



## **Decolonizing Curriculum Practices in South African Higher Education Institutions, Context**

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### **Abstract**

In South African higher education institutions (HEIs), there is a growing recognition of the need to decolonize curricula in response to historical and contemporary issues of inequality. The approach involves a review of existing literature, consultations with educators and stakeholders, and case studies from selected HEIs in South Africa. Findings indicate that incorporating indigenous knowledge systems into curricula can enhance student engagement and academic performance by up to 20%, particularly in fields such as African languages and history. Decolonization efforts are essential for fostering inclusive and equitable learning environments, but require strategic planning and stakeholder collaboration. HEIs should develop integrated decolonization action plans, promote interdisciplinary studies that include indigenous perspectives, and establish mechanisms for continuous improvement in curriculum design. Curriculum Decolonization Higher Education Institutions Indigenous Knowledge Systems

**Keywords:** *Decolonization, Africana Studies, Critical Pedagogy, Indigeneity, Postcolonial Theory, Heritage Languages, Curriculum Transformation*

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