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CHAPTER 11

Guidelines for decolonising higher education curricula: a case study in health sciences

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Abstract

South Africa's complex history with colonialism has left its imprint on the Higher Education Institutions. Decolonisation can address historical injustices and create a more inclusive educational environment. Despite the awareness of its significance, many Higher Education Institutions grapple with decolonisation. This is due to varied approaches and resistance. The study reported in this chapter explored how Health Professions educators at a South African university perceive decolonisation. It uses the insights from its findings to develop guidelines to inform the decolonising of health professions education curricula. The chapter is set to exemplify possibilities other fields of study could consider in pursuing a decolonisation project of their curricula.

Keywords: Higher education, Decolonisation, Health Sciences, Curriculum, Transformation

11.1 Introduction

South Africa's complex history with colonialism has left a lasting imprint on its higher education institutions, making decolonisation an urgent priority. Despite the growing recognition of its significance, the process of decolonising curricula remains challenging, with varied approaches and resistance hindering progress.

This chapter explores how educators at North-West University perceive decolonisation within their teaching practices and the challenges they face in decolonising curricula. By examining their insights, this study aims to develop practical guidelines to inform and support the process of decolonising curricula. The following section outlines the problem statement and objectives that guide this research.

11.2 Problem statement and aim

Decolonising the Higher Education (HE) curriculum has become a significant global movement which seeks to address the legacy of colonialism (Osman & Maringe, 2019). South Africa's complex history with colonialism has left its imprint on the education system underscoring the significance of decolonisation efforts in Higher Education Institutions (HEIs) to address historical injustices and create a more inclusive educational environment (Narasimhan & Chandanabhumma, 2021; Osman & Maringe, 2019).

The legacy of colonialism has a far-reaching impact on the field of Health Professions Education (HPE) making it crucial for curriculum transformation to take place in this discipline (Büyüm *et al.*, 2020; Sridhar *et al.*, 2023). Colonialism often introduced western perspectives, practices, and knowledge systems into colonised regions. This historical legacy has had a lasting effect on the education and training of healthcare professionals, shaping their curriculum, methodologies, and

even their understanding of health and illness (Narasimhan & Chandanabhumma, 2021; Osman & Maringe, 2019). Decolonising curricula in HPE is important for several reasons according to Koch *et al.* (2024b). These reasons include the growing demand for culturally responsive and equity-focused curricula, the realisation that current curricula often neglect the diversity in the classroom and the lingering presence of colonial policies and practices in HE. Similarly Hansen *et al.* (2023) emphasised that inequities in global health care have created an urgency to transition towards more responsive and contextually relevant curricula in HPE.

Decolonisation, as advocated by Koch *et al.* (2024b) centres on challenging the status quo and embracing diverse perspectives and knowledge within the curriculum. This pluralistic approach to HPE, endorsed by Baker *et al.* (2021), equips Health Professions (HP) educators with tools for providing quality education within the evolving landscape of curricular reform. Quality HPE, according to Hansen *et al.* (2023), refers to curricula that deliver healthcare graduates who are clinically competent and critically conscious of the context in which they will work.

Despite the awareness of the importance of decolonisation in HPE, it is reported that many HEIs have not embraced the opportunities presented by decolonisation (Osman & Maringe, 2019; Timmis *et al.*, 2019). Le Grange (2019) and Padayachee *et al.* (2018) partly attribute this lack of action to the diverse ways in which decolonisation is approached, resulting in resistance from staff and students hesitant to depart from familiar practices. A scoping review by Koch *et al.* (2024a) revealed a lacuna in existing literature in understanding HP educators' perceptions of decolonisation in HPE. While Hansen *et al.* (2023) have made strides in addressing this gap by exploring how HP Educators conceptualise curriculum principles and teaching practices, there

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remains a need for research into the practical implications of curriculum renewal. Narasimhan and Chandanabhumma (2021) also stress the necessity to extend the application of decolonisation beyond research, emphasising HP educators' engagement and training.

Understanding the driving forces behind HP educators' teaching practices is crucial within the decolonisation discourse, as it can significantly influence curriculum design, teaching methodologies, and institutional policies (Hansen *et al.*, 2023). Therefore, comprehending HP educators' perceptions of decolonisation is essential as it can inform strategies for curriculum transformation. A lack of comprehension of how HP educators perceive and approach the decolonisation of curricula underscores the need for further investigation into their perspectives. This gap forms the cornerstone for informing the process of decolonising curricula.

Hence this study aims to explore how HP educators within the Faculty of Health Sciences (FHS) at North-West University (NWU) perceive decolonisation in HPE and to leverage these insights to formulate guidelines for advancing decolonisation efforts in the FHS at NWU and similar contexts.

To reach this aim, this study has two primary objectives. First, to investigate how HP educators perceive decolonisation within their discipline. Second to develop guidelines that can inform decolonisation practices of Health Professions curricula.

To achieve these objectives, this research adopted a workshop methodology, providing a suitable platform for fulfilling the research purpose. Nominal Group Technique (NGT) was employed within this methodology to encourage meaningful contributions. To gain nuanced insights into HP educators' perspectives, the study uses deductive coding to guide the analysis of collected data. To develop guidelines to

advance decolonisation in Health Sciences, this research makes use of the Appraisal of Guidelines for Research & Evaluation instrument, AGREE II (AGREE, 2017).

The chapter follows a clear and concise structure. It begins with a framework for framing the decolonisation of curricula in HPE. Following this, it delves into the research methodology, detailing data collection and analysis. The findings and discussions are presented in a combined section, which leads to the proposal of practical guidelines. Finally, the chapter concludes by summarising its key insights. The next section explores the framework that guides our deductive coding.

11.3 Background: Framing the decolonisation of curricula in HPE

Koch *et al.* (2024a) conducted a scoping literature review to explore how decolonisation is used to drive transformation in HE. The scoping review resulted in the identification of 14 decolonial actions that were presented as an action framework.

This framework outlines four central themes integral to the process of decolonisation in HE. Theme 1 underscores the significance of recognising and engaging with the legacy of colonialism in HE. It suggests practical decolonial steps, including cultivating self-awareness, acknowledging colonial influences, and actively critiquing their impact. In Theme 2, attention shifts to advancing equity and inclusiveness, promoting a curriculum that confronts disparities, re-evaluates power dynamics, welcomes diverse perspectives, fosters inclusive teaching methodologies, and empowers students. Theme 3 revolves around rejuvenating cultural heritage, advocating for measures such as contextualised curricula, honouring local identity, and balancing global and local viewpoints. Lastly, Theme 4 explores the interrogation of

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existing knowledge paradigms and the exploration of alternative ways of knowing, being, and doing. It advocates for critical reflection on established knowledge, the involvement of students as active co-creators of knowledge, and the exploration of unconventional ways of knowledge creation.

This framework aligns with the research objectives by providing a structured approach to analysing data collected from participants. Its emphasis on actionable steps for decolonisation enables this research to explore participants' perceptions in a manner that can foster meaningful curriculum development and transformation.

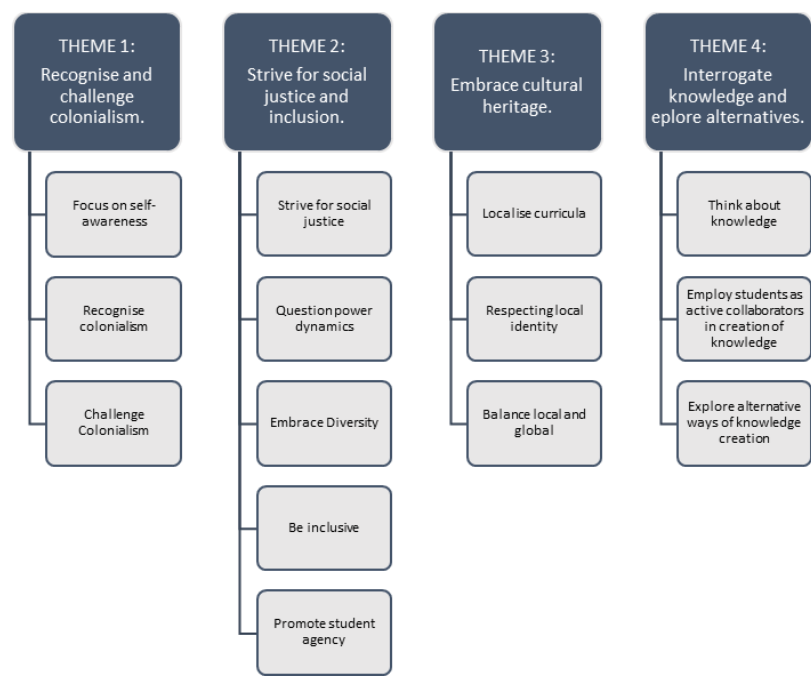


Figure 11.1: Decolonisation action framework (Koch *et al.*, 2024a)

11.4 Research method and design

In this study, a research paradigm grounded in social constructivism guides the research approach. Social constructivism recognises that knowledge emerges through social interactions influenced by cultural and contextual factors, aligning with the socially constructed nature of decolonisation (Creswell & Clark, 2017; Diab *et al.*, 2020). Employing a qualitative research design, the study focuses on in-depth exploration, capturing the richness and depth of participant perspectives and experiences regarding decolonisation.

Within this qualitative design, the methodology employed is workshop methodology. This workshop methodology serves as an interactive and participatory platform where participants can engage in discussions, share their perceptions, and collectively contribute to the formulation of decolonisation guidelines. Workshops were selected as a methodology because the participatory nature facilitated a nuanced understanding of participants' attitudes and experiences and the challenges they encounter when aiming to integrate decolonial practices into their curricula (Orngreen & Levinson, 2017).

11.4.1. Data collection

To collect data during the workshops, the NGT was employed as illustrated in **Error! Reference source not found.**. This technique is suitable for this study because it encourages meaningful contributions from all participants and facilitates agreement on the relative importance of issues, problems or solutions (Tran *et al.*, 2021).

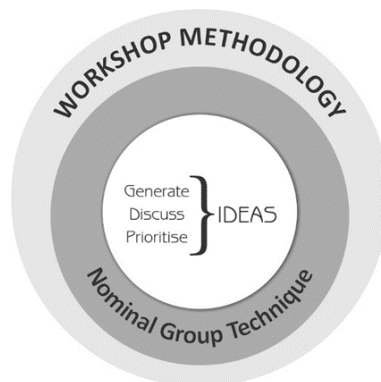


Figure 11.2: Data collection

Nominal Group Technique (NGT)

NGT is a structured, small-group discussion method used to generate and brainstorm ideas with the main aim of reaching a consensus regarding the specific topic under discussion – in this study, how HP educators perceive decolonisation. NGT consists of four phases, namely generating ideas, recording ideas, discussing ideas and lastly, prioritising ideas. NGT not only allows for idea generation but allows for in-depth discussion to thoroughly explore the participants’ experiences, opinions, attitudes and beliefs (Tran *et al.*, 2021).

During the online workshops led by an experienced facilitator, five open-ended questions (presented in Table 11.1) were posed one at a time to the participants. Participants then presented their answers on a collaborative online platform, followed by a facilitated discussion to clarify, discuss, and prioritise the generated ideas. The process was then repeated for each question. Once done with all five questions, the participants were asked to do a feedback survey on their experience of the session.

The collected data encompassed the written answers to the questions posed on the collaborative online platform, the transcripts of the workshops and the responses from the feedback survey completed at the end of the workshops.

Table 11.1: Workshop questions

QUESTION 1: (a) How did colonisation shape the curriculum in your discipline? (b) How do you consider your positionality as a module owner/ designer/ lecturer, and your impact on your students?
QUESTION 2: In your discipline, how do your practices and unconscious bias exclude and/or include certain groups? (With reference to what you teach and how you teach.)
QUESTION 3: Do your students currently see their own ethnic and cultural backgrounds reflected in the curriculum? If yes, how was this achieved in your discipline and if not, what changes can you make for your students to see their own ethnic and cultural backgrounds reflected in the curriculum?
QUESTION 4: In your discipline, do you interrogate why some knowledge is validated more than other forms of knowledge and what do you do to invite alternative ways of thinking?
QUESTION 5: As a last question, and after all these discussions, what does decolonisation mean to you personally and what does it mean for you in the context of your discipline?

Population and sampling

The study population comprised academics within the FHS on the Potchefstroom, Mahikeng and Vanderbijlpark Campuses of the North-West University. The FHS consists of 5 schools namely Pharmacy, Nursing, Psycho-Social Development, Human movement Sciences, Physiology nutrition and consumer sciences.

This qualitative study used an all-inclusive voluntary purposive sampling procedure. Participation in this study was voluntary. The basic principles of ethics: autonomy, justice, beneficence, non-maleficence and fidelity

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were guiding the ethical practices during this research as suggested by Pool and Reitsma (2017) before the commencement of research, the researcher obtained ethics approval from the North-West University Health Research Ethics Committee (NWU-HREC) and the North-West University Research Data Gatekeeper Committee (NWU-RDGC). To safeguard the integrity of the findings of the study, meticulous steps were taken to address data quality, validity, and reliability.

11.4.2. Data Analysis

The data collected were subjected to deductive coding using the action framework for decolonising health sciences curriculum which encompasses 14 distinct actions designed to guide the decolonisation of curricula (as displayed in **Error! Reference source not found.**). The deductive coding approach involved systematically aligning participant responses with the predefined actions outlined in the framework. This process facilitated a comprehensive evaluation of the extent to which participants' perceptions and discussions resonated with the recommended decolonial actions. Structuring the data analysis around these predefined actions provided a framework for synthesising the data and deriving actionable guidelines to advance decolonisation efforts within Health Sciences.

11.5 Results and Discussion

In the following section, we delve into the findings and discussion organised around the four predetermined themes discussed earlier. These themes provide a structured lens through which we examine HP educators' perceptions of decolonisation.

11.5.1. THEME 1: Recognise and challenge colonialism.

Subtheme 1: focus on self-awareness

To work towards decoloniality it is important for HP educators to critically reflect on themselves and their influence on a curriculum as highlighted by Koch *et al.* (2024a). From the data, it became evident that most of the participants acknowledged that who they are does influence how they teach, what they teach, how they engage with students and how students view them. Some of the participants also mentioned that engaging with colleagues in conversation about this decolonial action, created a renewed awareness of their actions and how this can influence their teaching and students' participation.

Drawing from the insights of Padayachee *et al.* (2018), it becomes evident that HP educators should proactively position themselves within the learning environment. This proactive stance involves taking ownership of any biases that may exist. As Rodney (2016) underscores, this positioning is not merely a matter of physical presence but signifies a commitment to transparency and accountability. When educators establish themselves in the classroom, they create a tangible locus for these principles, fostering an environment in which the learning process is guided by openness and responsibility. From the data analysis, it became clear that even though participants are eager to take responsibility for their bias and assumptions, only a few of the participants indicated that they actively establish their positionality in the classroom:

1:37 I grew up in the sixties and seventies very aware of the differences in living conditions among people... I acknowledge the fact that I grew up in a privileged society during the first lecture session of the module I teach.

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Further analyses of the data reveal that participants find it important that students are encouraged to also be aware of their own culture and values in Health science fields because that would influence how they treat patients and what treatment options they would or would not recommend. This viewpoint is corroborated by the work of Harvey and Russell-Mundine (2019), who advocate for the importance of reflective practice in enabling students to recognise potential misalignments in their cultural awareness and to view differences as valuable learning opportunities. Building on this, Andrews *et al.* (2020) propose that student activities can be purposefully designed to encourage students to reflect on their own identities. The data displays a commitment by participants to encourage students to self-reflect through activities such as field trips to different communities and hospitals and group discussions about controversial topics such as abortion, surrogate pregnancies, and organ donation. Practical assignments and assessments are also used by these participants to provide students with opportunities to reflect on cultural practices from their own communities. This is illustrated by this participants' response:

3:31 The current curriculum in Nursing and midwifery does not reflect indigenous knowledge. For example, pregnant mothers use certain herbs or practice some beliefs to enhance labour. So I give students opportunities to reflect on some of the cultural practices from their communities, they then share these with videos and discuss them in class. The intention is to clarify their values regarding these and decide whether they would recommend or not recommend to the clients.

Added to this, shared reflection with peers, as advocated by Sridhar *et al.* (2023), can provide an internal feedback mechanism. Within this collaborative environment, learners are allowed to contemplate their role and impact in either perpetuating or dismantling colonialism. This collaborative approach not only encourages self-awareness but also

underscores the interconnectedness of individuals' cultural identities within the broader context of healthcare education and practice.

Subtheme 2: Recognise colonialism

When aiming to use decolonisation to transform curricula, it is fundamental to recognise and understand the historical impact of colonialism (Chandanabhumma & Narasimhan, 2020). Recognising colonialism according to (Mbaki *et al.*, 2021) involves looking at the history of a subject or discipline and acknowledging the policies and practices that lead to the depletion of resources. Participants were eager to reflect on the origins of their subject which mostly originated in Europe and the USA as evidenced by the following responses:

1:3 Pharmacy and science of pharmacy developed in Eurocentric / European, American / Western world. Developed during colonisation as it was part of history.

1:54 Started home economics in the USA - train women essential skills as mothers in their homes. Shaped by White women's backgrounds. Later became Consumer Science but still very focussed on foods and fashion in SA. In SA, most consumer scientists are still women.

Participants agreed that colonisation had a great influence on their respective disciplines. In psychology, participants declared that colonisation is embedded in all the main theories because psychology is mainly investigated from a Western perspective.

Colonialism also had a strong influence in the field of nursing, according to participants who noted that their views of diagnoses and treatment were shaped by the colonised content they learned from. Participants from the subject of pharmacy acknowledged that Western medicine, developed by the Western World is an inherent and essential part of their curricula as indicated by this response:

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6:2 Pharmacy developed during the time that colonisation was the top of the day. So, it does have a lot of influences in it. So, that is what I meant by part of the history of Pharmacy as we are here now at this moment.

These observations align with existing literature's emphasis on critical awareness regarding the enduring effects of colonialism within HPE disciplines (Hansen *et al.*, 2023; Sridhar *et al.*, 2023). The participants' responses confirm that colonialism continues to exert a lingering influence on their subjects, highlighting the importance of addressing this historical legacy in HE.

Subtheme 3: Challenge colonialism

The overarching sentiment expressed by participants reflected a sincere commitment to challenge the legacy of colonialism within their curricula. This sentiment is echoed by Bhandal (2018) who emphasises the critical importance of bringing to light the recurring patterns of colonial influence and actively addressing them.

The term *decolonisation*, however, raised concerns among many participants who described the term decolonisation as wrong, very politicised, a horrible word and not a correct description of what needs to happen. Some participants proposed that the term be changed to focus on inclusivity and addressing diversity. The prevailing perception among participants was that if the term were replaced by a term with less of a negative connotation, participants would be more eager to participate and realise the value it could add to their curricula. This perspective aligns with the notion that the term decolonisation may not be the most appropriate choice moving forward, as discussed by (Cloete, 2018). Cloete underscores the ideological and reductionist nature of the term, lending further support to the participants' reservations and their call for a more constructive and inclusive framing

of the curricular transformation process. The following responses illustrate this perspective:

9:20 I'd like to apologise to you. I did enjoy this workshop. I was very negative about this, but I must tell you one thing: I think decolonisation is a swear word that we need to get rid of. It's a horrible word; it's got a very negative connection, and if one can get a different word to describe what we've discussed today, I believe that everybody will just jump into the pool and say, "okay, let's do it, let's do it", but the minute you hear this word, people say I'm not interested; I don't want to hear it. It's all wrong. So, thank you. You changed my mind about what it includes, but I still hate the word.

9:17 I think it has a lot to do with the terminology that is also used. Why would we use the term decolonise, that is a politicised term. So, if we want to get away from that, we should rather say how we become more inclusive, and to be negative, is also never good. So decolonise is a negative term, you want to get away from something, but rather say what do we want to move towards, and that would be more constructive, and I think that will bring people together and help us understand one another, and eventually achieve what we want to achieve.

Hansen *et al.* (2023) argue that fostering opportunities for dialogue can serve as a valuable bridge between HP educators' perceptions and their teaching practices. They emphasise the need for shared platforms and opportunities for dialogue among all stakeholders. This notion aligns with a recurring theme in participants' narratives, which reflects their enthusiasm for engaging in critical conversations about the concept of decolonisation and its implications. Participants expressed the value they found in hearing the views and ideas of their colleagues while being able to share their perspectives. Some participants noted their

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appreciation for the co-constructive and participatory nature of the conversation during the workshop and mentioned that more conversations on the topic should be encouraged.

Furthermore, hearing the opinions of others encouraged participants to critically reflect on their perception of decolonisation and their level of engagement in decolonial actions. However, many of the participants voiced the need to engage in further conversation and training opportunities to give them a better understanding of decolonisation and present practical examples of how to incorporate different aspects of decolonisation in their curricula. The need to have discipline-specific conversations and training was emphasised as summarised by this response:

10:6 Workshops need to be for a discipline e.g. Pharmacy. We do hear the other disciplines but it is not all applicable to our context and especially my module. To have a person available or leading the workshop with the knowledge and experience of decolonisation in our discipline and modules to help us meet the standards as expected from the structure.

Critical dialogues within the context of decolonisation are essential, but it is equally crucial that these conversations evolve from mere recognition to active questioning and critique (Chandanabhumma & Narasimhan, 2020). Data analysis indicates that participants are indeed critically assessing existing paradigms and striving to challenge established systems. Some even mentioned that despite their educational practices originating in developed countries, they are making efforts to enhance these practices to suit the South African context better. Added to this, a few participants mentioned that they felt more could be done to challenge set processes and rules and one participant added the example that international research processes are sometimes in conflict with the approval processes of the local university

and that the research setting and local gatekeepers should ensure that research processes are tailor-made.

Another vital aspect to consider in the discourse on decolonisation within HE is the imperative to question one's assumptions and prejudice. Muna *et al.* (2019) argue that assumptions about students, language literacy and learning can play a pivotal role in shaping an educational environment. Barkaskas and Gladwin (2021) agree and add that assumptions can be effectively countered through meaningful interactions with others. The data gleaned from this study strongly underscores participants' preparedness to challenge their assumptions. A prevalent assumption among participants is the misguided belief that all White students belong to a particular culture and share a specific language, while all Black students are presumed to be associated with a distinct culture and language. This misperception surfaced prominently in participants' responses, emphasising the need to address and rectify such assumptions within the classroom environment:

2:27 I was acutely aware of the fact that I needed to be inclusive and I overcame this by not assuming that every Black student was of Zulu traditional origin and not every White student was English-speaking. I would always debate cultures and what they meant to them. So made it very personal.

2:53 I assume that all White students understand Afrikaans and all other students English, got myself into a pickle a few times

An opposing viewpoint surfaced as a few participants questioned the need to challenge the assumptions within their disciplines as illustrated by this response:

6:6 Why? Because it's working. There's a functional profession outside. So, how far do we want to change it, and what will be the impact if we change it? Will it become broken, and then...

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This viewpoint illustrates the concern mentioned by Matimolane *et al.* (2018) that it might be difficult to engage educators in decolonisation activities due to the perplexing nature of decolonisation and resistance to change.

11.5.2. THEME 2: Combat injustice and strive for socially just, culturally diverse, and inclusive education.

Subtheme 1: Strive for social justice

An overall commitment to social justice and equity is required when the goal is to decolonise curricula. This commitment requires actively engaging in anti-oppressive practices and working to rectify unjust social conditions, as emphasised by Chandanabhumma and Narasimhan (2020). The participants are eager to embrace this commitment to social justice. They recognise their pivotal roles as module leaders in Health Sciences and are motivated to contribute significantly to fostering fairness and equity in HPE.

Despite this enthusiasm to strive for equity and social justice, not much is being done to help restore imbalances in knowledge and expertise within Health Sciences curricula as advocated by Bhandal (2018). Participants are however acknowledging inequities within their classrooms and some mentioned that they perceive the challenges to be more of a socioeconomic nature than academic or cultural nature. They account for this by not assuming that all students have access to specific resources such as smartphones for example. Based on the participants' feedback it was also noted that participants are aware of and are making students aware of the inequity of the patient or client populations that students will serve as future healthcare professionals. One participant mentioned that in their occupational hygiene curricula, the focus is centred on evaluating and improving worker exposure. Since workers are often from a lower economic class, they have to teach their

students to be mindful of the social and economic differences and how this can influence communication. In nutrition and pharmacy disciplines the importance of realising inequities was also emphasised and confirmed by this response:

7:13 .. it's easy to maybe get a supplement for someone with a certain disease, but if you are in a lower socio-economic group, it won't be as easy for you to just go and purchase a supplement. You will have to make sure what's in your budget .., even if it's rural, you don't have all those shops near you. What can then be used, and those students can add to a discussion, then.

Apart from the realisation that colonisation asserted ownership of some knowledge that indeed originated in Africa, not much action is taken by participants to acknowledge past misgivings and protect the copywriting of indigenous knowledge as suggested by (Chandanabhumma & Narasimhan, 2020).

Subtheme 2: Question power dynamics

Is pivotal in decolonial education to address power dynamics that have shaped knowledge, practices and hierarchies within a subject or discipline (Padayachee *et al.*, 2018; Rodney, 2016; Sridhar *et al.*, 2023). The hierarchy of evidence in science is acknowledged by some participants and one participant explained that they are teaching science to students and that the source of science is knowledge that comes from various sources that have been ranked.

Additionally, a notable number of participants drew attention to the fact that it is expected from them to reach outputs that are set by external bodies, for example, the South African Pharmacy Council and that their curricula are dictated by certain rules and processes, making it difficult or impossible to address power dynamics.

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To balance these power dynamics, it is suggested by some participants that to consider other knowledge as part of mainstream science, students must be taught to interrogate this knowledge and evidence from a proven scientific lens. The participants added that educators should assist in the publishing of these sources or strive to find alternative strategies for incorporation into curricula for example community-based teaching activities. This perspective aligns with the views expressed by Narasimhan and Chandanabhumma (2021) who underscore the importance of considering structural barriers, including power differentials and policy-driven inequalities when striving for a more inclusive educational landscape.

Subtheme 3: Embrace diversity

A notable trend emerged as the participants participating directed substantial focus toward the subtheme of diversity, demonstrating its prominent position within conversations and reaffirming its pivotal role in the decolonisation of the Health Sciences curricula. According to Matimolane *et al.* (2018), curricula must be responsive to the needs of a diverse student population.

A few participants advocated for a generic approach to deal with diversity in an approach by which everyone should be treated similarly. However, according to Zidani (2021), educators should not push for homogeneity and shy away from conflict in a diverse classroom. In general, most of the participants demonstrated an awareness and mindfulness of the different backgrounds and cultures of their students. They emphasise the importance of treating all cultures and races with sensitivity and respect and encourage students to treat each other equally.

However, they choose to approach and handle the diversity in their classrooms, participants all agreeing that diversity brings certain challenges that need to be addressed. The first challenge participants

noted is that South Africa truly is a rainbow nation with many different cultures and ethnic groups and that it is nearly impossible to include all the cultures present in the curriculum. Participation is another challenge of diversity as certain participants pointed out. Participants find certain cultures more reluctant to share their experiences or partake in group discussions. One participant mentioned that Black students would rather engage one-on-one with the lecturer because they do not like to share in a group situation. Another participant mentioned the effect of gender roles in certain cultures and how this can influence group work:

6:20 I also found the Indian community; they are also not group discussion people. If they are in a homogenous culture, good, yes, then they will discuss, but they...especially the woman students, they would rather keep quiet and let the males do the talking. So, it's difficult to get them to engage in that thing.

Despite the challenges of a diverse student group, participants collectively perceive cultural diversity as something to be embraced. Most participants viewed the diversity in their classrooms as an opportunity to learn. Harvey and Russell-Mundine (2019) agree that diversity presents learning opportunities and emphasises the importance of making students aware of cultural differences. The following response gives an example of how students can be made aware in a diverse classroom:

3:13 Students are encouraged to participate in class discussion and/or group work with their own identities, cultural examples and background to reach the curriculum outcome, but simultaneously educate the class on diversity.

The general sentiment was that if students talked and debated their own culture it makes learning much more personal to them and it allows for students to learn from one another. Participants emphasised that it is particularly important to expose students to diverse environments and

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cultures because this will prepare them for the diverse workplace they will be entering.

Cultural competence surfaced as a fundamental aspect in effectively handling classroom diversity (Finn *et al.*, 2022; Nazar *et al.*, 2015). Participants' insights reveal that they believe the lack of cultural knowledge can lead to prejudice, stereotyping and exclusion. Some participants expressed concern that they do not have ample knowledge of and insight into other cultural backgrounds and expressed their desire to learn more. On the other hand, the remaining participants expressed a belief that exposure to different races and cultures, be it through their training or practical work experiences, fostered their sense of ease within a diverse classroom and encouraged them to approach their curricula from multiple perspectives.

Highlighting its relevance, participants mentioned that it is pivotal for their students as future healthcare professionals to be aware that they would serve a diverse health population. Nazar *et al.* (2015) encourage healthcare students and health care providers to engage in cross-cultural interactions to be able to provide care that is fitting for the culture of the patient. Participants from nutrition noted that it is essential to know that food and eating habits are culturally diverse and that socioeconomic factors play an important role. One participant from the pharmacy noted that if you do not take the cultural or socioeconomic background of a patient into account, the treatment prescribed may even be counter-effective. Participants aim to achieve this awareness of diversity in a healthcare setting by having open and critical in-class discussions about different cultural perspectives on subjects such as wellness, diet or treatment options. Others introduce culturally diverse case studies enabling students to learn about other cultures. One participant mentioned that they expose their students by

introducing work-integrated learning activities in community and hospital settings.

Subtheme 4: Inclusivity

Creating a more inclusive classroom environment, as suggested by Finn *et al.* (2022), entails acknowledging the diversity and individuality of every person while ensuring that their experiences, identities, and perspectives are faithfully and genuinely represented. To create an inclusive learning environment, the participants realise that it is important to not stereotype and make assumptions about students' background, socio-economic status and language. The strategy mostly used by participants to promote diverse representation is by using diverse case studies and examples. Some participants mentioned that this enables students to identify with the case study, for example resulting in better participation. One participant did raise a concern that class discussions might occasionally be biased toward the majority of students represented and that the onus lies on the participant to ensure equal participation, fostering an inclusive learning space.

While their goal is to foster an inclusive classroom, several participants admitted that certain practices or actions might unintentionally lead to the exclusion of specific students or student groups. Not knowing enough about other cultural groups can lead to ignorance and the exclusion of certain students, as mentioned by participants. Other factors that can lead to exclusion as listed by participants include the unintentional use of language that is not inclusive or not understanding or accounting for the economic background of students. Other participants realised that their own cultural, ethnic, age and gender bias could lead to exclusion as illustrated by the following responses:

2:5 Some of the examples might cause you to exclude other groups unconsciously. Another barrier would be using the language of a

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particular student to explain a concept. In developing case studies a scenario may be applied to one group instead of generalising.

2:3 Due to my worldview, I relate more to that of a Western perspective. Because I relate to the Western perspective, it is easier for me to teach from this comfort zone. When I have to think on my feet when a question is posed or examples are needed, I draw from my knowledge and experience which can exclude students.

HEIs are encouraged to find strategies to ensure success and inclusivity according to Osman and Maringe (2019). Although a few participants mention that there is room for improvement concerning inclusive teaching methods, others appear to be making deliberate attempts to include all their students in their delivery methods. Certain participants demonstrate a commitment to ensure equal participation and engagement from all students in participatory classroom activities, but they recognise that additional effort may be needed to get certain cultural groups to partake. One participant mentioned that they aim to use humour as part of a lecture presentation, but they caution that humour is not a universal concept and can be misinterpreted by some students.

Subtheme 5: Promote student agency

In literature, many authors advocate for a move away from traditional teaching methodologies to a student-centred approach that promotes student agency (Ajaps, 2021; Cordeiro-Rodrigues, 2017; Goodman *et al.*, 2015). The data suggests a notable shift in this direction as participants display a strong focus on the needs and background of students and empower them to take control over their learning. One participant illustrated the case of female students from a particular culture who may feel discomfort with physical contact in a class involving practical examination skills. They afford these students the autonomy to

determine their preferred approach, such as participating in a female-only group or grasping the intervention through observation or written materials. Another suggestion for empowering students is to encourage critical thinking as illustrated by the following response:

2:37 The module I teach encourages students to voice their own opinions and allows them to differ from one another without anyone's opinion being right or wrong. They must however be able to defend their opinion.

Furthermore, a few participants also mentioned their practice of consulting with students when remodelling content and bringing students to the decision table. This approach is in line with the idea of empowering students and engaging them in sharing responsibility for their education with educators, as advocated by Iloanya (2017). Baker *et al.* (2021) further elaborated on this concept, emphasising that transformation aims to empower learners to see the world through a more ethical lens. This empowerment equips them to challenge and change the status quo, ultimately working to establish a more just society.

11.5.3. THEME 3: Re-embrace cultural heritage.

Subtheme 1: Localise curriculum

When aiming to re-embrace our cultural heritage, the first focus falls on localising curricula. Osman and Maringe (2019) advocate for the inclusion of sources that originated locally from a local perspective. A small number of participants find it easy to incorporate local content since they have local content available (textbooks and academic articles) written by local authors. Others mention they might not have the luxury of a local textbook, but they can supplement textbooks from America or Europe with relevant local case studies and examples. A few participants mentioned that some attempts are being made to work towards the

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availability of local content, but others were concerned about the lack of sources from Africa.

Another challenge to including local content, as noted by Osman and Maringe (2019), is that local knowledge has historically been undervalued and often perceived as inferior to Western knowledge. This perspective becomes evident through the viewpoints of some participants who expressed reservations about incorporating local textbooks into their curriculum. They believe that doing so might compromise the quality of education, as illustrated by the following response:

9:7 I would not support ... [using local textbooks] in every Discipline. In my Discipline, it would not make sense at all. Quality will suffer. We do not have the capacity, nor the expertise to do that, and the key aspects are universal, the good scientific textbooks are used by several universities across the world because so much work went into the didactical design; the content; keeping it updated, etc. Because the knowledge changes year by year. So, in my Discipline, for example, I would only go for enriching the local context with examples, but not with the local textbook, but it might work for others.

Added to this, another critique of local content as mentioned by participants is that some disciplines do not allow the inclusion of local content, or that inclusion of local content will not benefit their students, as suggested by the following response:

9:2 Sports that are inherent to South Africa are not being played outside or on an international level have any financial backing or are being implemented even on the school level, I cannot justify teaching that or looking into that...there is no need to discuss a sport that's not popular. I'm not increasing my students' employability.

However educators feel about including local content in their curricula, it is important that the content of curricula be reconsidered and the development of new resources be encouraged, as stated by Osman and Maringe (2019).

Sathorar and Geduld (2018) emphasised the importance of connecting course content to the local context by exposing students to diverse real-world situations. In line with this perspective, most participants in this study actively integrate theory with practical applications. Their strategies include using relevant and up-to-date South African examples, incorporating case studies from local clinics or hospitals, organising field trips, and designing assignments that involve interviews with community members on health-related issues.

Subtheme 2: Respecting local identity

Various authors point out that curricula can become more culturally relevant and enriched when infused with indigenous knowledge and perspectives (Mheta *et al.*, 2018; Van der Westhuizen *et al.*, 2017). In the data, however, little focus was placed on the creation of opportunities to recognise, develop and protect culture-based theories. One individual cautioned that if Indigenous knowledge is to be included in curricula it should be proven scientifically. They give the following suggestions:

7:22 ...if we want to teach this [traditional medicine] to our students, we now need to then interrogate those systems, because you cannot teach what has not yet been proven from our lenses. And so, it will be difficult to bring those into mainstream science and education, ... Probably, we must start helping them to publish their sources of knowledge or maybe have an alternative way of bringing them into the curriculum in terms of maybe community-based teaching and learning, and activities.

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The celebration of local identity is not widespread among the responses, but it is heartening to observe a subset of responses shifting their focus to proudly emphasise their local identities as illustrated by the following response:

5:22 I am proud to contribute to African content. It is like Africa is standing up and saying: Here am I! Take note. I love it.

Subtheme 3: Balancing local and global

Matimolane *et al.* (2018) highlight educators' awareness that curricula must extend beyond local boundaries to be globally relevant. Participants, as observed in the data, have developed strategies to achieve a balance between local and global perspectives. Even when using international textbooks, they integrate local examples and case studies to provide a local angle. In various fields, participants stress the importance of reconciling diverse knowledge and viewpoints as part of the educational foundation. For example, dermatology, addresses differences in skin rashes between White and Black individuals, emphasising real-world applicability over textbook depictions. Furthermore, participants navigate culturally sensitive topics such as Body Mass Index, gender dynamics, and nuanced concepts for example 'competition' with a balanced approach, ensuring a comprehensive understanding for their students.

To close the gap between Western and indigenous approaches it is valuable to seek active partnerships with relevant organisations and HEIs (Mheta *et al.*, 2018; Van der Westhuizen *et al.*, 2017; Witthuhn & Le Roux, 2017). While most participants have not yet considered such partnerships, a few participants did mention their efforts or intentions to form partnerships. One participant elaborated on a partnership with a Zambian University and highlighted the value of visiting and experiencing the cultural interaction there. According to this participant it opened his eyes and made him realise that to achieve the same goal,

the application needs to be different in different settings with different cultures. Another participant voiced the intention to involve stakeholders in the development of more specific case- and content-specific scenarios.

11.5.4. THEME 4: Challenge conventional knowledge and explore alternatives

Subtheme 1: Think about knowledge

From a decolonising perspective, educators need to consider the historical and contextual nature of knowledge and teach it accordingly (Sathorar & Geduld, 2019). The data indicates that participants reflect on the fundamental nature of knowledge. Responses indicate an overall awareness that knowledge is pluriverse and shaped by diverse cultural, historical, and contextual factors. Specific examples mentioned by participants include the different understanding of concepts such as obesity, which is perceived to be a health risk for some and for others a sign of prosperity. This is illustrated by this metaphor from one of the participants:

9:22 I am imagining myself as being on a lane, and this lane is towards a certain direction or destination, and I'm on a scientific lane, because of the knowledge that is already been discovered and validated, and however, to get to that destination, other lanes are also as valid, but they have not maybe... They were not used or validated. However, they can be explored so long as they reach the final destination, and for me, it's about incorporating inclusivity and reaching the same destination.

While many participants acknowledge the pluriversal nature of knowledge, another group holds the belief that there is only one correct way. They mention that they teach hard science that is evidence-based or dictated by law. One participant voiced a strong opinion against non-

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scientific knowledge and posed the question as to whether academia is only considering the pluriversal nature of knowledge due to political pressure. He continues with the statement that scientific knowledge is the essence of a university in his view and expresses concern about attempts to incorporate knowledge that has not been scientifically proven.

Within the discourse of decolonisation, educators should question the content and knowledge they teach and be willing to challenge their assumptions (Rodney, 2016). From the data, it seems that some attempts are being made to question current knowledge systems. A few of the participants articulated that even though theories are old, it is currently being questioned and debated in certain fields. A participant mentioned that in the field of psychology, there has been an update (TR) to the DSM (Diagnostic and Statistical Manual) 5 version to specifically include aspects of culture, racism, and discrimination. Another participant stated that through engagement with the topic of decolonisation, they realised that they need to “go back to the drawing board for certain things” (9:13) but that it is not wrong to revert to what worked better in the past.

Zappas *et al.* (2021) advise that a decolonised curriculum must acknowledge multiple ways of thinking about the central problems in the field and not rely on a single authoritative voice. A prevailing sentiment among participants is that although most realise the importance of making space for other knowledges, it is not always easy to do so. Again, the example of obesity was mentioned where patients did not want to lose weight because weight loss is in some cultures linked to being HIV positive. This proposes a problem as the following participant explained:

6:9 ... they don't want to be stigmatised as having HIV. So, how do you now, from a Western perspective, tell the community or

participants what you believe, is wrong? Who am I to say to them no, it's wrong what you believe; you have to believe this and this and this?

Many participants expressed doubts about the validity of incorporating Indigenous knowledge, feeling pressured to do so. Some noted the significance of scrutinising this knowledge but emphasised the need for scientific validation to support its inclusion. Others pointed out that colonisation has not allowed traditional medicines to be considered and that even if it is still considered unscientific, it may indeed have an impact on therapeutic outcomes when used together with allopathic medicine. In response, participants noted that they must educate students in fields like pharmacy, emphasising their responsibility for patient outcomes and the need for scientific evidence to justify their recommendations for medicines or treatments.

Participants agree on the fact that if current knowledge is to be interrogated it should be done through scientific research. Some mention that it should be borne in mind that research-focused postgraduate teaching and learning is context-specific and that it will be beneficial if the research setting and local gatekeepers ensure that research processes are tailor-made. They mention that there are instances where international research processes conflict with that of the local university processes.

Subtheme 2: Employ students as collaborators in the creation of knowledge

In a decolonial classroom the knowledge and experience a student brings to the classroom should be accounted for and built upon (Sathorar & Geduld, 2018). According to Baker *et al.* (2021), the prior knowledge of students should be a key consideration in curriculum development and effective teaching. From the data analysis, it is evident that participants do realise the value of engaging with the lived realities

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of their students. Some participants highlighted the importance of realising that prior knowledge differs and that one should not assume that all students have prior knowledge of a certain concept. Strategies applied by participants included the careful consideration of students' backgrounds and having students bring their examples and experiences to the classroom as a starting point for discussion and peer learning. Using students' first language can also, according to the participants, demonstrate to students that they can be comfortable in the classroom and participate with the knowledge they possess.

There is a shared understanding that peer learning is beneficial and that students should actively participate in the learning process (Zappas *et al.*, 2021). From the data, it became evident that participants understand the value of students learning from each other. Much effort is noted by participants to create spaces where all students can contribute and feel comfortable sharing their experiences through open discussions. Acknowledging the value of students' contributions to the creation of knowledge can encourage critical thinking and self-directed learning.

8:5 The start of the semester is very difficult. However, as we progress, and you start to engage them... Being culturally sensitive for me, means I acknowledge my students. I value their input and participation in my class, and I acknowledge them, even if the answers are wrong, I do not make a fuss about it. We learn from that as well.

When theories are put into practice it can make students aware of their positionality and make them aware that knowledge always originates from a specific context (Andrews *et al.*, 2020). Some participants mention the success of work integrating learning (WIL) activities in community and hospital settings. According to these participants exposing students to real-life situations and people confronts them with

the reality of cultural differences in people and organisations and that it is required of them to deal with these differences sensitively and creatively. This is illustrated by the following example:

3:10 One of the assessments for our postgrad students is to do a group assignment. However, they are required to choose a resource-deprived community. Then they have to talk to community members and identify a relevant health-related issue. Then working alongside the community, they have to come up with a solution to the health problem that is relevant to the community. It is always interesting to see the reality kick in when the students realise that their ideas of a solution are neither culture-sensitive nor relevant for the particular community. In this group work, they learn about their peers as well as the community they work in.

Subtheme 3: Explore alternative ways of knowledge creation

A research-based approach to decolonisation can be useful in the decolonisation discourse according to Mbaki *et al.* (2021), but the participants did not focus very much on the inclusiveness of their research environment.

They did however aim to employ decolonial teaching methods by being culturally sensitive, giving students opportunities to contribute and encouraging groupwork activities and class discussions. While literature suggests that local delivery methods should be used in a decolonial curriculum (Ajaps, 2021), the absence of such practices becomes apparent in the data. One participant mentioned that they tried to incorporate trans-language, but did not have much success:

9:10 I even went as far as to let them explain the scientific concepts to each other in their native language, and they said to me straight, this is difficult; they'd rather do English. I mean, it's

not just the translation. That has been well-established. Subtheme 2: respecting local identity

Consequently, there are many creative methods mentioned in the literature that remain mostly untapped, for example, traditional forms of expression such as music or storytelling, or activities for example playful learning (Cassim, 2020), multilingual classroom talk (Mheta *et al.*, 2018), or pedagogical talking circles (Barkaskas & Gladwin, 2021).

Assessment in a decolonial curriculum should display the commitment to decolonisation (Laing, 2021; Mbaki *et al.*, 2021). Initially, participants mentioned some resistance to adapting assessment strategies to cater for diverse students but then realised that they are currently using various assessment strategies such as presentations in class, practical exams and oral examinations.

11.6 Guidelines for advancing decolonisation

It became evident from the data that most participants feel positive about decolonisation, and they want to engage in conversations about the concept. However, they highlighted the need for clear and practical guidance to structure these conversations and their transformative actions, as illustrated by the following response:

6:8 I've been trained in a specific way. It's not to say you can't change. I can change, but then I will need to adapt whatever I'm doing on the curriculum side, and that is the big question, how must I do it, and somebody can assist me...can assist us there.

To develop guidelines to inform the decolonisation of Health Sciences curricula, this research makes use of the Appraisal of Guidelines for Research & Evaluation instrument (AGREE II) (AGREE, 2017). This instrument, comprising six domains, provides a strategy for the development of the guidelines and contributes to validity. Table 11.2

describes the structure and content of the AGREE II instrument and how the guidelines developed align with the criteria of the instrument.

Table 11.2: Aligning guidelines with AGREE II domains

Structure and content of AGREE II	How the guidelines align with AGREE II
Domain 1 Scope and Purpose: The overall aim, questions and target population.	The guidelines presented in this chapter effectively define their scope. They focus on recognising colonialism, striving for social justice and inclusion, and embracing cultural heritage within HPE. This aligns with the emphasis on a clear objective and scope as outlined in AGREE II.
Domain 2 Stakeholder involvement: Appropriateness of stakeholders and representative of intended users	This chapter presents a rigorous methodology that actively involves HP educators and their diverse perspectives, demonstrating an engaged stakeholder approach, which is in line with AGREE II principles emphasising stakeholder involvement.
Domain 3 Rigour of Development: The process is used to gather and synthesise evidence and methods to formulate and update recommendations.	Despite the clinical orientation of the AGREE II instrument, the guidelines within this chapter incorporate a suitable methodology. The perspectives of HP educators were grounded in relevant literature on decolonisation, affirming the strength of the development process, and aligning with the principles of AGREE II.
Domain 4 Clarity of Presentation: Language, structure and format of guidelines	The guidelines are well-structured and presented in a clear and specific manner. The language used is accessible and understandable, ensuring that HP educators can easily grasp the concepts and strategies outlined. This aligns with the AGREE II principles for clarity of presentation.
Domain 5 Applicability: Barriers, facilitators, strategies and resource	While offering valuable strategies, the chapter also highlights the challenges that HP educators may face in the process of decolonisation. Notably, it addresses the common challenge of

implications for applying guidelines	not knowing how to decolonise and the absence of strategies. By providing a concrete strategy, the guidelines effectively address this major barrier, aligning with AGREE II principles of enhancing the applicability of guidelines by addressing practical challenges
Domain 6 Editorial Independence: Recommendations not unduly biased with competing interests	It is important to note that the authors did not receive any external funding. This underscores the editorial independence of the guidelines presented, aligning with AGREE II principles of editorial independence.

The guidelines presented in Table 11.3 offer concrete actions for HP educators to recognise the impact of colonialism, promote social justice and inclusion, embrace cultural heritage, and explore alternative ways of knowing.

Table 11.3: Guidelines for decolonising curricula

RECOGNISE COLONIALISM	STRIVE FOR SOCIAL JUSTICE AND INCLUSION
Reflect on Cultural Biases: Regularly assess your own cultural biases and how they influence teaching, content choices, and interactions with students. Share Background: Begin courses/modules by sharing your background, experiences, and perspectives with students. Encourage Reflection: Include reflective activities for students to critically examine their	Commit to Social Justice: Highlight marginalised groups' contributions, integrate case studies, and showcase social change instances. Challenge Injustice: Review materials, assessments, and classroom dynamics for biases, engaging students in discussions about injustice. Address Power Dynamics: Understand power dynamics and their impact on your disciple. Strive for a balanced distribution of power.

identities, experiences, and backgrounds.

Understand Discipline History:

Reflect on the history of your discipline and how it shapes your teaching and content.

Explore Colonial Influence:

Research how colonialism has shaped your specific discipline, including theories, methodologies, and perspectives.

Challenge colonialism:

Identify and address colonial legacies in your curriculum and engage in critical conversations to challenge them.

Advocate for Change:

Assess and advocate for changes in teaching and research systems to better serve the community.

Respect Cultural Differences:

Be aware of students' cultural diversity, foster open discussions, and respect their backgrounds.

Embrace Diversity:

Use student diversity to enrich learning. Encourage collaborative activities that leverage their varied backgrounds.

Pursue Cultural Knowledge:

Deepen understanding of represented cultures to better address students' needs.

Cultural Awareness:

Teach students how diverse backgrounds impact effective patient care.

Foster Inclusive Environment:

Promote diverse representation and eliminate bias in course materials, encouraging all perspectives.

Encourage Participation:

Employ methods that value student participation and contribution.

Student Involvement:

Involve students in shaping the curriculum and decisions for a collaborative learning environment.

EMBRACE CULTURAL HERITAGE	INTERROGATE KNOWLEDGE AND EXPLORE ALTERNATIVES
Reflect Local Perspectives: Incorporate materials reflecting local perspectives, experiences, and culture into the curriculum. Connect to Community: Show how concepts relate to the local environment, enhancing student engagement. Cultural Pedagogies: Use teaching methods resonating with students' cultural backgrounds. Safeguard Indigenous Insights: Prioritise local knowledge and Indigenous perspectives, acknowledging their significance. Celebrate Local Culture: Infuse curriculum with local pride and reject colonial superiority. Balance Local and Global: Balance local and global perspectives. Highlight unique contributions of local universities within the curriculum. Bridge Western and Indigenous Approaches: Collaborate for diverse perspectives, enhancing cross-cultural understanding.	Diverse Origins of Knowledge: Teach students the diverse origins of knowledge to understand sources and context. Foster Critical Inquiry: Question taught knowledge, methods, and assumptions. Encourage open exploration and open-mindedness. Build on Prior Knowledge: Encourage students to build on their existing knowledge for enriched discussions. Co-Create Knowledge: Empower students to shape knowledge through collaboration and peer learning. Practical Application: Relate knowledge to real-life contexts for practical skill development. Research Environment: Create welcoming spaces for diverse individuals, encouraging open collaboration. Decolonial Methods: Incorporate creative and innovative teaching approaches. Diverse Assessment Strategies: Explore assessment methods accommodating different learning styles and perspectives.

11.7 Conclusion

The findings from this study indicate a significant shift in participants' perceptions of decolonisation, particularly when informed discourse and structured guidance were made available. This study aimed to explore HP educators' perspectives on decolonisation in HPE to propose practical guidelines for advancing decolonisation efforts. These guidelines, structured around a collaborative approach with HP educators, bridge the gap between theory and practice.

HP educators exhibited a more favourable disposition toward decolonisation when they possessed a deeper understanding of what the concept entails. This underscored the crucial role of informed discourse in shaping perspectives. Importantly, their collective desire for a well-structured plan of action underscored the need for practical steps in advancing decolonisation efforts.

The derived guidelines align seamlessly with the FHS mission of producing health care professionals capable of addressing South Africa's diverse healthcare landscape. These guidelines facilitate the enhancement of cultural competency and social consciousness among HP educators, fostering the development of a healthcare workforce attuned to the evolving needs of the nation. Providing a guided approach to decolonisation promotes responsive curriculum transformation, ultimately contributing to a more inclusive and socially conscious HE environment.

11.8 Limitations

It is essential to consider the limitations of this study. The research was confined to HP educators within the FHS at the NWU, potentially limiting the generalisability of the findings. Added to this, the small

sample size may not fully represent the entire academic population, and the qualitative nature of the study might introduce researcher bias. For future research, addressing these limitations is paramount. Rigorously testing and refining the guidelines can contribute to their effectiveness and applicability in diverse educational contexts.

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CHAPTER 11

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