



# **Decolonizing Curricula in South African Higher Education Institutions: A Theoretical Framework**

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**Published:** 13 January 2011 | **Received:** 13 October 2010 | **Accepted:** 08 December 2010

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**DOI:** [10.5281/zenodo.18937902](https://doi.org/10.5281/zenodo.18937902)

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## **Abstract**

The decolonization of curricula in South African higher education institutions (HEIs) has gained traction as a critical issue within the broader conversation on educational reform and social justice. The methodology employed is conceptual and analytical, drawing from existing literature and theories related to curriculum studies, postcolonial theory, and critical pedagogy. The theoretical framework provided here serves as a foundation for future empirical research, offering insights that can guide educators and policymakers in designing effective decolonizing curricula initiatives in South African HEIs. Recommendations include the establishment of interdisciplinary task forces to develop decolonized curriculum frameworks; the inclusion of indigenous knowledge systems in teacher training programmes; and ongoing evaluation mechanisms to assess and adapt curricular changes over time.

**Keywords:** *Decolonization, African Studies, Critical Pedagogy, Postcolonial Theory, Indigenous Knowledge Systems, Curriculum Analysis, Decentering Eurocentrism*

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