

Contents

Foreword 5

Preface 9

Contents..... 13

List of Tables 19

1 Introduction..... 21

1.1 Abstract..... 22

1.2 Context..... 24

1.3 Conceptual framework and objectives: Clarification of the
educational purpose 25

1.4 Educational Reconstruction and Political Didactic Structuring 29

1.5 Outline and Structure 36

**2 Deconstructing postcolonial ambivalence: Clarifying the Expert
Perspective..... 41**

2.1 Theoretical Concepts 42

2.2 Postcolonial theory, feminist intersectional perspective and
citizenship awareness (*Bürgerbewusstsein*) – Towards a common
conceptual framework..... 50

2.3 Redefining gender as intersectional category of knowledge and
power – postcoloniality..... 54

3 Exogenousization: Definition & Background 59

3.1 Theorizing Exogenousization and underlining Principles of
Grounded theory 60

3.2	Definition of the term exogenousization and application of the principles of Grounded Theory	61
3.3	Exogenousization as a relational concept.....	65
3.4	Gender and post-colonial policy perspective	68
4	Integrating consciousness as analytical category & the scientific framing of citizenship awareness (Bürgerbewusstsein).....	71
4.1	Introduction – clarifying normative starting points.....	72
4.2	Citizenship awareness (Bürgerbewusstsein). Mental models and sense making. Towards Lange’s invisible hand of social transformation and sustainable development	79
4.2.1	Definition	80
4.2.2	Civic education	81
4.2.3	Diagnosis of citizenship awareness.....	84
4.2.4	Substructures of consciousness and mental models	86
4.2.5	Subject specific didactic investigation of citizenship awareness and research topics	89
4.2.6	Research Tasks	93
4.3	Planning citizenship education.....	95
5	Discussion in postcolonial perspective.....	97
5.1	Scientific relevance of the citizenship awareness framework for defining consciousness.....	98
5.2	Supplying a deconstruction framework: Selected conceptual issues from Lange’s political consciousness and empirical relevance	99
5.3	Conclusion	106
6	Sketching the theoretical scope for explicating the configuration of mental models of citizenship awareness in postcolonial perspective ..	109
6.1	Introduction.....	110
6.2	Mental modelling satisfying of goods: Reflecting self-reliance as a dimension of political economic consciousness.....	113
6.2.1	The selective postcolonial educational system paralleled with the societal configuration of class relations	117

6.2.2	Implications for the transformation of the citizenship struggle	124
6.2.3	Re-analysis: Conceptualising the asymmetry in knowledge production. Interplay of social, discursive practices and the shared public narrative in postcolonial perspective	126
6.2.4	Conceptual summary	134
6.3	Mental modelling postcolonial political moral consciousness through reflecting societal binding norms.....	135
6.4	Mental modelling political social consciousness: socialization and societalization.....	136
6.4.1	Transformation of the gender order	137
6.4.2	The fixation of precolonial fluid identity	141
6.5	Transformation within learning processes	155
6.6	Heurism.....	158
6.7	Cultural hybridity and genealogies critical education.....	159
6.7.1	Religion.....	161
6.7.2	Selected theoretical and conceptual implications of gender, ethnicity and religion in postcolonial and international comparative perspective	163
6.7.3	Theorizing the duality and simultaneity of gender and ethnicity in postcolonial perspective.....	164
6.7.4	Policy and Educational Implications.....	165
6.7.5	North-South specific epistemic inequality as background intensifier of postcoloniality.....	167
6.8	Mental modelling legitimization of power.....	169
6.9	Mental modelling societal change as a mental image of postcolonial consciousness	174
7	Sociological invisibilization	181
7.1	Defining epistemic difference	181
7.2	Scientific blindness to the postcolonial dimension	188

7.3	The dispersal of critical resources as a ground of epistemic inequality	190
7.4	Discernible trends and manifestations of the postcolonial conditions and theoretical limitations	192
8	Application of citizenship awareness research, postcolonial and feminist gender theories to policy and institutional settings	199
8.1	Introduction.....	200
8.2	Scenario technique: Summary and implications of the dual citizenship debate.....	201
8.3	Analysis in postcolonial perspective and implications for post development.....	202
8.4	Uganda Vision 2040	209
9	Performative dance drama as empirical worlds for postcolonial bottom-up theory building	213
9.1	Introduction.....	214
9.2	Empirical scenarios, interpretations and analysis.....	218
9.3	Evaluation and implications for citizenship awareness and civic education.....	228
9.3.1	Conceptual issues.....	228
9.3.2	Decolonizing curriculum: Didactic of political education	231
9.3.3	Integrating theoretical models: multi-disciplinary issues.....	233
10	The need for localizing research – decolonization of knowledge generation	239
10.1	The Dilemma of Voice and Representation	240
10.2	Didactic Malaise and Methodological Constraints	241
10.3	Conceptions as starting points and methodological implications.....	244
10.4	Integrating Ubuntu as indigenous epistemologies and legitimization of consciousness.....	245

11	Clarifying philosophical underpinnings.....	249
11.1	Integrating the Ambivalences focused Approach against the Totalistic Approach.....	250
11.2	Critical Reflection instead of an Idealizing Approach to the South Indigenous Epistemologies	253
11.3	Reflecting Postcolonial Social Heterogeneity instead of Homogenizing Approaches.....	255
12	Focus	259
12.1	Gender and multidisciplinary approaches.....	260
12.2	Bridging the scientific gap: Connecting micro-subjective theories to meta expert discourses	263
12.3	Towards reconstructing postcolonial citizenship awareness.....	266
13	Summary of core findings and implications for future orientation....	271
13.1	The integrated decolonization methodological framework in recursive perspective.....	273
13.2	Dirk Lange's political consciousness as a building block.....	277
13.3	Re-analysis of Ubuntu Discourses and Generation of Metaphors.....	280
13.4	Postcolonial citizenship awareness as a framework of policy making	282
13.5	Towards the scientific reconstruction of gender and consciousness as analytical categories in postcolonial perspective...	285
13.6	Conclusion	297
	References.....	315
	Annex	323