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Democratic citizenship education in Ghana: Implications for teaching and learning in Ashanti schools

The study sought to assess how Ghanaian educational policies with respect to teaching and learning specifically in the Ashanti region basic schools attend to the cultivation of some key DCE tenets. The study used interpretative theory and three other distinctive tools namely; deconstructive, conceptual and narrative analysis. Philosophy of education was the main approach used. The ideas of these philosophers such as Callan, Gutmann, Benhabib, Young, Nussbaum, Appiah, Wiredu and Gyekye were drawn on DCE tenets to constitute the theoretical framework of the study. I found that Ghanaian basic education has a very narrow understanding of liberal DCE as it gives distorted views of participation, deliberation and belonging. I posited that a deliberative DCE would hopefully empower all Ghanaian citizens to participate freely and equally in different activities in which they can engage themselves, express their ideas by way of argument to recognize their misunderstandings and justified their reasoning. More so, I argued that DCE-in-becoming could potentially enable learners and teachers to think autonomously and respect others with whom learners co-belong.