ANNOTATED BIBLIOGRAPHY HERITAGE

Deliverable 5.1

Project number	101177706
Project acronym	COLUMN
Project title	Colonial Legacies of Universities: Materialities and New Collaborations
Start date of project	1 April 2025
Duration of the project	48 months
Date of submission of the report	23 December 2025
Project website address	https://column-horizon.eu/
This report is based on	Grant Agreement project 101177706 — COLUMN
Version	1 – first submission

Funded by the European Union

About this document

The COLUMN Annotated Bibliography on Heritage contains texts about the decolonization of the university and its heritage, with special focus on the Global South (D5.1). This bibliography supports scholarly research on how colonial legacies are embedded in universities and educational practices. It examines both the physical aspects of university culture (buildings, curricula) and intangible elements (teaching methods, knowledge hierarchies). This bibliography helps users identify and access relevant sources efficiently. It has been compiled by the University of Pretoria project team with contributions from all working groups within the COLUMN project.

This bibliography is dynamic and will undergo refinement throughout the project as we gain insights into the challenges associated with decolonizing heritage globally.

Table of Contents

1. Introduction 3
2. Purpose 3
3. Methodology 4
4. Scope 4
5. User Guide 4
6. Alphabetical index 4
6.1 Level 1 keywords 4
6.2 Level 2 keywords 5
7. Bibliography 7

1. Introduction

This bibliography supports scholarly research on how colonial legacies are embedded in universities and educational practices. It examines both the physical aspects of university culture (buildings, curricula) and intangible elements (teaching methods, knowledge hierarchies).
The collection includes works that:

- Critique traditional approaches to learning and teaching
- Challenge conventional notions of expert knowledge
- Highlight alternative ways of knowing, particularly from the Global South
- Show how non-European institutions engage with their colonial heritage

Note on terminology: We define 'Global South' as a geo-political concept rather than a purely geographic one. It generally encompasses countries in Africa, Latin America and the Caribbean, and parts of Asia (excluding wealthy nations such as Japan, South Korea, and Singapore).

Rather than offering prescriptive solutions for institutional reform, this bibliography documents ongoing struggles over the future of higher education. The works assembled here reveal both the global reach of decolonial organizing and the unique characteristics of local contexts that resist simple generalization.

The colonial legacies documented here are not about historical relics or problems with easy technical fixes. Rather, they reflect ongoing relationships that require continuous effort to interrupt and transform. The diverse approaches represented here reflect the complexity of this work while pointing toward new possibilities—educational practices based on collective survival, cultural autonomy, and epistemic justice that go beyond current university knowledge production.

The team will continuously supplement and update it as new sources emerge.

2. Purpose

This bibliography helps users identify and access relevant sources efficiently. It has been compiled by the University of Pretoria project team with contributions from all working groups within the COLUMN project.

The works in this bibliography suggest that transformative decolonial learning often happens outside formal academic spaces—in student encampments, community archives, and grassroots movements. Therefore, this collection includes traditional sources such as journal articles, book chapters, monographs and academic papers as well as films, podcasts and blogs.

Each entry provides:

- Full citation in Chicago style
- Accessible URL (when available)
- Abstract (original when available, with English translation) and/or summaries by team members
- Keywords for easy searching

3. Methodology

We compiled this database using standard academic bibliographical research methods:

- Keyword and author searches across various databases
- Online library catalogue searches
- Search engine queries
- Collective resources from COLUMN project teams

While comprehensive, this bibliography is not exhaustive. The dynamic nature of the field requires ongoing updates.
In our methodology we endeavored to apply decolonial principles to how we approached sources. Although we have focused primarily on works from the past 40 years, we have also drawn specifically on Paulo Freire's seminal 1968 work, which remains relevant today.

Freire emphasizes education as a "practice of freedom," viewing it as more than knowledge transfer from an expert—what he calls the "banking model" of education. He advocates for dialogue, critical consciousness and problem-solving approaches. This approach aligns strongly with the view that decolonizing education is fundamentally transformative and emancipatory.

4. Scope

The bibliography includes monographs and edited volumes, book chapters, peer-reviewed articles, unpublished theses as well as internet resources and media posts (films and podcasts).
Sources were drawn come from fields including pedagogy, history, archaeology, film, critical heritage studies, narrative, memory and museum studies

Note on languages: We have noted the dominance of English-language sources and have made efforts to broaden this scope.

5. User Guide

To maximize usability, each entry includes keywords marked with a handle (e.g., #African_universities). This allows you to:

1. Copy the keyword of interest
2. Use your browser's search function (Ctrl+F or Cmd+F)
3. Quickly locate all relevant entries

We use a two-level keyword system:
Level 1: Thematic classifications. These broad categories align with the core topics of the COLUMN project, allowing for targeted exploration.

Level 2: Detailed keywords. These identify specific aspects of each entry, helping guide further project development. The level 2 keywords are specific case studies, programs, and related concepts that support and illustrate the main arguments.

Entries are listed by author surname for consistency and ease of access

6. Alphabetical index

6.1 Level 1 keywords

#artistic_interventions
#colonial_legacies
#curriculum_transformation
#critical_pedagogy
#decolonial_approaches
#decolonial_education
#decolonial_research
#decolonial_theory
#decolonization
#decolonizing_the_university
#epistemic_justice
#epistemic_sovereignty
#Eurocentrism

#Global_South
#institutional_transformation
#knowledge_production
#linguistic_colonization
#marginalized_voices
#settler_colonialism
#subaltern_epistemologies
#transforming_higher_education
#university_culture
#university_heritage

6.2 Level 2 keywords

A

#academic_freedom| #academic_access| #activism| #addressing_silences| #Africa| #African_art| #African_heritage| #African_higher_education| #African_knowledge_systems| #African_languages| #African_university_knowledges| #Africanization;| #Afrikaans| #Afro-Arab_scholarship| #Afro_Asian_movement| #Afroepistemic_approach| #alternative_knowledge_systems| #Amharic| #anthropology| #apartheid_legacies| #Arab_East| #Arabic_studies| #Arabophone_academic_network| #archives| #Asia| #art| #Algeria| #Austria| #Audre_Lorde

B

#Barbados| #Bartolomeu_Dias| #Beirut| #black_consciousness| #black_feminist_thought| #Brazil

C

#campus_transformation| #Cape_Town| #Caribbean| #case_study| #Chinese_phillosophy| #civil_society| #cognitive_semantics| #colonial_amnesia| #community_archives| #conceptual_metaphor_theory| #contested_knowledge| #cultural_empowerment| #cultural_theory|

D

#decolonial_archaeology| #decolonial_epistemology| #decolonization_movement| #Delhi|_University| #digital_mapping| #dispossession

E

#economics| #emancipatory_knowledge| #embedded_injustice| #epistemic_harm| #emancipatory_research| #epistemologies_from_the_south| #epistemic_violence| #erasure| #essentialism_cahllenges| #ethnocentrism_challenges| #Ethiopia

F

#fees| #FeesMustFall| #feminist_principles| #Fort_Hare| #funding_landscape

G

#gender_discourse| #Germany| #Ghana| #Global_North_institutions| #Global_North_dominance| #Guatemala| #Gulf_universities

H

#healing| #hegemonic_epistemologies| #heritage_practices| #hidden_histories| #historical_inequalities| #human_remains| #Humboldt_forum

I

#inclusivity| #indigenous_epistemologies| #indigenous_knowledge| #indigeneity| #inequalities| #intellectual_enslavement| #internationalization| #intersectionality| #Iraq_universities| #Islamic_studies| #Israeli-Palestinian_conflict

J

#justice

K

#Kenya| #Khayelitsha| #Kimberley| #Kurdish| #Kwame_Nkrumah

L
#Lagos| #language_justice| #language_policy| #Latin_America| #Lisbon| #local_knowledge_resources

M
#Malaysia| #Mali| #marginalised_voices| #maritime_routes| #material_culture| #Mauritius| #meeting_of_knowledge| #memorial_landscape| #memory_practices| #mental_colonization| #Mexico| #medieval_mosque| #monuments| #multilingualism| #museums

N
#neocolonialism| #neoliberalism| #Nigeria

O
#Oxford

P
#past_trauma| #participatory_research| #postapartheid_South_Africa| #postcolonial_Nigeria| #policy_reform| #post-independent_Africa| #Prestwich_Burial_Ground| #power_structures| #public_history| #psychology

Q
#Qigong

R
#race| #reburial_debates| #restitution| #rethinking_history| #RhodesMustFall| #Rio_Tinto| #RMF| #rural_education| #Rutgers_university| #Ruth_First

S
#SADC_region| #Satavid| #scholarship| #scholasticide| #Seoul| #settler_heritage| #Shackville| #shared_authority| #Singapore| #social_justice| #silences| #Sol_Plaatje_university| #South_Africa| #South_African_universities| #South-Asian_theatre| #south_south_collaboration| #STEM_education (science, technology, engineering, mathematics)| #storytelling| #Stellenbosch_university| #Steve_Biko| #structural_change| #structural_legacies| #student_activism| #student_engagement| #student_politics| #sub-Saharan_Africa| #SWANA_(south west Asia and North Africa)_universities

T
#Tanzania| #teacher_education| #theatre| #Tewahedo| #the+Americas| #traditional_intellectual_assets| #transformation| #Trinidad_Tobago

U
#Uganda| #United_Kingdom| #university_accessibility| #University_of_Cape_Town| #University_of_the_Western_Cape| #University_of_the_Witwatersrand

W
#Westbury| #westcentric| #Western_Cape| #West_Indies| #World_Archaeology_Congress

Z
Zimbabwe

7. Bibliography

BIBLIOGRAPHIC REFERENCE	**AAFP. "Afro-Asian Futures Past." American University of Beirut. Accessed [date]. https://www.aub.edu.lb/aafp/Pages/default.aspx.**
TYPE	Digital project
LANGUAGE	English
ANNOTATION	Afro-Asian Futures Past is a South-South collaborative research program between the American University of Beirut, and the Universities of Ghana, Cape Town, and Witwatersrand. It revisits the Afro-Asian movement of the decolonization era and centers the Global South as a historical producer of social theory beyond Eurocentric metropoles. It also works on curating an institutional repository of primary source materials to support grassroots research made for the South and advance South-South collaborations and knowledge production.
FIRST LEVEL KEYWORDS	#decolonial_theory; #Global-South
SECOND LEVEL KEYWORDS	#south-south_collaboration; #Afro-Asian_movement
LINK	https://www.aub.edu.lb/aafp/Pages/default.aspx

BIBLIOGRAPHIC REFERENCE	**Abungu, George Okello. "Connected by History, Divided by Reality: Eliminating Suspicion and Promoting Cooperation between African and European Museums." In *Museum Cooperation between Africa and Europe: A New Field for Museum Studies*, edited by Thomas Laely, Marc Meyer, and Raphael Schwere, 25–42. Bielefeld: transcript Verlag; Kampala: Fountain Publishers, 2018.**
TYPE	Book chapter
LANGUAGE	English
ANNOTATION	Abungu's chapter appears in Part I of the volume, which maps the history and context of museum cooperation between Africa and Europe. The book emerged from a conference at the Ethnographic Museum at the University of Zurich in December 2016. Abungu examines the complex historical relationship between African and European museums, exploring how colonial legacies have created suspicion and mistrust, while arguing for new models of cooperation that move beyond paternalistic frameworks. The chapter addresses how to overcome historical inequalities and build equitable museum partnerships.
FIRST LEVEL KEYWORDS	#decolonization; #colonial_legacies
SECOND LEVEL KEYWORDS	#decolonial_methodology; #historical_inequalities

BIBLIOGRAPHIC REFERENCE	**Abungu, George Okello. "Connected by History, Divided by Reality: Eliminating Suspicion and Promoting Cooperation between African and European Museums." In *Museum Cooperation between Africa and Europe: A New Field for Museum Studies*, edited by Thomas Laely, Marc Meyer, and Raphael Schwere, 25–42. Bielefeld: transcript Verlag; Kampala: Fountain Publishers, 2018.**
LINK	https://doi.org/10.1515/9783839443811

BIBLIOGRAPHIC REFERENCE	**Abungu, George Okello. "The Question of Restitution and Return: A Dialogue of Interests." In *Postkolonialismus und kulturelles Erbe*, edited by Humboldt Forum, 98–111. Berlin: Hanser, 2021.**
TYPE	Book chapter
LANGUAGE	German and English
ANNOTATION	George Okello Abungu's chapter appears in a volume published to coincide with the opening of the Humboldt Forum in Berlin. The book brings together prominent international museum experts who advised the Humboldt Forum during its development, contributing to global debates on provenance and restitution of ethnological collections. His chapter examines the ongoing debates surrounding the return of cultural heritage objects held in European museums to their countries and communities of origin.
FIRST LEVEL KEYWORDS	#decolonization; #decolonial_approaches
SECOND LEVEL KEYWORDS	#colonial_amnesia; #Humboldt_Forum; #African_heritage
LINK	https://www.humboldtforum.org/en/programm/publikation/publication/postkolonialismus-und-kulturelles-erbe-73345/

BIBLIOGRAPHIC REFERENCE	**Adotey, E. "An Institute of Residual Studies? Nkrumah and the 'Afroepistemic' Origins of the Institute of African Studies, University of Ghana." *The Journal of African History* 65, no. 3 (2024): 398–414.**
TYPE	Journal article
LANGUAGE	English
ANNOTATION	This paper examines the development of the University of Ghana's Institute of African Studies (IAS), revealing the complexity of its decolonial epistemology. Using new archival documents, it traces three phases (1948–1963) that shaped the institute's origins and the challenges of defining decolonial work. The study highlights Kwame Nkrumah's key role in promoting an African-centered, "Afroepistemic" approach.

BIBLIOGRAPHIC REFERENCE	**Adotey, E. "An Institute of Residual Studies? Nkrumah and the 'Afroepistemic' Origins of the Institute of African Studies, University of Ghana."** ***The Journal of African History*** **65, no. 3 (2024): 398–414.**
FIRST LEVEL KEYWORDS	#decolonial_theory; #colonial_legacies
SECOND LEVEL KEYWORDS	#ghana; #Kwame_Nkrumah; #Afroepistemic_approach
LINK	https://doi.org/10.1017/S0021853724000495

BIBLIOGRAPHIC REFERENCE	**Alatas, S. F. "The Coloniality of Knowledge and the Autonomous Knowledge Tradition."** ***Sociology Compass*** **18 (2024): e13256.**
TYPE	Journal article
LANGUAGE	English
ANNOTATION	Malaysian author and educator, Prof. Syed Farid Alatas argues that creating knowledge in an emancipatory way requires more than just decolonizing it. He argues that in the Malay world, scholars have long advocated for an independent or autonomous social science tradition to challenge heteronomous thinking.
FIRST LEVEL KEYWORDS	#knowledge_production; #decolonial_approaches
SECOND LEVEL KEYWORDS	#Malaysian; #emancipatory_knowledge
LINK	https://compass.onlinelibrary.wiley.com/doi/10.1111/soc4.13256

BIBLIOGRAPHIC REFERENCE	**Alvares, C. A., and Shad Saleem Faruqui.** ***Decolonising the University: The Emerging Quest for Non-Eurocentric Paradigms*****. Pulau Pinang: Penerbit USM, 2011.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This book of essays follows on from the 'International Conference on Decolonising Our Universities' that was held in Penang, Malaysia in June 2011. At the Conference, several speakers referred to the Westcentric character of education in Asia and Africa. The essays in this volume examine possible ways of overcoming this problem of intellectual enslavement in Asian and African institutions of learning.

BIBLIOGRAPHIC REFERENCE	**Alvares, C. A., and Shad Saleem Faruqui. *Decolonising the University: The Emerging Quest for Non-Eurocentric Paradigms*. Pulau Pinang: Penerbit USM, 2011.**
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #Eurocentrism
SECOND LEVEL KEYWORDS	#Africa; #Asia; #intellectual_enslavement; #Westcentric
LINK	https://aca-secretariat.be/newsletter/decolonising-the-university-the-emerging-quest-for-non-eurocentric-paradigms/

BIBLIOGRAPHIC REFERENCE	**America, Carina, and Lesley le Grange. "Dekolonisering van die Kurrikulum: 'n Kontekstualisering van Ekonomie- en Besigheidstudie-onderrig." *Tydskrif vir Geesteswetenskappe* 59, no. 1 (2019): 106–124.**
TYPE	Journal article
LANGUAGE	Afrikaans
ANNOTATION	This article focuses on the debates about decolonizing education that has resurfaced strongly in South Africa, but there is little focus on teacher education, especially in Economics and Business Studies (EBSO). The current EBSO curriculum is largely based on Western economic thinking and does not reflect the South African context of inequality and poverty. The authors argue that the curriculum should be decolonized by better connecting it with local realities.
FIRST LEVEL KEYWORDS	#decolonising_curriculum
SECOND LEVEL KEYWORDS	#teacher_education; #inequalities
LINK	https://doi.org/10.17159/2224-7912/2019/v59n1a7

BIBLIOGRAPHIC REFERENCE	**Anteneh, G., and D. Ado. "Language Policy in Ethiopia: History and Current Trends." *Ethiopian Journal of Education and Sciences* 2, no. 1 (2006): 37–62.**
TYPE	Journal article
LANGUAGE	English
ANNOTATION	This article examines the evolution and implementation of language policy in Ethiopia, tracing its historical development and analyzing contemporary trends as of 2006. Ethiopia's language policy is particularly significant given the country's remarkable linguistic diversity, with over 80 languages spoken across various ethnic groups. The authors explore how language policies have shifted across different political regimes—from the imperial period through the Derg military government to the post-1991 federal system—and their impact on education, governance, and national unity. The article likely discusses the move from Amharic-centered policies to the constitutional recognition of

BIBLIOGRAPHIC REFERENCE	**Anteneh, G., and D. Ado. "Language Policy in Ethiopia: History and Current Trends." *Ethiopian Journal of Education and Sciences* 2, no. 1 (2006): 37–62.**
	linguistic rights and the use of regional languages in education and administration under Ethiopia's ethnic federalism.
FIRST LEVEL KEYWORDS	#colonial_legacies; #linguistic_colonialism
SECOND LEVEL KEYWORDS	#ethiopia; #Amharic-centred; #language_policy; #language_justice
LINK	URL not available

BIBLIOGRAPHIC REFERENCE	**Arday, J., and H. S. Mirza, eds. *Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy*. Cham, Switzerland: Palgrave Macmillan, 2018.**
TYPE	Edited work
LANGUAGE	English
ANNOTATION	This book speaks to the root causes of structural racism that limit social mobility and equality within Britain for Black students and academics in its predominantly white higher education institutions. It brings together both established and emerging scholars in the fields of Race and Education to explore what institutional racism in British higher education looks like in colour-blind 'post-race' times.
FIRST LEVEL KEYWORDS	#colonial_legacies; #institutional_transformation
SECOND LEVEL KEYWORDS	#uk; #decolonizing_higher_education; #structural_legacies
LINK	https://doi.org/10.1007/978-3-319-60261-5

BIBLIOGRAPHIC REFERENCE	**Arnaud, L., M. Sindo, and L. Fortaillier. "Decolonisation from the Margins: Shack Theatres and the Experience of the Khayelitsha Art School & Rehabilitation Centre (KASI RC) in South Africa." In *Arts and Cultural Education in a Challenging and Changing World*, edited by T. Klepacki, E. van Meerkerk, and T. P. Østern. Yearbook of the European Network of Observatories in the Field of Arts and Cultural Education, 2025.**
TYPE	Book chapter
LANGUAGE	English
ANNOTATION	As the global debate around decolonisation in arts and education continues, Mandisi and Liso Sindo established a "shack theatre" in Khayelitsha, Cape Town one of South Africa's largest townships - to

BIBLIOGRAPHIC REFERENCE	**Arnaud, L., M. Sindo, and L. Fortaillier. "Decolonisation from the Margins: Shack Theatres and the Experience of the Khayelitsha Art School & Rehabilitation Centre (KASI RC) in South Africa." In *Arts and Cultural Education in a Challenging and Changing World*, edited by T. Klepacki, E. van Meerkerk, and T. P. Østern. Yearbook of the European Network of Observatories in the Field of Arts and Cultural Education, 2025.**
	challenge colonial and apartheid-era hierarchies and enable local black communities to express their creativity through producing their own works and performances.
FIRST LEVEL KEYWORDS	#decolonisation_practices; #creative_industries
SECOND LEVEL KEYWORDS	#art; #theatre; #Khayelitsha
LINK	https://doi.org/10.1007/978-981-97-1896-2_6

BIBLIOGRAPHIC REFERENCE	**Association of Commonwealth Universities. *Decolonising Higher Education: A Toolkit for University Leaders*. London: ACU Publications, 2021.**
TYPE	Report
LANGUAGE	English
ANNOTATION	This practical toolkit provides guidance for university administrators seeking to implement decolonization initiatives, with specific attention to heritage-related challenges. The document includes case studies from universities across Africa, Asia, and the Caribbean, highlighting successful approaches to monument removal, renaming processes, and commemoration of local knowledge traditions. Particularly valuable for its inclusion of stakeholder consultation processes and community engagement strategies.
FIRST LEVEL KEYWORDS	#decolonization_practices; #non_European_knowledge_institutions
SECOND LEVEL KEYWORDS	#Africa; #Asia; #Caribbean; #local_knowledge_traditions
LINK	URL not available

BIBLIOGRAPHIC REFERENCE	**Auerbach Jahajeeah, J. "What a New University in Africa Is Doing to Decolonise Social Sciences." *The Conversation*, May 13, 2017.**
TYPE	Digital publication
LANGUAGE	English
ANNOTATION	The article discusses how the African Leadership University in Mauritius in 2017 was working to decolonize social sciences by reshaping curricula, research priorities, and teaching practices to

BIBLIOGRAPHIC REFERENCE	**Auerbach Jahajeeah, J. "What a New University in Africa Is Doing to Decolonise Social Sciences." *The Conversation*, May 13, 2017.**
	reflect African perspectives and knowledge systems. Some of their interventions included assigning non-textual sources of history, culture, and belief: studying artefacts, music, advertising, architecture, food, and more. They also aspired to assign strictly open source material in their programme.
FIRST LEVEL KEYWORDS	#decolonizing_curriculum; #non-European_knowledge_institutions
SECOND LEVEL KEYWORDS	#Mauritius; #indigenous_knowledge
LINK	https://theconversation.com/what-a-new-university-in-africa-is-doing-to-decolonise-social-sciences-77462

BIBLIOGRAPHIC REFERENCE	**Badat, S. "Theorising Institutional Change: Post-1994 South African Higher Education." *Studies in Higher Education* 34, no. 4 (2009): 455–467.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Since 1994, the South African state and various social actors have sought to realise far-reaching and extensive institutional change in higher education. This article posits a framework for the theorisation and analysis of institutional change in South African higher education during the post-1994 period, and then analyses the contexts, trajectories, dynamics and determinants of change. It reflects on the limited access to students from working-class and rural poor social origins, the social composition of academic staff which remains largely white, limited decolonization, de-racialisation and de-gendering of knowledge production, and institutional cultures dominated by historical tradition.
FIRST LEVEL KEYWORDS	#knowledge_production; #critical_university_history; #colonial_legacies
SECOND LEVEL KEYWORDS	#post-apartheid_South_Africa; #historical_inequalities; #academic_access
LINK	https://www.ru.ac.za/media/rhodesuniversity/content/vc/documents/Theorising_institutional_change_post_1994_South_African_Higher_Educan.pdf

BIBLIOGRAPHIC REFERENCE	**Badat, S. *Black Student Politics, Higher Education and Apartheid: From SASO to SANSCO, 1968–1990*. Pretoria: Human Sciences Research Council, 1999.**
TYPE	Book
LANGUAGE	English

BIBLIOGRAPHIC REFERENCE	**Badat, S. *Black Student Politics, Higher Education and Apartheid: From SASO to SANSCO, 1968–1990*. Pretoria: Human Sciences Research Council, 1999.**
ANNOTATION	This book reflects on the role that the Black Consciousness student political organisations, the South African National Students' Congress (SANSCO) and the South African Students' Organisation (SASO), played in education, politics, and society. It analyses the ideologies, politics, and organisation of SASO and SANSCO and their intellectual, political, and social determinants. It also analyses factors shaping their activities.
FIRST LEVEL KEYWORDS	#decolonization; #decolonization_practices
SECOND LEVEL KEYWORDS	#post_apartheid_south_africa; #black_consciousness; #student_politics
LINK	https://mail.google.com/mail/u/0?ui=2&ik=9283ef4826&attid=0.1&permmsgid=msg-a:r-3981547853032195019&th=19afa74144799924&view=att&disp=inline&realattid=19afa73e26f150f774d1&zw

BIBLIOGRAPHIC REFERENCE	**Badat, S., and Y. Sayed. "Post-1994 South African Education: The Challenge of Social Justice." *The ANNALS of the American Academy of Political and Social Science* 652, no. 1 (2014): 127–148.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The formal end of apartheid signalled new beginnings for South Africans. With President Nelson Mandela at the helm, the country looked forward to a new democratic social order which included social justice in and through education. This article posits that, as a consequence of policy, the doors of learning remain firmly shut to the majority of South Africans.
FIRST LEVEL KEYWORDS	#institutional_transformation
SECOND LEVEL KEYWORDS	#policy_reform; #post-apartheid_South_Africa; #structural_legacies
LINK	https://doi.org/10.1177/0002716213511188

BIBLIOGRAPHIC REFERENCE	**Badat, S., and V. Reddy. *Research and Activism: Ruth First and Activist Research*. Pretoria: University of Pretoria (ESI Press), 2025.**
TYPE	Book
LANGUAGE	English

BIBLIOGRAPHIC REFERENCE	**Badat, S., and V. Reddy. *Research and Activism: Ruth First and Activist Research*. Pretoria: University of Pretoria (ESI Press), 2025.**
ANNOTATION	This edited work celebrates Ruth First's extraordinary body of knowledge, and showcases new works inspired by hers. The book presents challenges to academic scholarship and invites exploration of knowledge outside of the disciplinary boundaries of academia.
FIRST LEVEL KEYWORDS	#decolonial_approaches; #knowledge_production
SECOND LEVEL KEYWORDS	#scholarship_and_activism; #Ruth_First
LINK	https://doi.org/10.35293/esi.36

BIBLIOGRAPHIC REFERENCE	**Ballout, K. "Open Campus." *Watchdogs Gazette*, September 25, 2023.**
TYPE	Online magazine
LANGUAGE	English
ANNOTATION	A student at the American University of Beirut describes how the university's gated campus and over-securitization is emblematic of neoliberal universities, stifling student activism in compliance with state repression. She promotes the notion of an 'open campus', a third space, to oppose the separation of the campus from the wider city and the commodification of education.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #insitutional_transformation
SECOND LEVEL KEYWORDS	#neoliberalism; #student_activism; #Beirut; #campus
LINK	https://watchdogs-gazette.com/open-camp
BIBLIOGRAPHIC REFERENCE	**Barber, Olubukola. "Building a Sustainable Future in Museums: Decolonized Perspectives of the University of Lagos Museum Collection." International Federation of Library Associations and Institutions, 2023.**
TYPE	Report
LANGUAGE	English
ANNOTATION	The article explores decolonization and sustainability in museum practices, using the University of Lagos Museum Collection as a case study. It examines how curatorial approaches can challenge colonial legacies and promote inclusive, culturally sensitive representations of heritage. The collection has been used to decolonize the Nigerian mind and encourage a return to African roots and ideologies. It also provides insights into the perspectives of artists from late colonial and early

BIBLIOGRAPHIC REFERENCE	**Barber, Olubukola. "Building a Sustainable Future in Museums: Decolonized Perspectives of the University of Lagos Museum Collection." International Federation of Library Associations and Institutions, 2023.**
	postcolonial Nigeria, who skilfully blend traditional African ideologies with Western influences introduced during colonialism.
FIRST LEVEL KEYWORDS	#decolonization; #decolonial_approaches
SECOND LEVEL KEYWORDS	#Lagos; #postcolonial_Nigeria; #African_art
LINK	https://share.google/TIUj3KYdm7MgDK2QC

BIBLIOGRAPHIC REFERENCE	**Bateman, C. "Rhodes Must Fall: Decolonising Institutional Culture." *New Frame* 23, no. 4 (2016): 12–18.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This magazine article provides accessible analysis of the Rhodes Must Fall movement's impact on institutional culture transformation. Bateman examines specific initiatives including renaming processes, curriculum reform, and changes to campus spaces and practices. The article effectively demonstrates connections between symbolic and substantive transformation efforts. Particularly useful for understanding public perceptions and media coverage of decolonization movements.
FIRST LEVEL KEYWORDS	#decolonization; #decolonial_practices; #institutional_culture
SECOND LEVEL KEYWORDS	#Rhodes_Must_Fall; #campus_transformation
LINK	None

BIBLIOGRAPHIC REFERENCE	**Becker, Heike. "The Day Rhodes Fell: Ten Years After." ROAPE, April 9, 2025.**
TYPE	Online resource
LANGUAGE	English
ANNOTATION	Ten years after one student's bold action inspired protests which led to the removal of Cecil John Rhodes' statue at the University of Cape Town (UCT), Heike Becker recounts this historical occasion

BIBLIOGRAPHIC REFERENCE	**Becker, Heike. "The Day Rhodes Fell: Ten Years After." ROAPE, April 9, 2025.**
	by linking this as well as subsequent and earlier protests to broader conversations about decolonisation and concerns about racism, marginalisation and inequality.
FIRST LEVEL KEYWORDS	#decolonization: #marginalized_voices;
SECOND LEVEL KEYWORDS	#student_activism; #Rhodes_Must_Fall; #historical_inequalities
LINK	https://roape.net/2025/04/09/the-day-rhodes-fell-ten-years-after

BIBLIOGRAPHIC REFERENCE	**Benneyworth, Grant, and Lara Pinto. "Sol Plaatje University as a Case Study for Decoloniality: Object-Based Learning as Applied to Heritage Studies." *South African Museums Association Bulletin (SAMAB)* 41 (2019): 1–10.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This paper explores the development of Heritage Studies as an academic discipline at Sol Plaatje University, Kimberley, South Africa. It discusses the expansion into undergraduate and postgraduate programmes, emphasizing the decolonization of the curriculum through object-based learning and engagement with public culture spaces such as museums. The authors present a case study conducted at a national art museum, illustrating how museum and object literacy can support decolonial teaching and learning practices, particularly in the foundational stages of tertiary education.
FIRST LEVEL KEYWORDS	#decolonizing_curriculum; #colonial_legacies; #decolonizing_universities
SECOND LEVEL KEYWORDS	#Sol_Plaatje_University; #Kimberley; #museums
LINK	https://share.google/FlZtQCCYFWNspRW5P

BIBLIOGRAPHIC REFERENCE	**Bhambra, Gurminder K., Dalia Gebrial, and Kerem Nişancıoğlu, eds. *Decolonising the University*. London: Pluto Press, 2018.**
TYPE	Book
LANGUAGE	English

BIBLIOGRAPHIC REFERENCE	**Bhambra, Gurminder K., Dalia Gebrial, and Kerem Nişancıoğlu, eds. *Decolonising the University*. London: Pluto Press, 2018.**
ANNOTATION	This edited volume brings together students, activists, and scholars to examine the theoretical and practical challenges of decolonizing universities. The contributors explore how colonial legacies continue to shape higher education institutions and their collections, arguing for fundamental transformations in how knowledge is produced, preserved, and disseminated. The book addresses both the possibilities and pitfalls of conducting decolonial work within established academic institutions, providing critical insights into the structural changes needed to dismantle colonial frameworks in university settings.
FIRST LEVEL KEYWORDS	#decolonising_universities; #knowledge_production; #institutional_transformation
SECOND LEVEL KEYWORDS	#structural_change; #dismantling_colonial_frameworks
LINK	https://www.plutobooks.com/9780745338200/decolonising-the-university/

BIBLIOGRAPHIC REFERENCE	**Bharuthram, Rajendra, and Larry Pokpas. *From Hope to Action through Knowledge: The Renaissance of the University of the Western Cape, 2001–2014*. Stellenbosch: African Sun Media, UWC Press, 2020.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This book examines the transformation of higher education in post-apartheid South Africa. While looking at some successful initiatives of the University, it also provides evidence of the impact of apartheid legacies on universities in South Africa.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_universities; #curriculum_transformation
SECOND LEVEL KEYWORDS	#post_apartheid_South_Africa; #apartheid_legacies; #university_of_the_western_cape
LINK	https://www.jstor.org/stable/j.ctv1nzg2gv

BIBLIOGRAPHIC REFERENCE	**Blithe, Sarah Jane, and Renata Pereira Lima de Carvalho. "Decolonizing Internationalization Initiatives in Brazilian Universities." *Journal of Applied Communication Research* 51, no. 6 (2023): 682–701.**
TYPE	Journal Article

BIBLIOGRAPHIC REFERENCE	**Blithe, Sarah Jane, and Renata Pereira Lima de Carvalho. "Decolonizing Internationalization Initiatives in Brazilian Universities." *Journal of Applied Communication Research* 51, no. 6 (2023): 682–701.**
LANGUAGE	English
ANNOTATION	This article examines how Brazilian professors perceive university internationalization initiatives. Through interviews and ethnographic observations, it identifies two key paradoxes: reliance on English and challenges around mobility. Using decolonial theory, the study argues that internationalization often reinforces existing power structures and suggests that internationalization projects must take perspectives from a variety of global locations into account in order to roll out decolonized programs that are more equitable and attainable across the globe.
FIRST LEVEL KEYWORDS	#decolonial_theory; #decolonization_practices; #linguistic_colonization
SECOND LEVEL KEYWORDS	#Brazil; #internationalization; #inequalities
LINK	https://doi.org/10.1080/00909882.2023.2179416

BIBLIOGRAPHIC REFERENCE	**Bock, Zannie, and Christopher Stroud, eds. *Language and Decoloniality in Higher Education: Reclaiming Voices from the South*. London: Bloomsbury Academic, 2021.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This publication brings together papers that address the issue of decoloniality, language and transformation in higher education, from different perspectives. They are presented as case studies and reflect on questions of knowledge, language and learning. It posits the need to build a reflexive praxis of decoloniality through multilingualism. Linguistic Citizenship is used as a lens to 'think beyond' the inherited colonial matrices of language which have shaped this region (and many other southern contexts) for centuries, and to 're-imagine' multilingualism - and semiotics, more broadly - as a transformative resource in the broader project of social justice. Although each chapter has firm roots in the South African context, these studies have much to offer others in their 'quest for better worlds'.
FIRST LEVEL KEYWORDS	#decoloniality; #linguistic_colonialism
SECOND LEVEL KEYWORDS	#South_Africa; #multilingualism; #social_justice; #language_justice
LINK	https://doi.org/10.5040/9781350049109

BIBLIOGRAPHIC REFERENCE	**Boukhlef, Anis. "Algeria Introduces English at Primary Level to Counterbalance French." *Orient XXI*, October 2022.**
TYPE	Online journal article
LANGUAGE	English
ANNOTATION	The article unpacks Algeria's decision to introduce English language instruction at the primary school level, aiming to reduce the dominance of French and promote multilingualism. It also highlights the government's efforts to improve the international standing of Algerian universities by requiring master's and doctoral theses to be submitted in English, even though at the time it was not possible. The country's leaders feel French no longer benefits Algerian universities in international rankings, with their performance attributed to the absence of English.
FIRST LEVEL KEYWORDS	#linguistic_colonialism; #colonial_legacies; #curriculum_transformation
SECOND LEVEL KEYWORDS	#Algeria; #university_accessibility
LINK	https://orientxxi.info/magazine/algeria-intr

BIBLIOGRAPHIC REFERENCE	**Brandt, Nicola, Irene Dondo, Rutendo Fuyana, Marvellous Hoveka, Tuli Mekondjo, Zoe Singh, and Gibson Uzera. *ENTANGLED: Southern African Artists Reflect on Colonialism, Monuments & Memory*. Exhibition Catalogue. Oxford: Guns & Rain, Rhodes Trust, 2024.**
TYPE	Exhibition catalogue
LANGUAGE	English
ANNOTATION	In this exhibition, artists from South Africa, Namibia, and Zimbabwe engaged with the Rhodes Trust's complicated past in collaboration with the Johannesburg-based art gallery Guns & Rain. Connecting Rhodes Must Fall with Oxford's colonial history, artists explored the legacy of Rhodes in their respective countries and manifested a reverse relationship of power where southern African art was being showcased at the Rhodes House. It demonstrates contemporary artists' role in shaping revisionist histories and challenging educational symbols.
FIRST LEVEL KEYWORDS	#colonial_legacies; #knowledge_production; #artistic_interventions
SECOND LEVEL KEYWORDS	#south_africa; #namibia; #zimbabwe; #rhodes_must_fall
INK	https://issuu.com/rhodeshouse/docs/

BIBLIOGRAPHIC REFERENCE	**Centre for Reparation Research. "Decolonising Education: Challenges, Strategies and New Caribbean Futures." Video. YouTube, 2025.**
TYPE	Video
LANGUAGE	English
ANNOTATION	This webinar, is part of a series presented by the Centre for Reparation Research at the University of the West Indies. It examines the ongoing impact of colonial legacies on Caribbean education and explores essential strategies for decolonization. Featuring regional educators and thinkers, it addresses curriculum reform, language justice, indigenous knowledge, and visions for building liberated educational futures.
FIRST LEVEL KEYWORDS	#colonial_legacies; #critical_pedagogy; #decolonizing_curriculum
SECOND LEVEL KEYWORDS	#indigenous_knowledge; #West_Indies; #language_justice
LINK	https://youtu.be/AvlNAgUsB4c?si=HNNvDifdZ9_a-T8h

BIBLIOGRAPHIC REFERENCE	**Centre for the Study of Violence and Reconciliation (CSVR). *#Hashtag: An Analysis of the #FeesMustFall Movement at South African Universities*. Johannesburg: CSVR, 2017.**
TYPE	Report
LANGUAGE	English and German
ANNOTATION	This bilingual book with contributions in both German and English is edited by Emily Ngubia Kessé. It is an anthology of essays, poems, and letters that explore the multifaceted concept of "silence" within (post-)colonial spaces. The collection examines how pervasive power dynamics create a silence that prevents violence and racism from being addressed, thereby leaving the impacts of colonial structures unnoticed. Contributors write from various perspectives, sharing experiences of unarticulated oppression and discrimination in different contexts, such as German universities, Austrian seminars, and Kenyan classrooms. The book delves into critical questions, such as: -What knowledge is held within silence? -Can silence be a source of empowerment? -When does silence signify complicity with oppressive systems
FIRST LEVEL KEYWORDS	#colonial_legacies; #institutional_culture; #marginalized_voices
SECOND LEVEL KEYWORDS	#addressing_silences; #Germany; #Austria; #Kenya; #power_structures
LINK	https://share.google/itLCYRNc8OtwWDRNy

BIBLIOGRAPHIC REFERENCE	**Chikane, Rekgotsofetse. "Rhodes Must Fall and the Incongruence of Academic Freedom and Decoloniality." *Globalisation, Societies and Education* (2024): 1–17.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This study explores the rise of decolonial-styled politics within the University of Cape Town and the University of Oxford and the natural limitations of this form of politics within the ambit of academic freedom as understood by both universities. Leveraging the Rhodes Must Fall movement as a case study of translocal student activism which emerged at both institutions, the paper underscores the necessity of delineating the pursuit of decoloniality within the university into two constitutive components: decolonial thought and decolonial action. The paper argues that without this delineation, the decolonial projects within universities will remain inept.
FIRST LEVEL KEYWORDS	#decolonial_politics; #decolonial_thought
SECOND LEVEL KEYWORDS	#University_of_Cape_Town; #University_of_Oxford; #student_activism; #RhodesMustFall
LINK	https://www.tandfonline.com/doi/full/10.1080/14767724.2024.2341103

BIBLIOGRAPHIC REFERENCE	**Coetzer, R. "In ruimtes vasgekeer: 'n Kognitiewe benadering tot metafore in dekoloniale diskoers." Master's thesis, Universiteit van Pretoria, 2023.**
TYPE	Master's thesis
LANGUAGE	Afrikaans
ANNOTATION	This dissertation examines how metaphors shape the understanding of colonialism, coloniality, and decolonisation in South African higher education. Using Conceptual Metaphor Theory (CMT) and a corpus of 87 academic articles, it identifies the key metaphors used in discourse and analyses their influence on perception and discussion of these concepts. Drawing on theorists like Lakoff, Johnson, Kövecses, and Grady, as well as critical discourse analysis, the study finds that central metaphorical domains include Living entity, Physical object, Conflict, Physical force, Physical structure and Spatial relations. Colonialism is often framed as a living entity, coloniality as a complex structure and decolonisation as movement between spaces, highlighting how metaphor shapes thought and discourse.
FIRST LEVEL KEYWORDS	#decoloniality; #decolonial_thought; #transforming_higher_education
SECOND LEVEL KEYWORDS	#Cognitive_Metaphor_Theory; #cognitive_semantics
LINK	http://hdl.handle.net/2263/94680

BIBLIOGRAPHIC REFERENCE	**Critical Studies of Iraq. Web page. Rutgers, the State University of New Jersey, n.d.**
TYPE	Web resource
LANGUAGE	English
ANNOTATION	Although based in Rutgers University, Zahra Ali founded the Critical Studies of Iraq initiative to decolonize research on Iraq through centring Iraqi universities. Its guiding principles were premised in Ali's 2024 article that discussed the inequalities that Iraqi scholars face due to military intervention. The project takes Iraq as a framework to develop research agendas in the social sciences by centring the knowledge making of social scientists and feminists in Iraq. In contrast to Western research on Iraq, it works on bridging the gap between academia and civil society. Its activities have included holding workshops in Iraqi universities for researchers and activists to develop their own concepts and vocabularies of "academic" writing, as well as providing training and mentorship for scholars and human rights advocates to develop their own research methodologies and publish their reporting in the fields of human rights, gender equality, and freedom of speech advocacy.
FIRST LEVEL KEYWORDS	#decolonizing_research; #knowledge_production
SECOND LEVEL KEYWORDS	#civil_society; #Iraq_universities; #Rutgers_university
LINK	https://sasn.rutgers.edu/critical-studies-iraq

BIBLIOGRAPHIC REFERENCE	**da Silva, Kleber Aparecido, and Lucas Pereira. *Decolonizing the Internationalization of Higher Education in the Global South: Applying Principles of Critical Applied Linguistics to Processes of Internationalization*. 2024.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This edited volume centres Global South perspectives to challenge conventional approaches to internationalization of higher education, calling for a centring of non-Western ways of knowing and a strong acknowledgement of indigenous knowledge systems. It foregrounds the role that language policy and curriculum design play in perpetuating colonial hierarchies and heritage.
FIRST LEVEL KEYWORDS	#colonial_legacies; #Global_South; #knowledge_production
SECOND LEVEL KEYWORDS	#indigenous_knowledge; #internationalization; #policy_reform

BIBLIOGRAPHIC REFERENCE	**da Silva, Kleber Aparecido, and Lucas Pereira. *Decolonizing the Internationalization of Higher Education in the Global South: Applying Principles of Critical Applied Linguistics to Processes of Internationalization*. 2024.**
LINK	https://share.google/Wd3NgOIhsdaylHsKg

BIBLIOGRAPHIC REFERENCE	**Dastile, Nwabisa P. "Decolonising the Engineering Curriculum: A Case Study from the University of Cape Town." Paper presented at the International Conference on Engineering Education, Cape Town, South Africa, July 2018.**
TYPE	Conference paper
LANGUAGE	English
ANNOTATION	Dastile presents a detailed analysis of efforts to transform engineering education at UCT, examining both curricular and cultural changes. The presentation documents specific strategies for incorporating African knowledge systems into technical education and challenges faced in implementation. Particularly valuable for its focus on STEM education, which is often neglected in decolonization discussions. The paper includes student feedback and assessment of transformation initiatives.
FIRST LEVEL KEYWORDS	#decolonizing_curriculum; #decolonial_thought
SECOND LEVEL KEYWORDS	#STEM_education; #University_of_Cape_Town; #African_knowledge_systems
LINK	No link

BIBLIOGRAPHIC REFERENCE	**Davids, Nuraan. "Decolonization in South African Universities: Storytelling as Subversion and Reclamation." *Journal of Philosophy of Education* 58, no. 2–3 (April–June 2024): 189–208.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Underscoring recurrent calls for the decolonization of university curricula in South Africa are underexplored presumptions that by only disrupting theoretical content, universities might release themselves from a colonialist grasp, that continues to dominate and distort higher education discourse. While it might be the case that certain theories hold enormous authoritative, 'truthful' sway, as propagated through Western interpretations and norms, there are inherent problems in exclusively approaching the decolonization project as a content-based hurdle, removed from the subjectivities of students' social, lived, and learning realities. The argument advanced in this article is that until the epistemic harm of colonialism and apartheid are afforded careful recognition and attention---as in focusing on the lived experiences, realities, and stories of individuals---the hard

BIBLIOGRAPHIC REFERENCE	**Davids, Nuraan. "Decolonization in South African Universities: Storytelling as Subversion and Reclamation." *Journal of Philosophy of Education* 58, no. 2–3 (April–June 2024): 189–208.**
	work of delegitimizing coloniality, and its implicit structures of hegemonies and binaries cannot unfold.
FIRST LEVEL KEYWORDS	#decolonizing_universities; #decolonizing_curriculum; #institutional_culture; #colonial_legacies
SECOND LEVEL KEYWORDS	#South_Africa; #epistemic_harm; #apartheid_legacies; #storytelling
LINK	https://doi.org/10.1093/jopedu/qhae029

BIBLIOGRAPHIC REFERENCE	**de Araújo, C. Simões. "Must Dias Fall? The Politics and History of Settler Heritage in Southern Africa." *Settler Colonial Studies* 14, no. 2 (2024): 204–224.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	In the aftermath of the 'Rhodes Must Fall' Movement and the 'Black Lives Matter' protests, the politics of heritage has been at the centre of new intellectual debates and political demands, especially in relation to the status of problematic historical monuments. This article examines a form of colonial heritage that has remained politically uncontested as well as unexplored in the specialised literature, i.e. monuments memorialising early modern European sea voyages, in particular those pertaining to Bartolomeu Dias, credited as the first European navigator to successfully complete the maritime route to India, through the Western Cape. The article suggests that Dias can be productively seen not only as a symbol of pre-apartheid European colonisation, but more importantly as part of apartheid's broader settler colonial narrative of Southern African history. By unveiling the politics and history of settler heritage in South Africa, the article hopes to convince its readers that Dias, too, must fall.
FIRST LEVEL KEYWORDS	#colonial_heritage; #decolonization; #settler_colonialism
SECOND LEVEL KEYWORDS	#RhodesMustFall; #settler_heritage; #Bartolomeu_Dias; #maritime_route; #Western_Cape
LINK	https://doi.org/10.1080/2201473X.2023.2278996

BIBLIOGRAPHIC REFERENCE	**De Carvalho, J. J., and J. Flórez-Flórez. "The Meeting of Knowledges: A Project for the Decolonization of Universities in Latin America." *Postcolonial Studies* 17, no. 2 (2014): 122–139.**
TYPE	Journal Article

BIBLIOGRAPHIC REFERENCE	**De Carvalho, J. J., and J. Flórez-Flórez. "The Meeting of Knowledges: A Project for the Decolonization of Universities in Latin America." *Postcolonial Studies* 17, no. 2 (2014): 122–139.**
LANGUAGE	English
ANNOTATION	This paper discusses the Meeting of Knowledges initiative at the University of Brasilia and the Javeriana University of Bogotá in Colombia as a strategy to decolonize Latin American universities. The program invites masters of traditional knowledges to universities to teach as professors, offering alternative decolonial epistemic pedagogies and validating indigenous knowledge in the modern university.
FIRST LEVEL KEYWORDS	#decolonizing_curriculum; #critical_pedagogy; #decolonizing_universities
SECOND LEVEL KEYWORDS	#latin_america; #meeting_of_knowledges; #indigenous_knowledge
LINK	https://doi.org/10.1080/13688790.2014.966411
BIBLIOGRAPHIC REFERENCE	**Desai, Rehad, dir. *Everything Must Fall*. Uhuru Productions, 2019. Documentary, 85 min.**
TYPE	Documentary film
LANGUAGE	English
ANNOTATION	This documentary examines student movements across multiple South African universities, including Witwatersrand, Stellenbosch, and Fort Hare. It documents how protests evolved from statue removal to comprehensive demands for curriculum transformation, language policy reform, and institutional culture change. It features interviews with student leaders, university administrators, and community members.
FIRST LEVEL KEYWORDS	#decolonizing_universities; #curriculum_transformation
SECOND LEVEL KEYWORDS	#Stellenbosch; #Fort_Hare; #policy_reform; #student_activism
LINK	https://everythingmustfall.uhuru.digital/

BIBLIOGRAPHIC REFERENCE	**Dlanga, K. "Beyond the Statues: What Decolonising South African Universities Really Means." *Mail & Guardian*, June 15, 2018, 24–27.**
TYPE	Newspaper article
LANGUAGE	English

BIBLIOGRAPHIC REFERENCE	**Dlanga, K. "Beyond the Statues: What Decolonising South African Universities Really Means." *Mail & Guardian*, June 15, 2018, 24–27.**
ANNOTATION	Dlanga's article examines the evolution of decolonization movements beyond their initial focus on monuments and symbols toward comprehensive institutional transformation. The piece includes interviews with students, faculty, and administrators involved in various initiatives. Particularly strong in examining economic dimensions of decolonization including questions of fees, funding, and access.
FIRST LEVEL KEYWORDS	#decolonization; #institutional_transformation
SECOND LEVEL KEYWORDS	#fees; #funding; #access; #economic_dimensions
LINK	Not available

BIBLIOGRAPHIC REFERENCE	**Drayton, R. "Rhodes Must Not Fall? Statues, Postcolonial Heritage and Temporality." *Third Text* 33, no. 4–5 (2019): 651–666.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Coloniser and colonised were produced as subjectivities through power relations mediated through objects. The erection of public statues of 'great men' in prominent places in European and colonial cities was a political act with an ideological meaning. These survive within the curated space of the city long after the end of imperial domination. In the case of Barbados, for example, a statue to Lord Nelson was erected in the early nineteenth century in Bridgetown, decades before its London equivalent, as part of a planter politics of anti-anti-slavery. The statue of Cecil Rhodes in Oxford, together with the other commemorative plaques and statues placed in his honour, were similarly part of an Edwardian pro-imperial propaganda in Oxford. Opponents of the removal of Nelson and Rhodes from their privileged positions in Bridgetown and Oxford have argued that these statues were very old, and were therefore now part of a public culture which should be preserved without revision. To remove them would be to 'erase' history, in Mary Beard's phrase. But is leaving these objects as they are not also a kind of historical erasure, a silencing of the past in Michel Rolphe Trouillot's terms? For without a new mediation, what is lost from public memory and attention is that these objects were contested projects of minority ideologies and interests, both at their origins and today.
FIRST LEVEL KEYWORDS	#colonial_legacies; #colonial_heritage
SECOND LEVEL KEYWORDS	#monuments; #public_history; #Barbados; #Oxford; #Cape_Town
LINK	https://doi.org/10.1080/09528822.2019.1653073

BIBLIOGRAPHIC REFERENCE	**Ernsten, C. *Colonial Heritage and Urban Transformation in the Global South: Excavating the Ruins of Cape Town's Rebirth*. Switzerland: Springer International Publishing, 2021.**
TYPE	Monograph
LANGUAGE	English
ANNOTATION	This book traces and analyses the role of heritage in the urban transformation of the city of Cape Town. By looking at discourses of heritage and urban design, the book shows how Cape Town positions itself as an emerging global city in the context of a series of global events. Furthermore, it argues that the idea of a transformed society is projected into a future time and the chaotic present everyday life is left to its own devices. Against this backdrop, the book lays out the opportunities for epistemological reset and decolonial reflection on the city's deep histories, its embedded injustices and traumas that surfaced.
FIRST LEVEL KEYWORDS	#colonial_heritage; #colonial_legacies; #decolonial_practices
SECOND LEVEL KEYWORDS	#Cape_Town; #hidden_histories; #restitution; #embedded_injustices; #past_trauma
LINK	https://doi.org/10.1007/978-3-030-85806-3

BIBLIOGRAPHIC REFERENCE	**Eybers, O. "Decolonizing Academic Literacy with ተዋሕዶ /Tewahedo and Multiliteracies in Higher Education." *Genealogy* 9, no. 2 (2025): 48.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article proposes Tewahedo epistemology, an Ethiopian knowledge system grounded in the Ge'ez language, as a decolonial framework for re-visualizing academic literacy in higher education. In Tewahedo, literacies operate as disciplinary and cultural tools fostering meaning-making and shared knowledge production, enabling alternative culturally-relevant learning experiences that integrate indigenous epistemologies.
FIRST LEVEL KEYWORDS	#Global_South; #decolonial_theory; #knowledge_production
SECOND LEVEL KEYWORDS	#Ethiopia; #Tewahedo; #indigenous_epistemologies
LINK	https://doi.org/10.3390/genealogy9020048

BIBLIOGRAPHIC REFERENCE	**Fasheh, Munir. "Community Education: To Reclaim and Transform What Has Been Made Invisible." *Harvard Educational Review* 60, no. 1 (1990): 19–36.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	In this article, Munir Fasheh presents a critique of formal education as an instrument of hegemony and proposes an alternative model of community education rooted in Palestinian experiences during the Intifada. Fasheh argues that formal education creates cultural hegemony by making certain forms of knowledge invisible while privileging others. The article centres on a transformative personal discovery: recognizing the sophisticated mathematics embedded in his illiterate mother's seamstress work—a form of knowledge that his formal education had rendered invisible to him.
FIRST LEVEL KEYWORDS	#marginalized_voices; #decolonizing_the_curriculum; #Eurocentrism
SECOND LEVEL KEYWORDS	#intellectual_enslavement; #Westcentric; #Palestine; #emancipatory_education
LINK	https://doi.org/10.17763/haer.60.1.1x8w11r570515154.

BIBLIOGRAPHIC REFERENCE	**Fasheh, Munir. "The Reading Campaign Experience within Palestinian Society: Innovative Strategies for Learning and Building Community." Harvard Educational Review 65, no. 1 (February 1995): 66-92**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	In this article, Munir Fasheh documents and analyzes the Reading Campaign initiated by the Tamer Institute for Community Education during the late 1980s and early 1990s in Palestine, presenting it as a model of innovative community-based learning. The Reading Campaign emerged during the First Intifada when Israeli authorities closed Palestinian schools. The Tamer Institute, which Fasheh founded in 1989, developed this initiative to provide alternative learning environments outside formal schooling and to build community solidarity under occupation.
FIRST LEVEL KEYWORDS	#marginalized_voices; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#Palestine; #emancipatory_education
LINK	Not available

BIBLIOGRAPHIC REFERENCE	**Fassil, D., dir. *Decolonising Minds: The Language of African Literature*. Documentary. Ethiopian Film Corporation, 2018.**
TYPE	Documentary film
LANGUAGE	English
ANNOTATION	This documentary explores how African universities are reclaiming indigenous languages and literatures as part of broader decolonization efforts. Through interviews with students, faculty, and cultural leaders across Ethiopia, Kenya, and Nigeria, the film examines practical challenges of implementing mother-tongue education policies and transforming Eurocentric curricula. It demonstrates how language policy becomes a site of resistance against colonial epistemologies in higher education contexts.
FIRST LEVEL KEYWORDS	#colonial_epistemologies; #linguistic_colonialism
SECOND LEVEL KEYWORDS	#student_activism; #indigenous_knowledge_systems; #policy_reform; #Ethiopia; #Kenya; #Nigeria
LINK	Not available

BIBLIOGRAPHIC REFERENCE	**Faul, M. V., and O. Welply. "Decolonising Education: Global Challenges and Local Solutions." *Global Challenges*, no. 10 (October 2021): 45–62.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article examines practical approaches to educational decolonization with specific attention to the role of institutional heritage in perpetuating colonial epistemologies. The authors analyze case studies from universities in Africa, Asia, and Latin America, highlighting successful initiatives to transform commemorative practices, rename buildings, and redesign campus spaces to reflect local cultural values. Particularly useful for understanding the relationship between physical heritage and curricular decolonization in Global South contexts.
FIRST LEVEL KEYWORDS	#institutional_heritage; #colonial_legacies; #colonial_epistemologies; #decolonizing_universities; #Global_South
SECOND LEVEL KEYWORDS	#campus_transformation; #Africa; #Asia; #Latin_America
LINK	https://doi.org/10.71609/iheid-k69g-a045

BIBLIOGRAPHIC REFERENCE	**Fomunyam, Kehdinga George, ed. *Decolonising Higher Education in the Era of Globalisation and Internationalisation*. Bloemfontein: African Sun Media, 2019.**
TYPE	Edited work
LANGUAGE	English
ANNOTATION	Conceived within a context of transdisciplinarity and pluriversalism, and in rigorous response to the Eurocentric, globalising and nationalising structures of power that undergird and inhabit contemporary praxis in higher education -- especially in African higher education -- this collection of essays brings to the on-going discourse on decolonization fresh, rich, probing and multilayered perspectives that should accelerate the process of decolonization, not only in higher education in Africa, but also in the global imaginary. A remarkable, courageous and potentially revolutionary achievement, this book deserves a special place on curricula throughout the world of higher education.
FIRST LEVEL KEYWORDS	#decolonizing_education; #decolonizing_curriculum; #Eurocentrism
SECOND LEVEL KEYWORDS	#African_higher_education; #poer_structures
LINK	https://doi.org/10.18820/9781928424277

BIBLIOGRAPHIC REFERENCE	**Freire, Paulo. *Pedagogy of the Oppressed*. 50th anniversary ed. Translated by Myra Bergman Ramos. New York: Bloomsbury Academic, 2018.**
TYPE	Book
LANGUAGE	English
ANNOTATION	First published in Portuguese in 1968, [this book] was translated and published in English in 1970. Paulo Freire's work has helped to empower countless people throughout the world and continues to possess a special urgency as the creation of a permanent underclass among the underprivileged and minorities in urban centres around the world, continues. The 50th anniversary edition includes a new introduction by Donaldo Macedo, an afterword by Ira Shor, and interviews with Marina Aparicio Barberán, Noam Chomsky, Gustavo E. Fischman, Ramón Flecha, Ronald David Glass, Valerie Kinloch, Peter Mayo, Peter McLaren, and Margo Okazawa-Rey to inspire a new generation of educators, students, and general readers for years to come.
FIRST LEVEL KEYWORDS	#critical_pedagogy; #knowledge_production;#subaltern_epistemologies
SECOND LEVEL KEYWORDS	#power_structures; #transformative_education
LINK	https://www.bloomsbury.com/us/pedagogy-of-the-oppressed-9781501314131/

BIBLIOGRAPHIC REFERENCE	**Gamedze, Asher, and Semeneh Ayalew. "Contingencies, Contradictions and Struggles for Black Freedom and Emancipation: Adwa and Decolonisation Today." *Ethiopian Journal of the Social Sciences and Humanities* 17, no. 1 (2021): 101–33.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article examines the Battle of Adwa (1896) as a pivotal moment in Black emancipation and its relevance to contemporary decolonization struggles. The authors argue that while Adwa represents Ethiopia's victory against Italian colonialism and became a symbol of Black freedom globally, the nation-state form simultaneously served as both a beacon of political independence and a means of internal repression. The article explores the contradictions inherent in Ethiopian nationalism, particularly regarding the Oromo and Tigray Questions, and analyzes how Ethiopia's anti-colonial history has been instrumentalized while internal oppression continues.
FIRST LEVEL KEYWORDS	#decolonization; #colonial_legacies
SECOND LEVEL KEYWORDS	#ethiopia; #black_consciousness
LINK	https://www.ajol.info/index.php/ejossah/article/view/222235

BIBLIOGRAPHIC REFERENCE	**Ghazal, Amal. "New Directions in Afro-Arab Studies: A View from the Gulf." *Souffles Monde*, no. 4 (2025).**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Area studies, as imperial products of Western universities, have for long separated the "Afro" from the "Arab". This article contextualizes the marginalization of North Africa and the Gulf from African and Middle Eastern studies and their subsequent separation as an imperial construct driven by the interests of the West. It promotes an Afro-Arab scholarship to resurrect the "Afrabia" geographical and cultural area and presents new paradigms of Afro-Arab scholarship that are being introduced at Gulf universities in Sharjah, UAE and Doha, Qatar.
FIRST LEVEL KEYWORDS	#colonial_legacies; #marginalised_histories; #decolonizing_curriculum
SECOND LEVEL KEYWORDS	#south_south_collaborations; #swana_universities; #Afro-Arab_scholarship
LINK	https://www.soufflesmonde.com/posts/new-directions-in-afro-arab-studies-a-view-from-the-gulf

BIBLIOGRAPHIC REFERENCE	**Gioannetti, A. "Cross Rhodes Restarts Campaign to Remove Colonial Monuments." *Newsday* (Trinidad and Tobago), September 2, 2020.**
TYPE	Newspaper article
LANGUAGE	English
ANNOTATION	This article reports on the Cross Rhodes campaign's renewed efforts to remove colonial-era monuments in Trinidad and Tobago. It highlights the movement's goals to challenge colonial legacies and promote a rethinking of public spaces and historical memory in the postcolonial context.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonization_practices
SECOND LEVEL KEYWORDS	#trinidad_tobago; #public_history
LINK	https://newsday.co.tt/2020/09/02/cross-rhodes-restarts-campaign-to-remove-colonial-monuments/

BIBLIOGRAPHIC REFERENCE	**Guldivê, Luqman. "Building Alternative Universities in the Midst of War and Revolution." *Turning Point*, September 18, 2024.**
TYPE	Digital magazine article
LANGUAGE	English
ANNOTATION	Amidst the crackdown of the former Syrian Assad regime on Kurdish communities, the Democratic Autonomous Administration of North-Eastern Syria (DAANES) has been creating an alternative educational system that counters the regime's authoritarian pedagogies. It does so by reintroducing the Kurdish language in curriculums and developing educational programs based on local Kurdish feminist principles. The article explains how it opposes the impact of capitalist modernity on universities by centering education on the need to serve local communities and social incentives.
FIRST LEVEL KEYWORDS	#decolonising_curriculum; #linguistic_colonialism
SECOND LEVEL KEYWORDS	#swana_universities; #epistemologies_from_the_south; #Kurdish; #language_justice
LINK	https://turningpointmag.org/2024/09/18/building-alternative-universities-in-the-midst-of-war-and-revolution/

BIBLIOGRAPHIC REFERENCE	**Guzmán-Valenzuela, Carolina, Roxana Chiappa, and Carolina Gómez-González. "Transforming Regional Higher Education: The Decolonising Role of Indigenous-Inspired Universities in Latin America." *International Journal of Educational Research* 133 (2025): 102731.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article explores how Indigenous-inspired universities in Latin America contribute to decolonising higher education by integrating Indigenous knowledge systems, languages, and governance models. Through case studies in Mexico and Guatemala, it examines how these institutions navigate tensions between dominant academic norms and Indigenous worldviews, creating hybrid spaces that challenge epistemic hierarchies and promote alternative ways of knowing and being.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#indigenous_knowledge; #indigenous_epistemologies; #Mexico; #Guatemala
LINK	https://doi.org/10.1016/j.ijer.2025.102731

BIBLIOGRAPHIC REFERENCE	**Halim, Mudney. "The Westbury Community Archive: Claiming the Past, Defining the Present towards a Better Future." *Education as Change* 22, no. 2 (2018): 1–23.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The article unpacks the creation of a community archive in Westbury, Johannesburg, drawing on the records of Florrie Daniels' of grassroots activism and working-class solidarity from the 1960s onward. Her collection includes records of working-class solidarity around regional and national social and political struggles and forms the foundation of a community archive.
FIRST LEVEL KEYWORDS	#decolonial_approaches
SECOND LEVEL KEYWORDS	#community_archives; #Westbury
LINK	https://doi.org/10.25159/1947-9417/3709

BIBLIOGRAPHIC REFERENCE	**Hanafi, Sari. "University Systems in the Arab East: Publish Globally and Perish Locally vs Publish Locally and Perish Globally."** ***Current Sociology*** **59, no. 3 (2011): 291–309.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Hanafi explains how university promotion systems in elite universities in the Arab East lead to the formation of a body of compartmentalized elite. Arabic production is relegated to (peripheral) local knowledge while English production is made international at the risk of being irrelevant to local contexts. He discusses the language divide, the demise of the university as a public sphere, and promotion procedures that privilege limited forms of knowledge production and devalue public and social contributions. He emphasizes the importance of bridging research with society to render universities relevant to local communities rather than exclusively to the Global North research sphere.
FIRST LEVEL KEYWORDS	#linguistic_colonialism; #knowledge_production; #institutional_transformation
SECOND LEVEL KEYWORDS	#swana_universities; #Arab_East; #language_justice
LINK	https://doi.org/10.1177/0011392111400782

BIBLIOGRAPHIC REFERENCE	**Heleta, Savo. "Decolonisation of Higher Education: Dismantling Epistemic Violence and Eurocentrism in South Africa."** ***Transformation in Higher Education*** **1, no. 1 (2016): a9.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Since the end of the oppressive and racist apartheid system in 1994, epistemologies and knowledge systems at most South African universities have not considerably changed; they remain rooted in colonial, apartheid and Western worldviews and epistemological traditions. The curriculum remains largely Eurocentric and continues to reinforce white and Western dominance and privilege. This article traces the roots of Eurocentrism and epistemic violence at universities. The author argues that South Africa must tackle and dismantle the epistemic violence and hegemony of Eurocentrism, completely rethink, reframe and reconstruct the curriculum and place South Africa, Southern Africa and Africa at the centre of teaching, learning and research.
FIRST LEVEL KEYWORDS	#colonial_legacies; #Eurocentricism;#transforming_higher_education; #epistemic_justive

SECOND LEVEL KEYWORDS	#postapartheid_South_Africa; #westcentric
LINK	https://doi.org/10.4102/the.v1i1.9

BIBLIOGRAPHIC REFERENCE	**Huq, Sabiha, and Srideep Mukherjee, eds. *Ibsen in the Decolonised South Asian Theatre*. London: Routledge, 2024.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This book looks at how South Asian theatre practitioners have adapted Norwegian playwright Henrik Ibsen's plays to address postcolonial challenges since the region's independence. The book features 12 chapters analysing productions from Pakistan, India, Bangladesh, Sri Lanka, and Nepal, exploring how directors and writers have localized Ibsen's works to comment on issues like women's rights, religious fundamentalism, political corruption, and nation-building struggles. The editors argue that while Ibsen initially arrived through British colonial channels, South Asian artists appropriated his plays as tools of cultural resistance and social critique. The collection traces adaptations from the 1950s to contemporary productions, showing how works like "A Doll's House" and "Peer Gynt" were transformed through local theatrical traditions and languages to speak to regional audiences.
FIRST LEVEL KEYWORDS	#decolonial_thought; #arts_activism
SECOND LEVEL KEYWORDS	#south_asian_theatre; #cultural_resistance
LINK	https://doi.org/10.4324/9781003253433

BIBLIOGRAPHIC REFERENCE	**Idris, R., curator. "#SudanSyllabus." Google Doc, 2017.**
TYPE	Digital publication
LANGUAGE	English
ANNOTATION	With the outbreak of the Sudanese Civil War in 2023, #SudanSyllabus was disseminated on Arab cultural platforms on Instagram. It is an open resource that compiles a breadth of knowledge on Sudanese culture and history from academic literature to "informal sources" such as social media to present a "Sudan as seen by the Sudanese". It has had as an aim the centralization of Sudanese researchers and activists that are producing knowledge on Sudan.

BIBLIOGRAPHIC REFERENCE	**Idris, R., curator. "#SudanSyllabus." Google Doc, 2017.**
FIRST LEVEL KEYWORDS	#decolonizing_the_curriculum; #knowledge_production; #decolonial_research
SECOND LEVEL KEYWORDS	#swana_universities; #local_knowledge_traditions
LINK	https://docs.google.com/document/d/[document-id]/edit

BIBLIOGRAPHIC REFERENCE	**Ifejola, Foluke Adebisi. "The Trouble with Defining Decolonisation: A Table Analogy and Some Reading." *Foluke's African Skies* (blog), n.d.**
TYPE	Online blog
LANGUAGE	English
ANNOTATION	In this blog, Foluke Ifejola Adebisi a lawyer, poet and researcher critiques the word "decolonisation". She discusses its origin before the #RhodesMustFall movement to unpack in her view what it means and could mean, as well as what it does not or should not mean.
FIRST LEVEL KEYWORDS	#decolonization; #decolonial_thought
SECOND LEVEL KEYWORDS	#RhodesMustFall; #student_activism
LINK	https://folukeafrica.com/the-trouble-with-defining-decolonisation-a-table-analogy-and-some-reading/

BIBLIOGRAPHIC REFERENCE	**Ifejola, Foluke. "Timbuktu: Site of 1st African University." *Foluke's African Skies* (blog), February 19, 2017.**
TYPE	Online blog
LANGUAGE	English
ANNOTATION	In this blog, Foluke Ifejola Adebisi presents a decolonial perspective positioning Sankoré, the famous medieval mosque-university in present day Mali (at Timbuktu) as the site of the first African University set up around the twelfth century.
FIRST LEVEL KEYWORDS	#decolonizing_the_university
SECOND LEVEL KEYWORDS	#Mali; #medieval_mosque

BIBLIOGRAPHIC REFERENCE	**Ifejola, Foluke. "Timbuktu: Site of 1st African University." *Foluke's African Skies* (blog), February 19, 2017.**
LINK	https://folukeafrica.com/timbuktu-site-of-1st-african-university/

BIBLIOGRAPHIC REFERENCE	**Jansen, J., ed. *Decolonisation in Universities: The Politics of Knowledge*. Johannesburg: Wits University Press, 2019.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This edited volume interrogates whether decolonisation is a genuine intellectual project or a rhetorical device for broader social concerns. It explores the enduring colonial legacy in university curricula and examines whether it can be meaningfully dismantled.The book contains conceptual analysis and case studies from South Africa, Uganda, Tanzania, and Mauritius, it offers a comparative lens on how century-old institutions might adopt decolonial practices.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_university; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#South_Africa; #Uganda; #Tanzania; #Mauritius; #case_study
LINK	https://doi.org/10.18772/22019032750

BIBLIOGRAPHIC REFERENCE	**Jansen, J. "What Does It Mean to Decolonize Education?" Video. University of Cape Town Graduate School of Business, 2019.**
TYPE	Conference video
LANGUAGE	English
ANNOTATION	Former University of the Free State Vice-Chancellor Jonathan Jansen offers a nuanced perspective on decolonization debates in South African higher education. Drawing on his experience managing institutional transformation, Jansen examines practical challenges of curriculum reform, language policy, and campus culture change. While sometimes controversial, his presentation provides important insights into administrative perspectives on decolonization and the complexities of implementing systemic change.
FIRST LEVEL KEYWORDS	#institutional_transformation; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#University_of_the_Free_State; #language_policy

LINK	URL not available

BIBLIOGRAPHIC REFERENCE	**Jordão, C. M., and J. Z. Martinez. "Wines, Bottles, Crises: A Decolonial Perspective on Brazilian Higher Education." *Revista Brasileira de Linguística Aplicada* 21, no. 2 (2021).**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article offers a decolonial analysis of Brazilian higher education, using the metaphor of "wines, bottles, and crises" to explore how colonial legacies continue to shape educational structures and challenges. The authors argue for rethinking higher education through a decolonial lens that acknowledges historical inequalities and advocates for transformative approaches to knowledge and inclusion.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_curriculum; #decolonizing_higher_education
SECOND LEVEL KEYWORDS	#historical_inequalities; #language_policies
LINK	https://www.scielo.br/j/rbla/a/DsZ3kBXZMt5rn4f7P4Pdyfw/?lang=en

BIBLIOGRAPHIC REFERENCE	**Kapoor, D. *Education, Decolonization and Development: Perspectives from Asia, Africa and the Americas*. Rotterdam: Sense Publishers, 2009.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This book provides a historical, theoretical and practical interdisciplinary analysis of the contemporary trajectory of colonization (including internal colonization) through the linked projects of Eurocentric development, globalization and the uncritical adoption of colonial modes of education and learning in schools, communities, social movements and the "progressive" church in Asia, Africa and the Americas.
FIRST LEVEL KEYWORDS	#Eurocentrism; #colonial_legacies; #emancipatory_education
SECOND LEVEL KEYWORDS	#case_study; #Asia; #Africa; #the_Americas
LINK	https://doi.org/10.1163/9789087909772

BIBLIOGRAPHIC REFERENCE	**Kassis, M., R. Giacaman, and M. Hashweh. "Decolonizing Knowledge Production: Perspective on Promotion and Tenure Regulations in Palestine and Beyond." *Middle East Critique* 31, no. 2 (2022): 105–124.**
TYPE	Journal Article

BIBLIOGRAPHIC REFERENCE	**Kassis, M., R. Giacaman, and M. Hashweh. "Decolonizing Knowledge Production: Perspective on Promotion and Tenure Regulations in Palestine and Beyond." *Middle East Critique* 31, no. 2 (2022): 105–124.**
LANGUAGE	English
ANNOTATION	Drawing on promotion and tenure regulations in Palestine, this article explains how universities in Palestine and the Arab region have been localizing the domination matrix that provincializes Arab academic knowledge and reproduces centre-periphery relations. It explains how promotion regulations are determined by bibliometrics rather than the ethical production of knowledge. It proposes decolonization strategies that include the creation of quality Arabic language journals that mobilize an Arabophone academic network that is in solidarity with a decolonial program.
FIRST LEVEL KEYWORDS	#decolonizing_universities; #decolonizing_higher_education; #knowledge_production
SECOND LEVEL KEYWORDS	#swana_universities; #Palestine; #Arabophone_academic_network
LINK	https://doi.org/10.1080/19436149.2022.2041558

BIBLIOGRAPHIC REFERENCE	**Kigotho, W. "Ngũgĩ wa Thiong'o on Language Empires and How to Dismantle Them." *University World News*, August 22, 2024.**
TYPE	Digital publication
LANGUAGE	English
ANNOTATION	This article reports on a lecture by Kenyan academic and author Ngugi wa Thiong'o, a distinguished English and comparative literature professor at the University of California, Irvine at the time. He critiques the lasting impact of colonialism through language. He argues that the dominance of colonial languages in African education and institutions perpetuates mental colonisation. Ngũgĩ calls for linguistic decolonisation, encouraging the use and preservation of African languages as essential to identity, justice, and cultural empowerment. His presentation was titled, 'The Joycean Paradox Revisited: Language Empires and Literary Identity Theft'.
FIRST LEVEL KEYWORDS	#linguistic_colonialism; #language_justice; #cultural_empowerment
SECOND LEVEL KEYWORDS	#african_languages; #language_decolonisation; #higher_education
LINK	https://www.universityworldnews.com/post.php?story=20240822084257390

BIBLIOGRAPHIC REFERENCE	**Kiguwa, P. "Psychology, Decolonisation and Transformation: Disrupting Coloniality in the Curriculum." Paper presented at the Psychological Society of South Africa Conference, Durban, South Africa, September 2017.**
TYPE	Conference paper
LANGUAGE	English
ANNOTATION	This presentation examines efforts to transform psychology curricula and pedagogical practices at South African universities. Kiguwa explores how psychological theories and practices can be decolonized through integration of African philosophical traditions and healing practices. The paper is particularly strong in demonstrating practical approaches to curriculum transformation and student engagement. Provides important case study of decolonization in professional education contexts.
FIRST LEVEL KEYWORDS	#decolonizing_the_curriculum; #colonial_legacies
SECOND LEVEL KEYWORDS	#African_knowledge_systems; #student_engagement; #psychology
LINK	URL not available

BIBLIOGRAPHIC REFERENCE	**Klaaste, A., and N. Williams, dirs. *Luister*. Documentary. Steps for the Future, 2016.**
TYPE	Documentary film
LANGUAGE	English
ANNOTATION	This powerful documentary captures the Rhodes Must Fall movement at the University of Cape Town through intimate student testimonials and protest footage. The film reveals how university culture perpetuates racial exclusion through symbols, languages, and institutional practices. Students share personal experiences of cultural alienation and describe their vision for transformed university spaces that honor African knowledge systems. Essential viewing for understanding how material culture and symbolic violence intersect in South African higher education. The documentary effectively demonstrates the emotional and psychological dimensions of decolonization beyond policy debates.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #decolonial_approaches
SECOND LEVEL KEYWORDS	#RhodesMustFall; #University_of_Cape_Town
LINK	URL not available

BIBLIOGRAPHIC REFERENCE	**Knudsen, B. T., and C. Andersen. "Affective Politics and Colonial Heritage, Rhodes Must Fall at UCT and Oxford." *International Journal of Heritage Studies* 25, no. 3 (2018): 239–258.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The article analyses the spatial entanglement of colonial heritage struggles through a study of the Rhodes Must Fall student movement at the University of Cape Town and the University of Oxord. It includes a comparative study of the Facebook use of RMF as it demonstrates significant differences between the two places in the development of the student movements as political activism. Investigating in more detail the heritage politics of RMF at UCT it fleshes out what we call an affective politics using non-representational bodily strategies.
FIRST LEVEL KEYWORDS	#colonial_heritage; #RhodesMustFall; #decolonization
SECOND LEVEL KEYWORDS	#social_movements; #social_media; #affective_politics; #student_activism
LINK	https://doi.org/10.1080/13527258.2018.1481134

BIBLIOGRAPHIC REFERENCE	**Koopman, O., and K. J. Koopman. *Decolonizing the South African University: Towards Curriculum as Self-Authentication*. Cham: Springer, 2023.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This book examines the impacts of colonialism and neoliberalism in the South African education system and addresses ways to decolonize the curriculum and teaching. Drawing on Pinar's work in curricular theory, the authors call for integrating self-reflective curriculum development into the national curriculum process to promote indigenous education and knowledge.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#south_africa; #indigenous_knowledge; #neoliberalism
LINK	https://doi.org/10.1007/978-3-031-25153-0

BIBLIOGRAPHIC REFERENCE	**Kros, C. "Rhodes Must Fall: Archives and Counter-Archives." *Critical Arts* 29, suppl. 1 (2015): 150–165.**
TYPE	Journal Article

BIBLIOGRAPHIC REFERENCE	**Kros, C. "Rhodes Must Fall: Archives and Counter-Archives."** ***Critical Arts*** **29, suppl. 1 (2015): 150–165.**
LANGUAGE	English
ANNOTATION	This article looks into the 'Rhodes Must Fall' campaign at the University of Cape Town (UCT). The author looks at the ways in which Derridean- and Foucauldian-inspired readings of the archive might be applied to the colonial memorial landscape. The author proposes that the campaign was sustained by a substantial archive of iconoclasm, and that the protesters consciously tried to extend and elaborate on the archive/counter-archive.
FIRST LEVEL KEYWORDS	#colonial_legacies; #university_heritage
SECOND LEVEL KEYWORDS	#University_of_Cape_Town; #RhodesMustFall; #memorial_landscape
LINK	https://doi.org/10.1080/02560046.2015.1084205

BIBLIOGRAPHIC REFERENCE	**Labadi, S. "Colonial Statues in Post-Colonial Africa: A Multidimensional Heritage."** ***International Journal of Heritage Studies*** **30, no. 3 (2024): 318–331.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This paper employs the concept of multidimensional heritage to examine colonial statues in Africa since the era of independences through transnational, diachronic, and multi-thematical perspectives. Colonial statues are viewed as transnational phenomena, with a focus on the African continent, emphasising the complex and evolving connections to former colonial powers in Europe. To capture the complexity of heritage uses, which is often best comprehended over an extended period, a diachronic approach is employed, and three periods are considered: colonial statues at independence (1950s to 1980); revival of (neo)colonial statues (1990s-2000s) and renewed contestations (since the 2010s). The paper also delves into various ways in which the past is used and interpreted through colonial statues, discussing aspects such as public memory, identities, diplomacy, aid, and justice.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonial_approaches
SECOND LEVEL KEYWORDS	#africa; #memory; #heritage; #RhodesMustFall
LINK	https://doi.org/10.1080/13527258.2024.2304887

BIBLIOGRAPHIC REFERENCE	**Landy, D., R. Lentin, and C. McCarthy, eds. *Enforcing Silence: Academic Freedom, Palestine and the Criticism of Israel*. London: Zed Books, 2020.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This collection of essays takes a critical look at how debates over the Israeli-Palestinian conflict reveal the restrictions on academic freedom across different regions. It discusses the impact of neoliberal policies on higher education and attempts to answer how academics and universities should address these challenges. The work features contributions from scholars in Palestine, the Middle East, the US, and Europe, arguing for protecting universities as spaces for critical thought and free expression.
FIRST LEVEL KEYWORDS	#transforming_higher_education
SECOND LEVEL KEYWORDS	#neoliberalism; #Israeli-Palestinian_conflict; #academic_freedom
LINK	https://www.bloomsbury.com/us/enforcing-silence-9781786996503/

BIBLIOGRAPHIC REFERENCE	**Lau, L., and A. C. Mendes. "Decolonizing the Global North University: Host-Guest Dynamics and the Limits of Hospitality." *International Studies in Sociology of Education* 34, no. 2 (2024): 156–175.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	While focused on Global North institutions, this article provides valuable insights into how universities can address colonial heritage through transformed relationships with Global South partners. The authors examine how institutional heritage practices often reinforce hierarchical "host-guest" dynamics and propose alternative models based on reciprocal exchange and shared authority. The analysis is particularly relevant for understanding how Global South universities can resist neo-colonial partnerships while asserting their own heritage narratives.
FIRST LEVEL KEYWORDS	#colonial_legacies; #Global_South; #decolonial_approaches; #institutional_transformation
SECOND LEVEL KEYWORDS	#shared_authority; #Global_North_institutions
LINK	https://doi.org/10.1080/09620214.2023.2184849

BIBLIOGRAPHIC REFERENCE	**Lewis, S. L. "Decolonising the History of Internationalism: Transnational Activism across the South." *Transactions of the Royal Historical Society* 2 (2024): 345–369.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article asks questions about what happens when we flip our perspective, and view internationalism from the point of view of the global South? Most studies on internationalism have focused on the Western centres of power such as Geneva, London, Paris and New York. It asks, how are our methods of researching and debating international history - in universities, archives and conferences in the Global North - structured by economic inequalities, colonial legacies and visa regimes that limit participation by scholars from the South?
FIRST LEVEL KEYWORDS	#Eurocentrism; #Global_South; #decolonial_approaches; #colonial_legacies
SECOND LEVEL KEYWORDS	#universities; #archives; #conferences; #economic_inequalities; #poer_structures
LINK	https://doi.org/10.1017/S0080440124000094

BIBLIOGRAPHIC REFERENCE	**Lorde, A. "The Master's Tools Will Never Dismantle the Master's House." In *Sister Outsider: Essays and Speeches*, 110–114. Trumansburg, NY: Crossing Press, 1984.**
TYPE	Essay
LANGUAGE	English
ANNOTATION	This seminal essay by Black lesbian feminist poet and activist Audre Lorde critiques the limitations of using oppressive systems' methods to achieve liberation. Originally delivered as a speech at a 1979 conference, Lorde argues that marginalized voices—particularly Black women and lesbians—were excluded from mainstream feminist discourse. She contends that true transformation requires embracing difference and developing entirely new approaches rather than relying on the tools and frameworks of the dominant system. The essay has become foundational in intersectional feminist theory and critical discussions of power, privilege, and social change, challenging activists and scholars to question whether existing institutional structures can ever truly serve liberatory goals.
FIRST LEVEL KEYWORDS	#colonial_legacies; #Eurocentrism; #marginalized_voices; #decolonial_approaches
SECOND LEVEL KEYWORDS	#black_feminist_thought; #intersectionality
LINK	

BIBLIOGRAPHIC REFERENCE	**Low, R. Y. S. *Neurodecolonisation in the Classroom: Roxana Ng and Qigong as Embodied Pedagogy*. London: Routledge, 2025.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This book extends on the scholarship on decolonising higher education by focusing on classroom pedagogies that can transform students' embodied affects and habits as conditioned by coloniality. It does so by offering a historical case study of how one exemplary educator -- Canadian activist and scholar Roxana Chu-Yee Ng (1951--2013) -- drew on traditional Chinese medicine philosophy and Qigong practice to offer an embodied pedagogy that had profound effects on many of her students. This book brings together scholarship from critical education, contemplative pedagogy, the neuroscience of stress, mind--body medicine, and embodied cognition to make the case for the importance of embodied pedagogies in any project for decolonising higher education.
FIRST LEVEL KEYWORDS	#new_approaches; #decolonizing_higher_education; #critical_pedagogy
SECOND LEVEL KEYWORDS	#indigenous_knowledge_systems; #case_study; #Qigong; #Chinese_philosophy
LINK	https://doi.org/10.4324/9781003586401

BIBLIOGRAPHIC REFERENCE	**Majee, U. S., and S. B. Ress. "Colonial Legacies in Internationalisation of Higher Education: Racial Justice and Geopolitical Redress in South Africa and Brazil." *Compare: A Journal of Comparative and International Education* 50, no. 4 (2018): 463–481.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article examines the internationalization of higher education through the lens of postcolonial legacies, focusing on public universities in South Africa and Brazil. It explores the tensions between global pressures for internationalization and local demands for racial justice. How inbound international student mobility in postcolonial contexts intersects with national efforts to reform higher education systems to democratise access for historically marginalised populations.
FIRST LEVEL KEYWORDS	#institutional_transformation; #decolonizing_higher_education
SECOND LEVEL KEYWORDS	#internationalization; #South_Africa; #Brazil; #academic_access
LINK	https://doi.org/10.1080/03057925.2018.1521264

BIBLIOGRAPHIC REFERENCE	**Makhubu, N. "On Apartheid Ruins: Art, Protest and the South African Social Landscape." *Third Text* 34, no. 4–5 (2020): 569–590.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Recent protests against colonial racism and power at the University of Cape Town have engaged specific forms of 'formal' artwork found on the campus. The burning of paintings during the Shackville protests in February 2016 raised a number of fundamental questions. The shack built by protesting students and referred to as Shackville was later demolished by university authorities and security but bears potency as a creative intervention. Drawing from the notion of ruination developed by Anne Stoler, this article argues that both forms of art intervention illustrate the current incommensurability of racialised spaces in South Africa. Navigating a post-apartheid complex terrain, creative protest engages with different notions of ruination and what it means to live within interminable colonial conditions.
FIRST LEVEL KEYWORDS	#art_activism; #colonial_legacies
SECOND LEVEL KEYWORDS	#Shackville; #student_politics; #RhodesMustFall
LINK	https://doi.org/10.1080/09528822.2020.1835331

BIBLIOGRAPHIC REFERENCE	**Maldonado-Torres, Nelson. "On the Coloniality of Being: Contributions to the Development of a Concept." *Cultural Studies* 21, no. 2–3 (2007): 240–70.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The author develops the concept of the 'coloniality of being' to examine how colonial power relations persist in contemporary institutions, including universities. It includes examining university naming conventions, monuments and spatial planning.
FIRST LEVEL KEYWORDS	#colonial_legacies; #university_heritage
SECOND LEVEL KEYWORDS	#power_structures; #monuments
LINK	https://doi.org/10.1080/09502380601162548

BIBLIOGRAPHIC REFERENCE	**Mamdani, M. "The African University and the Challenge of Africanisation." Keynote address at the Council for the Development of Social Science Research in Africa Conference, Dakar, Senegal, August 2019.**
TYPE	Keynote address
LANGUAGE	English
ANNOTATION	Mahmood Mamdani's keynote address examines the relationship between decolonization and Africanization in higher education, arguing for approaches that centre African intellectual traditions while engaging critically with global knowledge systems. The presentation provides historical context for contemporary decolonization movements and explores possibilities for developing distinctly African approaches to higher education. Particularly valuable for its continental perspective and theoretical sophistication.
FIRST LEVEL KEYWORDS	#decolonizing_the_curriculum; #decolonial_approaches
SECOND LEVEL KEYWORDS	#African_knowledge_systems; #African_higher_education
LINK	Not available

BIBLIOGRAPHIC REFERENCE	**Maringe, F. *Colonization and Epistemic Injustice in Higher Education: Precursors to Decolonization*. London: Routledge, 2023.**
TYPE	Monograph
LANGUAGE	English
ANNOTATION	International contributors explore how colonialism, coloniality, and colonization have impacted indigenous people's ways of knowing, feeling, behaving, valuing, being, and becoming in fundamental ways and how the West's idea of education and schooling have been used as key instruments in the project of world domination and subjugation. Beyond these key entry concepts, chapters use ideas of modernity, post-modernism, globalization, internationalization, and neo-liberalism to examine how higher education in colonial and post-colonial societies still answers to a colonial narrative and what can be done to decolonize the system. It features case studies from Canada, Vietnam, Malaysia, Singapore, Australia, and South Africa alongside other African contexts.
FIRST LEVEL KEYWORDS	#colonial_legacies; #Eurocentrism; #decolonizing_the_university; #emancipatory_education
SECOND LEVEL KEYWORDS	#neoliberalism; #African_universities; #internationalization; #indigenous_knowledge_systems
LINK	https://doi.org/10.4324/9781003333163

BIBLIOGRAPHIC REFERENCE	**Mbembe, Achille. "Decolonising the University: New Directions."** ***Arts and Humanities in Higher Education*** **15, no. 1 (2016): 29–45.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This work examines the structural as well as symbolic aspects of colonial legacies in African universities. Mbembe argues that, in addition to addressing the content of curricula, there are also matters relating to the material culture of universities. In this category, he includes monuments, naming practices, and architecture. He deems this necessary for universities to cease being sites for ongoing colonial violence.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_university; #university_heritage;
SECOND LEVEL KEYWORDS	#African_universities; #material_culture
LINK	https://doi.org/10.1177/1474022215618513

BIBLIOGRAPHIC REFERENCE	**Mbembe, Achille. "Decolonising Knowledge and the Question of the Archive." Video. Wits Institute for Social and Economic Research, 2016.**
TYPE	Video
LANGUAGE	English
ANNOTATION	In this influential lecture, Achille Mbembe examines how universities function as archives of colonial knowledge and explores possibilities for creating new forms of knowledge production. He argues that decolonization requires fundamental reconsideration of what counts as legitimate knowledge and how universities organize their intellectual work. The presentation is particularly powerful in its analysis of how institutional cultures embody and reproduce colonial epistemologies. Essential viewing for understanding theoretical foundations of decolonization movements.
FIRST LEVEL KEYWORDS	#colonial_legacies; #colonizing_culture; #knowledge_production; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#contested_knowledge
LINK	URL not available

BIBLIOGRAPHIC REFERENCE	**Mejias, U. A. "Colonialism Is Challenged but Also Reinforced on University Campuses." *Al Jazeera*, May 7, 2024.**
TYPE	Newspaper article
LANGUAGE	English
ANNOTATION	In this opinion piece, Communications professor Ulises A. Mejias examines how efforts to challenge colonial legacies on university campuses can paradoxically reinforce them. Drawing on examples from global higher education, the article critiques superficial approaches to decolonisation and calls for deeper structural change within academic institutions.
FIRST LEVEL KEYWORDS	#colonial_legacies; #institutional_transformation; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#structural_legacies; #structural_change
LINK	https://www.aljazeera.com/opinions/2024/5/7/colonialism-is-challenged-but-also-reinforced-on-university-campuses

BIBLIOGRAPHIC REFERENCE	**Mignolo, W. D. "The Decolonial Option and the Meaning of Identity in Politics." *Postcolonial Studies* 21, no. 3 (2018): 334–350.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	Mignolo's work on decolonial options provides important theoretical foundations for understanding how universities in the Global South can assert epistemic sovereignty through transformation of heritage practices. He argues that decolonization requires "delinking" from colonial matrices of power, including the symbolic and material dimensions of institutional culture. The analysis is particularly relevant for understanding how university heritage can be reimagined as sites of decolonial praxis.
FIRST LEVEL KEYWORDS	#epistemic_sovereignty; #Global_South; #decolonizing_the_university; #university_culture
SECOND LEVEL KEYWORDS	#material_culture; #transformation
LINK	https://doi.org/10.1080/13688790.2018.1504300

BIBLIOGRAPHIC REFERENCE	**Motala, Shireen. "Beyond Decolonisation: Joining the Dots—between the Material and Epistemic in Higher Education in South Africa." *Comparative Education* 61, no. 3 (2025): 407–24.**
TYPE	Journal Article

LANGUAGE	English
ANNOTATION	Moving beyond the decolonization of institutional culture in South Africa, this article argues for a decolonization that is equally material to clearly link social justice with material resources in higher education. It proposes the decolonization of the institutional funding landscape that would allow the implementation of structural and material arrangements that address institutional inequities rooted in material dispossession, thereby promoting access and quality education.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #institutional_transformation
SECOND LEVEL KEYWORDS	#funding_landscape; #social_justice
LINK	https://doi.org/10.1080/03050068.2025.2463808

BIBLIOGRAPHIC REFERENCE	**Mudavanhu, Selina Linda, Shepherd Mpofu, and Kezia Batisai, eds. *Decolonising Media and Communication Studies Education in Sub-Saharan Africa*. Routledge African Media, Culture and Communication Studies. Abingdon, Oxon: Routledge, 2024.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This book focuses on decolonizing media and communication studies education from diverse African scholars located on the continent and in the diaspora. It draws attention to the need to decolonise higher education in general, and media and communication studies teaching and learning in particular. This book argues that former colonies remain ensnared in a colonial power matrix. Many African universities did not jettison ways of teaching and learning established during colonialism, and even those journalism, communication, and media studies training programmes which were established after the attainment of flag independence did not place decolonial agendas at the front and centre when setting them up.
FIRST LEVEL KEYWORDS	#decolonising_higher_education; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#African_higher_education; #communication_studies; #transformation
LINK	https://doi.org/10.4324/9781003388395

BIBLIOGRAPHIC REFERENCE	**Ndaba, L., dir. *Fallist: The Birth of a Movement*. Isibaya Media, 2020.**
TYPE	Documentary film

LANGUAGE	English
ANNOTATION	This documentary focuses specifically on the emergence of student activism at the University of the Witwatersrand, examining how students organized around issues of fees, curriculum, and institutional culture. The film provides intimate access to student organizing processes and decision-making structures. Particularly strong in demonstrating how decolonization movements develop their own pedagogical practices and alternative knowledge systems. Includes powerful sequences showing students creating their own educational spaces and practices.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #institutional_transformation
SECOND LEVEL KEYWORDS	#student_activism; #decolonization_movements
LINK	No URL available

BIBLIOGRAPHIC REFERENCE	**Ndlovu-Gatsheni, Sabelo J. *Epistemic Freedom in Africa: Deprovincialization and Decolonization*. London: Routledge, 2018.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This study draws attention to the epistemological dimensions of decolonization in African universities. It particularly reflects on the ongoing impact on knowledge production. It provides theoretical frameworks for reimagining universities as spaces of epistemic justice.
FIRST LEVEL KEYWORDS	#knowledge_production;
SECOND LEVEL KEYWORDS	#african_universities; #epistemic_justice
LINK	https://doi.org/10.4324/9780429492204

BIBLIOGRAPHIC REFERENCE	**Ndlovu-Gatsheni, Sabelo. Episodes 1-11. *Decolonial Thinking with Prof. SabeloNdlovu-Gatsheni*. Hosted by Thando Tilmann and Tamar Sarkissoan. Interview by Pinky Ndlovu GCSMUS, 2022.**
TYPE	Video interviews
LANGUAGE	English
ANNOTATION	This series of interviews with Professor Ndlovu-Gatsheni offers special insights on decolonization. He is a leading decolonial theorist who has written extensively in the fields of African history, African politics, African development and decolonial theory. This series was produced by the Global Centre of Spatial Methods for Urban Sustainability
FIRST LEVEL KEYWORDS	#decolonization; #decolonial_theory
SECOND LEVEL KEYWORDS	#African_knowledge_systems; #intellectual_enslavement; #Westcentric
LINK	https://youtube.com/playlist?list=PLnKHmFi6Tcx9FWO0Xa1sw1bxlvxpYDor6&si=Lflmsc6COlwEaHBf

BIBLIOGRAPHIC REFERENCE	**Ndofirepi, Amasa P., Felix Maringe, Simon Vurayai, and Gloria Erima, eds. *Decolonising African University Knowledges. Volume 1, Voices on Diversity and Plurality*. Routledge Research in Decolonizing Education. Abingdon, Oxon: Routledge, 2023.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This work investigates the possibility of unyoking and decolonising African university knowledges from colonial legacies. It claims that academics from the Global South need to have their voices heard outside of the traditional global power structures.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_university; #decolonizing_the_curriculum; #marginalized_voices
SECOND LEVEL KEYWORDS	#African_universities
LINK	https://doi.org/10.4324/9781003228233

BIBLIOGRAPHIC REFERENCE	**Ndofirepi, Amasa, et al., eds. *Decolonising African University Knowledges. Volume 2, Challenging the Neoliberal Mantra*. 1st ed. New York: Routledge, 2023.**
TYPE	Edited volume
LANGUAGE	English

ANNOTATION	This timely work investigates the possibility of unyoking and decolonising African university knowledges from colonial relics. It claims that academics from socially, politically, and geographically underprivileged communities in the South need to have their voices heard outside of the global power structure.
FIRST LEVEL KEYWORDS	#decolonising_the_university; #colonial_legacies; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#African_university_knowledges
LINK	https://doi.org/10.4324/9781003241522

BIBLIOGRAPHIC REFERENCE	**Ndofirepi, Amasa P., Simon Vurayai, and Gloria Erima, eds. *Unyoking African University Knowledge: A Pursuit of the Decolonial Agenda*. Leiden: Brill, 2023.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This volume focuses on the unfinished project of decolonisation, with a focus on African knowledge. Emphasis is placed on scrutiny of the curriculum, arguing that a decolonial approach to university curricula can contribute to the disruption and possible end to Western hegemonic epistemologies as well as cultural imperialism, epistemicide and linguicide.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_curriculum; #Eurocentrism
SECOND LEVEL KEYWORDS	#african_university_knowledges; #hegemonic_epistemologies
LINK	https://doi.org/10.1163/9789004548107

BIBLIOGRAPHIC REFERENCE	**Ntloedibe, F. N. "Where Are Our Heroes and Ancestors? The Spectre of Steve Biko's Ideas in Rhodes Must Fall and the Transformation of South African Universities." *African Identities* 17, no. 1 (2019): 64–79.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	'Rhodes Must Fall,' a student protest that rocked South Africa's democratic dispensation in 2015 -- has significantly reinvigorated Steve Biko's ideas on education, African culture and the transformation of South African education. Students' calls for transformation, especially their demands for curricular change, reveal striking resonances with and are informed by Biko's ideas on transformation of education. To be sure, Chumani Maxwell's exhortation 'where are our heroes and ancestors' invoked Biko's critique of European history as the parochial understanding of the work of white heroes, without recognising the contribution of great black leaders such as Hintsa,

	Moshoeshoe and Shaka, who were often portrayed as tyrants in European accounts. curricula and institutional culture, which found profound expression in Biko's conceptions of education and African culture.
FIRST LEVEL KEYWORDS	#decolonization; #institutional_transformation; #decolonizing_the_university; #Eurocentrism
SECOND LEVEL KEYWORDS	#RhodesMustFall; #student_protests; #activism; #Steve_Biko
LINK	https://doi.org/10.1080/14725843.2019.1654851

BIBLIOGRAPHIC REFERENCE	**Nyamushosho, R. T., and N. Chipangura. "Mixed Memories: Rethinking the Loss and Transformation of the Colonial Heritage Archive in the Aftermath of the Jagger Library Inferno and Rhodes Must Fall Movement." *Social Dynamics* 50, no. 1 (2024): 97–101.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article looks at how colonial heritage as an archive is being curated, and in some cases obliterated within selective priorities in South Africa and Zimbabwe that are informed by decolonial thinking and politics. The authors draw on the idea of archivability by referring to an inferno that destroyed part of the Jagger Library at the University of Cape Town and contestations associated with the presence and management of Cecil John Rhodes grave. They argue that the loss suffered at the Jagger Library highlights the urgent need for heightened public awareness and education concerning the significance of certain colonial heritage archives and the imperative to safeguard them. This article argues that the destruction of such archives could lean into the phenomena of 'historical amnesia'.
FIRST LEVEL KEYWORDS	#decolonial_thought; #colonial_legacies; #colonial_heritage
SECOND LEVEL KEYWORDS	#RhodesMustFall; #Cecil_John_Rhodes; #archive; #South_Africa; #Zimbabwe
LINK	https://doi.org/10.1080/02533952.2024.2320575

BIBLIOGRAPHIC REFERENCE	**Oh, D. Y. "The University and East Asian Cities: The Variegated Origins of Urban Universities in Colonial Seoul and Singapore." *Journal of Urban History* 48, no. 2 (2020): 336–60.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article explores the historical development of urban universities in colonial Seoul and Singapore, highlighting how these institutions shaped and were shaped by the cities' social, political

	and colonial contexts. The findings show that the development of university campuses in both cities played a key role in their urbanisation processes. Varied colonial interests both global and local influenced the universities and their surrounding urban environments in distinct ways.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#Seoul; #Singapore; #urbanisation
LINK	https://doi.org/10.1177/0096144220941199

BIBLIOGRAPHIC REFERENCE	**Olweny, Mark R. O. "Architectural Education in Sub-Saharan Africa: An Investigation into Pedagogical Positions and Knowledge Frameworks." *The Journal of Architecture* 25, no. 6 (2020): 717–35.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article explores the historical and contemporary development of architectural education in sub-Saharan Africa, emphasising its colonial origins and the lasting impact on current pedagogical practices. It examines how dominant global discourses often obscure African perspectives and highlights the need for decolonising and transforming architectural education by recognising alternative knowledge systems and sociocultural contexts.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#architectural_education; #African_higher_education; #alternative_knowledge_systems; #sub-Saharan_Africa
LINK	https://doi.org/10.1080/13602365.2020.1800794

BIBLIOGRAPHIC REFERENCE	**Orfali, Bilal. "Scientific Journals and the Arabic Language." *Majarra*, March 16, 2022.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	As research in Arabic and Islamic studies has been Westernized and colonized due to academic publishing in English, Orfali explains how it has severely curtailed Arabic speakers' access to academic knowledge and limited the language to creative writing that has turned the language solely to an object of study. To reclaim academic authority in Arabic studies and transform Arabic into a shaper of global discourse, Orfali suggests institutional measures that create quality, open-

	access Arabic journals and databases, additionally allowing Arabic speakers to reverse the expectations of academic publishing and write about Western culture in the Arabic language.
FIRST LEVEL KEYWORDS	#Eurocentrism; #linguistic_colonization
SECOND LEVEL KEYWORDS	#Arabic_writers; #Islamic_studies; #academic_access: #language_justice
LINK	https://majarra.com/en/majarra-insights/blog/scientific-journals-and-the-arabic-language

BIBLIOGRAPHIC REFERENCE	**Pacheco, J. C. de A., L. P. Ribeiro, and E. D. Almada. "Rural Education as a Tool in Facing Coloniality in Brazil." *Revista Cerrados* 20, no. 2 (2022): 132–63.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The essay explores how Rural Education in Brazil functions as a form of resistance against the enduring legacies of coloniality within Latin American societies. The authors argue that the rural landscape in Brazil has historically been shaped by colonial structures that relegated peasant populations and rural territories to marginalized positions viewed as backward, non-white, and unworthy of full citizenship rights. In contrast, Rural Education emerges as a critical instrument that asserts the countryside as a space of rights and belonging.
FIRST LEVEL KEYWORDS	#decolonial_approaches; #marginalized_voices; #colonial_legacies
SECOND LEVEL KEYWORDS	#rural_education; #brazil
LINK	https://doi.org/10.46551/rc24482692202222

BIBLIOGRAPHIC REFERENCE	**Pervez, A. "Witnessing Silence: The Palestinian Genocide, Institutional Complicity, and the Politics of Knowledge." *Globalisation, Societies and Education* (2025): 1–18.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This paper looks at academic institutions and their complicity in the ongoing Palestinian genocide, arguing that "silence actively sustains settler colonialism, erases Palestinian narratives, and inflicts

BIBLIOGRAPHIC REFERENCE	**Pervez, A. "Witnessing Silence: The Palestinian Genocide, Institutional Complicity, and the Politics of Knowledge." *Globalisation, Societies and Education* (2025): 1–18.**
	psychological harm". Drawing on theories like Galtung's structural violence and Butler's ideas around grievable lives, it critiques the selective engagement of universities with geopolitical crises.
FIRST LEVEL KEYWORDS	#epistemic_harm; #silenced_voices; #institutional_transformation
SECOND LEVEL KEYWORDS	#Palestine; #settler_colonialism; #erasure
LINK	https://doi.org/10.1080/14767724.2025.2513637

BIBLIOGRAPHIC REFERENCE	**Pillay, Suntosh R. "Silence Is Violence: (Critical) Psychology in an Era of Rhodes Must Fall and Fees Must Fall." *South African Journal of Psychology* 46, no. 2 (2016): 155–59.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The article is located in the field of critical psychology discourse, and examines the impact of the 2015 #RhodesMustFall and the #FeesMustFall movements that started at the University of Cape Town in South Africa. It calls for active engagements by academia in attempts to decolonise university campuses and practises.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #institutional_transformation; #marginalized_voices
SECOND LEVEL KEYWORDS	#student_activism; #RhodesMustFall; #FeesMustFall; #University_of_Cape_Town; #South_Africa; #psychology
LINK	https://doi.org/10.1177/0081246316636766

BIBLIOGRAPHIC REFERENCE	**Pillay, S. "Student Movements and the Decolonising University." Video. Institute for Humanities in Africa, University of Cape Town, 2017.**
TYPE	Video
LANGUAGE	English
ANNOTATION	Pillay, a clinical psychologist involved in transformation efforts at the University of Cape Town, examines the psychological dimensions of decolonization movements. His presentation explores how colonial institutional cultures create forms of psychological violence and how student

	movements develop healing-centred approaches to transformation. Particularly valuable for understanding the emotional and mental health dimensions of decolonization work. The talk effectively bridges individual and structural analyses of colonial trauma.
FIRST LEVEL KEYWORDS	#decolonization' #decolonial_thought
SECOND LEVEL KEYWORDS	#healing; #past_trauma; #psychology
LINK	URL not available

BIBLIOGRAPHIC REFERENCE	**Pillay, S. *Predicaments of Knowledge: Decolonisation and Deracialisation in Universities*. Johannesburg: Wits University Press, 2024.**
TYPE	Book
LANGUAGE	English
ANNOTATION	Through a range of reflections on race, language, colonial, postcolonial and decolonial knowledge projects from Africa and Latin America, this book explores the pitfalls and possibilities that face a post-apartheid generation inventing the future of knowledge. The distinctions between Africanisation, decolonisation and deracialisation are often conflated in the political demands put to universities. Suren Pillay emphasises all three as important but distinct imperatives. If an intervention is undertaken with the aim of decolonising the university while actually addressing deracialisation, it can undermine the effort to decolonise. Similarly, if an initiative to Africanise the university does not address decolonisation, both processes can be undermined.
FIRST LEVEL KEYWORDS	#epistemic_sovereignty; #decolonizing_the_university; #decolonial_approaches
SECOND LEVEL KEYWORDS	#africanisation; #race; #African; #Latin_America; #post_apartheid
LINK	https://witspress.co.za/page/detail/Predicaments-of-Knowledge/?k=9781776149056

BIBLIOGRAPHIC REFERENCE	**Prah, Kwesi Kwaa. *The Challenge of Decolonizing Education*. Cape Town: Centre for Advanced Studies of African Society, 2018.**
TYPE	Monograph
LANGUAGE	English
ANNOTATION	Scholar Kwesi Kwaa Prah discusses the extent of neo-colonial baggage present in educational processes in Africa, particularly South Africa, and sheds light on the decolonization of the

	humanities as well as the centrality of African languages in decolonizing education and building intellectual sovereignty.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #epistemic_sovereignty
SECOND LEVEL KEYWORDS	#South_Africa; #neocolonialism; #African_languages
LINK	https://www.researchgate.net/profile/Kwesi-Prah/publication/341702808_The_Challenge_of_Decolonizing_Education_CASAS_Book_Series_No_128/links/5ecfa275458515294518fa79/The-Challenge-of-Decolonizing-Education-CASAS-Book-Series-No-128.pdf

BIBLIOGRAPHIC REFERENCE	**Rahbari, L. "Down the (Digital) Rabbit Hole: Mapping and Decolonizing Safavid Women's Imagery in Digital Museums." *Journal of Material Culture* 28, no. 4 (2023): 559–575.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The author traces Safavid paintings depicting women's imagery online and considers the potential of digitally mapping such works on publicly accessible platforms. Safavid is the term that refers to the dynasty that ruled over Iran and parts of Iraq, Azerbaijan Republic, Bahrain, Armenia, Eastern Georgia, Kuwait, Afghanistan, Turkey, Syria, Pakistan, Turkmenistan, and Uzbekistan for over two centuries. The article then asks whether the online descriptions that accompany such images can contribute to decolonial knowledge about non-Western gender discourses.
FIRST LEVEL KEYWORDS	#artistic_interventions; #decolonial_thought; #knowledge_production
SECOND LEVEL KEYWORDS	#safavid; #decolonial_discourse; #art
LINK	https://doi.org/10.1177/13591835231210438

BIBLIOGRAPHIC REFERENCE	**Ramjugernath, D. "Heritage: Language a Powerful Thread That Connects the Past with the Future We Want." *Mail & Guardian*, September 24, 2025.**
TYPE	Newspaper article
LANGUAGE	English
ANNOTATION	Prof Deresh Ramjugernath, Vice-Chancellor of the University of KwaZulu-Natal, argues that embracing indigenous languages and cultural heritage is essential for transforming universities into truly inclusive spaces. He highlights the historical marginalization of African languages in academia and calls for a shift toward multilingualism and cultural recognition. The piece emphasizes that

	inclusion is not just about access, but about affirming identity, fostering belonging, and reimagining institutional culture.
FIRST LEVEL KEYWORDS	#institutional_culture; #marginalized_voices; #linguistic_colonialism
SECOND LEVEL KEYWORDS	#African_languages; #inclusivity; #cultural_empowerment; #language_justice;
LINK	https://mg.co.za/thought-leader/2025-09-24-heritage-language-a-powerful-thread-that-connects-the-past-with-the-future-we-want/

BIBLIOGRAPHIC REFERENCE	**Reinders, Michael Bongani. "Decolonial Reconstruction: A Framework for Creating a Ceaseless Process of Decolonising South African Society." Master's dissertation, University of Pretoria, 2019.**
TYPE	Master's dissertation
LANGUAGE	English
ANNOTATION	This dissertation develops a decolonial reconstruction framework aimed at transforming South African society, focusing particularly on universities as microcosms of the nation. Drawing on Ngũgĩ wa Thiong'o's tetralogy, the framework includes four key aspects: decolonising the mind, moving away from Eurocentrism, re-membering African cultures, and fostering global intercultural dialogue. Applying this framework seeks to guide South African universities in shifting from neocolonial paradigms to pluriversities that promote coexistence and cultural harmony.
FIRST LEVEL KEYWORDS	#decolonization; #Eurocentrism; #decolonizing_the_mind; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#South_African_universities; #neocolonialism; #African_knowledge_systems
LINK	https://repository.up.ac.za/bitstream/handle/2263/73485/Reinders_Decolonial_2019.pdf

BIBLIOGRAPHIC REFERENCE	**Roux, N. "Post-Apartheid Memorialization in South Africa." *Oxford Research Encyclopaedia of African History*, August 21, 2024.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	After apartheid's fall, South Africa saw major shifts in public memory and memorialization. The Truth and Reconciliation Commission helped surface suppressed trauma, shaping new national narratives. State-led projects built museums and heritage sites, while grassroots efforts explored community histories and forced removals. Existing museums were restructured to reflect inclusive

	perspectives. Movements like Rhodes Must Fall challenged colonial and heroic memory forms, urging deeper transformation.
FIRST LEVEL KEYWORDS	#colonial_legacies; #heritage_practices
SECOND LEVEL KEYWORDS	#south_africa; #RhodesMust_Fall; #Truth_and_reconciliation_commission; #past_trauma
LINK	https://doi.org/10.1093/acrefore/9780190277734.013.1058

BIBLIOGRAPHIC REFERENCE	**Saidi, B. "Intercultural Education in the Global South: Decolonising Canonical Intercultural Models in Moroccan University MA Program Courses."** ***Language and Intercultural Communication*** **25, no. 1 (2025): 170–184.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	In the Global South, intercultural education may remain largely amenable to Euro-Western culturalist/differentialist frameworks that often breed essentialism and ethnocentrism. This paper envisages decolonial intercultural education as an approach for decentring the intercultural models prescribed in the canonical textbooks and materials. Therefore, it critically engages with intercultural language teaching from a decolonial lens so as to unravel and challenge the colonial undertones that are often rendered invisible within the assigned IC materials in Moroccan MA program courses.
FIRST LEVEL KEYWORDS	#Global_South; #decolonial_education; #colonial_legacies
SECOND LEVEL KEYWORDS	#challenging_ethnocentrism; #Morocco
LINK	https://doi.org/10.1080/14708477.2024.2341772

BIBLIOGRAPHIC REFERENCE	**Santos, Boaventura de Sousa.** ***Epistemologies of the South: Justice against Epistemicide*****. Boulder, CO: Paradigm Publishers, 2014.**
TYPE	Book
LANGUAGE	English
ANNOTATION	Santos develops the concept of "epistemologies of the South" as a framework for understanding knowledge systems marginalized by colonial modernity. His analysis includes examination of how university heritage practices in the Global South can serve either to perpetuate epistemicide or to foster cognitive justice. The book provides methodological approaches for transforming institutional

	memory practices to recognize and validate diverse ways of knowing, making it crucial for heritage decolonization initiatives.
FIRST LEVEL KEYWORDS	#Global_South; #university_heritage; #institutional_transformation
SECOND LEVEL KEYWORDS	#epistemologies_from_the_south; #transformation
LINK	https://www.taylorfrancis.com/books/mono/10.4324/9781315634876/epistemologies-south-boaventura-de-sousa-santos

BIBLIOGRAPHIC REFERENCE	**Saurombe, Nkholedzeni. "Decolonising Higher Education Curricula in South Africa: Factoring in Archives through Public Programming Initiatives." *Archival Science* 18, no. 2 (2018): 119–141.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	South African higher education curricula are largely Eurocentric, to such an extent that indigenous knowledge is marginalised (Horsthemke in Transform High Educ 2(1)--9, 2017). Consequently, the decolonisation of university curricula has become a necessity. The nationwide 'FeesMustFall' student protests in 2015 and 2016 have underlined the need to address this matter urgently. Free quality education and the decolonisation of university curricula were among some of the students' demands. This paper explores the role of archives in the decolonisation of higher education curricula in South Africa. It appears that sub-Saharan scholars rarely consult archives (Onyancha et al. in ESARBICA J 32:67--77, 2013). Therefore, public programming is investigated as a means to get more members of the academic community to use archives as centres of critical inquiry.
FIRST LEVEL KEYWORDS	#decolonizing_the_curriculum; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#FeesMustFall; #student_activism; #archives
LINK	https://doi.org/10.1007/s10502-018-9286-4

BIBLIOGRAPHIC REFERENCE	**Sehoole, Chika. "Decolonising Higher Education in Africa: Insights from South Africa and Tanzania." *University World News*, no. 543 (2019): 15–16.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This comparative article examines decolonization initiatives at universities in different African contexts, highlighting both similarities and differences in approach. Sehoole explores how national contexts shape institutional transformation efforts and examines cross-border collaboration in

	decolonization work. The article is particularly valuable for its attention to practical implementation challenges and policy implications.
FIRST LEVEL KEYWORDS	#decolonization; #institutional_transformation; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#Africa; #policy_reform
LINK	Not available

BIBLIOGRAPHIC REFERENCE	**Semon, H. "Opinion: Decolonizing Ethiopian Studies."** ***Addis Standard*****, 2017.**
TYPE	Opinion piece
LANGUAGE	English
ANNOTATION	Hewan Semon's opinion piece argues for the importance of making Ethiopian languages and ideas dominant in the field of Ethiopian Studies, published November 30, 2017. The author contends that despite Ethiopia's unique status as never having been physically colonized, the field remains embedded in Eurocentric colonial discourse, with much scholarship produced outside Ethiopia in European languages. Semon emphasizes the need for Ethiopians to produce knowledge in Ethiopian languages like Amharic and advocates for indigenous interpretations to be valued equally with Western scholarly work in studying Ethiopian history and society.
FIRST LEVEL KEYWORDS	#Eurocentrism; #linguistic_colonialism; #knowledge_production
SECOND LEVEL KEYWORDS	#Ethiopia; #Amharic
LINK	https://addisstandard.com/opinion-decolonizing-ethiopian-studies-2/

BIBLIOGRAPHIC REFERENCE	**Serfontein, E. M., C. C. Wolhuter, and S. Naidoo, eds.** ***Scholarship of Education and Human Rights in Diversity: Engaging Discourses from the South*****. Cape Town, South Africa: AOSIS, 2022.**
TYPE	Book
LANGUAGE	English
ANNOTATION	This book highlights the need to infuse perspectives from the Global South into the dynamic intersections between education, human rights and diversity. It speaks to the need to reflect a

	credible scholarly footprint in Africa and in the SADC region. This is deemed timely considering that the field is deeply embedded in western, Eurocentric and overall Global North dominance.
FIRST LEVEL KEYWORDS	#Global_South; #decolonizing_education
SECOND LEVEL KEYWORDS	#human_rights; #sadc_region; #Global_North_dominance
LINK	https://books.aosis.co.za/index.php/ob/catalog/book/347

BIBLIOGRAPHIC REFERENCE	**Shepherd, N. "Archaeology Dreaming: Post-Apartheid Urban Imaginaries and the Bones of the Prestwich Street Dead."** ***Journal of Social Archaeology*** **7, no. 1 (2007): 3–28.**
TYPE	Journal article
LANGUAGE	English
ANNOTATION	This article examines the 2003 controversy surrounding the accidental discovery of an early colonial burial ground on Prestwich Street in Cape Town during property development. It explores how the physical remains of enslaved people and colonial underclasses became a flashpoint for debates about memory, identity, and heritage in post-apartheid South Africa. The work critiques archaeology's complicity in colonial violence and proposes a decolonial approach centred on alternative "regimes of care" that honour the dead and acknowledge indigenous epistemologies. This case study illuminates broader tensions between development, gentrification, scientific knowledge, and spiritual/communal claims to the past in post-colonial urban spaces.
FIRST LEVEL KEYWORDS	#decolonial_approach; #decolonial_thought
SECOND LEVEL KEYWORDS	#prestwich_burial_ground; #reburial_debates; #epistemic_violence; #postapartheid_south_africa
LINK	https://doi.org/10.1177/1469605307067842

BIBLIOGRAPHIC REFERENCE	**Shepherd, Nick, and Alejandro Haber. "What's Up with WAC? Archaeology and 'Engagement' in a Globalized World."** ***Public Archaeology*** **10, no. 2 (2011): 96–115.**
TYPE	Journal article
LANGUAGE	English
ANNOTATION	This article, published on the twenty-fifth anniversary of the World Archaeological Congress (WAC), provides a critical assessment of the organization's changing fortunes and contemporary relevance. Written by two senior WAC members, the paper examines how WAC—which marked a bold intervention in the politics of archaeological knowledge in the mid-1980s—has fared in

BIBLIOGRAPHIC REFERENCE	**Shepherd, Nick, and Alejandro Haber. "What's Up with WAC? Archaeology and 'Engagement' in a Globalized World." *Public Archaeology* 10, no. 2 (2011): 96–115.**
	contemporary practice. At the center of the article is an account of the controversial 2007 meeting between the WAC Executive and Rio Tinto Limited, the mining multinational, in Melbourne. The paper also engages with concepts of indigeneity and critiques the assumptions informing WAC's "Archaeologists Without Borders" program. Framed as a challenge, the article invites response and commentary to open debate about alternative futures for archaeology, moving beyond what the authors call the "banal prospect of 'Archaeology Inc.'"
FIRST LEVEL KEYWORDS	#decolonial_approaches
SECOND LEVEL KEYWORDS	#decolonizing_archaeology; #World_Archaeology_Congress; #Rio_Tinto; #indigeneity
LINK	https://www.tandfonline.com/doi/abs/10.1179/175355311X13086617126567

BIBLIOGRAPHIC REFERENCE	**Shepherd, Nick. "Archaeology in the Postcolony: Disciplinary Entrapments, Subaltern Epistemologies." In *The Oxford Handbook of the Archaeology of the Contemporary World*, edited by Paul Graves-Brown, Rodney Harrison, and Angela Piccini, 425–436. Oxford: Oxford University Press, 2013.**
TYPE	Book chapter
LANGUAGE	English
ANNOTATION	This chapter examines the meanings and implications of conducting archaeology in contemporary postcolonial contexts, turning the lens back on the discipline itself. Shepherd argues that disciplinary archaeology no longer holds a monopoly on driving intellectual agendas and theory formation. New and challenging forms of theorization are emerging from social movements mobilized around archaeological sites, material cultures, and human remains. The chapter critically explores how local, subaltern, and alternative regimes of care challenge and require archaeologists to rethink key disciplinary ideas and practices. The central themes include postcolonialism, apartheid, memory, and subaltern epistemologies.
FIRST LEVEL KEYWORDS	#decolonial_thought; #decolonial_approach
SECOND LEVEL KEYWORDS	#alternative_knowledge_systems; #material_culture; #human_remains; #decolonizing_archaeology
LINK	https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199602001.001.0001/oxfordhb-9780199602001-e-016

BIBLIOGRAPHIC REFERENCE	**Shepherd, Nick, ed. *Rethinking Heritage in Precarious Times: Coloniality, Climate Change, and Covid-19*. London: Taylor & Francis, 2023.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	Drawing inspiration from the global demonstrations against racism, police violence and authoritarianism, the chapters in this edited volume explore the notion of a people's heritage. It draws on local and Indigenous conceptualizations to lay out a notion of heritage in the service of social justice and restitution, and details the precariousness of universities and heritage institutions in the global south. Rethinking Heritage in Precarious Times argues that we need the deep-time perspective that Heritage Studies offers, as well as its sense of transgenerational conversations and accountabilities, in order to respond to these many challenges--and to craft open, creative, and inclusive futures.
FIRST LEVEL KEYWORDS	#Global_South; #institutional_transformation
SECOND LEVEL KEYWORDS	#social_justice; #inclusivity; #heritage
LINK	https://doi.org/10.4324/9781003188438

BIBLIOGRAPHIC REFERENCE	**Sian, Katy P. "Depoliticizing Decolonization: The Silencing of Palestine in Universities." *Race Ethnicity and Education* (2025): 1–24.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This author challenges the silence of universities in the West, particularly as it pertains to the events since 7 October 2023, arguing that they have remained complicit in the silencing of Palestine. The article argues that this silencing functions through several registers including the censorship and suppression of pro-Palestine voices and thirdly through the failure to address the scholasticide in Gaza.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #marginalized_voices
SECOND LEVEL KEYWORDS	#scholasticide; #palestine; #addressing_silences
LINK	https://doi.org/10.1080/13613324.2025.2547893

BIBLIOGRAPHIC REFERENCE	**Singh, R., dir. *Decolonising the Indian Mind*. Documentary. Doordarshan National, 2017.**
TYPE	Documentary film
LANGUAGE	English
ANNOTATION	This documentary examines efforts to transform higher education in India, focusing on debates over curriculum, language policy, and institutional culture at universities including Jawaharlal Nehru University and Delhi University. The film explores tensions between English-medium instruction and vernacular languages, between Western academic disciplines and indigenous knowledge systems. Features interviews with prominent educators, activists, and students involved in decolonization efforts. Provides important comparative perspective on decolonization movements beyond the African context.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #linguistic_colonialism; #transforming_higher_education
SECOND LEVEL KEYWORDS	#Delhi_University; #language_policy; #India; #contested_knowledge
LINK	

BIBLIOGRAPHIC REFERENCE	**South African Broadcasting Corporation. "Campus Conversations: Decolonising Higher Education." Radio series. SAfm, 2019.**
TYPE	Radio programme
LANGUAGE	English
ANNOTATION	This radio series examines decolonization efforts at South African universities through interviews with students, faculty, and administrators. Programs explore specific initiatives including curriculum reform projects, language policy development, and campus transformation efforts. The series is particularly strong in examining implementation challenges and showcasing successful innovations. Provides accessible introduction to key debates and practical initiatives in South African higher education transformation.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #decolonizing_the_curriculum; #institutional_reform
SECOND LEVEL KEYWORDS	#South_Africa; #campus_transformation; #policy_reform
LINK	Not available

BIBLIOGRAPHIC REFERENCE	**Sukarieh, M. "Decolonizing Education, a View from Palestine: An Interview with Munir Fasheh."** ***International Studies in Sociology of Education*** **28, no. 2 (2019): 186–199.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	In this interview with Palestinian educator Munir Fasheh, he offers a new linguistic package for decolonizing education (be it at school or university) rooted in Arabic understandings and Arab experiences. He explains how universities should be centers for wisdom that is connected to life and identity in contrast to research that is tied to institutions. His guiding principle to education is mujaawarah, a medium of learning and community work, as he counters universalism in favor of a pluriverse and replaces "decolonization" with "healing" and "unplugging" to redirect efforts towards strengthening and nurturing ourselves.
FIRST LEVEL KEYWORDS	#decolonizing_education; #institutional_transformation; #linguistic_colonialism; #knowledge_making
SECOND LEVEL KEYWORDS	#SWANA; #epistemologies_from_the_south; #healing
LINK	https://doi.org/10.1080/09620214.2019.1601584

BIBLIOGRAPHIC REFERENCE	**Syria Untold. "Syrian Students United Against Tyranny." January 2, 2014.**
TYPE	Web resource
LANGUAGE	English
ANNOTATION	In a context of brutal totalitarian control, students during the Syrian Revolution resorted to extreme means to protest the Assad regime. As university student unions were tools of the Ba'ath party set up to repress anti-regime acts in universities, students across Syria mobilized to create the Union of Free Syrian Students (UFSS) to develop a robust underground youth group for civil resistance. Opposing armed rebellion, they utilized means of civil disobedience that included boycotting exams in solidarity with detained students, raising banners and making graffiti, flying pigeons with messages, and collaborating with other work groups in areas such as health aid and media outreach. The UFSS is a case study beyond the globalized discourse for the decolonization of universities where a context of tyranny and internet shortage shaped radically different pathways and methods for student-led liberation in universities.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #decolonizing_the_curriculum
SECOND LEVEL KEYWORDS	#student_activism; #SWANA; #decolonization_movements
LINK	https://syriauntold.com/2014/01/02/syrian-students-united-against-tyranny/

BIBLIOGRAPHIC REFERENCE	**Thambinathan, V., and E. A. Kinsella. "Decolonizing Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis."** ***International Journal of Qualitative Methods*****, no. 20 (2021): 1–12.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The writers draw on theories of decolonization and point to case studies to build their case for incorporating decolonial learning into their research practices. They propose 4 strategies that can be used by qualitative researchers: (1) critical reflexivity; (2) reciprocity; (3) embracing 'Other(ed)' ways of knowing; and (4) embodying a transformative praxis.
FIRST LEVEL KEYWORDS	#decolonization; #decolonial_approaches; #decolonial_education
SECOND LEVEL KEYWORDS	#emancipatory_research; #decolonised_research; #indigenous_epistemologies
LINK	https://share.google/rPgdVApyG2zL0Chwc

BIBLIOGRAPHIC REFERENCE	**UNESCO.** ***Rethinking Education Futures: A Global Report on How Knowledge and Learning Are Transforming Humanity*****. UNESCO Publishing, 2019.**
TYPE	Report
LANGUAGE	English
ANNOTATION	While not specifically focused on heritage, this report examines how universities can be transformed to better serve diverse global communities. The analysis includes discussion of how institutional culture, including heritage practices, must be redesigned to reflect the knowledge traditions and cultural values of local communities. The report provides important context for understanding decolonization as part of broader educational transformation in the Global South.
FIRST LEVEL KEYWORDS	#Global_South; #decolonizing_the_university; #institutional_transformation
SECOND LEVEL KEYWORDS	#heritage_practices; #local_knowledge_resources
LINK	Link not available

BIBLIOGRAPHIC REFERENCE	**van Heerden, Marné, and Quentin Williams. "Die eerste Kaaps-woordeboek: 'n onderhoud met Quentin Williams."** ***LitNet*****, 2021.**
TYPE	Online journal article

LANGUAGE	Afrikaans
ANNOTATION	The article is based on an interview with University of the Western Cape Professor Quentin Williams about the creation of the first Kaaps dictionary. Kaaps is a unique variety of Afrikaans spoken mainly by Coloured communities in South Africa, shaped by Dutch, Malay, Khoisan, Portuguese and English influences. Historically, Kaaps speakers were marginalised under colonialism and apartheid, when Afrikaans favoured white speakers and suppressed other varieties. The dictionary project involves university researchers and students, highlighting the role of higher education in documenting, preserving, and validating marginalised languages. It recognises the cultural and linguistic value of Kaaps while fostering academic engagement with local communities.
FIRST LEVEL KEYWORDS	#linguistic_colonialism; #marginalised_voices; #knowledge_production
SECOND LEVEL KEYWORDS	#Kaaps; #Afrikaans; #language_justice
LINK	https://www.litnet.co.za/die-eerste-woordeboek-in-kaaps-n-onderhoud-met-quentin-williams/

BIBLIOGRAPHIC REFERENCE	**Van Niekerk, Annemarié. "Die rol van 'n Afrika-bewussyn in universiteite in 'n nie-Westerse konteks." *LitNet Akademies* 16, no. 1 (2019): 245–265.**
TYPE	Online journal article
LANGUAGE	Afrikaans
ANNOTATION	African scholars have long emphasized that colonialism had a major influence on universities and science, but their arguments were often ignored. The article discusses various approaches for how African consciousness should function in universities: adopting modern science while maintaining African identity; developing indigenous knowledge within universities; creating a new modern African identity; restoring traditional harmony; engaging realistically with remnants of tradition; or even rejecting the Western university model. The article concludes that modern science has lost its ethical grounding, and a new, broad consciousness is needed in which African traditions, alongside other traditions, change, adapt, and occupy a rightful place.
FIRST LEVEL KEYWORDS	#colonial_legacies; #Eurocentricism; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#indigenous_knowledge_resources; #African_knowledge_systems
LINK	http://hdl.handle.net/2263/78388

BIBLIOGRAPHIC REFERENCE	**Venkatesan, Soumhya, et al. "A Decolonial Anthropology: You Can Dismantle the Master's House with the Master's Tools." *Critique of Anthropology* 44, no. 2 (2024): 99–140.**
TYPE	Journal Article

LANGUAGE	English
ANNOTATION	The 2022 meeting of the Group for Debates in Anthropological Theory (GDAT) Social Anthropology, University of Manchester. The motion is, of course, a riff on Audre Lorde's well-known 1984 claim that 'the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change.' Lorde is asking about the tools of a racist and constitutionally exclusionary world, but we can ask similar questions about the tools of an academic discipline, anthropology, which arose during the height of empire, and the house that anthropology has built and its location in the university. Are anthropology's tools able to dismantle a house built on oppression, exploitation and discrimination and then build a different better house? If not, then what kinds of other tools might we use, and what is it that we might want to build? The motion is proposed by David Mills and Mwenda Ntarangwi and opposed by Kelly Gillespie and Naisargi Davé with Soumhya Venkatesan convening and editing the debate for publication.
FIRST LEVEL KEYWORDS	#decolonial_approach; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#Audre_Lorde; #anthropology; #transformation
LINK	https://doi.org/10.1177/0308275X241253373

BIBLIOGRAPHIC REFERENCE	**Walsh, Catherine. *Rising Up, Living On: Re-Existences, Sowings, and Decolonial Cracks*. Durham: Duke University Press, 2023.**
TYPE	Book
LANGUAGE	English
ANNOTATION	"Rising Up, Living On" by Catherine E. Walsh explores how people survive and resist within systems of oppression including colonialism, capitalism, racism, and patriarchy. The book documents various forms of systematic violence and dispossession while highlighting practices that challenge these power structures. Walsh draws on diverse voices including ancestors, artists, activists, Indigenous and Africana peoples, and others from the Americas and Global South using stories, letters and conversations to illustrate decolonial practice.
FIRST LEVEL KEYWORDS	#Global_South; #colonial_legacies; #decolonial_approaches
SECOND LEVEL KEYWORDS	#power_structures; #storytelling; #African_knowledge_systems; #indigenous_knowledge_systems
LINK	https://www.researchgate.net/publication/366919591_Rising_Up_Living_On_Re-Existences_Sowings_and_Decolonial_Cracks

BIBLIOGRAPHIC REFERENCE	**Whitestone Publications. "On Decoloniality - A Panel Discussion." YouTube video, April 26, 2021.**
TYPE	Conference proceedings
LANGUAGE	English
ANNOTATION	This online conference brings together global scholars to examine the meaning and implications of "decoloniality" and "decolonisation," particularly in relation to indigenous struggles over nationality, territory, and sovereignty. Featuring leading theorists including Walter Mignolo, Catherine Walsh, and Tink Tinker, the webinar explores decolonisation as both a political-cultural movement and a fundamental epistemic challenge, recognising that colonisation has affected not only indigenous lands but also ways of knowing and thinking.
FIRST LEVEL KEYWORDS	#decolonisation; #colonial_legacies; #knowledge_production
SECOND LEVEL KEYWORDS	#dispossession; #walter_mignolo; #decolonization_movement
LINK	https://www.youtube.com/watch?v=3cT-c_Hqcgs

BIBLIOGRAPHIC REFERENCE	**Wits Institute for Social and Economic Research. "After Decolonization? A New WISER Project."**
TYPE	Research project
LANGUAGE	English
ANNOTATION	This project asks the question, what is the future that the decolonised university wishes to imagine? Scholars critically examine decoloniality and how it is practiced in the north, versus the "inequality that has continued to stalk the African university". The project aimed to address various topics through journal articles put together for a special issue of a major journal. Some of the topics include: The politics of curation and restitution after Decolonization; The politics of curation and restitution after Decolonization.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #decolonial_approaches
SECOND LEVEL KEYWORDS	#African_university_knowledges; #restitution
LINK	https://wiser.wits.ac.za/page/after-decolonization-new-wiser-project-13791

BIBLIOGRAPHIC REFERENCE	**Woldegiorgis, Emnet Tadesse. "Hybrid Knowledge Systems: An Alternative Pathway to Decolonising Higher Education in Africa." *Comparative Education* 61, no. 3 (2025): 354–372.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	After tackling dichotomous Eurocentric constructs in higher education that have marginalized knowledge frameworks from the Global South, this article presents the concept of the "third space" as a pathway to decolonizing higher education in Africa. The "third space" is explained as a hybrid knowledge ecosystem where African intellectual tradition coexists with diverse epistemic cultures to create novel hybrid identities and reconfigure entrenched disciplinary boundaries.
FIRST LEVEL KEYWORDS	#decolonizing_the_curriculum; #Eurocentrism; #Global_South
SECOND LEVEL KEYWORDS	#african_knowledge_systems
LINK	https://share.google/jnUuLC8Y4QWXbhcRl

BIBLIOGRAPHIC REFERENCE	**Woldegiorgis, Emnet Tadesse. "Decolonising a Higher Education System Which Has Never Been Colonized." *Educational Philosophy and Theory* 53, no. 9 (2020): 894–906.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article critically challenges the dominant narrative of decolonisation that is relevant exclusively to countries with colonial experiences, and instead reconceptualises it as a complex, dynamic, and lifelong process of re-centring. It argues that decolonisation, as a concept in higher education, goes beyond a pre-existing colonial foundation. Taking the context of Ethiopia, a country that remained independent during the European colonisation of Africa, this article aims at reconceptualising the notion of decolonisation of higher education in a space that has never been colonised. The article discusses epistemological challenges of the Ethiopian higher education system and provides a proactive alternative future departing from monolithic epistemic tradition to a pluralistic approach that accommodates diverse structures of knowledge.
FIRST LEVEL KEYWORDS	#decolonizing_higher_education
SECOND LEVEL KEYWORDS	#ethiopia; #alternative_knowledge_systems
LINK	https://www.tandfonline.com/doi/abs/10.1080/00131857.2020.1835643

BIBLIOGRAPHIC REFERENCE	**Woldegiorgis, Emnet Tadesse, Shireen Motala, and Primrose Nyoni, eds. *Creating the New African University*. Leiden: Brill, 2023.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This publication grapples with the existence of African universities, particularly in post-independent Africa, where Higher Education Institutions (HEIs) are expected to live up to the expectations of being adaptive in dealing with prevalent complex, dynamic contemporary and future challenges facing African societies. It engages issues within the context of how post-colonial transformative obligations have been managed in light of the prevalent epistemological and pedagogical underpinnings that form the foundations of these universities as they seek to break from the clutches of colonial legacies.
FIRST LEVEL KEYWORDS	#colonial_legacies; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#african_universities; #transformation; #post-independent_Africa
LINK	https://share.google/pr0x0wVrPSJ2vjDDT

BIBLIOGRAPHIC REFERENCE	**Wolff, Ernst. "South African Universities and the Question of Decolonization." *Interreligious Studies and Intercultural Theology* 5, no. 1–2 (2021): 153–163.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This article brings together reflections on the recent debates regarding the decolonization of philosophical and social scientific curricula at South African universities. This context is outlined, and the specificity of philosophy as a vantage point is explained. Thereafter four dilemmas are outlined as constitutive of university practices beyond the limits of South African university philosophy: (1) the relative importance of local and Western legacies, (2) weighing the positive and negative potential of the ambiguous Western traditions and their reception, (3) distinguishing what is relevant in any tradition to our work in the present and (4) the politics of the rights and freedoms of divergent role players to participate legitimately in these debates. The writer describes these four issues as core to our ongoing struggles for finding appropriate ways to work in universities.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #curriculum_transformation; #colonial_legacies
SECOND LEVEL KEYWORDS	#south_african_universities; #African_knowledge_assets
LINK	https://journal.equinoxpub.com/ISIT/article/view/20562

BIBLIOGRAPHIC REFERENCE	**Wynand, G. "Radikale Postkolonialisme en die Suid-Afrikaanse Universiteitswese." *Tydskrif vir Geesteswetenskappe* 56, no. 4-1 (2016).**
TYPE	Journal article
LANGUAGE	Afrikaans
ANNOTATION	The author situates the #FeesMustFall student protests of 2015 and 2016 within broader political changes in South Africa. Discussing how the post-apartheid era is fading while a new radical, postcolonial zeitgeist is emerging. From this perspective, the author evaluates student demands on universities and higher education. The article examines how the role of the university and its relationship with the state and society may change in this new context and specifically discusses the future of Afrikaans in universities.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #institutional_transformation; #colonial_legacies
SECOND LEVEL KEYWORDS	#FeesMustFall; #student_protests; #Afrikaans
LINK	https://scielo.org.za/pdf/tvg/v56n4-1/04.pdf

BIBLIOGRAPHIC REFERENCE	**Zhou, Y. N., and S. A. Liao. "Decolonizing the South African Higher Education Curriculum: Causes, Obstacles and Lessons." *Open Access Library Journal*, 2025.**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	The twenty-first century has been a time of revival and disruption for decolonization movements. Movements such as #Rhodes Must Fall have ignited calls for the decolonization of higher education institutions and challenged the colonial legacy of academia, including the curriculum. As elsewhere in the world, higher education in South Africa is under pressure to reinvent and transform itself. Curriculum decolonization is one of the central issues in the reform of higher education in South Africa, not only as a response to the legacy of the education system under the policies of past colonialism and apartheid, but also as a deep-seated demand for the realization of indigenous African cultural renaissance and social equality. South African universities, such as the University of Cape Town, have been moving towards the decolonization of South African higher education curriculum, but the process has not been a smooth one. Curriculum decolonization is committed not only to eliminating the legacy of colonial symbols and correctly positioning the national cultural identity of African people, but also actively shaping the value and status of local symbols.
FIRST LEVEL KEYWORDS	#decolonizing_the_university; #curriculum_transformation
SECOND LEVEL KEYWORDS	#south_african_universities; #University_of_Cape_Town; #RhodesMustFall; #student_activism
LINK	https://doi.org/10.4236/oalib.1113625

BIBLIOGRAPHIC REFERENCE	**Zhu, Yifan, Yuankun Shen, and Rui Yang. "Transforming Traditions into Academic Resources: A Study of Chinese Scholars in the Humanities and Social Sciences." *Higher Education* 89, no. 6 (2024).**
TYPE	Journal Article
LANGUAGE	English
ANNOTATION	This study examines how Chinese humanities and social sciences scholars transform traditional intellectual traditions (like Confucian approaches, ancient methodologies, and classical theories) into modern academic resources. Based on interviews with 20 scholars, it finds they face significant obstacles: domestically, pressure to follow Western academic models and publish-or-perish culture hinder traditional scholarship; internationally, language barriers and reviewer bias dismiss Chinese frameworks as unscientific or merely regional. The research highlights broader tensions in global academia where non-Western knowledge systems struggle for legitimacy despite efforts to achieve intellectual diversity.
FIRST LEVEL KEYWORDS	#knowledge_production; #curriculum_transformation; #decolonizing_the_university
SECOND LEVEL KEYWORDS	#Chinese_philosophy; #traditional_intellectual_assets; #transformation
LINK	https://doi.org/10.1007/s10734-024-01297-9

BIBLIOGRAPHIC REFERENCE	**Zinn, A., ed. *Whose History Counts: Decolonising African Pre-Colonial Historiography*. Stellenbosch: African Sun Media, 2018.**
TYPE	Edited volume
LANGUAGE	English
ANNOTATION	This is a compelling volume that interrogates the colonial foundations of historical scholarship in southern Africa and advocates for a radical rethinking of how history is researched, written, and taught. Emerging from a catalytic project and a transformative 2017 conference, the book shifts focus from a regional study of the Eastern Cape to broader epistemological and methodological critiques. It explores how dominant narratives have marginalized African voices, especially in academic institutions, and calls for Afrocentric approaches that centre indigenous languages, oral traditions, and community knowledge. The book is deeply informed by the student-led #RhodesMustFall and #FeesMustFall movements, which exposed the colonial underpinnings of South African universities and demanded curriculum transformation. architecture, and pedagogy.
FIRST LEVEL KEYWORDS	#marginalized_voices; #curriculum_transformation; #decolonial_approaches; #Global_South
SECOND LEVEL KEYWORDS	#Afrocentric_research; #participatory_research;#epistemic_justice

LINK	https://doi.org/10.18820/9781928480198