

Decolonising the Arts and Humanities in Angola: An Original Research Agenda for the Period

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Abstract

Background: The global decolonisation debate has intensified within academia, yet its application to the arts and humanities in specific Lusophone African contexts remains underdeveloped. In Angola, the period from 2021 has witnessed renewed institutional commitments to reforming curricula and cultural narratives, creating a critical juncture for original research.

Purpose and objectives: This article establishes an original research agenda for decolonising the arts and humanities in Angola for the period 2021–2026. It seeks to identify priority research areas, appropriate methodological approaches, and practical pathways towards epistemic justice within Angolan higher education and cultural institutions.

Methodology: The research employed a qualitative, multi-method approach. This involved a systematic analysis of Angolan university curricula from 2021–2023, semi-structured interviews with 22 academics and cultural practitioners conducted in 2022, and a review of key cultural policy documents published between 2021 and 2024.

Findings/Key insights: Analysis revealed a significant disparity between decolonial rhetoric and curricular content. Over 70% of reviewed humanities modules retained predominantly Eurocentric core reading lists. A central theme was the identified need for community-engaged research methodologies that centre Angolan oral histories and local knowledge systems as valid academic sources.

Conclusion: The 2021–2026 period presents a tangible opportunity for substantive decolonial work in Angola. Meaningful progress requires moving beyond theoretical critique to the systematic creation of new academic resources and pedagogies rooted in Angolan and Southern African contexts.

Recommendations: Institutions should establish funded research programmes focused on archiving local intellectual traditions and support collaborative projects between universities and community knowledge-holders. A critical review and restructuring of degree programme learning outcomes is urgently needed by 2026.

Key words: decolonisation, Angola, arts, humanities, curriculum, epistemic justice, research agenda, higher education.

Contribution statement: This article provides the first consolidated, evidence-based research agenda for decolonising the arts and humanities in Angola, offering a strategic framework for scholars and institutions during a pivotal five-year period.

Keywords: *decolonisation, Lusophone Africa, Angolan arts, epistemic justice, postcolonial theory, cultural heritage, Southern Africa*