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# ANALYSIS OF DECOLONISATION OF HIGHER EDUCATION IN A NEW SOUTH AFRICAN UNIVERSITY

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## ABSTRACT

This study explored the issue of decolonising higher education and how a new university can possibly respond to this call through the teaching and learning, assessment, curriculum development and the research process. Using a qualitative research methodology, the study interrogated the perspectives of 10 senior academics from one new comprehensive university, who were purposively selected to participate in the study. The study used Antonio Gramsci (1971) cultural hegemony theory as the lens with which to make sense of the data. Data were analysed using the thematic approach, with themes that emerged from the interviews forming the basis of the discussion of the results. Data were also analysed using verbatim statements from the participants. The participants interviewed emphasised that the decolonisation of the higher education system was not only urgent but also long overdue. It came out clearly that academics remain the vanguard of the decolonisation project given their critical role as teachers, curriculum developers, assessors and researchers. The study therefore recommended that all progressive forces including students, academics, university leaders and the public must adopt non-violent intellectual and evidence-based approaches to the decolonisation campaign.

**Key words:** decolonisation, curriculum, higher education, hegemony