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Social sciences and humanities training for Ghana higher education heads of departments to lead education for democracy

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Title: Social Sciences and Humanities Training for Ghana Higher Education Heads of Departments to Lead Education for Democracy

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Abstract

There is a gap in the knowledge regarding preparation Higher Education Institutions (HEIs) Heads of Departments (HoDs) require decolonising curriculums, thoughts and practice issues. This prevents HoDs leading their departments and professions for democratic education to deliver HEIs civic mission to mainstream new knowledge in the quadruple helix for sustainable health, economic, social and ecological wellbeing with and for the people. This study of sixteen HoDs in a Ghana HEI reveals before their appointments there was i) no HoD leadership preparation, ii) no prior discussion of professional or personal criteria mapping to a job description and iii) appointment was based on seniority and not leadership knowledge, skills and behaviours. HoDs with Postgraduate training in Social Sciences and Humanities (SSH), prior to appointment, knew how to mobilise democracy in education through learning communities' participatory talk with and for their Departments and Professions. The talk built descriptions and understandings of psychologies, philosophies and ethics of trust required to support Education for Democracy to decolonise Departments and associated professions to deliver HEIs, National and African Union Strategic Plans. A Blueprint for Character Development for Evolution (ABCDE) is presented to prepare HoDs with HSS training needed for democracy in education.

A Introduction; The professional challenge, and Emerging Questions

The professional challenge this research addresses is there is a huge gap in the knowledge of the kind of preparation Heads of Departments (HoDs) of Higher Education Institutions' (HEIs) Departments and their Associated Professions require to decolonise curriculums, thoughts and practice issues for sustainable development, equity and renewal. Ghana, a nation state in the African Union (AU) is committed to decolonising curriculums, thinking and practice issues for equity, diversity and human evolution across the quadruple helix. This focuses on taking knowledge off global library shelves and mainstreaming it through simple English to support Education for Democracy that puts knowledge to work with and for the people. Knowledge can therefore be amplified through policies and praxis to move cultures from dishonour to honour and move Foreign Direct Investment and their contestations to propelling local entrepreneurial economies. Meeting the Millennium Goals for universal primary education (United Nations, 2015) has resulted in increased demand for and access to secondary education. This places greater demands on the education profession to be able to describe and understand decolonisation thinking and practice issues in culturally relevant curricula for Education for Democracy (European Commission, 2022). Yet Miller et al (identify those working for decolonisation in HEIs can be seen as mavericks and upstarts by HEI Governance systems.

Aristotle (1926) identifies that a person needs to make good decisions on experiential empirical evidence, or pathos. Pathos, the emotional and the intuitive revealed through behaviours and acts engender psychologies of trust that a public states' person needs to mobilise to secure votes to implement their regime (Taysum, 2017). The psychologies of trust, or emotional and intuitive, or pathos can i) perpetuate the legacy of colonial regimes with systems that preserve knowledge of how to co-create authentic democratic constitutions on global library shelves and away from the common people, or ii) can mobilise and mainstream knowledge of how to co-create democratic constitutions with and for the common people to decolonise the legacy of colonial regimes. Aristotle (1926) identifies the need to make logical good decisions with reliable faculty of judgement using reasoned discourse, or logos about how the regimes on manifestos relate to freedom, wealth and education. Logos is the logic or philosophies of trust. Aristotle (1926) continues this is about making judgements about the character, and virtues of states' people in terms of magnificence, justice, courage, self-control, magnanimity, liberality, mildness and wisdom. The state person's character and virtue are a blueprint for their ethos, or ethics of trust. The common people and electorate both as an individual and as a body of the force of the whole, needs/need the tools to i) rationalise with philosophies of trust, ii) make forensic judgements that are experientially empirically evidenced using quality dimensions (Oancea and Furlong, 2007), (not fake news) with psychologies of trust and iii) examine how the statesperson treats others and how their rhetoric aligns with their beliefs and practice (ethics of trust).

The pragmatic consequences of increased numbers of college eligible students is greater opportunities for HEIs to decolonise curriculums, and the critical Intended Learning Outcomes. Heads of Departments (HoD) are ideally located to empower their departments and their associated professions to protect empirical (psychologies), logical (philosophies) and ethical (ethics) standards across the quadruple helix. HoDs are crucial agents to deliver Education for Democracy and decolonisation. Decolonisation is defined by Harvey and Russell-Mundine (2018) as eradicating the barriers that prevent indigenous and non-Western voices from participating in the thinking and practice issues. This is a barrier to what Delanty (2001) calls the democratisation of knowledge to support Education for Democracy. Dewey (1916) calls democracy in education a system that works to develop communities of learning networks that pass on wisdom and expertise as Science, Social Sciences, Arts and Humanities with and for the people (Dewey, 1916, Taysum and Beutner et al (2020). Dewey continues democracy in education engenders diverse groups of society to network with their communities to facilitate full and free participation in societal interactions with and for the people. The democratisation of knowledge facilitates multicultural HEIs and the professions they prepare and sustain to decode books off global library shelves into simple English for evolution in the quadruple helix; engineering, Science, Technology Engineering and Maths, industry, finance and commercial sectors.

Democratisation of knowledge identifies where the thinking and practice issues have been colonised is challenging. Woodson (1992, p. 18) states colonisation of thinking and practice issues is possible:

> If you can control a man's thinking you do not have to worry about his action. When you determine what a man shall think you do not have to concern yourself about what he will do. If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself. If you make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told; and if there is no back door, his very nature will demand one.

Decolonisation is important because Pring (2007) identifies dominant Western cultures evaluate sub-cultures and find them wanting and marginalise them. The dominant culture can create evaluative rules to prevent access to the 'capital', or knowledge in the library books that are required for membership (Taysum and Arar, 2018). Hoadley and Galant (2019, 88-89) identifies that decolonising the curriculum requires 'classification of new codes of knowledge, and their institutionalisation with new sets of membership rules'. The stakes are high because curriculums and their evaluative rules shape consciousness and can create different education systems for different groups with different purposes when stratifying society by dividing and conquering (Taysum and Murrel-Abery 2017). Yet at the same time Jansen (2019, 54) identifies Globally Higher Education Institutions struggle with preparing students to describe, understand and apply disciplinary knowledge to solve problems which is more than identifying 'what colonialism has left undone'. Rather we need to identify where Western colonial language, cultures, economies, products and their means of production marginalises those seen as non-Western which perpetuates epistemic injustices.

An anonymous high-ranking University in Ghana, the focus of this study, is delivering a strategic plan to meet these increased demands for University places by i) restructuring to a collegiate system with central University administration of newly formed colleges, ii) modernising, diversifying and decolonising research agendas and curriculums with international Higher Education Networks and Scholarly Societies to generate new knowledge with and for society. The decolonisation of programmes, when linked across the HEI departments and their associated professions democratises knowledge and delivers the HEI civic mission for human evolution that aligns to the national and African Union strategic plans. Through knowledge creation and exchange Micro (Mama and Papa shops) Small and Medium Enterprises (SMEs) can propel local entrepreneurial economies across the quadruple helix amplified by regimes of social inclusion (Taysum, Beutner, Kalioniemi et al, 2020). Building local economies with regimes of social inclusion, both hallmarked by decolonisation of thinking and practice issues, can offer an alternative to Foreign Direct Investment from cash rich nation states which can prevent sustainable development in the nations in which they invest, such as Ghana (Taysum, 2020; 2021).

Propelling local entrepreneurial economies in rural Ghana increases investment in infrastructure and welfare systems for social improvement using increased tax receipts. This step-by-step growth, in a context of Covid 19 recovery, offers the chance for communities to work with District Assemblies and national government to incrementally monitor progress of sustainable growth against Key

Performance Indicators, benchmarked against targets for the Sustainable Development Goals (United Nations, 2016). Social Improvement can also be measured against a dashboard of key data including increased local and national Gross Domestic Product/per capita, closing the gap between the richest and poorest Ghanaian. Every Ghanaian above the national poverty line as part of a strategy for sustainable growth mobilised by psychologies, philosophies and ethics of trust can reduce balance of payments deficits and reduce dependency on Foreign Direct Investment and high interest rates impacted by Foreign Direct Investors' fiscal policies (Taysum, In Press).

In this paper, we argue that leadership in Ghana is held back by a legacy of colonialism where governance infrastructures are shaped by the strategies of the colonists but the agents implementing these strategies do not have the 'cruel' dispositions of the colonists. The legacy of colonialism prevents Education for Democracy leading to self determination for health, economic and social well-being for all. Crucial to empowering governance systems for equity and renewal is critical, reflective and participatory leadership that defines and deconstructs epistemologies of colonialism with psychologies, philosophies and ethics of trust. These epistemologies are embedded in processes and practices that have continued to impact Ghana post independence, 6 March 1957.

Prof Tony Bush (Bush, 2019) identified leadership preparation is increasingly invisible in Commonwealth Countries where educational leadership can make a 27% positive impact on student outcomes and their competences for democratic self determination in communities of sustainable peace and prosperity for all. We argue that leadership preparation for equity and renewal and the decolonisation of thinking and practice issues of Ghana's Governance infrastructure is crucial to meet Ghana's, and The African Union ambitious goals for health, economic, social and ecological sustainability (African Union, 2021).

Policy Context of Departments of Higher Education and Their Associated Professions

In HEIs each department produces specialist knowledge in a field, normally connected to a profession in the quadruple helix. The knowledge generation and the development of undergraduate and postgraduate students in the department are outward looking, normally towards a particular profession such as teacher, doctor, nurse, architect, engineer, accountant, social services, defence, armed services, surveyor, lawyer, scientist, pharmacist, dentist, veterinarian, and so on. The Australian Council of Professions (2003) defines a profession as:

> a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.

It is inherent in the definition of a Profession that a code of ethics governs the activities of each Profession. Such codes require behaviour and practice beyond the personal moral obligations of an individual. They define and demand high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues. Often these codes are enforced by the Profession and are acknowledged and accepted by the community (Australian council of Professions, 2003, p1).

The researchers could not find a UK Council of Professions, or a Ghana Council of Professions to critique this definition. There is a gap in the knowledge regarding how and in what ways governance systems control i) the professions, their standards, regulations and independent regulatory bodies and accountability systems ii) the profession's funding including funding for research into decolonising thinking and practice issues in education, knowledge creation and the quadruple helix, iii) the HEI Departments' preparation of the profession, and iv) the leadership preparation of HoDs who lead the HEI Departments and their associated professions, budgets and funding and safeguarding of standards, regulations and independent regulatory bodies and accountability systems.

The role of Head of Department is crucial in optimising the role of the profession in safeguarding the interests of the public that aligns with the Higher Education Strategic Plan, and the National Strategic Plan. The Head of the Department can, through high quality leadership preparation, take up their post and steer the department's collaborative expertise to optimise the effectiveness, efficiency and success of the department and associated profession. The Head of Department can be empowered to mobilise research, teaching and administration and reporting Key Performance Indicators that can be benchmarked against strategic plans to deliver the Sustainable Development Goals (UN, 2016). The focus is always to empower, protect and serve the common people to support Education for Democracy and to narrow all achievement gaps. For Ghana this also means narrowing the gaps between cities and villages and the North and the South.

Thus, Higher Education Institution's HoDs, might use committees for joined up thinking that build effective networks for knowledge exchange to decolonise curriculums, Intended Learning Outcomes, and thinking and practice issues within and between Departments of Higher Education Institutions and their associated professions. The knowledge exchange may be widened to within and between Higher Education Institutions within Ghana, the African Union, and globally to begin to address societal challenges such as i) silencing the guns, ii) evolving gender relationships, iii) promoting grass roots up democratic participation in the social contract and mechanisms for social improvement, and iv) holding governance systems to account for narrowing achievement and poverty gaps based on socio-economic status, race, gender, Special Educational Needs and Disability (SEND) and all the protected characteristics of the UK Equality Act (Equalities and Human Rights Commission, 2010).

As Bush (2019) makes clear, no educational institution has a trajectory of improvement with poor leadership.

To address the professional challenge in the Ghana context we ask the following research questions. First, What kinds of leadership preparation do HEI HoDs receive prior to appointment in a Ghana HEI? Second, what do they need? Third, how can this leadership preparation training be provided?

B Literature Review

Preparing to become HoD

Fitzgerald (2004) identifies a Head of Department plays multiple roles which fall between the element of leadership and management in which they determine and implement a department strategic plan mapped to policies. Floyd and Dimmock (2011) suggest academics who become Heads of Department need the capacity to take on a range of personal and professional identities. They need to regularly adopt and switch between these identities adopting a balanced approach that does not cause internal angst, or major internal conflicts. Their approach may be hierarchical and top down, or may be more participatory seeking committees to describe and understand decolonisation of curriculums, thinking and practice issues. If the Head of Department's line manager is hierarchical the amount of talk back or participation a Head of Department can have in the development of what Leithwood et al. (2019) call the Institution's vision, mission and strategy will be limited. This limits the influence the HoD can have on developing decolonisation of curriculums, thinking and practice issues required to safeguard the ethical standards of the profession and 'it's specialist knowledge" (Australian Council of Professions, 2003, p.1). Indeed, in a context of neo-liberalism which Taysum (2019) identifies as the rapid removal of laws without prudent, and socially just public inquiry, the Head of Department's line manager might control the behaviour of the Head of Department and de-professionalise the profession via hierarchical control of the gatekeeper of the profession. The unintended consequences may be to prevent decolonisation and propel neo-liberalism. The goal of neo-liberalism is to harness the labour of the common people to create wealth for the libertarians, or Foreign Direct Investors.

Taysum and Collins (2021) identify the neo-liberalist approach was much like the White Slave Masters' colonist approach which is/was top down and hierarchical and concentrated the power in the hands of the users who regulated the used by controlling their thoughts and actions (Woodson, 1992). Hecht, McArthur, Savage, & Friedman, (2020) identify elite private schools have flatter pedagogical relationships that allow students to challenge authority to serve their own interests without fear of repercussions. Regimes of accountability for accessing evaluative membership codes to elite networks need to be on the agenda for HoDs. This will enable HoDs to build capacity for

decolonising or democratising curriculums, departments, professions and the quadruple helix they serve for sustainable development for all. These kinds of flatter pedagogical relationships are what HoDs need to operationalise to safeguard the ethical standards of the profession (Australian Council of Professions, 2003, p.1).

HoDs can be prepared to empower their departments and associated professionals to serve the interests of the people with the best products and services for social improvement.

Review Knowledge a HoD Needs

Decolonising for transformational sustainability may facilitate a HoDs to lead the movement to defend their profession from de-professionalisation, defunding and deregulation. This means being able to describe and understand if and how the Libertine Right, or neo-liberalists might be developed in some private institutions to become the Masters and supremacists of the enslaved common people educated to be controlled in state schools. One way of ensuring the enslaved common people continue to be a means of production for the elites' way of life, is to ensure the professions do not protect the human rights, and the best interests of the enslaved common people. Another way is not to teach the common people in state schools how to decolonise thinking and practice issues and how to challenge authority that does not serve the interests of the common people. If elite policy makers overload the curriculum with facts in Reading, Writing, Mathematics and Science that is disassociated from the students' every day lives there is little space for decolonisation of thinking and practice issues. This perpetuates the mechanisms of colonisation and therefore is meaningless, and worthless to the student who becomes demotivated and can then be labelled a failure leaving them more vulnerable to exploitation by the authority of the Slave Master. Vulnerable people who cannot create their own wealth by knowing how to propel local entrepreneurial economies stay poor and are dependent on the rich for Foreign Direct Investment. The rich stay richer and education widens poverty gaps rather than closes them (Guardian, 2020). Indeed, 70% of the global population is now living in nation states where the wealth gap is growing and inequality has reached unprecedented levels (United Nations, 2020a).

Social Science and Humanities in Leadership Preparation for Head of Department

Professions must therefore be led by those who have a deep understanding of how to decolonise curriculums, thinking and practice issues for sustainability. They need to use this knowledge to articulate the professional challenges facing their profession, such as how the profession can apply ethical standards to i) mobilise knowledge to propel entrepreneurial economies that ii) reduce balance of payment deficits, iii) reduce Foreign Direct Investment and debt and iv) Sustainably Develop Gross Domestic Product per capita that eradicates poverty, which correlates with v) reduced

violence and affirmative action resulting in women becoming signatories in major peace processes (Taysum, 2021). Through critical research into these dimensions, old problems may be understood and addressed in innovative ways with communities through grass roots up cultural alignment (Macbeath, 2009). Cultural alignment is where members of communities and professional communities in partnership with Higher Education Institutions spend together to probe, critique and evaluate their own perspectives mapped to professional standards. They then move away from these perspectives and values in relationship with their environments, and then move back towards shared values such as trust, respect, and the celebration of diversity achieved through decolonisation (Harris, 2003; Lumby, 2012; Coleman, 2012; Goodson, 2012; Collins Ayanlaja, Warletta, and Taysum, 2018).

Education for Democracy requires training in Social Sciences and Humanities and provides people with the competences to know how to develop and apply the moral virtues and debate (Honeybone, 2020) using A Blueprint for Character Development for Evolution (ABCDE). Using ABCDE develops the competences for incrementally measuring progress of the self on a journey of decolonising the thoughts and practices of issues for sustainability and equity and diversity. The journey is in five stages set out in Table 1.

Table 1 A Blueprint for Character Development for Evolution (ABCDE) (Taysum, 2020)).

A: Ask questions about the psychologies, philosophies and ethics of trust

B: Explore the best that has been thought and said about the key words/constructs in the questions

C: Develop methods in their local and particular contexts to test the new terms of reference they have developed

D: Use the psychologies of trust (evidence), philosophies of trust (logic) and ethics of trust (ethos) to develop knowledge to action change strategies and gain proof of concept and develop faculty of judgement.

E: Identify principles that can be transferred to other problems and mainstream these through grassroots up 'Science with and for Society' (SwafS) (Horizon Europe, 2020) databases and amplified through policy.

Making good decisions with the warrants required to assure psychologies, philosophies and ethics of trust, gives people the competences they need to work collegially together to decolonise thoughts, practice issues and propel entrepreneurial economies with regimes of social inclusion of all faiths and none for sustainable ecologies. This can be mapped to targets to meet the Sustainable Development Goals (SDG), starting with SDG1 and the eradication of poverty.

C Methods

The research focuses on the responses of 16 HoDs in a Ghana HEI. The position we take in this research is that social reality is constructed by internal factors that members form and habitualize by interpreting thoughts and activities (Bourdieu, 2000). These can be presented to them in education systems and institutions within the quadruple helix. Citizens have the opportunity to replicate their real-life habits and colonised thoughts and practices, or they can have methods to critically analyze them. They can then reflect on their thoughts and practices and develop change strategies that can be tested for proof of concept for living a good life hall marked with having safe and self regulated continuity of life, a home, a family, an opportunity to pay into a pension pot, good faculty of judgement, health, economic and social wellbeing and access to sustainable ecologies with happy endings for all (Bhaskar, 2013; Bourdieu, 2000; Taysum, 2012). Therefore, society is not viewed as an objective reality to which individuals are subject. Reality is objectified by folk who interpret it and from this knowledge folk can define their reality and affirm it through attitudes and behaviours (Carr & Kemmis, 1986). Therefore, our approach is interpretive (Ishii et al. 2007) where alternative worldviews are constructively critiqued to try to gain an inclusive descriptions and understandings of multicultural perspectives. The interpretations are therefore open to investigation using ABCDE to decolonise internal thoughts, emotions, intuition (psychologies of trust), reasoned logic (philosophy of trust) and ethical values (ethics of trust).

We use qualitative methods to gather data by semi-structured interviews to try to understand i) what preparation HoDs at the Ghana HEI had received prior to appointment, ii) what kind of training do they need to lead the decolonisation of their departments and associated professions, and iii) how training in the Social Sciences and Humanities impacts HoDs decolonisation of their departments and associated professions. The sample was purposive (Denscombe, 2010) and represented HoDs from across the HEI (Table 1 Participants). There were 14 males HoDs; 5 professors and 9 Senior Lecturers and 2 females who were both Senior Lecturers.

Table 1 Participants

Name	Gender	College	Years at Post	Rank
Akwasi	Male	College B	0.5	Senior Lecturer
Kwadwo	Male	College A	1.5	Senior Lecturer
Kwame	Male	College A	1.5	Professor
Yaw	Male	College B	4	Senior Lecturer
Grace	Female	College A	0.5	Senior Lecturer
Effa	Male	College D	1.5	Senior Lecturer
Boat	Male	College B	3	Senior Lecturer
Felicia	Female	College A	7	Senior Lecturer
Opoku	Male	College E	4	Senior Lecturer
Emmanuel	Male	College D	0.5	Senior Lecturer
Eric	Male	College C	2.5	Senior Lecturer
Terkson	Male	College D	10	Professor
Ofori	Male	College B	0.4	Professor
Bando	Male	College D	0.12	Senior Lecturer
Nicholas	Male	College C	2	Professor
Abeka	Male	College E	0.5	Professor

All interviews were transcribed verbatim and analysed using a constant comparative method. The data was subject to pattern matching, connecting and categorization (Dey, 1993) multiple times to interpret them and generate theories and conclusions (Mertens, 1988).

The findings are local and particular and do not claim generalizations. Rather the reader is invited to connect with the findings and make sense of them in terms of their own descriptions and understandings (Taysum & Gunter, 2008). In this case Education for Democracy and the democratisation of knowledge using ABCDE to mobilise psychologies, philosophies and ethics of trust for decolonisation to deliver the Sustainable Development Goals. The research was conducted within the American Educational Research Association (2010) ethical framework and British Educational Research Association (2018) Ethical Guidelines for Educational Research with participation by written informed consent that assured anonymity and confidentiality assured to participants along with the right to withdraw to the point of publication. We recognize the research emerged from small-scale qualitative findings, and that is a limitation of the research.

D Findings

Leadership Preparation for HoDs before appointment

All respondents identified they did not need any leadership experience for the post and were appointed because they had not yet been HoD, and/or no one else wanted to take up the role. Representative quotes include:

Opoku: 'My Dean recommended me for appointment and subsequently I was appointed. So, I did not really decide to become the HoD but at a point, the mantle fell on me, and I had to take the challenge'. Kwame stated: 'I was there one day and had a letter from the VC that I have been appointed the HoD'. Boat stated: "I was appointed by my Dean". Terkson said: 'I would say that my first appointment as HoD from the Dean and Vice Chancellor came without notification'. Bandor maintained: "I think I was recommended by the Dean". Nicholas stated: 'All I knew was that I had been given the appointment by the VC through the letter.

The findings reveal that there was no leadership preparation for becoming HoD, there was no prior discussion of professional or personal criteria that mapped to a job description and it appeared that appointment was based on seniority rather than on leadership knowledge, skills and competences. This disagrees with the literature that identifies the benefits of leadership preparation for Heads of Department (Bush, 2019). This is particularly important given that they are the bridges between international policy, national policy and strategic plans, HEI Strategic Plan, Department Strategic Plans (Australian Council of Professions, 2003).

Knowledge HoDs needed

All respondents stated they did not know what leadership knowledge, skills and competences they required because they did not know what they did not know. Those respondents who had been HoD for 3 years or more were able to explain the expected outcomes of the role, the journey to achieving those outcomes and the knowledge they drew on during the process to outcomes. This did not include decolonisation of curriculums, Intended Learning Outcomes, thoughts and practices for sustainability, equity and diversity.

Impact of Postgraduate Training in Social Sciences and Humanities for HoD

Opoku stated that his doctoral studies with a focus on Social Sciences and Humanities helped him understand the importance of dialogue in developing a collaborative plan of action. He believed as a leader it was good to address people's questions and try to align individual goals with department goals in the process to optimize delivery of the department's strategic plan mapped to the HEI's strategic plan:

> In my department we met as a group when the university came out with this strategic plan and the school also gave us theirs and we met as a department and since we are all working to achieve the university's objectives, we align ours to be in tandem with that of the university, the school as well as the college. So, my department met and colleagues brought their input. Then we actually have our individual agenda and so what we did was at the individual level, each of us looked at what he/she wanted to achieve within the stipulated period of the strategic plan and modified it in a manner that would help to achieve the departmental goal.

Boat stated it was very important to develop and ask sharply focused questions, analyse the issues and make good decisions in the process to delivering the outcomes mapped to the department's strategic plan. Boat stated his doctoral studies in Social Sciences and Humanities helped him achieve this:

my studies especially postgraduate level helped me in carrying out my duties as HoD. I was trained on asking the right questions, scrutinizing issues and taking right decisions which to me are useful in the day to day running of my department.

Kwame stated his doctoral ethnographic studies in Social Sciences and Humanities helped him understand how groups might develop professional learning networks with opportunities to ask good questions and developing critical thinking to make good decision: '…because I had a lot of research activities with teachers in the second cycle institutions and I did ethnographic research which demands a lot of observations…questioning and critical thinking skills'.

For the HoDs who were able to articulate the knowledge they brought to their processes and practices as the HoD to develop professional learning communities who developed shared values as a

department and associated profession articulated they had Postgraduate Training in Social Science and Humanities. The following kinds of knowledge were developed through this training in the role of HoD and agree with ABCDE Table 1:

Asking good questions which maps to Stage A.
Scrutinising the issues from the best that has been thought and said (a literature review) which maps to Stage B.
Methods, observations, data gathering and analysis with ethical framework that provides the warrants for the claims made which maps to Stage C.
Collaborative problem solving to deliver a strategic plan which maps to Stage D.
Develop principles from psychologies, philosophies and ethics of trust for good decision making to support Education for Democracy which maps to Stage E.

Conclusions

The evidence reveals that Heads of Department in the Ghana HEI are operating within a legacy of colonialism (Taysum, 2019). The HEIs[1] HoDs are within hierarchical top-down structures within which they must comply. The HoDs are unable to negotiate with the hierarchies to protect the profession's ethical frameworks developed through logical, and empirical knowledge which has been mapped to psychologies, philosophies and ethics of trust which prevented them from decolonising thoughts and practice issues in the department and associated profession. Thus, the HoD is neither prepared with the leadership skills to advocate for their profession to serve the best interests of the people, nor permitted to safeguard the profession's empirical, logical and ethical framework to serve the best interests of the people that it was developed to protect and serve. Without these vital skills the people do not know how to propel local entrepreneurial economies with regimes of social inclusion in sustainable ecologies. Further PISA outcomes do not test Social Sciences and Humanities required for Education for Democracy and decolonisation to deliver the Sustainable Development Goals. Without psychologies, philosophies and ethics of trust, common people do not access Social Sciences and Humanities competences required to decolonise the Libertine Right's strategic plans.

HEIs HoDs can use committees as communities of practice networked into the communities to mainstream knowledge from library shelves for empowering societal innovators for equity and renewal (Taysum, Kallioniemi, and Rusitoru, 2019). Education for Democracy that aligns with decolonisation can address societal challenges. As Bush (2019) makes clear, no educational

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[1] The extent to which HEIs are in hierarchical relationships with global governance systems and budget holders perpetuated by Foreign Direct Investment and their contestations in the systematic dishonouring of the people of the African Union is not the focus of this study and is examined in Taysum (In Press) Tanking the System.

institution has a trajectory of improvement with poor leadership and leadership that cannot protect the rights of the people from the colonist strategies of the libertarian right, is poor leadership.

Recommendations

We recognize the research emerged from small-scale qualitative findings, and that is a limitation of the research. We therefore recommend leadership preparation for HoDs using Postgraduate Research Level Social Science and Humanities Training with A Blueprint for Character Development for Evolution (ABCDE) is tested for proof of concept. We recommend HoDs use this training to develop professional learning communities or committees with and for the people through the leadership of their Departments and associated professions. This allows them to focus on developing and delivering strategies of democratisation of knowledge to support Education for Democracy with and for indigenous people. The democratisation and/or decolonisation can be mapped with Key Performance Indicators that monitor incremental progress with i) a dashboard demonstrating good balance of payments, ii) reduced/no Foreign Direct Investment/Debt, iii) equity and peace and iv) prosperity for all in new partnerships kind to people and planet (UN, 2016). This is a road map to HoDs leading democracy in education in Ghana using ABCDE as Postgraduate Level Social Sciences and Humanities (SSH) training to move from cultural dishonour and neo liberal strategies of Foreign Direct Investment and exploitation and their contestations, to honour for regimes of social inclusion embedded in propelling local entrepreneurial economies in the Covid-19 Recovery to deliver the Sustainable Development Goals (UN, 2016).

Notes on Contributors

Dr Gloria Nyame is a lecturer in educational leadership and management at the institute for Educational Planning and Administration (IEPA) in the University of Cape Coast, Ghana. She draws on a robust evidence base to inform her lecturing on educational leadership and management as well as other related education courses. She is courageous and thrives to enter into new-curricular areas for democracy in education. She has been trained in social studies, educational administration and educational leadership and management for her bachelor, master and doctorate degrees respectively. Her research interests include educational leadership and management, human resource development and management as well as educational change implementation. Dr Nyame is positive and uses her positive attitude and tireless energy to encourage others to succeed. As a lecturer, Dr Nyame is committed to delivering the University's civic mission and she supports community cohesion through her voluntary community services such as marriage counsellor and organizational secretary. Moreover, she undertakes duties assigned to her by her Head of Department diligently.

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