities for the production of filmed commercials (extra charge).

#### Government Rationale

As may be noted from the above figures, revenue derived from sources other than government subvention is minimal compared with the expenditure involved in operating the service (1969 expenditure). Considering the amount of money involved in the initial capital investment and subsequent subvention, the logical question to ask is why did Ghana invest so much money and why does it continue to spend so much on television at this stage in its development?

There is ample evidence to suggest that at the time Ghana decided to introduce television (1959), the country could afford it (see Economy -- Chapter 3). More important, contrary to what many

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<sup>18</sup> Ghana Broadcasting Corporation, Commercial Television Rate Card No. 3, 1969.

critics viewed as a prestigious project, Ghana regarded television as a long-term investment--an instrument of national development. This view is supported by government position papers and statements on the subject.

To the question "Why did Ghana introduce television?" three key phrases--"to educate," "to inform" and "to entertain"--seem to emerge as the answer.

While these phrases have not been strictly defined, the investigator, after reading and analyzing several government position papers, feels that the three phrases invariably point to the first one--"education." Education becomes the key word. A further analysis of the word shows that education as used in the government rationale refers to both formal education (classroom instruction) and mass education (the cultural, political, economic and psychological transformation of a people). This observation is sustained by, among other things, a statement made by the former president of Ghana--Dr. Nkrumah--during the inauguration of Ghana Television:

"We have deliberately postponed the opening of Ghana's Television until we could be absolutely sure that we were ready to provide a service in accord with our national aspirations, and in conformity with our socialist objectives. When I addressed Parliament in October, 1963, I stated then the basic purposes behind Ghana's Television. This is what I said:

"Ghana's Television will be used to supplement our educational programme and foster a lively interest in the world

around us. It will not cater for cheap entertainment nor commercialism. Its paramount object will be education in the broadest and purest sense. Television must assist in the socialist transformation of Ghana.' <sup>19</sup>

On the question of using television for education in the formal sense, the government had at least three major reasons for introducing the medium.

First, a year or two after Ghana gained political independence, Nkrumah's government embarked upon a seven-year development plan for Ghana. Included in the plan was the Accelerated Development Plan under which several educational institutions were built or set up throughout the country. Coupled with the latter aspect of the plan was the introduction of compulsory fee-free education for Ghanaian students. The result was perhaps more demanding than the government expected or could handle. Available facilities -- accommodations, teachers, textbooks and equipment -- could not match the demand. The government responded by introducing the double shift system through which one shift of pupils would use classroom facilities in the morning while a second used the same facilities in the afternoon.

Unlike classrooms and other facilities, the same teachers could not work overtime in double shifts.

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<sup>19</sup> Kwame Nkrumah, Inauguration of Ghana Television Service: Speech by Osagyefo Dr. Kwame Nkrumah, President of the Republic of Ghana, at the Ceremony of Inauguration, July 31, 1965 (Accra-Tema: The State Publishing Corporation [Printing Division], 1965). For the full text of this speech, see Appendix E.

Even before the onset of the Accelerated Plan, Ghana was in dire need of qualified teachers. Over fifty percent of Ghanaian school teachers were not trained to teach. The use of Pupil Teachers (those who had only completed Middle School) was prevalent. The new plan therefore aggravated the existing problem. It was the search for solutions to this compounded problem that prompted the government to introduce television. A government statement noted:

Television for schools -- government considers that one of the main advantages of the introduction of television will be the services available for schools of various grades. The television services for school will therefore form an integral part of the television programmes, and consideration is being given to the best way in which schools may be provided with suitable receiving sets. It is appreciated that in areas where there is no electricity, generating sets or vibrators will be required in addition to the receivers.<sup>20</sup>

The government newspaper -- The Ghanaian Times -- elaborated:

Schools telecasts, beginning in our morning schedule with an hour-and-a-half daily, will stress science and technology. Geography and English as well will be given priority consideration. The hand-in-glove cooperation with the Ministry of Education assures programmes which fit the need and suit the students.<sup>21</sup>

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<sup>20</sup> Ghana, Government Statement on a Television Service by Messrs. R. D. Cahoon and S. R. Kennedy of the Canadian Broadcasting Corporation.

<sup>21</sup> "It's Being Inaugurated Today," The Ghanaian Times (Accra), July 31, 1965.

The government felt that through the medium of television programs experts and rare resources in many subjects could be shared by the well-equipped as well as the ill-equipped schools.

Also, there was a severe lack of audiovisual aids for teaching and learning in Ghanaian schools. Subjects like geography, geometry, physics and many others dealing with shapes, solid bodies and sizes could be given better and more comprehensive treatment with audiovisuals. Since many schools lacked adequate facilities to utilize audiovisuals in their curriculum, television programs could provide such aids.

While the government was highly bent on using television to help solve the problems of classroom instruction, it had even a greater determination to use television for mass education. One can reason ~~then~~ that the government was very sure that television could be an ~~instrument~~ in achieving certain goals set up for the mass of Ghanaians. **Notably**, such goals were to transform Ghana into a more unified, ~~cohesive~~ and a vibrant socialist republic which championed the cause of African unity. Television could play a vital part of such goals, as ~~observed~~ by The Times:

Ghana's Television will be Ghanaian, African and Socialist in content.

The aim is to produce programmes based on the needs and interests of our people, which lift the level of understanding and broaden horizons, which spur patriotism and engender pride. ) |

Television will revive the art of the people of Ghana, bring scientific laboratories into the classrooms of school children and heighten the feeling of unity among the groups that make up our nation.

African, because Africa is a geographical entity with a common experience of oppression and exploitation.

Ghana's television will be a weapon in the struggle for African unity. It will be a weapon in Africa's fight against imperialism, colonialism and neo-colonialism. It will resurrect forgotten glories of African history, of African culture.<sup>22</sup>

The concern for unity and the part television could play to achieve it was further expressed by another government mouthpiece:

The spectacular advent of television in Accra is most likely to have a far-reaching effect on the people. It is obvious that its impact will be much greater than that of radio, in that the scope and content of the subjects which it will handle, will be much wider and capable of meeting the different tastes and inclinations of its patrons. Basically, a means of educating and, perhaps more important, uniting the people, diverse as they are in their cultural background, the service is second to none.<sup>23</sup>

Dr. Nkrumah's avowed philosophy of socialism and Pan-Africanism was based on the ideological argument that the political independence of Ghana was meaningless unless it was linked with the total liberation of the continent of Africa. To help achieve this objective, Nkrumah felt that there was a crucial need for a powerful weapon. To him, television and radio were necessary weapons in

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<sup>22</sup> Ibid.

<sup>23</sup> Ghana Reconstructs, III, No. 4 (Accra: 1963), p. 27.

the struggle. His feeling was reflected in the inauguration speech:

"It must reflect and promote the highest national and social ideals of our ideology and society. In this endeavor, the Board of the Ghana Broadcasting Corporation, together with all the executives and staff of the Television Service, are charged with a great and onerous responsibility. It will be their duty to ensure that the professional standards attained by Ghana Television are comparable to the best anywhere in the world."<sup>24</sup>

On the Pan-African scene, Nkrumah had a bigger expectation of the media -- radio and television:

"Our broadcasting service should struggle ceaselessly to make itself the people's service. It should identify itself fully with the people's aspirations for a fuller life. It should continue to fight uncompromisingly against the forces militating against our progress. It will be its task to expose and unmask imperialism, colonialism and neo-colonialism in all its forms and manifestations, and support our endeavors for the political unification of our Continent. It must blaze the trail of socialism, it must be the Okyeame of Ghana's development, and its economic and industrial advancement. It should, above all, strive to enlighten and uplift our people and keep before them the torch of Ghana's advancement."<sup>25</sup>

A further analysis of Nkrumah's speech reveals a desire to use television to stimulate and promote the literary arts and cultural talents of Ghanaians -- once again, based on his political ideology.

This point was confirmed by the following statements:

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<sup>24</sup> Nkrumah, Inauguration of Ghana Television Service.

<sup>25</sup> Ibid.

"We must recognize the prime importance of the creative writer, whose skill and inventiveness are so essential and indispensable to television. It is the Ghanaian writer who can adequately express the essence of the Party's ideology, the arts, music and drama, and culture of a growing and advancing nation, and the spirit and emotions of our people which must find expression in our Television.

"Ghanaian writers, must therefore, be closely associated with the planning, development, and production of all our television programmes. To this end, our writers and artists must be consulted in all discussions of the content of their scripts, and the use to which the scripts will eventually be put in the preparation of programmes for television. It is to Ghanaian writers that Ghana must look for our future cultural progress, and Ghana Television should offer them a wonderful opportunity and an effective medium through which they can reach the masses of the people. An idea or a movement achieves reality only when it reaches the masses.

"For this same reason, Ghana Television must not be isolated from the life of the people and other aspects of our traditional art and culture. A television drama or comedy should be a cooperative or coordinating effort between the script writer, the film producer, the technical expert, and the television programme organizer. It is to encourage this cooperative endeavor that we have established a film television and broadcasting training school here, in which instruction and guidance is provided, under one roof, for script writers as well as for cameramen, designers, newsmen and other film technicians. The best artists in the theatre, film and literature must share their talents with television, in order that all the Ghanaian arts may reach that communal outburst of creativity, which has marked the great periods of art in other parts of the world."<sup>26</sup>

In reading through all the excerpts cited in relation to Government rationale, one is tempted to wonder why of all the mass media Ghana expected so much of television. What did television

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<sup>26</sup>  
Ibid.

have to offer that made it so appealing to a new nation like Ghana?

Mr. I. K. Chinebuah, the Minister of Information at the time television was introduced, answered the question when he said:

"Television can be a tremendous and powerful force for achieving this overriding objective. No other medium of mass communication can match the actuality of event-plus-person summoned instantaneously together before the eye. The intimate mass contact that is possible through this medium makes it an ideal means for the dissemination of both instruction and information to the widest possible extent in the quickest time and with maximum effect."<sup>27</sup>

Again, The Ghanaian Times, in a feature article, reflected the position of the government:

Of all the means of communication, television is the newest. It is as direct as it is powerful. Television alone has the unique feature of being able to convey any subject matter to the people in a forceful and an effective way. Thus, the impact of TV in the life of any nation is great. But it is even greater in the life of a developing country like Ghana.

Ghana, like other African states, is undergoing a revolution. This revolution has its economic, social and cultural aspects.

There is all the responsibility of providing healthy entertainment for the people of this country. And in carrying through these tasks, television has a most decisive and impressive role.<sup>28</sup>

Barely six months after television was inaugurated in Ghana, Nkrumah's government was overthrown. The interim government

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<sup>27</sup> I. K. Chinebuah (Minister of Information), "TV Will Educate, Inform and Entertain," The Ghanaian Times, August 3, 1965.

<sup>28</sup> "It's Being Inaugurated Today," The Ghanaian Times.

of the National Liberation Council instituted several new measures to correct and expose "what went wrong in Ghana" under Nkrumah's regime. Critics maintained that Nkrumah stifled the freedom of the press and mass media -- including television. Only sychophants and those willing to please Nkrumah were allowed to exercise their creativity. Poets, writers, actors and other talents were judged according to the extent to which they reflected the "personality cult" of Nkrumah and his ideology. The Daily Graphic, in a special supplement recently, looked back over the years with the following observation:

The February, 1966, coup brought about the first big change in television programming. The revolution carried a new social order which required Ghanaians to jealously guard their new won freedom and pool their resources to take the country up the path of Progress. GBC-TV joined other information media to establish a clear and unbroken line of communication between the new leaders -- the NLC -- and Ghanaians.

The station broke new ground to evolve new programmes suitable to the philosophy of the new order. The series of lectures organized by the Institute of Adult Education (University of Ghana) and styled "What Went Wrong in Ghana" were really effective in as far as they helped some apathetic Ghanaians to fight for their rights and live up to their duties as citizens of an independent country. GBC-TV telecast those lectures live and the station did a good job in carrying those lectures to its viewers.<sup>29</sup>

From the above quotation, one may observe that the new Government brought about some form of freedom to programming

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<sup>29</sup> J. A. Nyankumah, "5th Birthday of TV, " Daily Graphic, July 31, 1970.

which did not exist under the previous regime. Another authoritative source confirmed this point of view:

Perhaps, the most significant gain which the change of Government in 1966 brought to GBC Television Service was freedom of programming. Ideological pressures during the old regime considerably stifled programme development and did not permit the acquisition of good programmes from certain parts of the world. Since the glorious coup of February 1966, it has been possible to comb the world programme markets to be able to bring to the Ghanaian Television viewer some of the world's best television programmes. Using quality and suitability as the only yardstick for selection, documentary and entertainment programmes have been acquired from the United Kingdom, United States, France, Canada, West Germany, Hungary, Australia, and the Soviet Union.<sup>30</sup>

Toward the latter part of 1969, a popularly elected civilian government (the Second Republic) was installed in Ghana. What changes, if any, have the new regime initiated that have affected Ghana Television? If any, the major change is not different from the philosophy of the interim government. Both have exhibited and encouraged a "hands-off" philosophy toward the Ghana Broadcasting Corporation. Indeed, one may argue that it was this philosophy that led to the granting of independent status (instrument of Re-Incorporation--NLCD.226) to the Corporation in 1968.

Unfortunately, two executive actions--one by the interim government and the other by the present government--have led to

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<sup>30</sup>"GBC Television Service Is Three Years Old," The Broadcaster.

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criticism that such actions would retard rather than enhance the growth and autonomy of Ghana Television.

First, the National Liberation Council, in its austerity measures, decided that all institutions and individuals given free television sets under the previous regime should pay for such sets if they wanted to keep them; otherwise, the sets must be returned. Most institutions paid for the sets and kept them. This action, according to the government, was necessitated by the extremely poor state of the national economy and also by certain irregularities involved in the distribution of the sets. The irregularities were in reference to certain individuals who were given free sets despite the fact that such people could well afford to purchase sets on their own. The critics, however, were quick to point out that such blanket action retarded the growth of receiving sets in the country, since most Ghanaians could not afford to buy their own.

Another controversial action taken, and this time by the present government, was the dismissal of hundreds of civil servants and other government officials from office. Among those dismissed were the Director-General and the Deputy of the Ghana Broadcasting Corporation. The government did not defend its action in any specific terms. The critics observed that such an action undermined public trust in a democratically elected government. Their argument was

that the action was nothing more than a political witch-hunting against those who perhaps displeased the government in one way or another. It was argued that if the Director-General and his Deputy could be dismissed without justification, then the government was undermining the very autonomy of the Corporation, hence the freedom and professionalism of the staff and personnel.

In spite of the two major actions discussed, the researcher feels that Ghana Television has more freedom to develop a program of action based on professionalism than it has ever had in the past. It is the kind of professionalism that takes its cues from the needs of the society at large.

In conclusion, it may be observed that the changes in government have not changed drastically the role of Ghana Television. The medium still plays its part in the "educating, informing and entertaining" of Ghanaians. The major difference is that it can now fulfill this role with more freedom than it did in the past.

## CHAPTER V

### PROGRAMMING

Invariably, the extent to which Ghana Television fulfills its goals should be judged through its programs. In other words, the role of Ghana Television in national development must be determined on the basis of its program output.

The programs that appear on television are the results of several coordinated activities involving many services and supporting departments at the Ghana Broadcasting Corporation. The investigator will now review the contributions of some of these services and departments.

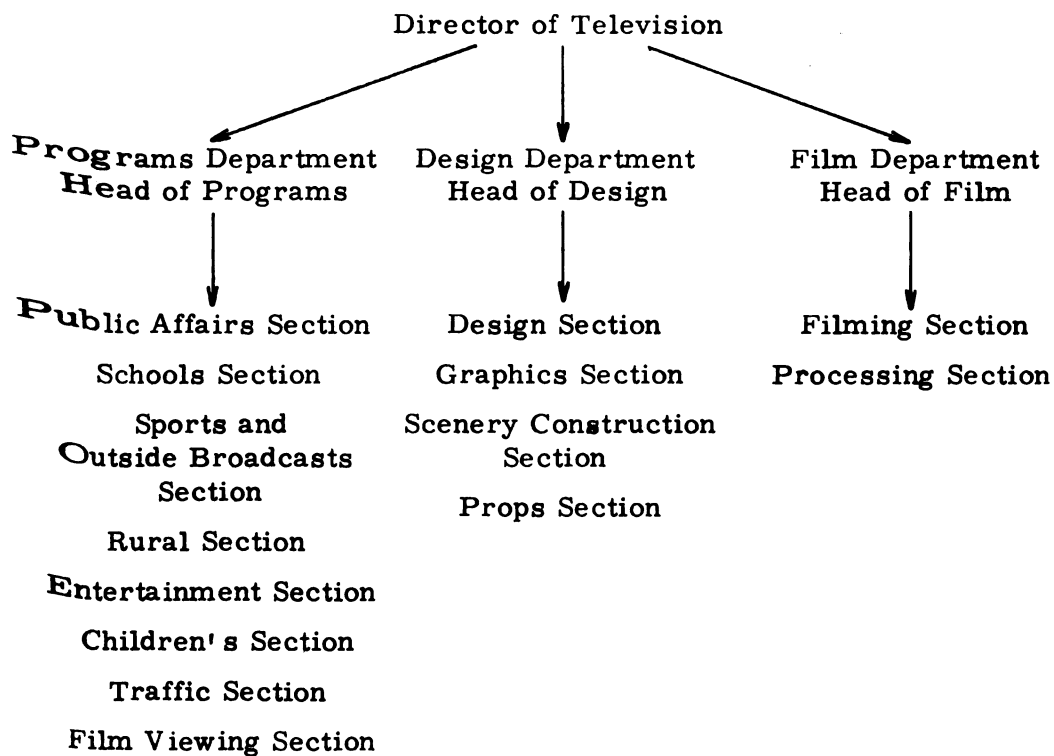
There are three main divisions that fall directly under the Director of Television. One of the divisions is the Design section. This section is responsible for the procurement and production of design materials such as costumes, make-up, graphics and props for programs.

A second section which plays a vital role is the Film Division. The section has the responsibility of procuring films --

raw stock and processed (from overseas). Also, the section is charged with the filming of local inserts and the reproduction of still photographs, slides, and so forth.

The third section, which is the largest and the most important of the three, is the Programs Division. Like the other two, the division has its own head, who is assisted by a number of deputies who head sub-sections. The sub-sections are: Public Affairs; Schools; Sports and Outside Broadcasts; Rural; Entertainment; Children's; Traffic; and Film Viewing.

Graphically, the various divisions and their sub-sections may be presented as follows:



Programs featured on Ghana Television may be divided into two main categories. One category consists of programs directed at general audiences, such as newscasts and entertainment.

The other category is that of school telecasts. These programs are telecast to schools and training colleges from 9:30-12:00 GMT (Monday - Friday) for a period of seven weeks during each academic term.

During vacation or when school is not in session, television programs begin around 6 p.m. except on Sundays, when the service generally begins at 4:00 p.m. with programs on sporting events--usually local soccer games. The following is a sample of programs telecast in any one week for general audiences:<sup>1</sup>

Programs for General Audiences

Sunday August 23	4:00 p.m.	*Sporting Time
	5:55	*Programme Summary
	6:00	The Champion: Lost River: A devastating drought is afflicting Wild House Valley and the surrounding ranch country. Driven to hoping for near miracle, Sandy and Ricky are looking for a legendary "Lost River."
	6:30	Liberace Show
	7:30	*News

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<sup>1</sup> A \* before the program indicates a local program.

- 7:45            \*Talking Point: Discussion of news of the week.
- 8:15            \*Sunday Service: Will come from the Presbyterian Church, Accra. It will be conducted in Ga by the Rev. N. A. Kuma Ollenu.
- 9:00            \*Break for Music: Will feature the G. B. C. Orchestra.
- 9:30            \*News
- 9:45            Perry Mason -- The Grinning Gorilla: A slain anthropologist appears to be the victim of one of his own study animals, a full-grown gorilla.
- 10:45           \*Meditation and Close Down.

**Monday  
August 24**

- 5:55 p.m.      \*Programme Summary
- 6:00            \*Young Scientists
- 6:30            \*Rural Half-Hour (Akan): Rural forum -- Why an Agricultural Census?
- 7:00            Addam's Family
- 7:30            \*News
- 7:45            \*Weather Report
- 7:50            \*Ten Minutes of English
- 8:00            \*Sports Highlights
- 8:30            The New People (Film)
- 9:20            \*News
- 9:40            \*Meditation and Close Down

<b>Tuesday August 25</b>	5:55 p.m.	*Programme Summary
	6:00	Buck Rogers -- Tragedy on Saturn: Escape from a wrecked rocket ship; a battle with a strange race of men on the planet Saturn; and treachery of the enemy, are highlights found in this episode.
	6:30	Science for Everybody: "Life Prog. 12"
	7:00	*Heritage: Art Festival at Cape Coast
	7:30	*News
	7:45	*Weather Report
	7:50	*Ten Minutes of English
	8:00	*Variety Show: Features the Diplomats Band and guest singer Ebo Ray Allen. M.C.: George Crabbe.
	8:30	Defenders -- The Avenger: A man seeks revenge because of the deaths of his wife and son in a Nazi concentration camp during World War II.
	9:20	*News
	9:40	*Meditation and Close Down
<b>Wednesday August 26</b>	5:55 p.m.	*Programme Summary
	6:00	*Puppet Theatre -- Bimbo's last day in the North: He visits Bolgatanga Meat Factory
	6:30	*Rural Half-Hour (Ga): Rural forum -- Why an Agricultural Census?
	7:00	*Criss Cross: An Adult Quiz Show. Your host is Ayikwei Bulley.

	7:30	*News
	7:45	*Weather Report
	7:50	*Face to Face: A weekly programme in which panelists interview individuals on events of general interest and concern.
	8:20	The Fugitive -- A Clean and Quiet Town: The one-armed man hires a gunman to ambush Richard Kimble.
	9:10	*News
	9:30	*Meditation and Close Down
<b>Thursday August 27</b>	5:55 p.m.	*Programme Summary
	6:00	Discovery: "World Beneath the Sea"
	6:30	*Gardener's Club (1) Introducing Ornamental Gardening in the Northern Region. (2) Grow Your Own Vegetable with the F.A.O.
	7:00	*Woman's Weekly: Interesting features for women. These include a demonstration on making use of commonplace articles for decoration in the home.
	7:30	*News
	7:45	*Weather Report
	7:50	*To Be Announced
	8:00	*Periscope: A weekly programme in which panelists discuss contentious subjects affecting the social, cultural, political and economic development of the country.

	8:30	The Seaway -- The Viking: Will archaeological discoveries halt the development of the Welland Canal? Admiral Fox and Nick King find themselves in a fascinating, dramatic impasse.
	9:20	*News
	9:40	*Meditation and Close Down
<b>Friday August 28</b>	5:55 p.m.	*Programme Summary
	6:00	*Children's Variety: Variety of items by the Friends of Music Society.
	6:30	*Rural Half-Hour (Ewe): Rural forum -- Why an Agricultural Census?
	7:00	*Sports Digest: A panel discussion of events in the sporting world.
	7:30	*News
	7:45	*Weather Report
	7:50	Documentary: World in Action
	8:20	*Reports from the Regions
	8:30	Bonanza -- The Wild One: Hoss comes to the aid of a timid expectant mother when she is abandoned by her mountaineer husband who claims that she tricked him into marriage.
	9:30	*News
	9:40	*Meditation and Close Down

Saturday August 29	5:55 p.m.	*Programme Summary
	6:00	Gentle Ben
	6:30	Danny Thomas Show -- A Promise Is a Promise: After spanking his daughter, Linda, and confining her to her room for the weekend, Danny Williams has qualms about his promise that she can appear on a television programme with Art Linkletter.
	7:00	*In Town
	7:30	*News
	7:45	*Bandstand: Features Dadientem Brass Band
	8:15	My Friend Tony
	9:10	*News
	9:30	Something Special: Tom Jones
	10:25	*Meditation and Close Down <sup>2</sup>

It may be observed that more than fifty percent of the programs on GBC-TV are locally produced. For a detailed breakdown of a typical week's programs, see Appendix F.

#### Foreign Films

Programs which are not locally produced usually consist of foreign films. Such films generally fall under the category of

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<sup>2</sup>Ghana Radio & Television Times, XI (August 21, 1970), pp. 5-21.

drama-adventure or entertainment, such as "Defenders," "Addam's Family," "Perry Mason" and "Liberace Show." Occasionally, the foreign films featured are documentaries such as "Science for Everybody" and "Discovery." These may bring to the Ghanaian viewer some rare experiences of life and problems of people in other parts of the world, or scientific achievements of some of the technologically advanced nations of the world.

The selection of foreign films for telecast is based on certain broad guidelines set up by the Office of Head of Programs. The key terms in the guidelines are: "violence," "romance," "language," "moral" and "social frame of reference."

Violence means that a film to be telecast should not contain mental or physical force or power exerted to murder or incapacitate a victim needlessly. Apparently, "needlessly" refers to violence against innocent people. On the other hand, some violence to maintain law and justice is tolerated, provided there is no other way to achieve this.

Romance refers to scenes of petting, kissing, and other acts of public demonstration of affection not acceptable in Ghanaian culture. Of course, certain degrees of the above are acceptable, such as a man kissing his wife goodbye and so forth.

Language has a broad connotation; it refers to both profanity and subtle expressions as well as advertisements for products

or the promotion of political, racial, religious and ethnic conflicts.

The moral of each foreign film to be featured is judged for suitability in terms of "good" or "bad" for the Ghanaian viewer. This construct is perhaps more relative than the other three mentioned so far. The film previewers have to exercise much discretion in accepting or rejecting any film on the basis of its moral.

The social frame of reference of any foreign film refers to the social milieu, the culture and values it portrays. It also refers to the levels of sophistication of not only the film but, also, the viewers. Will the latter understand the social context, humor, entertainment and other values presented in the film?

In spite of these guidelines, there is much evidence that many Ghanaians question the purpose and value of the several foreign films featured on Ghana Television. The following letter, written by a Ghanaian viewer in one of the local papers, is perhaps typical of the dissatisfaction:

Kindly allow me space in your paper to voice out something which has been beating my imagination for a long time.

I am very sure, most people who own television sets in the country do not enjoy the presence of televisions in their homes as much as they expect to.

There are some programmes which the average Ghanaians do not enjoy, programmes such as "World in Action" and

"Something Special" (I wonder what the public learn from these films) and some other films which are too old and boring to watch.

Though the GBC is trying as much as possible to satisfy the taste of both Ghanaians and foreigners, I think it should satisfy the Ghanaians first in taste. I am very sure there is no white broadcasting media anywhere in the world which will spend much time on showing things of African origin all the time. The Corporation should extend the time for films such as "Bimbo Adventures" and "Bandstand" or "Let's Go" instead of spending much time (an hour) on John Davidson's Show and a host of others.

Average Ghanaians enjoy hearing Bands from other parts of Africa and Ghana in particular than the Tom Jones and the Davidson's.

Which white man will get time showing the African Brothers Band all the time on his television?<sup>3</sup>

It is not only the Ghanaian viewer who expresses concern about foreign films on television. Officials of the Corporation are aware of the problem as reflected in the following statement made by the Director of Television:

There is a general outcry against the preponderance of imported films and the aggressiveness which they are injecting into the fabric of our society. This is a widespread malady afflicting not only Ghana, but all developing countries.<sup>4</sup>

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<sup>3</sup>K. Newlove-Mensah, "Put the TV into More Use," Daily Graphic, September 4, 1970.

<sup>4</sup>A. A. Opoku (Director of Ghana Television), "Paper on Television Programmes," Accra: Ghana Broadcasting Corporation, 1970. (Mimeographed.)

A reasonable question to ask now is why foreign films are still telecast if there is such public outcry against them.

As observed earlier, it is not all these films that are questionable in terms of suitability. Documentaries and other highly informative films from other countries are necessary in showing Ghanaians how people from other countries live and perhaps solve problems that may be common to Ghana's national development. The criticism is generally directed at those foreign films which may be classified as "entertainment." The newly appointed Director-General of GBC discussed the problem during a newspaper interview:

The Ghana Broadcasting Corporation will be prepared to replace all foreign films telecast on the television which are not popular with the public as soon as local materials are found to replace them. . . .

He said it was not the intention of the Corporation to inflict undesirable foreign materials on the people of Ghana "but the air space is there and it's got to be filled and if we haven't got the local material for one reason or the other and there is foreign material we have to use it meanwhile and do the best we can to get local material as quickly as possible."<sup>5</sup>

It is very likely that the major reason why GBC-TV continues to feature foreign films (to the displeasure of some of its viewers) is that the country's economy is in bad shape. Setting up a film-processing plant and buying large orders of raw stock of

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<sup>5</sup> E. N. O. Provencal, "Change in Programmes for GBC?" Daily Graphic, September 4, 1970.

films from abroad cost a lot of money (foreign exchange) and Ghana cannot afford to do these now. It is cheaper to rent foreign films (many of them old series, at the average rate of about twenty-five dollars for a half-hour film) than to set up a film-processing plant.

Coupled with the high cost of setting up a film-processing plant is the problem of justifying such a plant. Television in Ghana is still young and limited. It is not a big industry as yet. A film-processing plant at this time will not have a large consumer market to justify its existence.

Selecting foreign films for telecast usually involves four or five steps. First, GBC-TV receives catalogues of films from film and television companies around the world.

On the basis of the film titles and descriptions in the catalogues, the Assistant Head of Production orders some audition prints using the criteria for suitability discussed earlier.

After the audition print arrives, the Assistant Head of Production or one or more of the Heads of Section preview it with the other officers at the film section. If the audition prints are judged suitable, the films or series are ordered.

Upon the arrival of the films, two officers, a Senior Production Assistant and Program Assistant, preview them for quality and duration and also to eliminate commercials. All this is done

even though the film or series as a whole has already been accepted.

If the previewers are convinced that any parts of the films are unsuitable, such films are not shown.

### Local Programs

Programs produced locally for GBC-TV are either video-tapes, or quite often, live presentations. Such programs may be categorized into six major groups, namely: Public Affairs, Entertainment, Children's, Sports and Outside Broadcasts, Rural, and School Telecasts.

Public affairs programs generally consist of public debates and lectures, documentaries, quiz shows and drama. It is through these programs that the Ghanaian viewer is informed about the political, economic, social and religious developments in his own and other countries. It is also through these programs that special groups like women, expectant mothers or new mothers are informed about child care, nutrition, health matters and related problems. In brief, public affairs programs are those which fulfill the vital role of informing the viewer about the world around him through special programs designed for that purpose.

Under the category of Entertainment fall such programs like "Break for Music," a variety of choral and classical music by

Ghanaian and foreign artists; "Bandstand," a feature of Ghanaian and foreign artists playing "pop" and a variety of musical items; and "Variety Showcase," a combination of usually indigenous music and comedy. It is through these programs that Ghanaian viewers are presented with different kinds of music from different parts of the country. The entertainment programs, in a way, bring to the Ghanaian viewer the indigenous means of relaxation among fellow Ghanaians.

Children's programs, while directed specifically toward the young Ghanaian audience, still attract large audiences among adults. Chief among these programs are "Young Scientists," "Puppet Theatre" and "Children's Variety."

"Young Scientists," a popular half-hour program, is featured weekly like most of the programs on GBC-TV. The program usually attempts to explain or explore the mysteries of science and the laws of nature. Among the many different topics covered by the program in the past were: "Mineral Oils," "Different Types of Fruits," "Fractional Distillation," "Edible Oils -- Palm Oil, Groundnut Oil," and others. So popular and well produced is "Young Scientists" that the program has won prizes for two consecutive years at an international competition in Japan.

While "Puppet Theatre" may be regarded as a program to entertain children, it may take the form of a travelogue. Very often it

tries to develop a moral. This show is quite popular probably because of the way the puppets are manipulated, and also because of the pop music "played" by the puppets.

Another children's show -- "Children's Variety" -- offers Ghanaian children the opportunity to develop their talents through dancing, plays, music and so forth. Through this program, one sees Ghanaian and children from other countries communicating in their own way to one another.

Sports and Outside Broadcasts features programs of soccer and other games played in the country, discussions on sports and in-depth sports news.

The section is also in charge of all religious programs and ceremonial occasions of national importance, all of which are conducted outside the television studios.

Under the broad category of rural programs, GBC-TV features a weekly program -- "Rural Half-Hour" -- which is presented in three different Ghanaian languages -- Ga, Akan and Ewe. For a given week, the content of the program is the same except that it is telecast in a different language each of the three days it is featured. Rural programs also include a monthly program -- "Gardener's Club" -- which is featured in English. This program is for the benefit of florists, pet lovers and others.

The "Rural Half-Hour" programs are specifically directed at Ghanaians living in the rural areas. However, the topics covered in these programs are relevant or of interest to every Ghanaian. Topics featured in the past included: "Opportunities Industrialization Center and What It Means to Ghana," "You and Your Local Government," "The Advantages of Group Farming: German Fertilizer Scheme," "Agricultural Show at Ho" and "Community Development Project at Bimbilla (NR)." Other topics in this category dealt with home economics, child care and diet.

The "Rural Half-Hour" series may be regarded as one of the strong points of GBC-TV programming. The programs are so well planned that agricultural extension agents could go to the rural areas and talk with or assist farmers who wish to experiment with some of the ideas and information which the programs offer. Already, Radio Ghana is applying this technique effectively through its famous Farm Forum programs. Ghana Television could adopt a similar technique.

One can say that the rural programs do express very coherently Ghana's desire to transform its rural and urban areas from an agricultural to semi-industrial areas and from an economically dependent into an independent country.

"Heritage" is a cultural program that attempts to reflect the beneficial norms and mores of a people in transition. In a way,

"Heritage" is like a rear-view mirror because it helps Ghanaians to look back at their cultural heritage as they progress into the modern age.

Topics featured in this program deal with many Ghanaian festivals, customs and what they mean. For instance, many Ghanaian city dwellers do not know the traditional customs involved in choosing a life partner for marriage or what to do when a close relative dies. Through "Heritage," these customs and cultural awareness can be passed on from one generation of Ghanaians to another -- thereby preserving the progressive aspects of the culture.

### "Post Mortems"

Every Wednesday morning, heads of the various sections of GBC-TV hold an important meeting to evaluate all programs featured on television the previous seven days. The participants discuss freely their impressions or dissatisfaction with a program or programs. If they generally agree that a particular program has not been doing too well, a competent Senior Producer is asked to assist in producing that program for a specified period of time -- usually for a month. After this period, the program is reviewed and if the group is satisfied, the program is returned to the original producer.

### Program Concept

Generally, any member of the Production Department of GBC-TV can suggest a new program.

First, the person may conceive of an idea for a new program. He then develops the idea carefully, taking into consideration the requirements and demands of such a show. Next, he discusses the intended show format with his supervisor. If the supervisor is satisfied with the show format, it is discussed thoroughly at the Heads of Sections meetings on Wednesdays. At this stage the financial aspect (costs etc.) of the proposed show is discussed in conjunction with other anticipated problems.

Should the heads accept the proposal, the heads of the Design, Film and Engineering Departments are consulted as to whether they can cope with the demands of the show or not. The final step in this process of decision making is the Director of Television. He may accept or reject the proposal. Should he accept the proposal, the Head of Programs arranges to have one or two pilot programs produced and evaluated before being released to the public.

### School Programs

Barely four months after its inauguration, Ghana Television began to transmit programs, on an experimental basis, to secondary schools, technical schools and training colleges.

The Educational Test Transmissions, as the experiment was called then, began on November 15, 1965. By that date, all government assisted secondary schools, technical institutes and teacher training colleges in Ghana which were within the reception range of the transmitters had been provided with television receivers. A few of the sets were not installed in time to begin the four-week experiment because the small staff of engineers responsible for the installation could not keep up with the demand.

Before the transmissions began, all institutions concerned were sent a detailed time table for the four weeks of programs. When the exercise finally got under way, two programs were telecast each day (Monday-Friday), the first one beginning at ten o'clock in the morning while the second started forty-five minutes later. Each program lasted about twenty-five minutes. A fifteen to twenty minute intermission between the two programs allowed receiving sets to be properly adjusted or students to get seated and ready to watch the programs. The following detailed description of the transmissions was provided by a former official of GBC-TV:

Each telecast consists essentially of: a) an introduction, usually lasting 2 - 4 minutes read by an announcer, preparing students for what they are going to see, and drawing their attention to the more important points in the programme; b) an educational film 15-20 minutes; c) a summing up read by an announcer, in which "follow up" work arising out of the programme, and useful preparatory study to be done before the viewing of the next programme in the series, are suggested.

Of the ten weekly transmissions (consisting of seven fresh films with three repeats of the more important ones), four are intended primarily for secondary schools (Biology, Geography and Literature (2) ), three for Training Colleges (English and Science (2)); these science programmes are also suitable for secondary school viewing as they follow essentially the new school certificate syllabus), and three for Technical Schools (Communications and Automechanics (2) ).<sup>6</sup>

Today, five years after the school programs first began, GBC-TV has expanded its schools' telecasts to cover more subjects and hours per week. At present there are seven subjects telecast to secondary schools and teacher training colleges in the country. Table 3 shows the subjects and hours of school telecasts.

### School Programs -- 1969-71

#### English Literature

The school telecasts in English Literature for the first term (1970-71), for instance, were directed at secondary forms 4 and 5 students only. The content of the program was Shakespeare's "Macbeth." For the purposes of the telecasts, the play was divided into seven parts, each telecast covering one part.

Each program began with a brief introduction by the presenter, followed by a film or a sequence acted in the studio and then

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<sup>6</sup>I. R. F. Calder, "Report on Educational Test Transmissions by GBC-TV from 15/11/65," Accra: Ghana Broadcasting Corporation, November 29, 1965. (Mimeographed.)

TABLE 3  
GBC - TV MORNING PROGRAMMES FOR SECONDARY SCHOOLS AND TRAINING COLLEGES  
WEEKLY TIME - TABLE 1970 -71

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 a.m.	2nd Year General Science	Geography (1st repeat)	1st Year General Science (2nd repeat)	Teaching Methods (1st repeat)	English Literature (1st repeat)
10:10 a.m.	Geography (Forms 1 & 2)	English Literature (Secondary Schools only -- Forms 4 & 5)	Teaching Methods (Training College only)	Mathematics (1st repeat)	2nd Year General Science (2nd repeat)
10:50 a.m.	History (Forms 4 & 5)	1st Year General Science (1st repeat)	Geography (2nd repeat)	English Literature (1st repeat)	Teaching Methods (2nd repeat)

11:30 a.m.	1st Year General Science (2nd repeat)	Mathematics (Form 2) (2nd repeat)	2nd Year General Science (2nd repeat)	History (1st repeat)	Mathematics (2nd repeat)
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**Notes:**

The time for each telecast is approximately 28 minutes.

1st Term Programme Dates: Monday, 19th October, 1970, to Friday, 4th December, 1970 (7 weeks).

2nd Term Programme Dates: Monday, 25th January, 1971, to Friday, 12th March, 1971 (7 weeks).

3rd Term Programme Dates: Monday, 10th May, 1971, to Friday, 25th June, 1971 (7 weeks).

There will be no Schools' Transmission on Public Holidays.

**Source:**

Ghana Broadcasting Corporation, GBC-TV Schools' Telecasts: Notes for the Class Teacher Mathematics (Secondary Schools & Training Colleges) 1969/70 (Accra: Wisdom Press, 1969).

a short comment. By this method, students were able to visualize and listen to voices of the participants as written in the play. Whenever necessary, a guest was brought in to help the presenter discuss salient points in the particular scene.

### Preparation and Follow-Up Activities

A guide for teachers--Notes for the Class Teacher--in each subject area is produced by GBC-TV and sent to all teachers concerned. The guide helps teachers in preparing and planning their class lessons and organizing follow-up activities for students. Here is a description of Program I in the series as prepared by GBC-TV for the class teacher (English Literature):

The play opens with a meeting of three witches in a deserted place--and with them an atmosphere of both physical and moral uncertainty is established: "Fair is foul and foul is fair." The witches confront their chosen man, Macbeth, as he returns from battle with another general, Banquo, and tempt him with promises of future kingship. Macbeth's reaction to the "supernatural soliciting" of the witches is very much in contrast to Banquo's. Whereas Banquo sees the witches very clearly as agents of the devil (Act I, Sc. III), Macbeth's position--like the whole atmosphere of the play--is uncertain. He knows the witches are tempting him into crime, but cannot stop himself from feeling tempted.

The Class Lesson after the programme should emphasize the reality of witches for the Elizabethans, make it clear, nevertheless, that man, in spite of witches, falls through his own

will. Also the contrast between Macbeth and Banquo should be emphasized.<sup>7</sup>

### 1st Year General Science

The telecasts in this series are intended for secondary schools as well as training colleges. The programs are basically directed at first year students in the institutions mentioned. The objectives for the science programs are clearly stated in the Notes for the Class Teacher:

The programmes are intended to help the classroom teacher in two ways:

1. By showing practical applications of scientific theory that are impossible to bring into the classroom.
2. By showing experiments and demonstrations that are difficult or impractical to prepare in many schools and training colleges.<sup>8</sup>

The content of the series is based on a Two Year Science Introductory Syllabus compiled for secondary schools and training colleges in Ghana, and prepared by the Ghana Association of Science Teachers and the National Teacher Training Council. Topics covered

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<sup>7</sup> Ghana Broadcasting Corporation, "Notes for the Class Teacher English Literature (Secondary Schools) 1970/71 (First Term)," 1970. (Mimeographed.)

<sup>8</sup> Idem, GBC-TV Schools' Telecasts: Notes for the Class Teacher General Science First Year (Secondary Schools & Training Colleges) 1969/70 (Accra: Wisdom Press, 1969), p. 3.

in the series include "Water and Rain Cycles" to "Temperature and Life."

The format of the programs is that of lecture-demonstration by a studio teacher assisted normally by two students from any of the secondary schools in Accra. Graphics and audiovisuals are used extensively in the series.

### 2nd Year General Science

The objectives for the telecasts in this series are the same as those of the first year science. The main difference between the two levels is that the second year programs are directed at a higher level of secondary school and teacher training college students. The topics treated are more sophisticated, such as: "Sun, Earth and Moon," "Energy Cycles," "Metabolism" and "Friction." The following is part of the content description on the last program in the series:

. . . The handle of a tennis racquet is another example of the usefulness of friction, and Mr. Laryea performs a simple experiment to show how the effective friction between two surfaces can be reduced by using rollers. This technique is used in motor car design, and Mr. Laryea again meets Mr. Aboagye of the Africa Motors Technical Training School, and discusses three types of bearings used in car gearboxes -- the roller bearing, the needle bearing, and the ball bearing. Mr. Aboagye mentions that three types of friction are normally considered in motor car engineering: "dry" friction, where no lubricant is used, "boundary" friction, which uses very little lubricant, and "fluid" friction, in which the moving surfaces are separated by an oil bath. . . .

Mr. Laryea summarizes the points made in the programme, and closes the series.<sup>9</sup>

### Geography

The lessons in geography are intended for secondary school forms 2 and 3 and teacher training colleges. Like the other subjects, the programs in geography are based on school syllabus.

Topics covered in the series range from simple ones like "What Is a Map?" and "Directions -- Using the Compass" to more sophisticated ones, such as "Climate and Vegetation of West Africa" and "Gold Mining in Ghana." Here is a description of teaching points in the program on gold mining:

The programme traces the history of Gold mining in the country. The traditional method of mining gold is contrasted with the modern methods. The distribution of gold is related to the geology of the country. The contribution of the gold industry to the economic development of the country is disclosed and the future of the industry is examined.<sup>10</sup>

### History

Telecasts in this subject were aimed at both secondary schools and training colleges in the 1969/70 academic year. The

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<sup>9</sup> Idem, GBC-TV Schools' Telecasts: Notes for the Class Teacher General Science, Second Year (Secondary Schools & Training Colleges) 1969/70 (Accra: Wisdom Press, 1969), pp. 42-43.

<sup>10</sup> Idem, GBC-TV Schools' Telecasts, Geography: Notes for the Class Teacher, Secondary Schools and Training Colleges, 1970/71 (Accra-Tema: The Ghana Publishing Corporation [Printing Division], 1970), p. 22.

focal point of the series was first the Republic of Ghana, then other countries in West Africa, and finally the entire continent of Africa.

The series began with an introduction dealing with the sources of historical knowledge. This called the viewer's attention to such sources as oral tradition, archaeological, linguistic, ethnological, film and photographic materials. Next, a program on "The Peoples of Ghana and the Impact of Geographical Factors" was presented.

Proceeding from this background, the series concluded the first term with a program on modern Ghana entitled "The Coup and the Fall of Nkrumah."

### Mathematics

Telecasts in mathematics also were aimed at both secondary schools and training colleges in the 1969/70 academic year. The programs dealt with "modern" as opposed to "traditional" mathematics. The aim of the series was to provide students with an insight into this new method of learning mathematics.

Again, using the format employed in the other subjects, programs in the mathematics series combined lectures from the studio teacher with many audiovisuals -- slides, pictures, photographs, diagrams and live demonstrations. Topics covered ranged from "Sets" to "Deductions from Inequalities."

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### Teaching Methods

For the 1969/70 academic year, programs in the series were produced for training colleges only. The focal point of the series was "Methods of Teaching in the Primary School." Under this focal point, three series were produced for the entire academic year. For the first term, the series focused on "Reading Readiness"; for term two, "Centres of Interest"; and for term three, the emphasis was "The Making of Teaching Apparatus."

The programs in these series were unique in the sense that they included several film lessons especially made in some primary schools in Ghana. Great emphasis (especially in the third term's programs) was placed on the making of teaching apparatus from fairly simple materials which were easily available locally.

### Planning -- School Programs

Preparation and planning of school telecasts may be viewed from two angles -- planning by the source (GBC-TV) and planning by the schools that utilize the programs.

From the source's angle, decisions have to be made in regard to what subjects to telecast, what materials (content) should be included, when to telecast such programs (schedules) and which consultants (human resources) are to be utilized.

Basically, these decisions are a joint responsibility of officials at the Ministry of Education and GBC-TV on one hand and the schools that utilize the programs on the other.

Decisions relative to what subjects should be telecast are partly based on the belief that such subjects should have the largest audience possible. In other words, subjects telecast must be among the most popular or those studied by a majority of the target audience. In most cases, these are the compulsory subjects for most secondary schools and training colleges. Because most secondary schools and training colleges have standardized curriculum approved by the Ministry of Education, it is accurate to say that the subjects common to the institutions are the easiest to select. For instance, it may be observed that all Ghanaian secondary schools and training colleges offer a majority of the subjects telecast by GBC-TV.

At least in one subject area -- "New Mathematics" -- the broader goal of the National Education Development Plan was considered as the overriding reason for introducing the series on television. This observation is supported by the fact that many secondary schools and training colleges do not offer new mathematics and yet they have been watching the program series.

Another major reason for selecting a subject is the availability of material with which to produce the programs. For

instance, much more effort went into the production of the history series than into any other series. All the films used in the series had to be shot locally. Producers traveled the length and breadth of Ghana to collect oral and other pieces of information (evidence) for the series.

There is one body which formulates policies directly related to decisions affecting school programs. The body is the Schools' Broadcast Advisory Board, which is composed of representatives of the Ministry of Education, eminent school teachers, faculty members from the universities, officials from GBC-TV and representatives of the various National Subject Associations.<sup>11</sup>

Perhaps a question relevant to the issues being considered now is: To what extent are school teachers and pupils involved in making the decisions already mentioned? In answer to the question, it may be noted that the classroom teacher indirectly participates in the decision-making by sending his suggestions or criticisms to the Advisory Board through the National Subject Association to which he belongs. Another alternative available to the classroom teacher is to communicate his ideas to the board through the Liaison Officer

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<sup>11</sup> This is in reference to such associations as the Ghana Association of Science Teachers and the National Teacher Training Council etc.

who is the link between GBC-TV and Ghanaian schools which use television programs.

The procedure used in reaching some of the decisions was exemplified during the introduction of history telecasts for the first time in the 1969-70 academic year. In this case, history teachers were asked to indicate the kinds of changes they envisaged in their subject. A survey based on this was conducted and findings were incorporated in the decisions affecting history lessons telecast to schools.

Unlike the classroom teacher, the Ghanaian pupil at whom school programs are directed has had little or no participation in the past in decision-making concerning such programs. It was anticipated, however, that beginning the 1970-71 academic year, pupils would be sent questionnaires through which they could convey their ideas on programs to GBC-TV.

With reference to program schedules, telecasts are repeated twice in most cases to allow some flexibility for schools to watch at convenient times. This method, of course, is used for all the subjects except history, which was introduced at the beginning of the 1969-70 academic year when the broad outline of the time table had been drawn and it was felt that it would not be wise to upset it. Even so, some teachers complain that the time table is not flexible

enough because there are still class conflicts. This problem, however, is to be expected because of the relatively large number of schools and classes involved in watching the programs.

Some of the major concerns that influence the planning of school programs deal with resources -- human talent -- content of programs, and other non-human resources -- supporting materials such as audiovisuals and teaching aids.

Luckily for GBC -TV, there are many qualified Ghanaians to satisfy the needs of talent. A few lecturers from the various universities are used as content consultants for the programs. In addition, many of the studio teachers on the programs are usually eminent Ghanaian school teachers with several years of teaching experience. Quite often, experts from various fields are invited as guests on several of the programs.

Non-human resources are supplied by GBC -TV. These include audiovisuals, laboratory facilities, staging, design and various equipment. All these cost money. GBC -TV attempts as much as possible to supply these at minimum expense while maintaining high quality. The following represents a rough estimate of costs for each original half-hour telecast during the 1969-70 academic year:

Production Staff (salary)	N¢ 24. 71
Consultant/Script Writers	7. 20
Presenter	15. 00
Graphic Materials	2. 00
Staging & Design (salary)	10. 00
Graphic Artists (salary)	13. 40
Engineering (salary & equipment)	182. 06
Total	N¢ 471. 36 <sup>12</sup>

Preparations and plans by school teachers utilizing school programs are enhanced by two publications produced by GBC-TV for classroom teachers. One of the publications is a booklet called Television in Your Classroom: A Teacher's Handbook.

The booklet tells the teacher how to prepare his students before watching the programs. Also, it informs the teacher how to operate the television set--how to get optimal technical reception. In addition, the teacher is assured through this publication that television is not to replace him but to help him do his work more efficiently. This point is succinctly expressed as follows:

The television set which is in your school has been provided for your use as an aid to your normal classroom teaching. The

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<sup>12</sup> From the Office of Supervising Producer, Schools Broadcasts, Ghana Broadcasting Corporation (Accra: Ghana, 1970).

lessons which are broadcast have been designed to help you with your work but not to replace you as a teacher. You have complete responsibility for the use of the television lesson. This booklet is designed to help you achieve the most effective use of the lessons which are broadcast.<sup>13</sup>

The following topics are covered in the booklet:

Part One -- Conditions for Viewing -- The television set; the aerial; the classroom.  
 Part Two -- The Role of the Classroom Teacher -- Before the broadcast; during the broadcast; after the broadcast.  
 Part Three -- Your Help to the Television Station.<sup>14</sup>

The other publication for the classroom teacher utilizing television programs is Notes for the Class Teacher. This publication is produced for each subject telecast; that is, there are seven different such Notes.

Before the beginning of each academic year, three copies of the Notes on each subject are sent to each institution which has a television set. The Notes do not only tell teachers what each program to be telecast is about; it also suggests to the teacher what kinds of preparation to make with his students before watching the series. The teacher is advised on a list of reading material good for preparing students. The publications also suggest follow-up readings or activities that would further supplement the programs.

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<sup>13</sup> Ghana Broadcasting Corporation, Television in Your Classroom: A Teacher's Handbook (Accra: Wisdom Press).

<sup>14</sup> Ibid.

Utilization and Feedback

For the 1969-70 academic year, it was estimated that 147 institutions -- 84 secondary schools and 73 training colleges -- owned television sets. About forty percent of these institutions had at least two television sets. It was further estimated that nearly thirty percent of the institutions with sets watched at least one of the seven programs telecast in each subject for the same academic year. Another twenty percent was said to have used the services of television programs for schools. Altogether, it may be concluded that at least fifty percent of the 147 institutions utilized the school television programs somehow.

The above information was furnished by the Liaison Officer at GBC-TV, who is charged with the responsibility of gathering feedback on television utilization by Ghanaian institutions. The work of this officer has been greatly handicapped by the fact that he had to rely greatly on questionnaires sent to institutions. From time to time the officer visited some of the schools to obtain first-hand information on the subject. The officer's work was further handicapped by the fact that he had no car and had to rely partly on public transportation (which is very poor indeed in Ghana) or on the Head of Education (GBC-TV), in whose car he journeyed outside Accra. This meant that the officer could only visit institutions not far from the urban areas where one could find some means of getting around.

It may be observed that available evidence and feedback on the extent of television utilization among Ghanaian schools are too scanty and consequently unreliable.

### Rationale

At this stage, it will be worthwhile to explore the reasons behind the Government of Ghana's decision to introduce television programs for schools, and, also, the reasons why such programs were not geared at primary and middle schools from the outset.

In general, it is correct to say that television programs for schools were introduced to bolster the government's program in education and national development.

First, as pointed out earlier, the government, right after Ghana became independent, embarked on a Seven Year Development Plan. A subset of the plan was the Accelerated Development Plan in Education. One direct result of the plan was that many schools were created in the country. Many of the schools had (some still do) to operate on a double shift system in order to accommodate the large number of new pupils that must be educated.

The overflow of pupils accompanied by a greater demand for more teaching-learning facilities were two of the major consequences of the Accelerated Plan.

Secondly, even before the introduction of this plan, Ghana was in dire need of well-trained teachers. The plan therefore aggravated an already critical situation -- the need for more and better trained teachers.

Television programs were therefore introduced to help solve the problems just discussed.

In a way, the government felt that through school television programs the country as a whole would benefit from the expertise of very good teachers and talents to be used in the programs. This then was an attempt to promote quality teaching by showing students and teachers how good teachers teach.

Also, because of the fact that many Ghanaian schools were (they still are) poor and ill-equipped in facilities, the government felt that through television programs the poor and the well-equipped schools could both share in the rich experiences that the medium could offer. These experiences include the utilization of sophisticated and simple audiovisual aids as well as good laboratory equipment.

For the latter part of the problem, one may observe that primary and middle schools were left out of the television programs because these schools are the ones most affected by the pressures of the Accelerated Plan. There are still many Ghanaian primary

and middle schools which operate under trees and in make-shift classrooms. These schools do not have electricity or facilities for viewing.

Secondly, the double shift system is most prevalent among primary schools. This is certainly a hindrance to systematic viewing. It is unfortunate that these problems make it impossible for television programs to be directed to school children who perhaps need more assistance than others.

## CHAPTER VI

### SUMMARY, PROBLEMS, RECOMMENDATIONS

### AND CONCLUSIONS

This final chapter will feature a summary of the other chapters, present an analysis of the problems facing Ghana Television, and make recommendations which may lead to solutions of these problems.

Any study in depth leads to the realization that much is yet to be learned. This study is no exception. Consequently, suggestions for further research and studies related to television in Ghana will also be included.

The purpose of the study, as was mentioned in chapter one, was to explore for answers to certain persistent questions. The first of these questions was the observation that many developing countries, particularly among the new nations of Africa, are investing so much money to introduce television services or maintain such services despite the fact that most of the nations are faced with many pressing priorities.

Coupled with this major question, the researcher wanted to find answers to several questions which students of broadcasting have been asking. Among the questions asked most frequently are -- "What system of broadcasting do you have in Africa?" and "How does broadcasting in Africa differ from the American system?" or "What kinds of programs do African broadcasting systems feature?"

Faced with these questions, the investigator decided to use Ghana, his home country, as a model. Ghana indeed is very typical of the new developing countries which have invested millions of dollars in a new television system in the face of many demanding problems -- the need for more schools, health facilities, better roads, more efficient means of transportation, and other equally important needs.

In pursuance of the objectives for this study, the researcher spent one month gathering data in Ghana. He searched through government documents, public speeches and national newspapers for information on Ghana Television. In addition, several Ghanaian government and television officials were interviewed.

On the basis of literature review and preliminary preparations for the study, the following hypothesis was proposed: (That the Government of Ghana, in introducing television in the country, did not consider the medium as a luxury despite the heavy expense

involved. Instead, the government perceived the medium as a long-term investment for national development. The role of the medium was conceived to be an instrument for educating, informing and entertaining Ghanaians, and these three constructs were considered to be crucial in national development. )

Chapter two is a literature review of the uses of television in selected developing countries. The chapter begins with the discussion of the role of the mass media in national development. The views of several social scientists on mass media and national development are presented. Among the scholars whose views are cited are Wilbur Schramm, Daniel Lerner, Ithiel de Sola Pool, Frederick Harbison, Everett Rogers and Lynne Svenning. The social scientists seem to agree that basically the mass media enhance the social, economic, cultural, political and educational development of people in the developing countries.

Everett Rogers and Lynne Svenning's definition of development is adopted for the study. The two define the construct as:

Development is a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization. The nations of the world are often divided into two camps on the basis of economic and social criteria: the less developed and the more developed, the traditional and the modern.<sup>1</sup>

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<sup>1</sup> Refer to page 14 of this study.

It was pointed out that less developed countries generally have the characteristics of relatively low per capita income, little commerce and high self-sufficiency, limited transportation and mass media facilities, politically unstable governments, high birth and death rates and short life expectancy. It was also decided that "less developed countries" as used in the study would refer to the nations of Latin America, Africa (excluding South Africa) and Asia (excluding Japan).

Specifically, the potential role of the mass media in the developing countries was found to include the ability to raise aspirations, to focus attention, to widen horizons, to enforce social norms, to help in all types of education and training, and to create a climate for development.

The literature review also brings out one fact--that of all the mass media, television is considered as the most powerful and appealing medium by many of the developing countries because of the medium's ability to combine visuals and sound.

Furthermore, chapter two describes how television is being used as a mass medium to alleviate some of the problems facing developing nations. One of the uses of the medium is for mass education--literacy programs, as in the Dakar Experiment and the Telescuela Popular de Arequipa project in Peru.

Another example of how the medium is used for mass education is to teach "responsible citizenship," a kind of cultural and political edification, as demonstrated in the All India Radio Project.

The literature describes how television is used in different ways to help solve teaching and learning problems in the classroom.

First, the medium is used to upgrade instruction by demonstrating to teachers some effective methods of teaching (Nigeria, Colombia and Peru).

Second, television is used to feature the same programs simultaneously to large numbers of classes (the multiplier factor) as in Colombia.

Third, the medium is used to give instruction to thousands of students scattered throughout remote areas (in a sense, the extension of the school) as done in Italy.

Also, television is used in three other principal ways -- as a major teaching resource, as seen in the Telescuola program in Italy; television as the total medium for instruction, as demonstrated by the Niger project; and television as the means for supplementary instruction, as used in Nigeria.

Chapter three is a briefing of the Geography of Ghana (population, size and location), the history, politics and government,

the economy, the educational system, and some of the problems related to the educational system.

It was pointed out in the chapter that the economy of Ghana is in grave danger at the moment due to a high balance of payments deficit. This situation has seriously retarded the progress and national development of the country.

It was observed that in Ghana planning, organizing, and administering the public system of education below the university level are among the major responsibilities of the Ministry of Education.

It was mentioned also that there are seven main levels of education in the country. The levels are: Pre-Primary, Primary, Middle, Secondary, Technical, Teacher Training and University.

Furthermore, it was noted that in addition to these levels of education, which are in reference to formal institutions of learning, there are other establishments, such as the Ministry of Health and the Ministry of Agriculture, which provide formal and informal educational services for thousands of Ghanaians. Some of the educational services are literacy and health campaigns (mass education).

Among the several problems related to education in Ghana are: shortages of classroom and learning facilities, shortages of qualified teachers, lack of audiovisuals, poor management of schools,

inadequate maintenance of physical plants and massive unemployment. The plight of the national economy was found to be a major cause of many of these problems.

It was argued that the problems of education in the national development of Ghana entailed the analysis of the following basic elements:

- a. What should be done -- priorities and goals
- b. Where it should be done -- priority areas
- c. Who should do it -- allocation of human resources
- d. How it should be done -- method and allocation of non-human resources
- e. When it should be done -- time table
- f. What may be the effects of what is done -- evaluation

These problems were collapsed into one question -- how could Ghana mobilize her human and non-human resources in the most efficient way in order to improve the quality of education in the country so that the citizens produced thereof could be an asset and not a liability to the national development of the country?

The researcher argued that it was the attempt to answer this broad question that prompted the Government of Ghana to introduce television in the country.

Chapter four focuses on Ghana Television. It covers the history, planning, preparation, structure, facilities, staff-personnel,

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receiving sets, financing and the rationale for bringing television to Ghana.

First, a comprehensive survey and study of the most efficient way of introducing television in Ghana was conducted by two Canadian experts who were loaned to Ghana under a scheme of technical cooperation between the two countries. The experts' recommendations were favorable. It was after this initial step that Ghana began building a national television service.

As part of the plans and preparations, several Ghanaians were given rudimentary training in television production, direction, script writing, designing, camera operation, and training in technical maintenance in the country. After the basic training, the Ghanaians were sent to reputable television training schools around the world for further training before returning to Ghana to man the service.

It was indicated in the chapter that Ghana Television is a division of the Ghana Broadcasting Corporation, which is an independent public corporation. However, the corporation derives its broad policies from the Ministry of Information. Internally, the corporation is governed by a Board of Directors whose membership is drawn from the public upon the recommendations of the Minister of Information. Members of the Board must be politically neutral -- not associating publicly with or holding offices in political parties. The

corporation is headed by a Director-General who is the Chief Executive and is responsible to the Board of Directors as far as the day-to-day administration of the corporation is concerned.

Ghana Television is well equipped with up-to-date facilities. Among the facilities discussed in the chapter are four transmitters and a translator strategically located throughout the country. It is estimated that the transmitters and translator combine to cover better than fifty percent of the physical area of Ghana, and that about sixty percent of the population is within reception range of programs featured on Ghana Television.

Other facilities owned by the service include two main studios, each measuring 50'  $\times$  40'  $\times$  40', and a small one -- "Pre-sentation Studio" -- which measures 20'  $\times$  14'  $\times$  14'. All three studios are located at Broadcasting House in Accra, the national capital. All television programs originate from these studios and are carried by microwave to the other transmitter stations, except the one at Tamale (Figure 4), which transmits videotapes sent there by plane or other means of transportation.

Each of the main studios is equipped with three Marconi MK1V cameras -- Image Orthicon (for video only). Each camera comes with a set of lenses ranging from f/2 to f/5.6 or 2" to 22". Also, each of the main studios has a complete set of vision control

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rooms attached with control panels for "cutting," "mixing," "fading in and out," "previewing" and talkback facilities for studio directors, cameramen and others involved directly with production.

In addition to the studio facilities, the television service has mobile vans well equipped for covering sports and outside broadcasts. Other supporting services include the Engineering Division, Transmitters/Monitoring, Sound Studios, Graphics, a Television Production Training School, Design and Film facilities. In brief, Ghana Television is equipped with the finest production and back-up facilities which one can find in any modern television service elsewhere in the world.

One of the weak points of Ghana Television Service is the ~~limited~~ number of receiving sets available to the population. In spite of earlier government promises to make receiving sets available or within the reach of most Ghanaian pockets, there were only 16,000 sets (as of September 1, 1970) scattered throughout homes, institutions and public places in the country. The main reason for this low figure is that a receiving set is still too expensive for most Ghanaians. The underlying cause of this problem is the national economy, which is plagued by a huge balance of payments deficit. This has necessitated heavy duties on all imports, including parts of television sets which are assembled in Ghana.

At the moment, Ghana Television Service is financed through four sources -- revenue from license fee imposed annually on each owner of a receiving set, license fees from all television dealers (sales), commercial advertising, and government subvention. Most of the funds needed are provided by government subvention since revenues from advertising and license fees are still too limited.

Official government rationale for introducing television in Ghana is underscored by three key phrases -- "to educate," "to inform" and "to entertain." Analysis of public and government position papers indicates that of the three phrases, "to educate" seems to be the strongest reason for introducing television. The phrase was used in reference to both formal education -- classroom instruction -- and informal education -- the cultural, political, economic and psychological transformation of a nation from one stage of development to another.

One of the main reasons for introducing television in Ghana was to bolster classroom instruction. The decision was prompted by a number of problems which began to show a few years after Ghana became independent.

First, in its desire to accelerate the national development of Ghana, the government opened or encouraged the building of many new schools to cope with increasing enrollment demand. This

problem was aggravated by the introduction of a government law which required compulsory and tuition-free education for all Ghanaian children and tuition-free education for older students (from the secondary school level and up). Available facilities -- classrooms, textbooks and equipment -- could not match the demand.

Secondly, Ghana had always been short of qualified teachers. The introduction of compulsory fee-free education aggravated the problem.

It was the search for solutions to problems like these that persuaded the government to turn to television. It was felt that through the medium of television, limited human and non-human resources could be made available to many of the disadvantaged schools in the country.

In the area of mass education -- informal education -- the government was convinced that television could be used to transform Ghana into a more unified, cohesive and vibrant nation. Many of the government position papers on television reveal that it expected to use television as an instrument of national development -- the mobilization of human and non-human resources to develop Ghana into a modern country.

Chapter five is devoted to the analysis and discussion of the kinds of programs featured on Ghana Television and the various

sections and supporting facilities that make up the television section of Ghana Broadcasting Corporation.

First, it was mentioned that the television section is composed of three main divisions -- Film, Design and Programs. The Film section is responsible for the filming of local inserts and the reproduction of still photographs and others needed for programs.

The Design section is charged with the procurement and production of design materials, such as costumes, make-up, graphics and props.

The Programs section, the largest of the three, has eight sub-sections -- Public Affairs, Schools, Sports and Outside Broadcasts, Rural, Entertainment, Children's, Traffic and Film Viewing. The contributions of each of these sub-sections are discussed briefly.

It was mentioned that programs featured on Ghana Television may be divided into two main categories -- programs for general audiences and programs for schools. Programs for general audiences include newscasts, entertainment, sports, ceremonials and others.

The programs for schools are produced in seven subject areas, namely, English Literature, 1st Year General Science, 2nd Year General Science, Geography, History, Mathematics and Teaching Methods.

It was further observed that there are two sources of ~~programs for Ghana~~ Television -- those produced abroad (Foreign Films) and those produced in Ghana. Foreign films account for more than forty percent of transmission time in any given week (Appendix F).

There is evidence of public outcry against many of the foreign films. However, television officials have defended the presence of such films on the grounds that Ghana does not have a ~~film processing~~ plant and that the air space has got to be filled until such time that films could be processed locally.

Programs produced locally are generally presented live or from videotapes. Each of these programs is usually featured by one of the six production sections -- Public Affairs, Schools Broadcasts, Sports and Outside Broadcasts, Rural, Entertainment and Children's.

The question was raised as to why school programs are telecast to only secondary schools and training colleges and not to primary and middle schools also. In response to this question, it was noted that primary and middle schools in Ghana are the most ill-equipped as far as facilities are concerned. Many of the schools have no electricity -- and are still conducted in make-shift classrooms, some under trees and so on. It would be very difficult to direct programs at these schools under the circumstances.

Finally, it was pointed out in the chapter that feedback on utilization of television programs by schools is inadequate, partly

because the officer in charge of collecting data is handicapped by inaccessibility to all the schools involved and also a significant portion of those who utilize the programs do not submit the data on utilization.

### Problems

One of the major reasons the Government of Ghana introduced television was to facilitate teaching and learning in school programs (formal education) and to inform or edify the Ghanaian populace (mass education). A complexity of problems has retarded the free realization of these goals.

First, the number of schools utilizing television programs is too limited. At present only 147 institutions (out of the thousands in the country) view programs (regularly or occasionally) specifically telecast for schools. All the schools which utilize television programs are secondary schools and teacher training institutions because there are no telecasts for other levels (Pre-Primary, Primary and Middle Schools).

Generally, Primary and Middle Schools in Ghana are the most depressed as far as teaching and learning facilities are concerned. There are still hundreds of these schools which are conducted under trees and in makeshift classrooms or learning environments.

Audiovisual aids and laboratories are luxuries as far as these schools are concerned. These schools would certainly benefit from television programs. Obviously, serving these schools will present the country with more problems -- the need to provide electricity or power supply for television sets as well as facilities for storage and maintenance. However, such problems are surmountable.

Language presents another problem in education. English is generally used as the medium of instruction in Ghanaian schools. However, a majority of Pre-Primary, Primary and Middle School pupils (especially those in hamlets, villages and homes where the parents or guardians do not speak English) are not proficient enough to communicate in English. Consequently, it is quite common for such pupils to receive instruction in their local languages or dialects, of which there are over fifty different kinds in Ghana. Finding a common language in which to telecast programs to pupils therefore presents a problem.

In the case of the few Secondary Schools and Teacher Training Colleges which use school television programs, there is evidence that the students have very little or no opportunity to participate in the preparation and planning of the programs they watch. There seems to be no adequate channels for feedback between students and the source of programs. Also, and perhaps more important, there

is no evidence that school programs are systematically viewed or regarded as a crucial aspect of the school curriculum.

Maintenance of receiving sets presents another problem for schools. There are many instances where the only receiving set in a school is defective because of lack of spare parts or maintenance facilities. In such cases, school programs cannot be viewed.

In general, the limited number of sets makes regular and systematic viewing of programs unlikely. Many schools which have single receiving sets find it difficult or impossible to arrange for all students to watch programs regularly. This problem is not limited to schools only. The general public is similarly affected.

One of the main reasons behind the limited set count is the high cost of sets in the country. Many schools and a majority of the Ghanaian citizenry simply cannot afford the price of a television set.

Another reason behind the limited number of sets is the lack of electricity and power supply. Many villages and small towns do not have electricity or generators.

~~During the planning stages of television, the government~~ stressed the importance of using the medium for mass education. ~~It was expected that small towns, villages and hamlets would be provided with free television sets and needed accessories.~~ This was done to some extent, as pointed out in chapter four. However, it is

accurate to say that most of the remote and rural dwellers do not have such facilities. The result is that the citizens who need television most (for mass education) do not have access to television sets. It is these people who should be given priority in mass education. Most of these people are farmers and television could be an invaluable asset in providing information on modern farming techniques and other aspects of rural development.

In areas where television is accessible, there is no evidence that viewing is well planned and organized to include follow-up activities as done in the famous Radio Ghana Farm Forums.

Turning to the source of programs itself, the television service is faced with many problems which retard its progress.

First, Ghana Television does not have certain facilities which are essential for efficient operation. One such facility is an information storage-retrieval center. The investigator was struck by the fact that basic documents and information on the history, structure, financing, policies, achievements, and goals of the medium could not be located. For instance, no one contacted at the Corporation knew where the program log for the first year of telecasting could be located, nor could any copy of the annual reports of the Corporation be located. Important historical and other documents are either missing or scattered over several and unknown places within the Corporation.

Secondly, Ghana Television does not have a local film processing plant. Because of the absence of such a facility, live programs and imported films (foreign films) are generally used.

While the use of foreign programs may be helpful in exposing the Ghanaian viewer to the cultures of other countries, such programs (particularly the ones classified as "entertainment") are usually of little relevance or benefit to a developing country faced with serious problems. A noted African writer, actor and film producer discussed the problem recently:

Many third-World countries have made great strides in the development of at least one of these media, but in Africa, film and TV are still luxuries for the few. TV, potentially the most sensitive and powerful of the media, should be forging ahead in the area of mass education and direction, explaining and discussing economic and social programs, and creating a broader dialog between the centers of power and the masses. Instead, in Africa, it mostly consists of high-prestige stations with too narrow a transmission coverage to be economically viable, dependent largely on imported American, British and French programs such as Gunsmoke and Bonanza for prime hour transmissions, and watched by tiny and almost entirely urban audiences -- in no country does even one per cent of the population have access to TV.<sup>2</sup>

The source just quoted goes on to suggest that there is a basis for dynamic African TV and film industries in existence:

Yet the basis for dynamic African TV and film industries exists, and films and TV could make a far more effective contribution

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<sup>2</sup>Alaba Peters, "Film & TV in Africa: Tools or Toys?" Africa Report, XV (November, 1970), p. 21.

to national and pan-African development than the press with its restricted circulation, or even radio, which cannot move audiences as can the visual media.

Taking TV first, it is essential for development to take place on a continental and regional, rather than a national basis. African governments must initially standardize transmission frequencies throughout the continent, and then work out an agreement for continental or regional syndication of African TV programs. . . .<sup>3</sup>

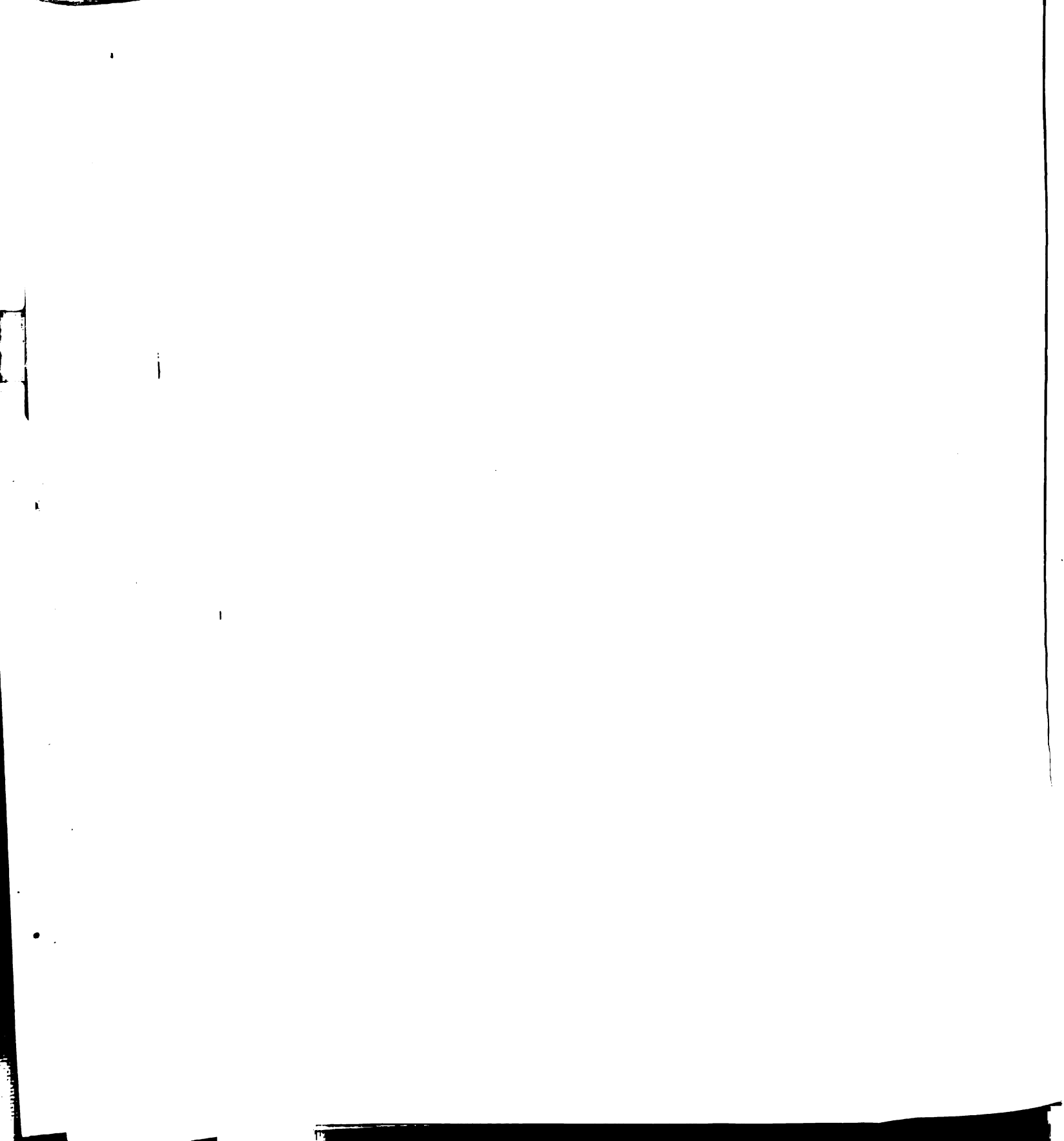
The exchange of programs among African countries has been frequently discussed and encouraged at various mass media meetings involving African countries. Ghana has always supported the idea. However, Ghana Television has not been able to fulfill the idea fruitfully yet.

At the time that the investigator visited the country, ~~there~~ was no exchange of programs between Ghana Television and any other similar service on the entire African continent. Apparently Ghana and Nigeria had experimented with the idea until the Civil War set in and Ghana finally stopped sending programs to Nigeria because the latter was not reciprocating.

Some Ghanaian officials interviewed on the subject explained the difficulties involved in exchange programs. One such difficulty is the suitability of programs from other African countries. What may be acceptable or relevant in a given context in one country may

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<sup>3</sup>Ibid.



be totally unacceptable in another country. One may ask why programs from non-African countries -- U.S.A., Britain, U.S.S.R., Hungary and others -- can be deemed suitable for Ghanaian viewers and yet programs from fellow African countries (maybe next door neighbors) are judged unsuitable. It can be argued that many of these non-African countries mentioned have large banks of television programs or films from which to select. There is no doubt that only some of such programs or films can be suitable for Ghanaian viewers. On the other hand, African countries have not been producing many programs or films from which sufficient numbers can be selected for use in other countries. It can be stated that in general television programs produced by African countries are not aimed at universal audiences. In most cases, the programs are directed at local audiences and therefore they do not suit the tastes of audiences outside the local market.

It is apparent that the greatest weakness of Ghana Television is that it lacks the machinery for a rigorous system of evaluating the effects of its programs on its audience. One would like to know, for instance, the effects of school programs on teaching and learning. Also, it is important to know the cost efficiency of such programs as well as mass education programs. Simply because the medium was conceived "to educate," "to inform" and "to entertain" does not insure that it actually does so.

For a nation that has spent much of its resources in studying, planning and introducing television, it is only proper to expect it to pause and examine if the medium is indeed accomplishing what it was designed for. It is through serious and rigorous research that a reliable evaluation of the medium can be derived.

Invariably, the availability of funds will determine whether the problems facing the medium can be solved or not. Every television official interviewed complained that there were insufficient funds to purchase spare parts for equipment and other facilities needed. The major source of revenue for the medium continues to be the government. However, the plight of the national economy has made it difficult to provide the funds needed for operating the medium and other national development projects.

Relative to the funds needed to operate the service, it may be observed that the government was unrealistic in its initial plans to introduce the medium. It had estimated that in its first year of commercial advertising, over \$125,000 (£ 50,000) would be derived. The actual revenue from advertising in that first year was a bare \$550!

### Recommendations

Problems are opportunities for solutions and improvement. The investigator wishes to make the following recommendations relative to the solution of the problems discussed:

1. In order to fulfill the objectives established for education and national development, the Government of Ghana should establish a goal of providing television sets and accessories to all Pre-Primary, Primary, Middle and higher level schools which meet some established standards (such as minimum number of students, teachers, etc.). In areas where there is no electricity, generating sets or vibrators should be furnished. A plan should be developed to reach this goal and should be implemented as soon as possible.
2. Community centers, villages, hamlets and recognized organizations or clubs should be encouraged to purchase their own television sets and accessories. The government can expedite the effort by paying a percentage of the expenses involved. Schools, institutions and all groups which receive the subsidy should be exempted from paying the annual television license fee.
3. A committee of representatives from the Ministry of Education, Ghana Television, national teacher groups and student organizations should be set up to assess the needs and define goals for school telecasts. Such telecasts should be expanded to include programs for all levels of education -- Pre-Primary through university. It is important that school programs be made part of school curricula, particularly those below university level.
4. In response to the problem of language, particularly with pupils in Middle Schools and lower levels, Ghana Television may consider telecasting in different languages as it is done by Radio Ghana in news and documentary programs. To facilitate such attempts, it may be necessary to telecast on different channels simultaneously.
5. Teachers and students should be encouraged to participate in the planning and production of educational or instructional programs.
6. Maintenance centers and mobile vans with technicians should be furnished to visit remote village schools periodically to see to it that receiving sets and accessories are kept in good operating condition.

7. Television viewers, particularly those in the rural areas, should be assisted in forming tele-clubs and discussion groups (as it is done in other countries, such as France, Japan and India) and to organize follow-up activities which enhance the diffusion and adoption of innovations, such as new farming techniques.
8. A television research center or division should be set up to gather and analyze data on the utilization and effects of television programs on education and national development. The center should be a permanent division of Ghana Television.

### Summary and Conclusions

The final chapter has explored several problems facing Ghana Television. Among them -- the limited number of receiving sets in the country; the small number of institutions which view the special programs telecast to schools; the fact that no programs are featured for the most depressed levels of education in Ghana (Pre-Primary, Primary and Middle Schools); the need for certain facilities necessary for efficient operation of the medium (such as a local film processing plant and a research and data storage center); and the need for more operating funds.

While the problems discussed have been treated almost independently of one another, it should be remembered that most of them are interrelated with other problems of national development. For instance, it can be said that the state of the national economy has adversely affected the smooth operation of the television service.

Because of the fact that the economy of Ghana is in serious trouble (due to a large foreign debt), only limited funds are available for importing more spare parts or equipment needed by the television service.

Another problem which has indirectly affected the direction of Ghana Television is that of political instability. Within the six years that the service has been in existence, the country has been ruled by three different governments. It was observed earlier in the study that relative to goals for the medium there have not been any drastic changes or differences. However, it is important to remember that goals or objectives are not synonymous with priorities and methods. The Nkrumah regime which introduced television in Ghana had promised to make receiving sets available (free of charge) to community centers, clubs, organizations and schools. Indeed, there is evidence that this was started. However, Nkrumah's regime remained in power for only seven months after the inauguration of television.

The interim government which followed Nkrumah's regime reorganized priorities and either recalled many of the television sets distributed free of charge or requested that they be paid for by those who wanted to keep them. Whether Nkrumah's regime could have lived up to its promises and objectives for television is not the

subject of this study. However, it can be argued that Nkrumah's regime did not live long enough to be judged on its goals and objectives for television. On the other hand, neither the interim government nor the present one can be held responsible for the plight of Ghana Television today. They did not establish the goals and objectives for the medium.

Again, on the broader question of national development, one can appreciate the enormous problems facing a developing country like Ghana. The government is practically responsible for every aspect of development including Ghana Television. Funds must be allocated for health projects, better roads have to be built, better transportation facilities have to be provided for, more good schools are needed and so forth. What makes these problems so difficult to solve is that nearly all of them can be considered priorities and should be solved simultaneously. The tragedy of the problem of national development is that no matter how priorities are arranged, there are people who are dissatisfied. Such people will always want to know why television was introduced at the expense of better schools, more hospitals, feeder roads and so on.

Part of the objectives for this study was to explore for answers to certain persistent questions related to Ghana Television -- questions of history, structure, personnel/staff, financing, programming and others; this has been reasonably done.

On the broader question of the role of Ghana Television in education and national development, the answers cannot be so certain. The question is complex because it has many related variables that must be examined independently and then in juxtaposition with one another. The following is a list of some of the variables and questions which need further exploration before any conclusions can be drawn:

1. How is television perceived by the Ghanaian public? Is it seen as a tool for "education," "information" and "entertainment" as the government envisaged?
2. What is the cost-efficiency of television in providing information to the populace?
3. How do the other mass media (radio, newspapers, etc.) compare in cost-efficiency, effectiveness and credibility with television?
4. Are there certain beliefs, attitudes and values which have changed or are changing because of exposure to television programs?
5. Has the presence of television in Ghana raised the aspirations and expectations of the citizenry?
6. Are the few Ghanaian students utilizing school television programs learning and performing better now than they did before the medium arrived?
7. How do the students who utilize television programs compare with those who do not, as far as learning gain is concerned?
8. What are the attitudes of teachers and students toward television programs for schools?

Until research can provide answers to several questions, including the ones raised, it is difficult to ascertain the effects of television in the development of Ghana. The fact that the medium was introduced "to educate," "to inform" and "to entertain" does not mean that it actually does so. On the other hand, it may be that indeed television is achieving its goals.

It was because of the uncertainty surrounding the effects of television that the establishment of a research and information center was proposed in the list of recommendations.

In conclusion, it may be well to remember the recommendations given by UNESCO on research:

- (a) television authorities should ensure that adequate provision is made for establishing and maintaining audience relations and for carrying out necessary research into audience reactions, but that whilst quantitative measurement has usefulness in relation to programmes designed to attract a mass audience, an assessment of qualitative reaction be considered of greater value to programme planners;
- (b) there should be careful research from the sociological and psychological points of view into the best ways of using television as an aid in improving the way of life of the people in African countries; that this research can best be carried out by persons who have lived amongst, and understand, African people.<sup>4</sup>

As observed earlier, it is only through constant evaluation that the achievements and direction of Ghana Television could be

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<sup>4</sup>UNESCO, Meeting on the Introduction and Development of Television in Africa, Lagos, Nigeria, 21-29 September, 1964.

reliably determined. For a nation bent on reaping the highest benefits from its investments, constant research is hardly a luxury; it is a necessity.

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## APPENDICES

## **APPENDIX A**

### **CORRESPONDENCE**

## **APPENDIX A**

### **CORRESPONDENCE -- CANADA**

Paa -Bekoe Welbeck  
525 S. Hayford Avenue  
Lansing, Michigan 48912  
U. S. A.

April 17, 1970

Canadian Broadcasting Corporation  
International Service  
P.O. Box 500  
Terminal "A"  
Toronto, Canada

Dear Sir,

I am a Ghanaian student working on my Ph. D. at Michigan State University; my field is Instructional Development and Technology or, as some call it, Educational Media.

I am planning to visit Ghana in July so that I can collect some data on the status of television in the country. I hope that would give me the information I need for my dissertation, whose tentative title is "Ghana Television--the First Five Years."

Other than scanty letters from friends at home, I have not been able to get any official reports on the subject anywhere around here. It is very important for me to get some basic, official information on the subject now since I can only spend one month in Ghana.

I have been told that the Canadian Broadcasting Corporation gave a lot of assistance to Ghana in the planning, training of personnel and introducing television in Ghana. I suspect then that you may have some official reports on the subject. I would therefore be very grateful if you could send me some information on the subject. I would certainly pay for any expenses involved.

On the other hand, if such information cannot be sent to me, I can come over to Toronto and read it. I hope you would give this letter a favorable consideration. Thank you in advance.

Sincerely yours,

Paa -Bekoe Welbeck

CANADIAN BROADCASTING CORPORATION  
INTERNATIONAL SERVICE

P.O. Box 500  
Terminal "A"  
Toronto, Canada  
April 23, 1970

Mr. P. -B. Welbeck,  
525 S. Hayford Avenue,  
Lansing, Michigan 48912,  
U.S.A.

Dear Mr. Welbeck:

Further to your letter dated April 17, 1970, concerning  
your Ph.D. thesis on "Ghana Television-- The First Five Years".

I have passed your letter to Mr. Gilbert Dinelle, Overseas  
& Foreign Relations, CBC, Ottawa, and he will be contacting you.  
He did inform me that there are indeed a number of reports on the  
subject.

Yours truly,

Kelvin A. Lack  
International Service Representative

kal/vjh

CANADIAN BROADCASTING CORPORATION  
SOCIÉTÉ RADIO - CANADA  
1500 Bronson Avenue  
Ottawa, Ontario  
April 27, 1970

Mr. P. -B. Welbeck,  
525 S. Hayford Avenue,  
Lansing, Mich., 48912,  
U.S.A.

Dear Mr. Welbeck:

Mr. Lack of the International Service in Toronto has referred your letter of April 17th to me for reply.

We do indeed have in our files progress reports on the introduction of television in Ghana. The introduction of television in Ghana was a joint project of the government of Ghana and the Canadian government through the Canadian International Development Agency. Although the Canadian advisors were CBC personnel, they were seconded to CIDA and responsible to that Agency for the project and not to the CBC. Their progress reports were therefore addressed to CIDA and not the CBC and we are therefore not authorized to release these documents. You should address your request to the Director of Information, The Canadian International Development Agency, 75 Albert Street, Ottawa, Ontario.

Our file on this project is quite voluminous and there are some public documents, such as press releases and published articles, which could be made available to you. I shall mail these to you this week. Once you have looked at this material and after you have contacted CIDA, please do not hesitate to write again if we can be of further assistance.

Yours sincerely,

Gilbert Dinelle,  
Overseas and Foreign  
Relations Officer.

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
May 2nd, 1970

Mr. Kelvin A. Lack  
International Service Representative  
Canadian Broadcasting Corporation  
International Service  
Toronto, Canada

Dear Mr. Lack:

This is to acknowledge receipt of your reply to my letter.  
Thank you very much.

Mr. Gilbert Dinelle has replied to my request by sending me some valuable information on Ghana Television. He has further given me an address where I can write for information on reports which he is not empowered to release to the public. I am writing to that address.

I must thank you very sincerely for the promptness with which you responded to my request. I will acknowledge your help when I write the dissertation.

Respectfully yours,

Paa -Bekoe Welbeck

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
May 2, 1970

Mr. Gilbert Dinelle  
Canadian Broadcasting Corporation  
Overseas and Foreign Relations  
1500 Bronson Avenue  
Ottawa, Ontario, Canada

Dear Mr. Dinelle:

This is to acknowledge receipt of your letter and the materials you sent me on Ghana Television. You would be surprised to know that they are the first bits of information I have read on the subject as far as official Ghanaian government statements are concerned. I must thank you very sincerely for your help.

I am writing a letter (to be supported by my academic adviser's) to the address you gave me. I hope that the Canadian government would let me have copies of the progress reports on the subject. With your permission I will mention your name in my lists of acknowledgement when I write the dissertation. Once again, accept my utmost thanks for your assistance.

Respectfully yours,

Paa -Bekoe Welbeck



MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
May 4, 1970

Mr. Gilbert Dinelle  
Overseas and Foreign Relations Officer  
Canadian Broadcasting Corporation  
1500 Bronson Avenue  
Ottawa, Ontario

Dear Mr. Dinelle:

Mr. Paa-Bekoe Welbeck has provided me with a copy of your letter of April 27, 1970, concerning information on the introduction of television in Ghana. I would like to personally thank you for taking an interest in Mr. Welbeck's search for information in order to complete his Ph.D. thesis.

Enclosed is a copy of a letter that I am sending to the Director of Information at the Canadian International Development Agency, asking for as much cooperation as is possible on behalf of Mr. Welbeck.

Again, many thanks for your kindness to this very deserving young student.

Sincerely,

Elwood E. Miller, Director  
E. P. D. A. Media Institute  
Associate Professor of Education

EEM:bb  
Enclosure

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
U.S.A.  
October 21, 1970

Mr. Gilbert Dinelle  
Canadian Broadcasting Corporation  
Overseas and Foreign Relations  
1500 Bronson Avenue  
Ottawa, Ontario, Canada

Dear Mr. Dinelle:

Once again, I am writing to you for some assistance. I was able to visit Ghana this past Summer as I planned. I managed to get some useful information on Ghana Television. I was, however, disappointed that there were no records available on many areas that I deemed relevant to my thesis. Apparently, there is no central area at the broadcasting house where such materials are stored for researchers. I had to dig out bits from here and there.

I still find the press releases you sent me very helpful indeed. Unfortunately, I have not been able to identify some sources of some of the releases you sent me. I have enclosed copies of those releases so that you may help me identify from what sources they were taken. This would help me in my footnotes and bibliography. I hope you will oblige. Once again, accept my sincere thanks.

Respectfully yours,

Paa -Bekoe Welbeck

CANADIAN BROADCASTING CORPORATION  
SOCIÉTÉ RADIO-CANADA

1500 Bronson Avenue

Ottawa, Ontario

October 27, 1970

Mr. Paa-Bekoe Welbeck,  
525 Hayford Avenue,  
Lansing, Michigan, 48912,  
U.S.A.

Dear Mr. Welbeck:

It was good to hear from you again. I am happy to hear that you were able to get some useful information while you were in Accra last summer, in spite of the difficulty in locating records.

I have gone back to our own files but, unfortunately, no source was indicated for any of the clippings you sent me. The only additional clue that I can offer is that the article "Television will reflect our culture" was taken from an Accra newspaper; I realize this isn't very helpful.

I have been able to locate a copy of the original Kennedy-Cahoon Recommendations on the establishment of television in Ghana and I am enclosing a copy, along with the Ghana Government statement on the report.

It occurs to me that another source of information for you would be the firm of N. J. Pappas & Associates, Consulting Engineers, 5253 Décarie Boulevard, Montreal, Canada. This firm, as you know, produced designs and tendered specifications for the TV studio centre in Accra, and the supporting network of microwave links and transmitters.

Again, best of luck in your research.

Yours sincerely,

Gilbert Dinelle,  
Overseas and Foreign  
Relations Officer.

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
May 4, 1970

Director of Information  
The Canadian International Development  
Agency  
75 Albert Street  
Ottawa, Ontario  
Canada

Dear Sir,

I am Paa -Bekoe Welbeck from Ghana. I am presently at the dissertation stage in the doctoral program in Instructional Development and Technology at Michigan State University.

The tentative topic of my dissertation is "Ghana Television -- The First Five Years." I plan to spend one month this Summer in Ghana so that I can gather data for the study.

For the time being, I am preparing a proposal for the study. Unfortunately, a search through the libraries around here has yielded me absolutely nothing on the subject.

Some officials at the CBC in Ottawa have suggested that I contact you since your agency worked closely with the government of Ghana in planning and introducing television in the country. I understand you do receive progress reports on the subject from time to time.

I would be very grateful if you could make available to me some of these reports and other information which you think may help me in getting a picture of the present status of television in Ghana. Specifically, I would be very grateful if you could give me some information on the following sub-topics:

Page 2

1. History, structure (relationship with other ministries, such as, the ministry of education and information) of Ghana Television.
2. Rationale -- official government statements on why television was being introduced in Ghana.
3. The extent to which television is used in education -- broadcasts to schools and special audiences, etc.
4. Resources and distribution of facilities (receiver sets, etc.) in schools and communities (if any).
5. Recruitment and training of television staff and personnel.
6. Problems -- past and present -- attempted solutions.
7. Goals of Ghana Television.

The information I have asked for will undoubtedly be invaluable in providing me with a background to television in Ghana and help me plan carefully what to expect and procure during the brief period I will spend in Ghana.

I can assure you that the information will be used exclusively for my proposal and study design and for nothing else. My academic adviser, Dr. Elwood Miller, is writing a letter to support my request. I hope you will act upon it favorably. Thank you in advance.

Truly yours,

Paa-Bekoe Welbeck

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
May 4, 1970

Director of Information  
The Canadian International Development Agency  
75 Albert Street  
Ottawa, Ontario

Dear Sir:

May I take a moment of your time to support a request from Mr. Paa-Bekoe Welbeck, a citizen of Ghana and a graduate student at Michigan State University, for information concerning the development of educational television in his home country. Mr. Welbeck is interested in doing an in-depth survey and report on the development and status of educational broadcasting in Ghana and will need as much information as is possible to come by for this report.

It is my feeling as his major advisor that the document he proposes to write will be enormously useful to those interested in educational broadcasting in Ghana as well as a fine intellectual exercise for Mr. Welbeck himself. I would appreciate anything that you can do to provide Mr. Welbeck with suitable information as he pursues this problem.

Mr. Gilbert Dinelle, the Overseas and Foreign Relations Officer of the Canadian Broadcasting Corporation, has suggested to Mr. Welbeck that he contact you and I am simply sending this letter along to reinforce his inquiry.

Sincerely,

Elwood E. Miller, Director  
E. P. D. A. Media Institute  
Associate Professor of Education

EEM:bb

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY  
AGENCE CANADIENNE DE DÉVELOPPEMENT INTERNATIONAL

Ottawa 4

File: 892 -W

June 23, 1970

Mr. P. -B. Welbeck,  
525 S. Hayford Avenue,  
Lansing, Michigan.

Dear Mr. Welbeck:

In reply to the letter seeking detailed information for your thesis, "Ghana Television--the First Five Years", unfortunately it seems that we can offer you very little assistance.

The Commonwealth Africa Section of our Planning Division suggests that you write to Frank Goodship, a Canadian adviser with UNESCO, whose background knowledge in this field would likely be of value to you. We have been told that Mr. Goodship is returning to Canada but no-one seems certain just when he will arrive. UNESCO's Ottawa office gives his mailing address as:

Mr. F. Goodship,  
Program Specialist,  
Radio and Television,  
UNESCO,  
Place de Fontenoy, 75,  
Paris 7, France.

A search of our library revealed only two publications that might be of marginal relevance -- N. L. C. Decree No. 226, Ghana Broadcasting Corporation, 1968 (State Publishing Corporation (Printing Division), Accra-Tema); and An African Experiment in Radio Forums for Rural Development--Ghana, 1964-65 (1968, Division of Free Flow of Information, UNESCO, Place de Fontenoy, Paris--7<sup>e</sup>).

I regret that we cannot be more helpful, but wish you every success in your doctoral work.

Yours sincerely,

Lyle Cameron,  
Acting Director,  
Information Division.

## **APPENDIX A**

### **CORRESPONDENCE -- GHANA**

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
April 28, 1970

Director General  
Ghana Broadcasting Corporation  
P.O. Box 1633  
Accra, Ghana

Dear Sir:

I am Paa -Bekoe Welbeck, a second year doctoral candidate in Instructional Development and Technology (Media and Education) at Michigan State University. I hold a Master's degree in broadcasting from the School of Public Communication, Boston University.

I am now at the stage of writing my dissertation as a partial fulfillment of the requirements of the Ph.D. degree.

I am very interested in doing a study of Television in Education in Ghana. Unfortunately, a search through the literature in the libraries around here has yielded no information on the subject.

I have an opportunity to spend one month in Ghana sometime in July-August, 1970. I would be very grateful if you could help me in gathering data related to the subject. Specifically, I wish to know if you would be kind enough to permit me the use of your library so that I could search through research reports, statements and information on the following topics:

1. History, structure and rationale for introducing television in Ghana.
2. The extent to which television is used in education -- broadcasts to schools, special audiences, etc.
3. Problems and future goals of television in Ghana.

Finally, I would be grateful if you could grant me permission to interview you and/or a few of your staff members in the television section.

May I thank you in advance for your help.

Respectfully yours,

Paa -Bekoe Welbeck

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
April 28, 1970

The Hon. William Ofori-Attah  
Minister of Education  
Ministry of Education  
Accra, Ghana

Dear Sir:

I am Paa-Bekoe Welbeck, a second year doctoral candidate in Instructional Development and Technology (Media and Education) at Michigan State University. I hold a Master's degree in broadcasting from the School of Public Communication, Boston University.

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Respectfully yours,

Paa-Bekoe Welbeck

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
April 28, 1970

The Permanent Secretary  
Ministry of Information/Broadcasting  
Accra, Ghana

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MICHIGAN STATE UNIVERSITY  
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East Lansing, Michigan 48823  
April 28, 1970

The Permanent Secretary  
Ministry of Education  
Accra, Ghana

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Respectfully yours,

Paa-Bekoe Welbeck

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
April 28, 1970

Director General  
Ghana Broadcasting Corporation  
P.O. Box 1633  
Accra, Ghana

Dear Sir:

Enclosed is a letter from Mr. Paa-Bekoe Welbeck, who is a graduate advisee of mine on a Doctor of Philosophy degree program at Michigan State University in East Lansing, Michigan.

Mr. Welbeck is well grounded in communication theory and general education and is desirous of doing an in-depth survey of the status of educational television in Ghana. I think Mr. Welbeck has superb credentials to carry forth this study and to create a document that would be of immense value to the government officials in your country who are concerned with better teaching and learning for the children of Ghana.

I would consider it a great personal favor if you would be willing to give Mr. Welbeck a bit of your time as well as access to certain information that he will need to do a scholarly in-depth study of educational television in Ghana. I am satisfied that Mr. Welbeck will do an excellent job in the preparation of the report.

Your consideration of my request in support of Mr. Welbeck is sincerely and deeply appreciated.

Very sincerely yours,

Elwood E. Miller, Director  
E. P. D. A. Media Institute  
Associate Professor of Education

EEM:bb  
Enclosure

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
April 28, 1970

The Permanent Secretary  
Ministry of Information/Broadcasting  
Accra, Ghana

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Elwood E. Miller, Director  
E. P. D. A. Media Institute  
Associate Professor of Education

EEM:bb  
Enclosure

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
April 28, 1970

The Hon. William Ofori -Attah  
Minister of Education  
Ministry of Education  
Accra, Ghana

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Very sincerely yours,

Elwood E. Miller, Director  
E. P. D. A. Media Institute  
Associate Professor of Education

EEM:bb  
Enclosure

MICHIGAN STATE UNIVERSITY  
Instructional Media Center  
East Lansing, Michigan 48823  
April 28, 1970

The Permanent Secretary  
Ministry of Education  
Accra, Ghana

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Your consideration of my request in support of Mr. Welbeck is sincerely and deeply appreciated.

Very sincerely yours,

Elwood E. Miller, Director  
E. P. D. A. Media Institute  
Associate Professor of Education

EEM:bb  
Enclosure

Telegraphic Address  
BROADCAST, ACCRA

Telephone 21161

BY AIRMAIL

My Ref. No. EIC. 96/Vol. 6/158

GHANA BROADCASTING CORPORATION  
Broadcasting House, P.O. Box 1633  
Accra, Ghana  
16th May, 1970.

Mr. Welbeck,

I refer to your letter of 28th April, 1970 and would like to inform you that this Corporation would be pleased to give you any assistance you require in the preparation of your theses for the degree of Ph.D.

Yours sincerely,

(J. K. Asare)  
Ag. Director-General.

Mr. Paa-Bekoe Welbeck,  
Michigan State University,  
East Lansing,  
Michigan 48823.

Ref. No. EP. 2238/TJ. 1/24.

MINISTRY OF EDUCATION  
P.O. Box M. 45  
Accra  
19th May, 1970

Sir,

EDUCATIONAL TELEVISION

Thank you for your letter dated 28th April, 1970. This Ministry will be happy to give you whatever information you may require on the subject.

I have the honour to be,  
Sir,  
Your Obedient Servant,

(S. D. DODOO)  
for PRINCIPAL SECRETARY.

Mr. Paa-Bekoe Welbeck  
Michigan State University,  
East Lansing,  
Michigan.

Copy to: Mr. Elwood E. Miller  
Michigan State University  
East Lansing,  
Michigan.

AR.

I/G/10/Vol. iv/7

MINISTRY OF INFORMATION  
P.O. Box 745  
Accra  
2nd May, 1970

Dear Sir,

I refer to your letter dated 28th April, 1970, and its enclosure.

2. I am to inform you that your graduate advisee, Mr. Welbeck will be given every possible assistance during his research days in Ghana.

3. The Acting Director-General of Ghana Broadcasting Corporation has indeed signified his willingness to help Mr. Welbeck when he arrives.

Yours faithfully,

FOR: AG. PRINCIPAL SECRETARY  
(KWAKU KUNADU)

Professor Elwood E. Miller,  
Director E. P. D. A. Media Institute,  
Michigan State University,  
East Lansing,  
Michigan.

Copy to: Ag. Director-General,  
Ghana Broadcasting  
Corporation, Accra.

My Ref. No. G. 47/42.

MINISTRY OF EDUCATION  
(Inspectorate Branch)  
P.O. Box M. 188)  
Accra  
2nd June, 1970

MR. PAA-BEKOE WELBECK -- MICHIGAN  
STATE UNIVERSITY

I have to refer to your letter dated 28th April, 1970, addressed to the Principal Secretary and to inform you that, during your stay in Ghana, arrangements would be made to enable you to have access to the Library and the Audio-Visual Aids Department, at the Ministry's Curriculum, Research and Development Unit.

S. DEHEER (MRS.)  
for CHIEF INSPECTOR.

Mr. Paa-Bekoe Welbeck,  
Michigan State University,  
East Lansing,  
Michigan.

Copy to: The Principal Secretary,  
Ministry of Education,  
P.O. Box M. 45,  
Accra.

The Deputy Chief Educ. Officer,  
C. R. D. U.,  
P.O. Box 2739,  
Accra.

FA.

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
19th June, 1970

The Acting Director  
Ghana Broadcasting Corporation  
Broadcasting House, P.O. Box 1633  
Accra, Ghana

Dear Sir,

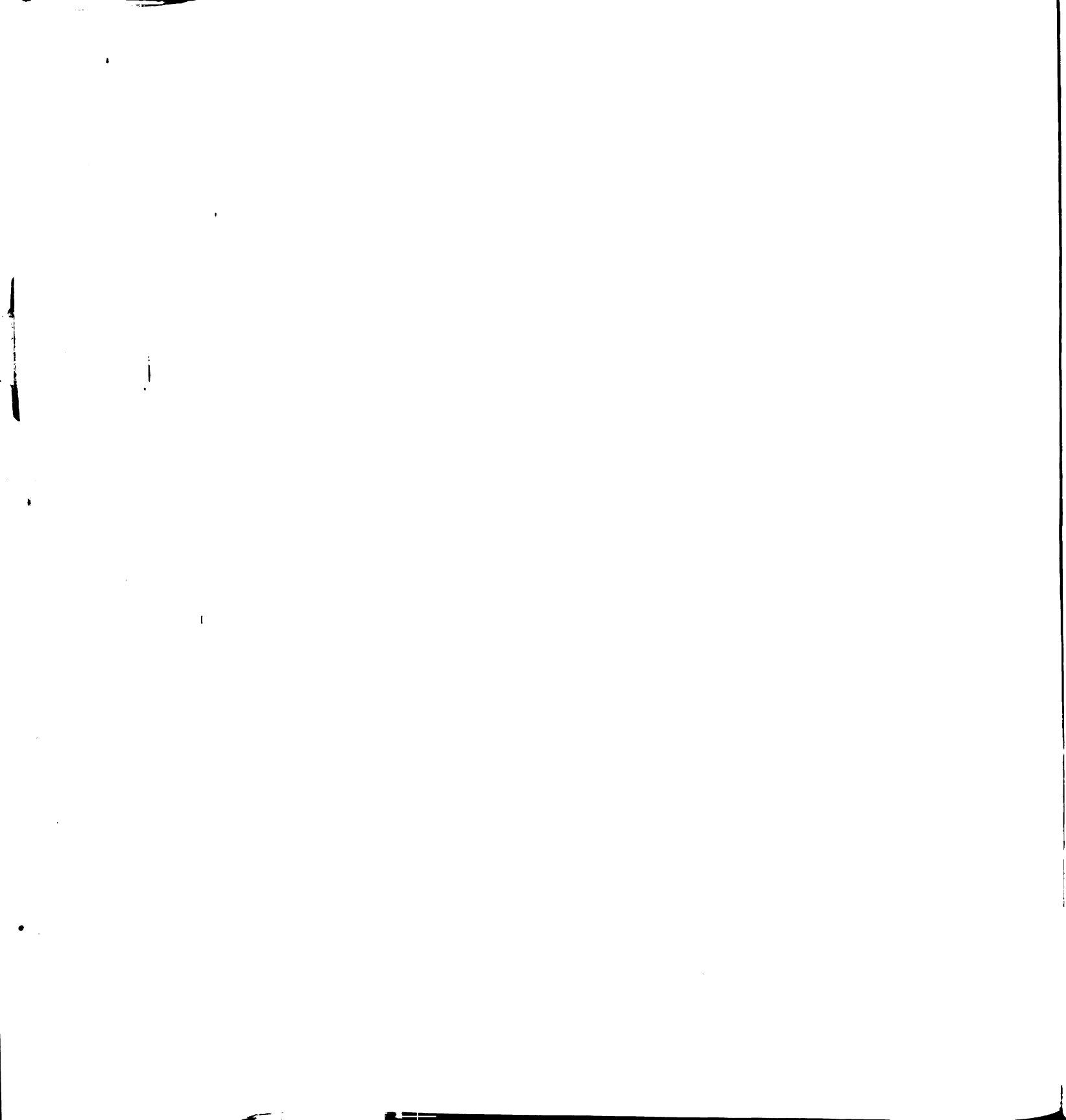
This is to acknowledge receipt of your letter dated  
16th May, 1970.

I plan to arrive in Ghana around the 15th of August, 1970.  
I will call the Ghana Broadcasting Corporation as soon as I arrive  
and make an appointment to see you so that I can give you the out-  
line of the kind of information I need for my thesis.

Meanwhile, I must thank you sincerely for the great  
assistance you are giving me.

Respectfully yours,

(Paa -Bekoe Welbeck)



Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
19th June, 1970

Principal Secretary  
Ministry of Education  
P.O. Box M. 45  
Accra, Ghana

Dear Sir,

This is to acknowledge receipt of your letter dated  
19th May, 1970.

I plan to arrive in Ghana around the 15th of August, 1970.  
I will call your office as soon as I arrive and make an appointment  
to see you so that I can give you an outline of the kind of information  
I am seeking for my thesis.

Meanwhile, I must thank you sincerely for the great  
assistance you are giving me.

Respectfully yours,

(Paa -Bekoe Welbeck)

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
19th June, 1970

Acting Principal Secretary  
Ministry of Information  
P.O. Box 745  
Accra, Ghana

Dear Sir,

This is to acknowledge receipt of your letter dated 21st May which was addressed to my major adviser, Dr. Elwood E. Miller.

I plan to arrive in Ghana around the 15th of August, 1970. I will call your office and arrange for an appointment to see you so that I can give you an outline of the kind of information I am seeking for my dissertation.

Meanwhile, I must thank you sincerely for the great assistance you are giving me.

Respectfully yours,

(Paa -Bekoe Welbeck)

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
19th June, 1970

Chief Inspector  
Ministry of Education  
(Inspectorate Branch)  
P.O. Box M. 188  
Accra, Ghana

Dear Madam,

This is to acknowledge receipt of your letter dated  
2nd June, 1970.

I plan to arrive in Ghana around the 15th of August, 1970.  
I will call your office as soon as I arrive and make an appointment  
to see you so that I can give you an outline of the kind of information  
I need for my thesis.

Meanwhile, I must thank you sincerely for the great  
assistance you are giving me.

Respectfully yours,

(Paa -Bekoe Welbeck)

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
U. S. A.  
15th November, 1970

Mr. S. D. Dodoo  
Ministry of Education  
Accra, Ghana

Dear Mr. Dodoo,

I am once again writing to you to ask for help. I hope this will be the last time I write to bother you.

I have completed my Thesis chapter on Education in Ghana. However, I want to make sure that I have my facts and interpretation of ideas on the subject correct. I am therefore sending you a copy for corrections or criticisms and suggestions. I would be very grateful if you or another source you consider competent would read through the chapter and let me know the reactions.

Since I must meet my deadline with my doctoral committee, I wish to send the material By Air and have it returned to me the same way. I am therefore asking a friend to deliver it to you and pick it up after it is finished. His name is Kenneth Y. Ntim and he works at the Ministry of External Affairs near you. I hope you can return the material to him two weeks after you receive it.

Once again, may I express my utmost thanks for all the great help you have given me.

Sincerely yours,

Paa -Bekoe Welbeck

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
U. S. A.  
9th December, 1970

Mr. Jake Banful, Director  
TV School  
GBC -TV  
Broadcasting House  
Accra, Ghana

Dear Mr. Banful,

I am pleased to write to you. I am sorry that I did not write to you earlier to thank you for the assistance you gave me during my brief visit to Broadcasting House last August-September.

I decided to wait until I had interpreted the information I gathered before writing to thank you and ask for further assistance if necessary. Well, I have just done that.

Part of my Thesis chapter on Television (Ghana) deals with "Staff and Personnel." I would be extremely grateful if you would read that part for inaccuracies and other faults. I based my information on the interview I had with you plus accounts on the subject as reported in back issues of The Broadcaster and other local papers. I noticed a few variations in the number of people sent to Canada, for how long they were trained and so forth. I hope you will not mind looking over how I have interpreted all the inputs.

I am sending the part in question through my friend --Joe Geker--Radio Farm Forum. He will collect the paper after you have finished and mail it to me. I thank you for what you did for me and also for what you are going to do for me.

Sincerely yours,

Paa -Bekoe Welbeck

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
U. S. A.  
9th December, 1970

Mr. J. S. Taylor, Senior Engineer  
GBC -TV  
Broadcasting House  
Accra, Ghana

Dear Mr. Taylor,

I am glad to write you. I am sorry that I did not write earlier to thank you for the great assistance you gave me during my visit to GBC last August-September.

I decided to wait until now because I expected I would need further assistance after reading through the few handouts you gave me. This way, I would not be bothering you with too many letters.

I have finally written that part of my thesis dealing with Facilities and Equipment at GBC-TV. I am not sure if I understood clearly the technical concepts in your paper. I have tried to interpret things in my layman's way (as much as possible). I would, however, be very grateful if you would consent to read over my writing for inaccuracies and misinterpretations. Please add your criticisms, comments and suggestions wherever they apply in the paper, which is 10 pages long.

I am asking my friend -- Joe Geker at the Radio Farm Forum -- to give you the paper and collect it after you have read it.

I must now thank you for your assistance both in the past and at the present.

Sincerely yours,

Paa -Bekoe Welbeck

Paa-Bekoe Welbeck  
 525 S. Hayford Ave.  
 Lansing, Michigan 48912  
 U. S. A.  
 13th December, 1970

Dear Nii Odai,

Here am I writing to bug you once again. I am sure that you have not replied to my last letter (November 6th) because of the reasons you gave me earlier--your long treks. I hope you are back home early enough for Christmas. How is everyone in the family? Extend my greetings to them all.

I just finished the fourth chapter of my thesis dealing with Ghana Television. I have one more chapter to write (dealing with Programmes). After that I will not be bothering you anymore as I would be devoting the final chapter to my conclusions.

Meanwhile, I have posted parts of Chapter 4 to you in care of my friend Joe Geker. I did that because I wanted him to give parts to Mr. J. S. Taylor--Senior Engineer--and Mr. Jake Banful of the TV school for corrections and criticisms. I got some information from them and so I wanted them to read those parts over and let me get some feedback. I sent them through Joe since I knew you would be away for a while.

The part I sent you consists of pages 1-8 and 23-30. Please read them over and correct any mistakes you note, particularly those places I have marked. Kindly return them to Joe after you are finished and he will mail them to me. After that I will send you a few more questions for clarification on the final chapter. I promise I will not disturb you after that one.

Meanwhile, I have come across some relevant questions which I cannot answer. Can you please help me? They were taken from the January-March, 1969 issue of The Broadcaster. Here are they:

1. Where does the Board of Directors fit in on the chart on page 7 of my thesis (sent to you)?

Page 2

2. Where may license fees for TV sets be paid--who collects such fees and does the money come directly to GBC?
3. What is the TV Licensing Authority?
4. What is the TV License Decree?
5. Who is a "dealer" according to the decree?
6. Is there a monitor for Telecine III in the small TV studio, Presentation Studio?

I would be grateful if you would answer these questions for me. Where possible, please send me any materials on the question, i.e., documented evidence since I must quote the source wherever possible. Thank you very much.

Sincerely yours,

Paa-Bekoe Welbeck

Paa-Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
6th February, 1971

Mr. J. S. Taylor, Senior Engineer  
GBC-TV  
P.O. Box 1633  
Accra, Ghana

Dear Mr. Taylor,

This is a brief note to express my utmost thanks for the promptness with which you corrected portions of my thesis sent to you.

Mr. Geker returned the portions to me with the corrections. I am extremely grateful. I hope you will remember to give the map dealing with the exact coverage areas to Mr. Geker who will mail it to me.

Meanwhile, I hope you will permit me to mention your name in the "Acknowledgements" of the thesis.

Once again, accept my sincere thanks for your assistance.

Sincerely yours,

Paa-Bekoe Welbeck

Paa -Bekoe Welbeck  
525 S. Hayford Ave.  
Lansing, Michigan 48912  
6th February, 1971

Mr. Jake Banful, Director  
Television Training School  
Ghana Broadcasting Corporation  
P.O. Box 1633  
Accra, Ghana

Dear Mr. Banful,

This is a brief note to express my sincere thanks for reading through and correcting my thesis portion dealing with GBC -TV Personnel and Staff Training. I was particularly impressed by the fact that you took time to do so while you were on vacation.

Mr. Geker sent me the corrected portion way ahead of my deadline which was before last Christmas. I hope you will permit me to mention you in my Acknowledgements of the thesis.

Once again, accept my sincerest thanks for your assistance.

Sincerely yours,

Paa -Bekoe Welbeck

**APPENDIX B**

**A PROPOSAL FOR A THESIS ON  
THE ROLE OF GHANA TELEVISION IN EDUCATION**

## APPENDIX B

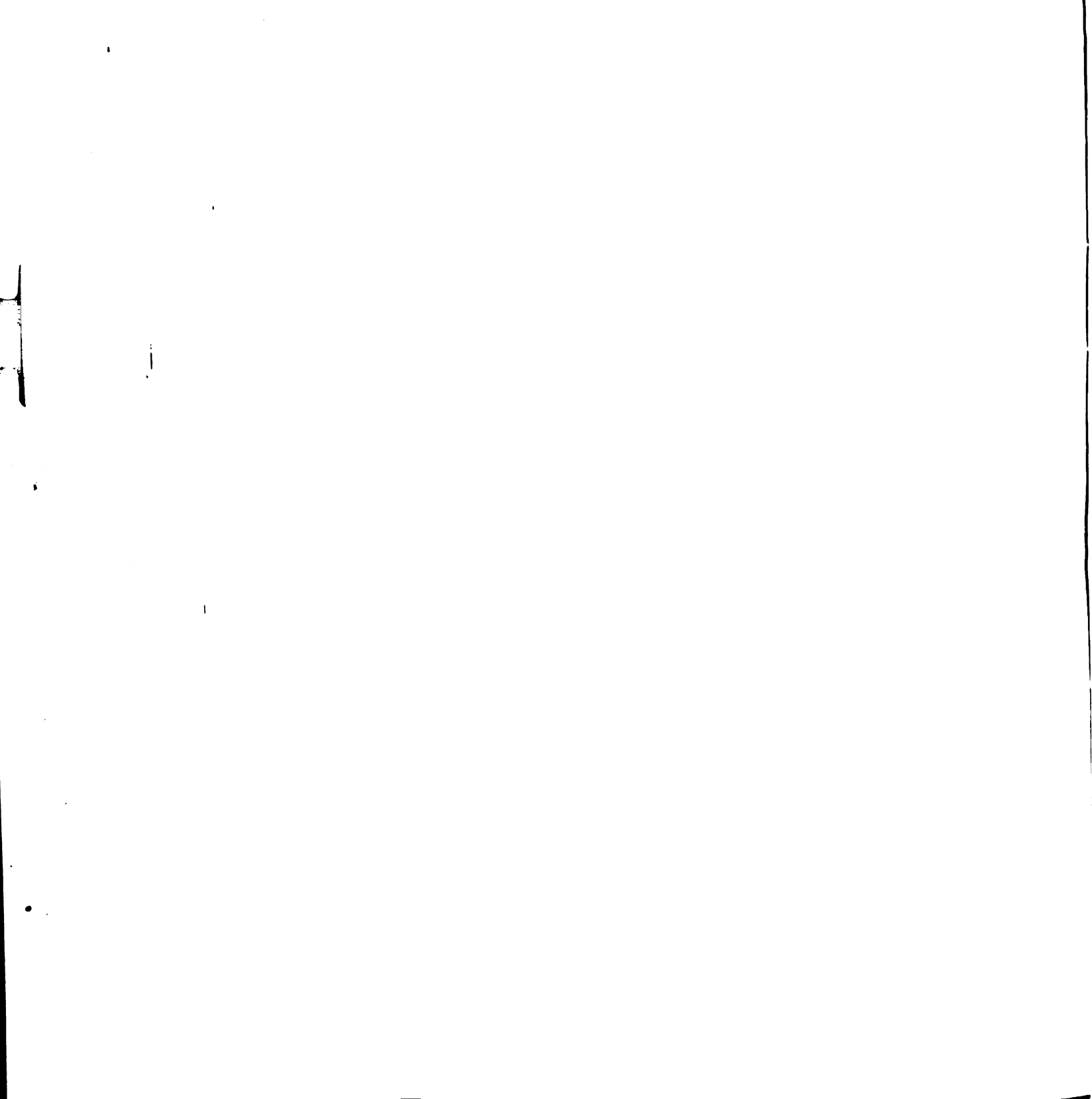
### A PROPOSAL FOR A THESIS ON THE ROLE OF GHANA TELEVISION IN EDUCATION

#### Purpose of the Study

Television was inaugurated in Ghana on July 31, 1965. It had taken several years of planning and the investment of millions of dollars.

Ironically, in the same year, Ghana was at the brink of a serious economic crisis. There was a severe shortage of essential commodities in the country -- hospital drugs, milk, sugar, matches and other goods. Apparently the country's foreign reserve was critically depleted so none of the goods could be imported.

The purpose of this study is to investigate and explore the status of television in Ghana today. This writer has the hunch that such exploration would help him formulate hypotheses as to why the government of Ghana at a time of serious economic crisis chose to invest millions of dollars in the medium of television. It is being posited that the hypotheses to be derived from this study may yield



some constructs which explain why, how and what television is doing in a developing country like Ghana. In other words, the hypotheses may point to the role of television in the national development of Ghana.

This writer has the hunch that one of the major reasons for investing in television is that the medium can be used to promote the education of Ghanaians, and that the education of the citizens of Ghana is a priority item in the national development of the country. Indeed this role of television in education has been stated by the government of Ghana in a number of position papers:

Television for Schools. -- Government considers that one of the main advantages of the introduction of television will be the services available for schools of various grades. The television services for schools will therefore form an integral part of the television programmes, and consideration is being given to the best way in which schools may be provided with suitable receiving sets. It is appreciated that in areas where there is no electricity, generating sets or vibrators will be required in addition to the receivers.<sup>1</sup>

The former president of Ghana, Dr. Nkrumah, at the time of inauguration of television, reiterated this position:

When I addressed Parliament in October, 1963, I stated then the basic purposes behind Ghana's Television. This is what I said:

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<sup>1</sup>Government Statement on the Report on a Television Service by Messrs. R. D. Cahoon and S. R. Kennedy of the Canadian Broadcasting Corporation (Accra, Ghana: The Government Printer, 1960), p. 3.

"Ghana's Television will be used to supplement our educational programme and foster a lively interest in the world around us. It will not cater for cheap entertainment nor commercialism. Its paramount object will be education in the broadest and purest sense. Television must assist in the socialist transformation of Ghana."<sup>2</sup>

Since the above statements were made, there has been a change in government in Ghana. The question then should be asked, what is the position of the new government on television? Also, to what extent are the goals of television being met? In other words, how is television being used in education of Ghanaians today? As an introduction to this study, the writer would present a theory and supportive research on television in the developing countries. Following is a breakdown of the areas and problems to be explored in the study:

I. Introduction:

A. Theory and Supportive Research on Television in the Developing Countries.

B. Report on Literature Search:

- i. What are some of the arguments -- pro and con -- on the role of television in developing human resources in the emerging nations?

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<sup>2</sup>Kwame Nkrumah, Inauguration of Ghana Television Service: Speech by Osagyefo Dr. Kwame Nkrumah, President of the Republic of Ghana, at the Ceremony of Inauguration, July 31, 1965, Ghana Press Release No. 213/65 (Accra-Tema: The State Publishing Corporation [Printing Division], 1965), p. 3.

## II. Television in Ghana:

### A. History and Structure:

- i. Why was television introduced in Ghana at that stage of national development--what was the rationale of the government?
- ii. What is the position of the present government on television--is it any different from the first one and, if so, what is the difference?
- iii. How is the system of television structured in Ghana?
  - a. What is the relationship between Ghana television and the Ministry of Education?
  - b. What is the relationship between Ghana television and the Ministry of Information and Broadcasting?
  - c. What is the relationship between Ghana television and other government agencies?

### B. Distribution and Management:

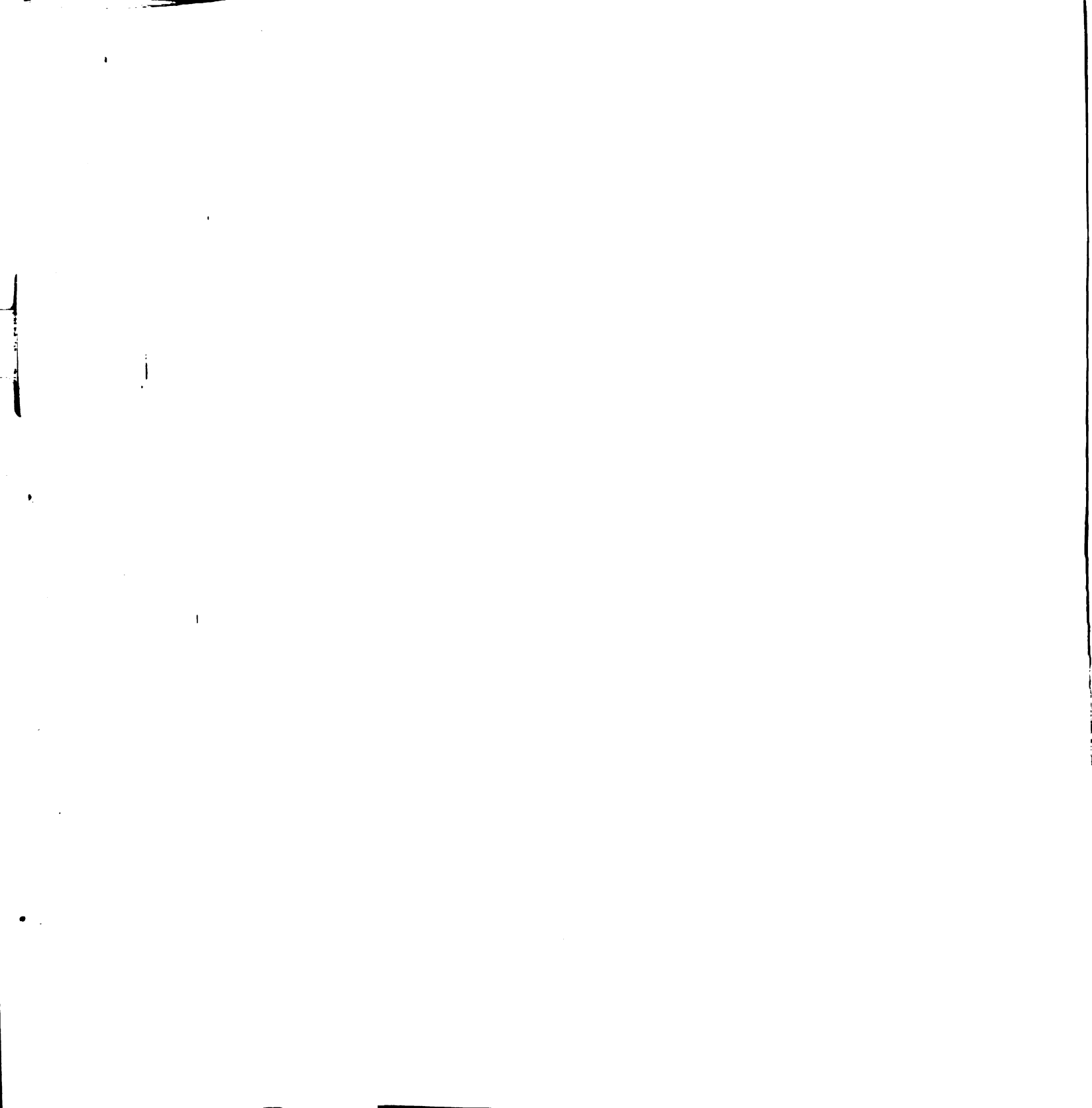
- i. How many television sets are in Ghana today?
  - a. How many of these sets are in private homes?
  - b. How many sets belong to community centers?
  - c. How many sets are located in Ghanaian schools?
  - d. How and what system is used in distributing the sets?
- ii. Who are the personnel who manage Ghana television?
  - a. How were/are they selected?
  - b. What training do they get and where were/are they trained and for how long?

C. Financing the System:

- i. How much does it cost to operate Ghana television each year?
- ii. What was the initial capital investment in the television system?
- iii. What is per pupil cost as far as school programs are concerned?
- iv. What are the sources of financing the television system?

D. Programs:

- i. To what extent is television used in Ghanaian schools?
  - a. What kinds of programs are broadcast to schools?
  - b. Who decides what kinds of programs are broadcast?
  - c. To what extent does the classroom teacher participate in the planning or preparation of school broadcasts?
  - d. To what extent are students involved in the planning or preparation of such programs?
  - e. Where are school programs produced -- locally or overseas -- and why?
  - f. How do the programs fit in with general classroom teaching schedules?
  - g. Is there any feedback between the broadcast studio and teacher-students who use the programs?
  - h. What proportion of Ghanaian pupils are reached by television -- daily, weekly, monthly?
  - i. What is the composition of the pupils -- age, level, etc. ?



- j. How do teachers and pupils evaluate the programs broadcast to them?
- k. Is there any evidence (research) to show the effect of television programs on teaching and learning in Ghana?
- l. Are there any special programs for civic or mass education?
- m. What are such programs, if any?
- n. How often are they broadcast?
- o. Is there any feedback (research evidence) to show audience response to such programs?

### III. Evaluation and Conclusion:

- A. On the basis of the information acquired in response to the questions raised so far, can this writer derive a general Instructional Development System model with reference to television and education in Ghana?
- B. What is this writer's general evaluation of Ghana television?

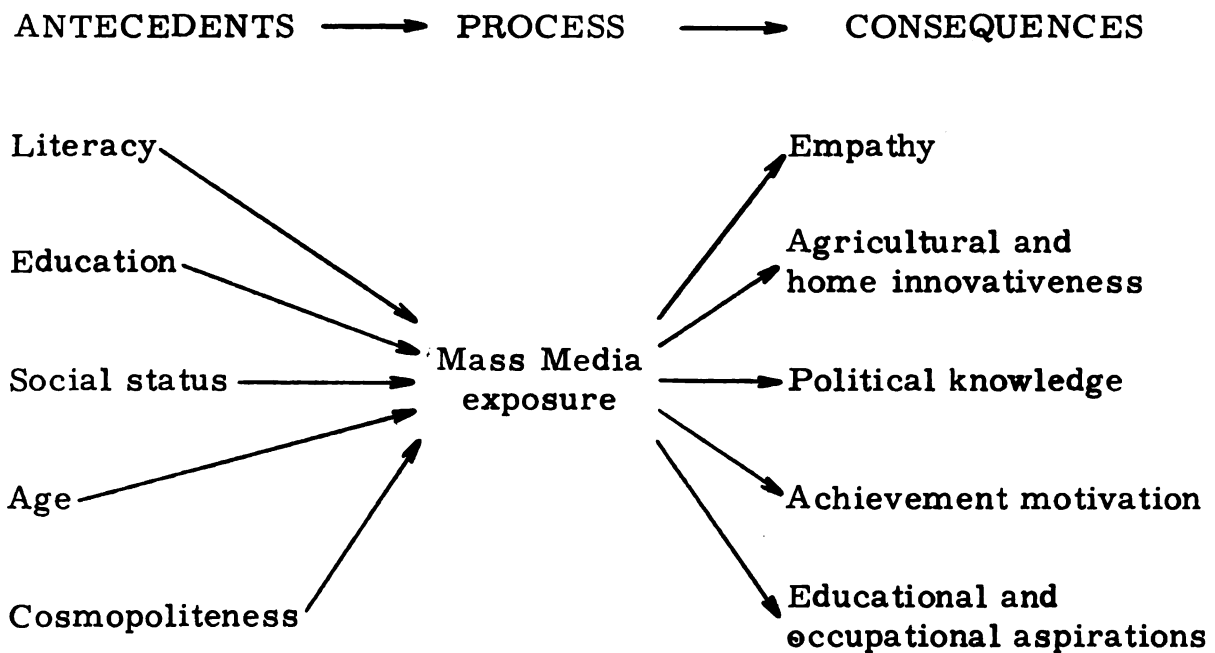
### Theory and Supportive Research

Several scholars and students of national development, modernization and the mass media seem to agree that the mass media have a great part to play in the social, economic, cultural and political changes which take place in the process of national development. Wilbur Schramm, Everett Rogers, Daniel Lerner, Elihu Katz, Paul Lazarsfeld, Ithiel de Sola Pool, David McClelland and Lucian Pye are but a few of the scholars who have posited the

social science view of media effects through research. Rogers writes:

Students of development would seem increasingly convinced that communication is a catalytic agent in the modernization process. Mass communication denotes message transfer via such mass media as newspapers, magazines, film, radio, and television, which enables a source of one (or several individuals) to reach an audience of many.<sup>3</sup>

Based on the models and findings of Lerner (1958) and Deutschmann (1963), Rogers has developed the following paradigm which puts the role of the mass media in sharp focus:<sup>4</sup>




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<sup>3</sup> Everett M. Rogers and Lynne Svenning, Modernization Among Peasants: The Impact of Communication (New York: Holt, Rinehart and Winston, Inc., 1969), p. 99.

<sup>4</sup> Ibid., p. 102.

After several years of studies on the modernization of the Middle East, Daniel Lerner states in part:

Radio, film and television climax the evolution set into motion by Gutenberg. The mass media opened to the large masses of mankind the infinite vicarious universe. Many more millions of persons in the world were to be affected directly, and perhaps more profoundly, by the communication media than by the transportation agencies. By obviating the physical displacement of travel, the media accented the psychic displacement of vicarious experience.<sup>5</sup>

Lerner writes further:

For, rising media participation tends to raise participation in all sectors of the social system. In accelerating the spread of empathy, it also diffuses those other modern demands to which participant institutions have responded: in the consumer's economy via cash (and credit), in the public forum via opinion, in the representative polity via voting.<sup>6</sup>

Ithiel de Sola Pool comments on the social science view of media effects as follows:

In this area the most notable contributions have been by Daniel Lerner and David McClelland. They have both put forward the daring thesis that the mass media can have a profound characterological effect. Lerner convincingly argues that the media provide their consumers with a capacity to conceive of situations and ways of life quite different from those directly experienced. To have such a capacity for empathy is necessary if a person is to function in a great society. . . .

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<sup>5</sup>Daniel Lerner, The Passing of Traditional Society: Modernizing the Middle East (New York: The Free Press, 1958), p. 53. *Italics Lerner's.*

<sup>6</sup>Ibid., p. 62.

. . . If, as Lerner argues, the media provide the means for empathically entering the roles that affect a man in a great society, then the characterological contribution of the media to modernization is indeed significant.<sup>7</sup>

Finally, Wilbur Schramm has listed and discussed eleven major things which the media can do in national development:

1. The mass media can widen horizons.
2. The mass media can focus attention.
3. The mass media can raise aspirations.
4. The mass media can create a climate for development.
5. The mass media can help only indirectly to change strongly held attitudes or valued practices.
6. The mass media can feed the interpersonal channels.
7. The mass media can broaden the policy dialogue.
8. The mass media can enforce social norms.
9. The mass media can help form tastes.
10. The mass media can affect attitudes lightly held, and slightly canalize stronger attitudes.
11. The mass media can help substantially in all types of education and training.<sup>8</sup>

### Development

The term national development has been used to refer to the transition of nations from traditional to modern and technological societies. In essence, modernization and national development may

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<sup>7</sup>Ithiel de Sola Pool, "Mass Media and Politics," Communications and Political Development, ed. by Lucian Pye (Princeton, New Jersey: Princeton University Press, 1963), p. 249..

<sup>8</sup>Wilbur Schramm, Mass Media and National Development: The Role of Information in the Developing Countries (Stanford: Stanford University Press, 1964), pp. 127-140.

refer to the same process -- the passing of traditional society.

Rogers and Svenning define this construct:

Development is a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization. The nations of the world are often divided into two camps on the basis of economic and social criteria: the less developed and the more developed, the traditional and the modern.<sup>9</sup>

While there is a great deal of heterogeneity among these new nations, there are a number of characteristics common to almost all of them. Again Rogers and Svenning come to our assistance:

Less developed countries are generally typified by 1. a relatively low per capita income, 2. comparatively low productivity per person, 3. little commerce and a high self-sufficiency, 4. a high rate of illiteracy, 5. limited transportation and mass media facilities, 6. inadequate nutrition, 7. little industry and few skilled technicians, 8. politically unstable governments, and high birth and death rates and short life expectancy.<sup>10</sup>

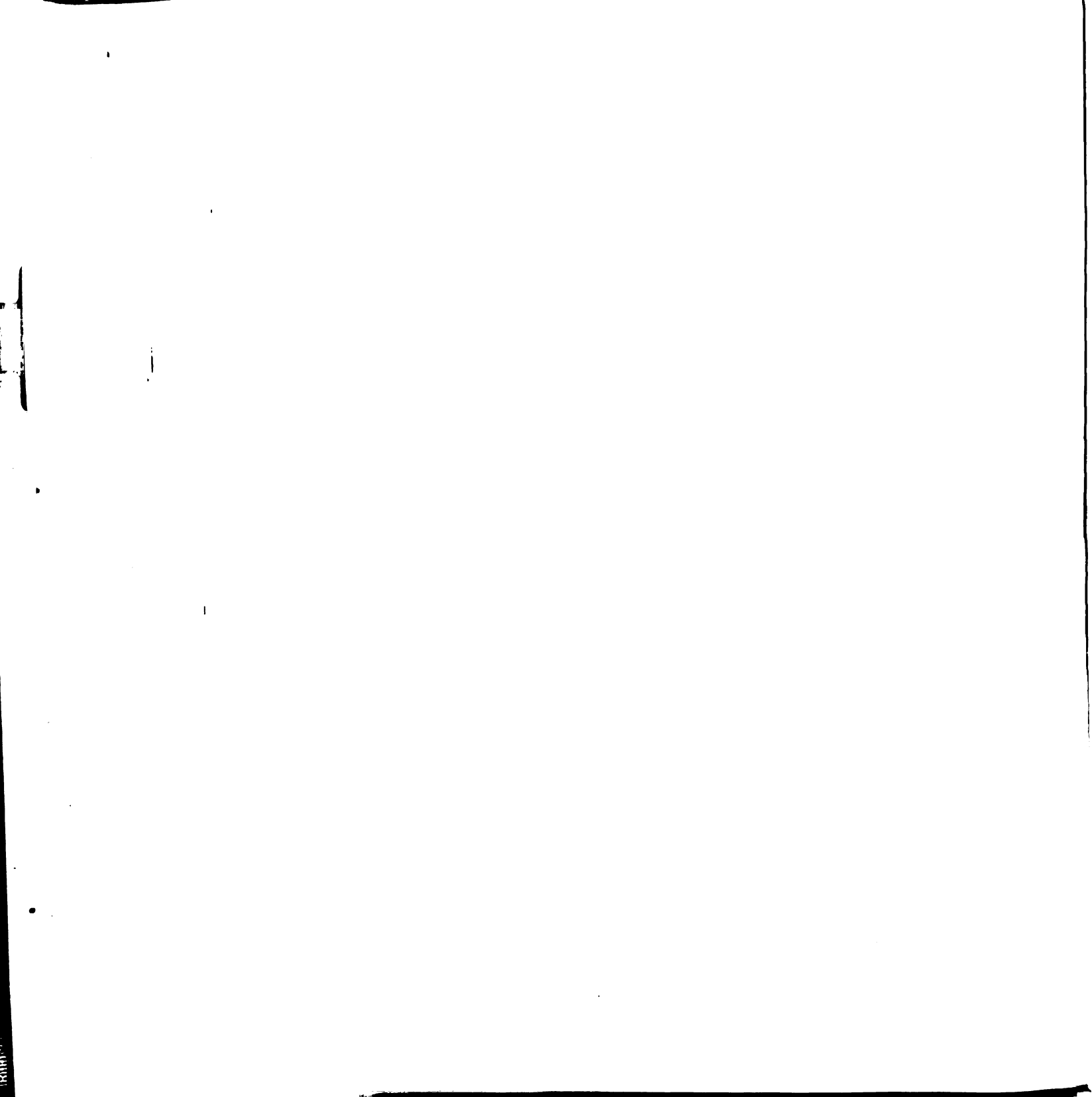
#### Television in the Developing Countries

There is ample evidence to suggest that perhaps television, more than any other mass medium, is viewed by many of the new nations as the most powerful and effective medium for national

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<sup>9</sup> Rogers and Svenning, loc. cit., pp. 8-9.

<sup>10</sup> Ibid., p. 9.



development. Evidence to this claim is partly supplied by some of the recommendations stated by a number of experts at a UNESCO meeting on the introduction of television in Africa:

Recognizing that, especially in developing countries, television is potentially more powerful in its impact than any other form of mass communication, and being convinced that responsible for its direction should be persons of professional competence and integrity whose aim is to serve the people as a whole, using television solely for the highest national purposes, this Meeting recommends:

1. That, with the object of promoting national unity,
  - (a) African broadcasting authorities should use every appropriate type of television programme which can help to bind the nation together culturally, intellectually and economically;
  - (b) Such programmes should serve the aims of the nation as a whole rather than sections determined by geographic, ethnic, economic or social considerations, but great care should be taken to preserve the indigenous cultural heritage of ethnic groups within the country;
  - (c) Television should be used as a motivating force for social development, for the modernization of methods, for stimulating initiative and popular participation in cultural, social and related activities, particularly on the part of youth; . . .
2. That broadcasting organizations should regard education as a field in which television must play a vital role, and to which it must give priority. Recognizing this:
  - (a) Television authorities should make their resources available for the broadcasting of programmes to schools and other educational institutions and for the training of teachers;

- (b) Television should be used as an effective tool in the fight against illiteracy and the removal of language barriers;
  - (c) National development should be assisted and encouraged by means of television farm broadcasts and other programmes to promote community education, and also programmes depicting national projects, and those designed to increase the number and quality of skilled workers;
  - (d) Teachers charged with helping viewers to use educational programmes should be carefully trained in their effective utilization, and should be closely associated with the organization and planning of such programmes;
- . . .
4. That, to promote the cultural renaissance of developing countries, television organizations in Africa should take conscious and deliberate steps to encourage and promote the creative and performing arts in their regions both in their own and national interest.<sup>11</sup>

Perhaps a logical question to ask at this stage is why is so much importance attached to the medium of television as compared with the other mass media? In other words, what makes television so powerful and effective to the extent that developing nations with scanty financial resources would invest so much money in it? A Tunisian official gave part of the answer when he said:

"Of all the mass media, television is undoubtedly the most powerful and effective. Combining image with sound, it constitutes a complete medium intelligible to all, the intellectual

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<sup>11</sup> UNESCO, Meeting on the Introduction and Development of Television in Africa, Lagos, Nigeria, 21-29 September 1964.  
 Note: Only portions of the recommendations are quoted here.

as well as the illiterate. It penetrates groups and families where it introduces new values and modes of living. It thus acts in the social sphere in the most universal manner. . . . In a country such as Tunisia, dominated by an effort to revitalize the economic, social and cultural life of the country, the coming into operation of a national television service is an event of prime importance."<sup>12</sup>

Another reason why many developing nations invest in the medium of television is that these nations do not view television as a luxury but as a long-range profitable investment in the sense that it may help tremendously in national development. This point of view was expressed at an earlier meeting on media sponsored by UNESCO:

Some participants felt that although television was relatively expensive, as far as installation and operating costs were concerned, it might prove in the long run a very economical medium of communication because of the broad audience reached through community reception and the profound impact made by television programmes.<sup>13</sup>

Finally, the great interest expressed in television by the developing nations may be due to the very nature of the medium itself. Television is unique in the sense that it has some versatility unequalled by any of the other mass media. As the Tunisian official

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<sup>12</sup>Hassen Akrouf, "Television Service Inaugurated in Tunisia: Allotted Key Role in National Development," EBU Review, 100B:63 (Nov. 1966).

<sup>13</sup>UNESCO, Meeting on Developing Information Media in Africa: Press, Radio, Film, Television (Paris, 24 January - 6 February, 1962), p. 28.

stated earlier, television can easily appeal to the intellectual as well as the illiterate at the same time, simply because the medium has the power to combine sound and visuals at the same time. It is certainly one thing to talk to farmers (for instance) on radio and a different experience to show them how to do something on television. The "show and tell" advantage of television makes it more appealing than mere verbalism or sound on radio.

Combined with the ability to feature a variety of audio-visuals, television has, in addition, the multiplier factor whereby one program on television can reach large segments of a population which may be widely scattered apart, all at the same time. Television is flexible in the sense that its programs can be taped and replayed several times with just about the same effect as the first time it was produced. It is these advantages and flexibility which make the medium so appealing.

### Procedures

Because of the fact that this is going to be an exploratory study, it is difficult for this writer to give a step-by-step outline of what he is going to do. The following will constitute a general plan of approach:

1. For the introductory part of the study -- Theory and Supportive Research -- the writer will do a literature search for the pros and cons of the role of the mass media in national development. The Department of Communication here at Michigan State has several books and research studies on the subject. The arguments of people like Wilbur Schramm, Everett Rogers, Daniel Lerner and Frederick Harbison would be examined and presented.
2. This writer plans to spend a month this summer gathering data on the several questions raised -- in Ghana. The writer has written to and received letters promising full cooperation from The Ghana Radio and Television Corporation, the Ministry of Education and the Ministry of Information and Broadcasting. Each of the three bodies mentioned has expressed willingness to allow this writer to use the library facilities and documents in its section which may be relevant to the study.
3. This writer will first send a list of the questions raised in this study to the three departments and ask for suggestions as to where and which part of the departments contain the documents that would yield the necessary information. Once the necessary sources have been located, this writer will read all he can, taking notes in the process.

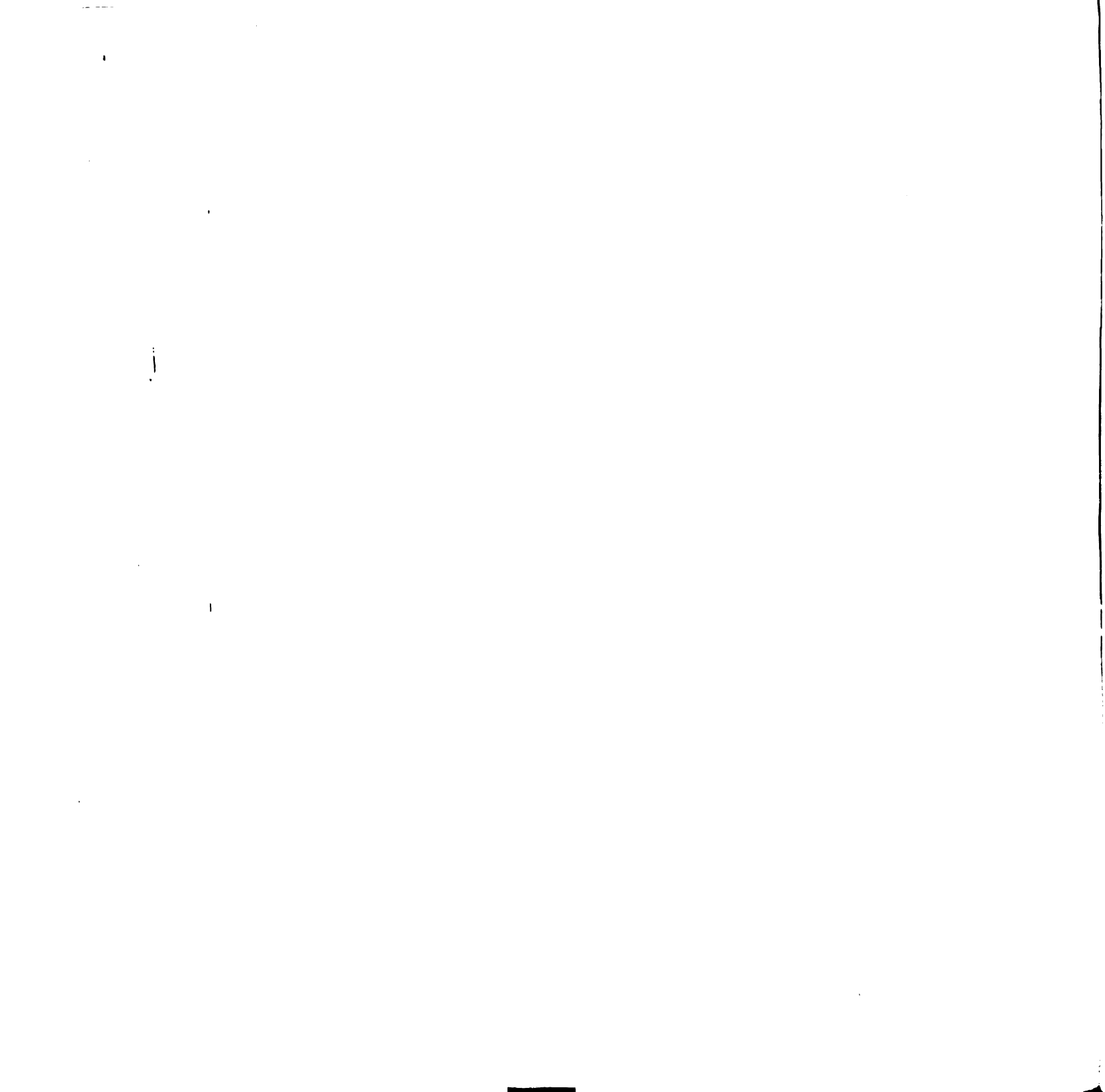
Having read and examined government position papers, program logs and so forth, this writer will then make appointments to interview the officials -- heads and researchers in the departments concerned. It is hoped that the interviews would involve such questions that are not clearly answered in the documents and reports available.

The information and data gathered in this process would be returned to the United States, where this writer would spend time analyzing and evaluating.

## **APPENDIX C**

### **PHOTOGRAPHS OF GHANA PRESS COVERAGE OF THE INAUGURATION OF GHANA TELEVISION**















**APPENDIX D**

**GOVERNMENT STATEMENT ON THE REPORT ON A  
TELEVISION SERVICE BY MESSRS. R. D. CAHOON  
AND S. R. KENNEDY OF THE CANADIAN  
BROADCASTING CORPORATION**

## APPENDIX D

### GOVERNMENT STATEMENT ON THE REPORT ON A TELEVISION SERVICE BY MESSRS. R. D. CAHOON AND S. R. KENNEDY OF THE CANADIAN BROADCASTING CORPORATION

Under the scheme agreed between Canada and Ghana for technical co-operation, Messrs. R. D. Cahoon and S. R. Kennedy of the Canadian Broadcasting Corporation arrived in Ghana on 6th November, 1959. On the 11th December, 1959, they presented to the Minister of Education and Information a Report entitled "Recommendations on the Establishment of a Television Service in Ghana".

2. Government is grateful to the authors of the Report, and to the Canadian Government and the Canadian Broadcasting Corporation for making their services available in Ghana.

3. It will be noted that the authors of the Report were not asked to comment on the desirability of the introduction of a television service in Ghana, since it had already been decided that such a service ought to be introduced. The Report therefore consists of an examination of the way in which such a service may best be inaugurated.

4. Government accepts the principal conclusions of the Report, subject to the comments set out in this paper.

5. Three transmitters. -- Government accepts the recommendation that television services should be started with the construction of three transmitters, i. e. at Ajangote, near Accra, at Kisi between Sekondi and Cape Coast, and at Nkabin near Kumasi. Since each transmitter would have a range of up to 60 miles, these

transmitters operating together would, as the map at Appendix 2 of the Report shows, cover Accra, Tema, Koforidua, Winneba and Oda; Takoradi, Sekondi, Axim, Cape Coast and Saltpond; and Kumasi, Mampong, Konongo, Obuasi, Dunkwa, Sunyani; and surrounding areas.

6. One Studio Centre. -- Government accepts the proposal that there should be at first only one studio centre, situated in Accra, and that programmes should not be originated in other places in Ghana.

7. Capital Cost. -- The total cost of the capital equipment and buildings for the above three transmitters and one studio centre is estimated in the Report at £G556,000. In addition, it is noted that the Report does not mention staff accommodation. It is proposed that eight expatriate staff should be recruited on contract (including an accountancy post not entirely chargeable to television) for each of whom accommodation would be needed in the initial period. In addition, accommodation would be needed for one senior and two junior staff at each of the three transmitting sites, since (a) these sites are somewhat remote from towns and (b) maintenance staff should live at their work. Assuming accommodation for senior staff costs £G5,000 and for junior staff £G2,000, an additional sum of £G72,000 would be necessary, making £G628,000. In addition, it will be necessary to set aside a sum of £G20,000 for training equipment. The total capital cost of the scheme as set out in the Report is thus £G648,000.

8. Tamale Area. -- The Government has under active consideration a proposal to build a transmitter at Tamale.

9. Annually Recurrent Cost. -- The annually recurrent cost for three transmitters and one studio centre is estimated at £G149,800 in the first year, less about £G50,000 advertising revenue, i. e. about £G100,000 per annum. In addition, as stated in the Report, the introduction of commercial programmes on sound radio would bring in further revenue for the Ghana Broadcasting System but this is not strictly relevant to the cost of television.

10. Advertising. -- It is proposed that the "Spot" system be introduced in the first instance.

11. Colour Television. -- The introduction of colour television would cost an additional £G125,000. It is proposed that consideration of this matter be left until further technical developments are reported, and colour receiving sets are cheaper.

12. Import duty on receiving sets. -- Government has taken note of the recommendations of the Consultants.

13. Television for Schools. -- Government considers that one of the main advantages of the introduction of television will be the services available for schools of various grades. The television services for schools will therefore form an integral part of the television programmes, and consideration is being given to the best way in which schools may be provided with suitable receiving sets. It is appreciated that in areas where there is no electricity, generating sets or vibrators will be required in addition to the receivers.

14. Advances for the purchase of television receivers. -- Arrangements are under consideration for encouraging the purchase of television receivers by way of advances in appropriate cases.

15. Staff. -- The Government notes the comments made in the Report concerning the engagement of staff and detailed consideration is being given to these proposals. It is appreciated that staff already qualified to fill these posts cannot be found in Ghana, and that there are obvious dangers in attempting to take staff, which is in short supply, away from their present Departments or employers. The emphasis would therefore lie on recruiting staff who have the aptitude for training, and on the immediate institution of schemes of training.

16. Organisation of the Ghana Broadcasting System. -- The recommendation in the Report to the effect that the television service shall be operated by the Ghana Broadcasting System is accepted. It is appreciated that the administrative organisation of the Ghana Broadcasting System will need to be strengthened and modified.

17. Inauguration of the Scheme. -- Accordingly Government considers that a television service should be inaugurated as soon as possible within the Ghana Broadcasting System along the lines proposed in the Report.

## **APPENDIX E**

### **INAUGURATION OF GHANA TELEVISION SERVICE**

## APPENDIX E

### INAUGURATION OF GHANA TELEVISION SERVICE

Speech by Osagyefo the President on the  
Inauguration of Ghana Television  
on 31st July, 1965

I am happy to be here with you today, to inaugurate Ghana's Television Service and to share with you and the people of Ghana, the sense of joy and expectancy on this important occasion. We are also here to inaugurate today the expansion of our Sound Broadcasting Service.

The idea of building a Television Service for the education and edification, the enjoyment and entertainment of our people was conceived almost six years ago. At that time, the sceptics declared that the establishment of a truly indigenous Television Service, organised and staffed by Ghanaians was an impossible task. Undaunted, we set up a Television Commission consisting of two experienced officers lent by the Canadian Broadcasting Corporation to make recommendations on the establishment of television in Ghana. The report of this Commission was published in December, 1959, and accepted by the Government. Planning for Ghana television began in earnest, and during the last five years we, and I mean all of you who in one way or the other have contributed to what we see around us today, have worked patiently, diligently and with commendable zeal to build this project.

And may I say here how grateful we are to the overseas personnel who have assisted us in this trying and engaging venture. Some of them are still with us now, and others are no longer with us.

And here, I would like to thank the Canadian Government, who have been so generous to us in their assistance, in equipment and personnel, in connection with the establishment of Ghana's Television. We owe them a great debt of gratitude.

I accept the fine presentation which has just been made to me on behalf of the Marconi Company. The Company has assisted us in no small measure in the construction of our Television transmitters and studio complex. We are grateful to them.

It is the aim of the Government to ensure that all our people have access to Ghana Television. As a result of an agreement between the Government and the Sanyo Company and two other companies in Japan, we have established here the Ghana Sanyo Corporation for the production of television sets in Ghana. The Corporation is at present engaged in building a factory at Tema. It is expected that the construction of this factory will be completed by the end of this year and be ready to go into production in the New Year.

As I have said, the relay services for sound broadcasting will be greatly expanded by building new relay stations particularly in the rural areas. In addition, the Government has established the State Electronic Products Corporation which will produce more relay boxes, transistor sets and other electronic products for the country.

I want to say a special word of appreciation at this time to the devoted and dedicated work which has been done behind the scenes, by all the Ghanaians who have taken part in this great enterprise. There is no need for me to underline the part played by the Board of the Ghana Broadcasting Corporation and its Chairman, Mr. Cecil Forde, the Director of Television, Mrs. Shirley Du Bois, and the Deputy Director, Mr. Alex Quarmyne. But my commendation will be incomplete if I fail to mention the Chief Engineer, Mr. Oppong and his staff, the Assistant Chief Engineer, Mr. Dentu; the vivacious Head of Programmes, Miss Genoveva Marais, and her team of able and indefatigable producers: the Head of News, Mr. Shang-Simpson; the Acting Head of Film, Mr. Wilcox Amartey; and the Acting Head of Designs, Mr. Francis Adansi. These keen and devoted officers and those working with them have been the key personnel in this important and trying operation. We are proud of them. May they continue to hold aloft the banner of Ghana Television.

And what can I yet say of the film cameramen, designers, newsmen, technicians and the producers, without whom Ghana's Television would not have become the reality it is today. To them all I say --Well done and Ayeekoo.

I have had the opportunity recently to learn something of the staff structure and conditions of service of the staff of the Ghana Broadcasting Corporation, and the efforts which had been made to improve these conditions. I have given directions in this matter, and the Board of the Corporation will very shortly announce promotions and changes in the conditions of service, which will go quite a long way to meet the problems which now face some of you.

And now, I want to express a warm welcome to the group of Television Technicians who have come here from the Federal Republic of Germany to assist us in the production of Television programmes. These Technicians who have been sponsored by the Friedrich Ebert Foundation, a private organisation in the Federal Republic of Germany, will work in close co-operation with the staff of Ghana Television, and will concentrate mainly on the production of technical educational television programmes. These will include films on all aspects of science and technical training, agricultural techniques, and a special series of films for the teaching of vocational work and practical lessons for home and school. These programmes will be made available to support the programmes produced by the regular staff of Ghana Television. In this way the quality and content of our Television Service, as a whole, will be improved and enhanced, in the playing of its full part in the life of our society.

We have, deliberately, postponed the opening of Ghana's Television until we could be absolutely sure that we were ready to provide a Service in accord with our national aspirations, and in conformity with our socialist objectives. When I addressed Parliament in October, 1963, I stated then the basic purposes behind Ghana's Television. This is what I said:

"Ghana's Television will be used to supplement our educational programme and foster a lively interest in the world around us. It will not cater for cheap entertainment nor commercialism. Its paramount objective will be education in the broadest and purest sense. Television must assist in the socialist transformation of Ghana."



Ghana's Television, which we are inaugurating today, will be judged by the extent to which it fulfils these aims. Our Television Service should be African in its outlook; and in its content, even though it may express and reflect outside and foreign experiences, should remain geared to the needs of Ghana and Africa. It must reflect and promote the highest national and social ideals of our ideology and society. In this endeavour, the Board of the Ghana Broadcasting Corporation, together with all the executives and staff of the Television Service are charged with a great and onerous responsibility. It will be their duty to ensure that the professional standards attained by Ghana's Television are comparable to the best anywhere in the world. It will also be their duty to think about and develop new techniques, improving and designing new equipment and new ways to achieve a more effective use of our Television medium.

Now, a final word on Television.

We must recognize the prime importance of the creative writer, whose skill and inventiveness are so essential and indispensable to Television. It is the Ghanaian writer who can adequately express the essence of the Party's ideology, the arts, music and drama, and culture of a growing and advancing nation, and the spirit and emotions of our people which must find expression in our Television.

Ghanaian writers must, therefore, be closely associated with the planning, development, and production of all our Television programmes. To this end, our writers and artists must be consulted in all discussions of the content of their scripts, and the use to which the scripts will eventually be put in the preparation of programmes for Television. It is to Ghanaian writers that Ghana must look for our future cultural progress, and Ghana Television should offer them a wonderful opportunity and an effective medium through which they can reach the masses of the people. An idea or a movement achieves reality only when it reaches the masses.

For this same reason, Ghana Television must not be isolated from the life of the people and other aspects of our traditional art and culture. A Television drama or comedy should be a co-operative or co-ordinating effort between the script writer, the film producer, the technical expert, and the Television programme organizer. It is to encourage this co-operative endeavour that we have established a Film Television and Broadcasting Training School here, in which

instruction and guidance is provided, under one roof, for script writers as well as for cameramen, designers, newsmen and other film technicians. The best artists in the theatre, film and literature must share their talents with Television, in order that all the Ghanaian arts may reach that communal outburst of creativity, which has marked the great periods of art in other parts of the world.

Ghana is on the threshold of the fulfilment of her long suppressed genius and impulses, and it is only by a co-operative effort that we can bring all the talents of our nation to bear on the struggle for the socialist construction of Ghana. But socialism is an epoch; it cannot be achieved in a day. It is only by sustained effort and determination that it can be realized.

Friends, Gentlemen and Co-Workers,

What I have said about Television applies equally well to Sound Broadcasting Service, whose extended programmes and expanded services I have also the great pleasure to inaugurate today. May I at the outset congratulate the Director of Sound Broadcasting, Mr. Coleman, and his staff for their efforts in the arduous task of building the Ghana Broadcasting System.

In order to improve the standards of our national broadcasting services, the Government has recently taken certain decisions which are to be put into effect immediately. First, all the existing three national networks of the Broadcasting Service will be converted into one single network, and all our national transmitters will carry the same programmes throughout the country.

Secondly, the number of hours during which Broadcasting programmes are heard on the radio will be increased and the contents of the programmes will also be considerably augmented and improved. For this purpose, the new Broadcasting transmitters at Ejura will be used to reinforce those in Accra. They will, however, carry the same single network.

Thirdly, the Broadcasting Relay Service will be expanded by building new relay stations particularly in the rural areas and by increasing the coverage of the existing stations.

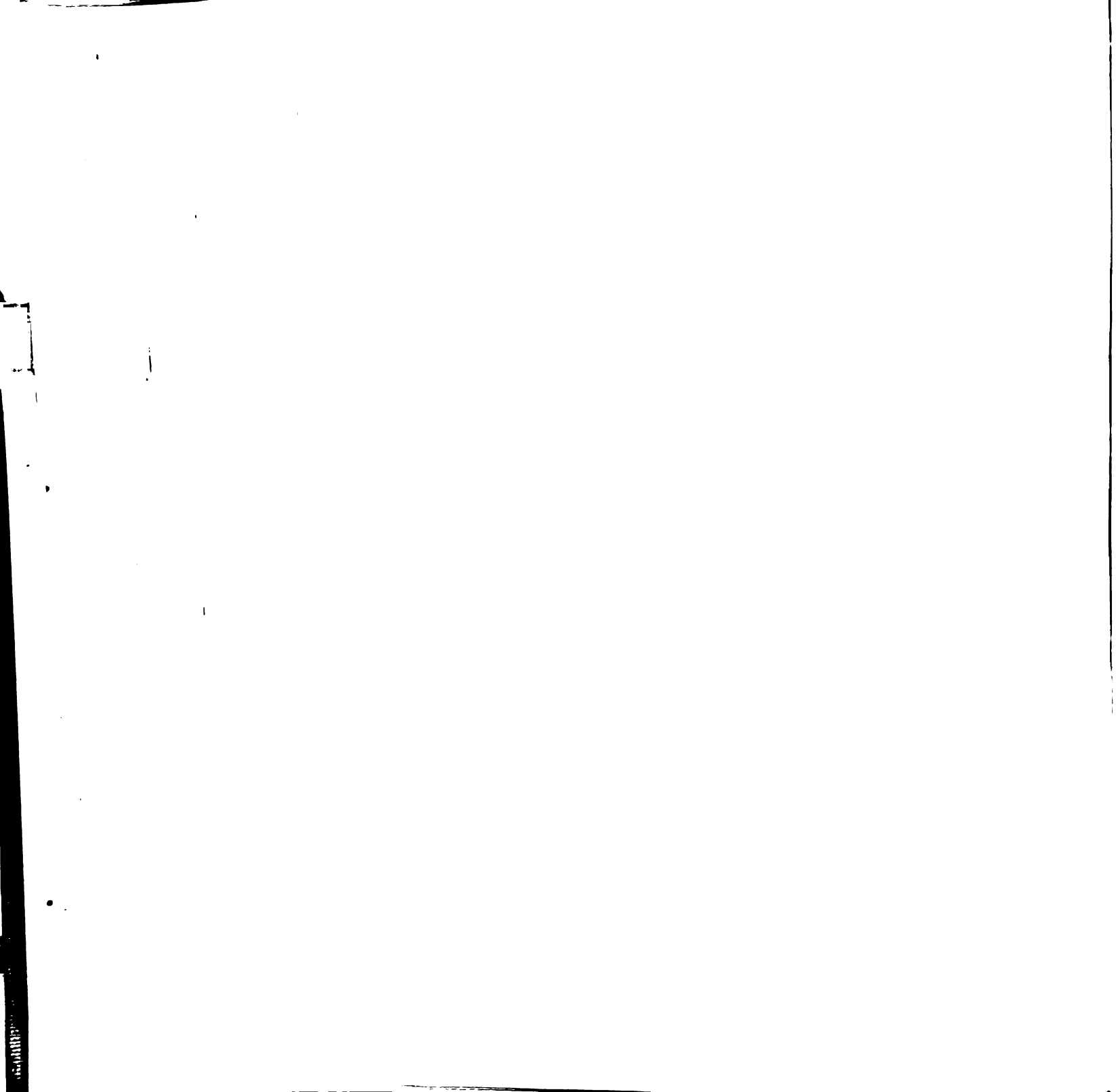
In support of our national services, the External Service of our Broadcasting Corporation has been greatly expanded. As a result, the voice of Ghana will from now on be heard all over Africa and far around the world, carrying the message of African aspiration and progress, African emancipation and national unity.

Our Broadcasting Service should struggle ceaselessly to make itself the people's service. It should identify itself fully with the people's aspirations for a fuller life. It should continue to fight uncompromisingly against the forces militating against our progress. It will be its task to expose and unmask imperialism, colonialism and neo-colonialism in all its forms and manifestations, and support our endeavours for the political unification of our Continent. It must blaze the trail of socialism, it must be the Okyeame of Ghana's development, and its economic and industrial advancement. It should, above all, strive to enlighten and uplift our people and keep before them the torch of Ghana's advancement.

All who are employed in our Television Service and our Sound Broadcasting Service have a unique opportunity, therefore, to play a vital role in the development of Ghana and in our struggle to eradicate from our society superstition, ignorance and illiteracy, and create in the minds of our people, through television and broadcasting, an awareness of the benefits to Ghana of modern science and technology.

I am confident that you will all bring to this task the highest sense of dedication and devotion. Let us hope that as a result of these new Services, the growth of socialist consciousness among the people will be hastened through our Television and Sound Broadcasting, and that fresh vistas on the world will be opened to them. We also expect that through your programmes, the struggle for the African liberation movement, for freedom and independence, the struggle against imperialism, colonialism and neo-colonialism, and the ever-continuing efforts for the attainment of peace and security throughout the world, will ever be maintained.

I have great pleasure in inaugurating Ghana's Television Service, and the expansion of our National and External Broadcasting Services. I wish those who work here happiness and success.



## **APPENDIX F**

### **GENERAL BREAKDOWN OF GBC - TV AIRTIME -- LOCAL PROGRAMMES**

## APPENDIX F

### GENERAL BREAKDOWN OF GBC - TV AIRTIME -- LOCAL PROGRAMMES

	Hours Per Week	Approximate Percent
RURALS (Rural Ga, Ewe, Akan and Heritage)	2	17 %
CHILDREN' S (Children' s Variety Entertainment, Puppet Theatre, Young Scientist)	$1\frac{1}{2}$	$12\frac{1}{2}\%$
ENTERTAINMENT (Bandstand, Let' s Go, Break for Music)	$1\frac{1}{2}$	$12\frac{1}{2}\%$
SPORTS (Soccer Time, Sports High - lights, Sports Digest)	$2\frac{1}{2}$	34 %
OUTSIDE BROADCASTS (Sunday Service and Meditation)	$1\frac{1}{2}$	
PUBLIC AFFAIRS (Face to Face, Criss Cross, Home Makers, Around Town)	2	24 %
DOCUMENTARY	$\frac{1}{2}$	
TOTAL (Local Programmes) approx.	$11\frac{1}{2}$	100 %

NB:

Gardener' s Club	( $\frac{1}{2}$ hour once a month)	}	All Local Programmes
Drama	(1 hour twice a month)		
Ceremonials	(Occasionally)		

	Hours Per Week	Approximate Percent
Total local programmes as % of Grand Total ( $45\frac{1}{2}$ - $12\frac{1}{2}$ hours for Schools)	$\frac{11\frac{1}{2}}{33}$	33 %
Total news programmes as % of Grand Total	$\frac{4}{33}$	$12\frac{1}{2}$ %
Total advertising programmes as % of Grand Total	$\frac{1\frac{1}{2}}{33}$	$4\frac{1}{2}$ %
Total film (foreign) as % of Grand Total	$\frac{11}{33}$	33 %
Extras as % of Grand Total	$\frac{5}{33}$	17 %

Local Programmes  
Week of 7th - 13th June, 1970

Day and Date	Programme	Duration (Minutes)	Total
Sunday 7/6/70	Soccer	90	3 hrs. 50 min.
	Comment	30	
	Sunday Service	45	
	Break for Music	30	
	News (× 2)	30	
	Meditation	5	
Monday 8/6/70	Young Scientists	30	2 hrs. 20 min.
	Rural Half Hour (Akan)	30	
	News (× 2)	30	
	Weather	5	
	Ten Minutes of English	10	
	Sports Run-Up	30	
	Meditation	5	
Tuesday 9/6/70	Science for Everybody	30	2 hrs. 20 min.
	Heritage	30	
	News (× 2)	30	
	Weather	5	
	Ten Minutes of English	10	
	Let's Go	30	
	Meditation	5	
Wednesday 10/6/70	Puppet Theatre	30	2 hrs. 40 min.
	Rural Half Hour (Ga)	30	
	Criss Cross	30	
	News (× 2)	30	
	Weather	5	
	Face to Face	30	
	Meditation	5	

Day and Date	Programme	Duration (Minutes)	Total
Thursday 11/6/70	Home Makers	30	
	News (X 2)	30	
	Weather	5	
	Leprosy (Local Film)	30	
	Meditation	<u>5</u>	
			1 hr. 40 min.
Friday 12/6/70	Children's Variety	30	
	Rural Half Hour (Ewe)	30	
	Sports Digest	30	
	Weather	5	
	Reports from Regions	15	
	Meditation	<u>5</u>	
			2 hrs. 25 min.
Saturday 13/6/70	Around Town	30	
	News (X 2)	30	
	Bandstand	30	
	Meditation	<u>5</u>	
			<u>1 hr. 35 min.</u>
Total Duration of Local Productions for Week of 7th - 13th June, 1970			15 hrs. 50 min.

Foreign Films  
Week of 7th - 13 June, 1970

Day and Date	Film	Duration	Total
Sunday 7/6/70	Champions Davidson Show Perry Mason	30 60 <u>50</u>	2 hrs. 20 min.
Monday 8/6/70	Good Guys Mod Squad	30 <u>50</u>	1 hr. 20 min.
Tuesday 9/6/70	Flash Gordon Defenders	30 <u>50</u>	1 hr. 20 min.
Wednesday 10/6/70	Fugitive	<u>50</u>	50 min.
Thursday 11/6/70	Discovery The Seaway Be Happy	30 50 <u>30</u>	1 hr. 50 mins.
Friday 12/6/70	World in Action Bonanza	30 <u>45</u>	1 hr. 15 min.
Saturday 13/6/70	Gentle Ben Danny Thomas Show The Mask of Janus Ray Anthony Show	30 30 55 <u>55</u>	<u>2 hrs. 50 min.</u>
Total Duration of Foreign Films for Week of 7th - 13 June, 1970			11 hrs. 45 min.

Breakdown of GBC - TV Over-all Airtime  
Taking for Example Week of 7th - 13th June, 1970,  
as per Radio and Television Times, Vol. 11, No. 16

Length of Transmission:

	Hours	Minutes
Sunday, 7th June	6	45
Monday, 8th June	3	40
Tuesday, 9th June	3	40
Wednesday, 10th June	3	30
Thursday, 11th June	3	40
Friday, 12th June	3	40
Saturday, 13th June	<u>4</u>	<u>25</u>
	29 hours	20 minutes

Average = 30 hours

Summary for Week of 7th-13th June, 1970

1. Locally produced programmes as per page 2	15 hrs. 50 min.
2. Foreign films as per page 3	<u>11 hrs. 45 min.</u>
TOTAL	27 hrs. 35 min.

Taking Total Time as 28 hours,

Local Productions as 16 hours,

Foreign Films as 12 hours:

Local Productions was  $53\frac{1}{3}\%$  of our transmission time;

Foreign Films was 40 % of our transmission time.

Please note that 30 minutes slots are usually anything from 24 minutes to 27 minutes 30 seconds and 60 minutes slots are sometimes anything from 48 minutes to 55 minutes. This difference in time will account for commercials and will naturally account for in-exact percentages.

(LEO RIBY-WILLIAMS)  
ASST. HEAD OF PRODUCTION (TV)

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