



Decolonizing Higher Education Curricula in South Africa: A Policy Analysis

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Abstract

Decolonization in South African higher education curricula has gained traction amid growing calls for a more inclusive and equitable educational experience that reflects the country's diverse cultural heritage. The study employs a qualitative approach, analysing documents such as government reports, university strategic plans, and academic publications. A thematic content analysis method is used to identify recurring themes related to curricular reform efforts. A notable theme emerging from the analysis is the persistent presence of Eurocentric perspectives in curriculum design, with approximately 60% of policy documents mentioning such influences. Additionally, there is a lack of explicit guidelines on integrating indigenous knowledge systems into courses. Current policies do not sufficiently address the need for decolonization within curricula, leaving room for improvement to better reflect South Africa's unique cultural and historical contexts. Recommendations include developing comprehensive frameworks that mandate integration of local cultures and histories in all academic disciplines, alongside professional development programmes for educators to enhance their pedagogical skills in this area.

Keywords: *Decolonization, Curriculum Studies, Postcolonial Theory, Indigenous Knowledge Systems, Critical Race Theory, Education Policy, Heritage Languages*

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