



Decolonizing Curriculum in South African Higher Education Institutions: A Policy Analysis

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Abstract

Decolonization in education has become a significant focus in South Africa's higher education institutions (HEIs), driven by calls for more equitable and inclusive curricula that reflect diverse histories, cultures, and experiences. The study employed a qualitative content analysis approach to review policy documents from selected HEIs, supplemented by interviews with key stakeholders to gain insights into implementation challenges and successes. Analysis revealed that while some institutions have initiated decolonization efforts through curriculum reform, there is significant variation in the depth of integration across disciplines. For instance, anthropology courses showed more consistent adoption of decolonial perspectives compared to engineering curricula. The findings highlight the need for more uniform and comprehensive policy frameworks across all HEIs to ensure equitable representation of diverse histories and cultures in educational materials. Recommendations include developing a national curriculum framework that mandates decolonization, establishing monitoring mechanisms to track progress, and fostering inter-institutional collaboration to share best practices and resources. Decolonizing Curriculum, Higher Education Institutions (HEIs), South Africa, Educational Equity

Keywords: *Decolonization, Curriculum Reform, Indigenous Knowledge Systems, Critical Pedagogy, Postcolonial Theory, Decentering Eurocentrism, Global South Education*

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