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Resilience and
Transformation
in Curriculum Design

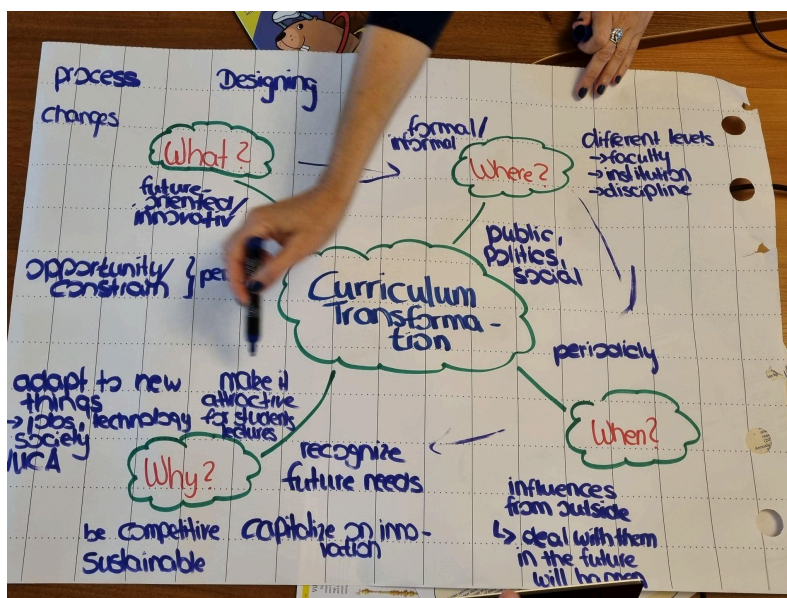
DECART project report, deliverable D32, September 2025

DECART: Designing higher Education Curricula for Agility, Resilience & Transformation

DECART WP3: Curriculum Transformation

Report R32

version 1.0, September 2025



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Preface

DECART (Designing higher Education Curricula for Agility, Resilience & Transformation) is a cooperation partnership in higher education funded by Erasmus+. The aim of the project is to propose methods and tools to guide STEM & Management educational leaders in innovative curriculum design and program transformation in an effort to be more prepared for unpredictable VUCA contexts (volatile, uncertain, complex and ambiguous). The project facilitates the identification and sharing of innovative curricula among partners in the project as well as associated international participants, in essence to assess and improve interoperability and resilience of curricula. Over the course of three years (2022-2025), the project brings together four universities from Europe and two from South Africa and Asia.

This report (*Curriculum Transformation: Leadership Practices & Styles*), R32, summarizes the work done in the third phase of the project, i.e. on understanding curriculum transformation in Higher Educational Institutions (HEIs). This was written by the UKZN WP3 team, Cecile Gerwel Proches, Macdonald Kanyangale and Angela James.



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Dissemination model

Type	<input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Video <input type="checkbox"/> Service/Product
Languages	English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other: <i>University Management</i>
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution
Lead Organisation	UKZN - WP3 coordinator: Cecile Gerwel Proches
Participating Organisations	European partners: IMTA, RU, RWTH and VU African partner: UKZN ASEAN partner: ITD



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Executive Summary

Curriculum transformation in Higher Educational Institutions (HEIs) is critical to ensure preparedness and responsiveness in a volatile, uncertain, complex and ambiguous (VUCA) world. The purpose of this report is to present work done in the DECART third phase of the project, i.e. on curriculum transformation in HEIs. This report explores the role of leadership in facilitating curriculum transformation, and further examines the impact of the multiple, diverse stakeholders in shaping curriculum transformation. There is an urgent need for curriculum transformation. This urgency stems from several factors, including the rapid advancement of technology, industry requirements, the changing needs of students, and the evolving knowledge economy. The need for curricula to remain relevant and responsive to contemporary societal shifts has been repeatedly emphasized when it comes to curriculum transformation. What is needed is an intentional approach by leadership in HEIs to enable, and not hinder curriculum transformation, and to meaningfully engage with diverse stakeholders such as industry, government, academics, students and accreditation bodies.



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Introduction

The DECART project focuses on designing methods and tools for innovative curriculum design and program transformation in Higher Education (HE). The purpose is for HEIs to be more prepared for volatile, uncertain, complex and ambiguous (VUCA) contexts. The project has three work packages: curriculum design, curriculum resilience and curriculum transformation.

The aim of the third work package (WP3) on curriculum transformation is to investigate the critical role of leadership in achieving curriculum transformation. Its three sub-objectives are:

- O1: to identify curriculum change drivers and challenges that inhibit higher educational leaders from achieving curriculum transformation
- O2: identify the multiple, diverse key stakeholders who are required to be involved in realising successful curriculum transformation in a complex system such as HE, and then determine coherent leadership models
- O3: facilitate leadership development workshops

WP3 produced three reports, four conference papers, and one journal article. WP3 also entailed the development of leadership skills, and strengthening of HE systems. There was increased collaboration and stakeholder engagement, through various workshops with DECART project partners, as well as other stakeholders.

This report focuses on O2, the details of which are presented below:

- O2: Identify the multiple, diverse key stakeholders who are required to be involved in realising successful curriculum transformation in a complex system such as HE, and then determine coherent leadership models

The WP3 team (Cecile Gerwel Proches, Macdonald Kanyangale and Angela James from UKZN) commenced with WP3 engagements in May 2024.

For more about the UKZN, see www.ukzn.ac.za and a summary video <https://www.youtube.com/watch?v=7NZt1eYoYYY&t=200s>

The UKZN team are from the UKZN Graduate School of Business and Leadership (GSB&L) (gsbl.ukzn.ac.za/) and UKZN School of Education (education.ukzn.ac.za/). The GSB&L has an



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established track record in providing management education and training to business and public sectors. Based on both high-quality scientific research and intensive corporate relations, members of the GSB&L provide their postgraduate students up-to-date education that combines extensive theoretical studies with experience of real business life.

WP3 was implemented in three stages (Table 1). D31 analysed the situation: identified the transformation of the curriculum in the context of VUCA, outlined the main drivers/disruptions and challenges, and recommended a methodical ‘why/what/who/when/where/how’ approach with the alignment of interests of all stakeholders (www.decartproject.eu). D32 then implemented O2, identifying internal/external stakeholder groups, their roles and power dynamics, and highlighting leadership practices that hinder (e.g. slow decision-making, bureaucratic red tape, poor communication) and those that facilitate transformation (participation/vision/ethical leadership, resource provision, staff empowerment, monitoring and evaluation). Finally, D33 consolidated these findings into leadership workshops and open educational resources for university leaders.

Table 1: Roadmap of WP3

Roadmap: From D31 (Diagnosis) to D32 (Design) to D33 (Delivery)		
D31 — Drivers & Challenges	D32 — Stakeholders & Leadership Practices	D33 — Leadership Workshops + Learning Materials (planned)
<ul style="list-style-type: none"> Frames curriculum transformation in a VUCA context; surfaces key drivers, disruptions and challenges. 	<ul style="list-style-type: none"> Identifies internal (faculty/leadership/students/support/QA) and external (industry, government, accreditation, alumni, parents, communities, other HEIs) stakeholders and their roles/power dynamics. 	<ul style="list-style-type: none"> Publishes the WP3 leadership workshop series and associated learning materials that translate D31→D32 insights into practice (as stated in D32 Conclusion, pp. 35–37).
<ul style="list-style-type: none"> Recommends a methodical pursuit of “why/what/who/when/how” and the need for dynamic alignment among stakeholders. 	<ul style="list-style-type: none"> Analyzes how leadership impedes transformation (e.g., slow decisions, bureaucracy, communication gaps, resource constraints) and how it enables it (participatory/visionary/ethical 	<ul style="list-style-type: none"> Packages practical tools for leaders (e.g., stakeholder mapping and engagement-plan templates; leadership practice checklists; evaluation rubrics), building



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	leadership; resourcing; staff empowerment; continuous M&E).	directly on D32 findings and the IPHE3 aims.
<ul style="list-style-type: none"> • Signals the move to capability building via leadership workshops under O3. 	<ul style="list-style-type: none"> • Documents and pilots training content and delivery formats (e.g., IPHE3 hybrid workshop; aims include stakeholder analysis, engagement planning, navigating the transformation web). 	<ul style="list-style-type: none"> • Releases open learning assets: facilitator guides, slide decks, cases, and worksheets aligned to D32's recommended practices (participatory, strategic, inclusive leadership).
<ul style="list-style-type: none"> • Sets the expectation that the next step will focus on stakeholders and leadership models (signposting D32). 	<ul style="list-style-type: none"> • Explicitly states that the final WP3 report will outline leadership workshops and learning material (signposting D33, pp. 35–37). 	<ul style="list-style-type: none"> • Documents outcomes and uptake (participants, artefacts, evaluation), closing the WP3 loop from diagnosis → design → delivery.

Source: Dolgopolas (2025)



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Methods, Activities and Tools

WP3 has been approached by conducting empirical research (Table 2) to explore the role of leadership in achieving curriculum transformation, and how stakeholders shape curriculum transformation. The qualitative research approach was used to get in-depth views and diverse opinions of participants, as indicated below in Table 2. Ethical clearance was obtained from the UKZN Research and Ethics Committee. Research instruments were developed in line with the broad research objectives.

The findings that follow are informed by various rich engagements that occurred in 2024 and 2025, through various workshops (online, in-person, hybrid), by drawing on innovative digital tools, including Mentimeter, Rich Pictures, Jamboard, Google Forms, and Zoom breakout rooms to facilitate discussions. Data were analysed using thematic analysis and NVivo. WP3 is intertwined with WP1 and WP2, given the interconnected and interdependent nature of the study with VUCA as the backdrop of curriculum transformation processes, activities and outcomes in HEIs. See the Results page on <https://decartproject.eu/> to view the interconnections between the three workpackages.

Table 2: Methodological details pertaining to WP3

Workshop	Date(s)	Mode	N (participants)	Roles/Affiliations	Sampling approach	Recruitment method	Notes
Workshop 1	13 May 2024	Virtual (Zoom)	13	DECART partners from all partner HEIs: IMT Atlantique (FR), Institut Teknologi Del (IDN), Reykjavik University (IS), RWTH Aachen University (DE), Vilnius University (LTU), University of KwaZulu-Natal (ZA).	Purposive (DECART partners; expert sampling across partner HEIs).	Invitation via DECART internal channels (project meeting/mailling list); confirm exact procedure in D32.	Tools used included Mentimeter, Jamboard, Zoom breakout rooms.



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Workshop 2 (PM4 @ IT Del)	27 June 2024	Hybrid (onsite at IT Del, Indonesia + online)	27	DECART project partners and staff from the partner institutions.	Purposive (DECART partners & staff at PM4).	Scheduled within DECART PM4 meeting; invited via project meeting/program me.	Data collection included Mentimeter (stakeholder mapping) and Rich Pictures via Jamboard.
Workshop 3	27 Aug 2024	Virtual (Zoom)	19 (per D31)	DECART partners; other academics from UKZN and two Indonesian universities.	Purposive (DECART partners + invited academics).	Targeted invitations to DECART partners and academics (exact process not documented — confirm in D32).	Facilitated by Prof. Nyna Amin (UKZN T&L Office).
Workshop 4 (Durban)	28–29 Jan 2025	Hybrid (Durban, South Africa online)	≈30 (Thirty academi cs)	Academics in STEM & Management from DECART HEIs.	Purposive (DECART HEI academics).	Organized under DECART; invited via project channels (exact process not documented — confirm in D32).	Mentimeter used to surface leadership problems enabling/impedi ng curriculum transformation.
Workshop 5 — IPHE3 (Vilnius)	9–10 Jul 2025	Hybrid (Vilnius, Lithuania + online)	Day 1: 25 (10 onsite + 15 online); Day 2: 19 (10 onsite + 9 online)	HEI leaders (training cohort; DECART-led).	Purposive (HEI leaders as target group).	IPHE3 training registration/invita tion via DECART/VU (exact process not documented — confirm in D32).	Leadership development focus; stakeholder analysis and engagement planning.

Source: Dolgopolas (2025)



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Workshop 1

WP3, being the third and final DECART work package, commenced in May 2024, with the first virtual workshop held on 13 May 2024, to unpack curriculum transformation.

The objectives of the workshop were to:

1. Identify the disruptions experienced by HEIs with respect to curriculum
2. Explore the main challenges with respect to curriculum transformation that should be addressed
3. Explore understandings of curriculum transformation
4. Unpack the multiple dimensions of curriculum transformation

All participating DECART HEIs (IMTA, ITD, RU, RWTH Aachen, VU, UKZN) were represented, with 13 participants who joined for the 3-hour interactive virtual workshop. The workshop drew on Mentimeter, Jamboard and Zoom breakout rooms, to facilitate interaction. After introductions, participants were asked to complete a Mentimeter to identify the disruptions experienced by HEIs with respect to curriculum. Participants could add up to three responses in Mentimeter for each question. Participants were thereafter engaged in group work in Zoom breakout rooms to identify the main challenges that should be addressed. According to the participants, these include Artificial Intelligence (AI), new technologies, natural hazards, preparation of students, continuous adaptation of students and staff, and responding to strategy change and direction. Participants then shared their group work and had an interactive discussion.

Participants then completed a second Mentimeter, where the second questions asked: What does curriculum transformation mean to you? Participants had different understandings of what curriculum transformation entails, including: innovation, adaptation, flexibility, changes to be better, future oriented, process of change, pedagogical innovation, development, adaptation to issues, and re-evaluating. This led to vibrant group work and discussions with all participants reflecting on the *what*, *why*, *how* and *when*, pertaining to curriculum transformation.

- **What** is curriculum transformation? What does it mean?
- **Why** should curriculum transformation happen?
- **How** does curriculum transformation happen?
- **When** does curriculum transformation happen?



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This workshop was instrumental in revealing that there are diverse perspectives on what curriculum transformation entails, and that there are multiple challenges which need to be addressed, in order to facilitate curriculum transformation in HEIs.

Workshop 2

The second WP3 workshop was held in hybrid mode at the DECART PM4 meeting at IT Del in Indonesia, on 27 June 2024. The objectives of the workshop were to:

1. Identify the stakeholders involved in curriculum transformation
2. Examine the role that the stakeholders play in curriculum transformation
3. Test the curriculum transformation framework

Twenty-seven participants, comprising DECART project partners and staff from the partner institutions, took part in a hybrid workshop held on 27 June 2024.

Using Mentimeter as an innovative digital tool allowed for real-time engagement and interaction with the participants, facilitating a sense of connection, given the hybrid workshop. It was also valuable for participants to see first-hand the multiple, diverse responses that came in through the word clouds, facilitating rich discussions. In the first part of the workshop, using Mentimeter, participants responded to the questions: "*Who are the stakeholders who are currently involved in curriculum transformation in HEIs?*", and "*How are the stakeholders involved in curriculum transformation in HEIs?*". Participants could add up to three responses in Mentimeter for each question.

In the second part of the workshop, participants were then asked to draw a '*rich picture*' of the different stakeholders, and their concerns and interests, using Jamboard. A rich picture is a system thinking tool used to depict a real-world, complex situation and, as argued by Marnewick, Romero-Torres and Delisle (2024), produce original data. Furthermore, rich pictures are considered standard action research methods, which can give diverse stakeholders a voice (Walker et al., 2014). Participants can gain a shared understanding of the complexities of the situation and better understand the relationships of the stakeholders, as well as their concerns and interests. In the last part of the workshop, participants worked in groups using Jamboard to practically apply the curriculum transformation framework that was developed.



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Workshop 3

The third virtual WP3 workshop was held online on 27 August 2024, attended by 19 participants. DECART project members, as well as members from other HEIs (Universitas Prima Indonesia (UNPRI) in Indonesia) participated in the interactive workshop. This workshop was facilitated by Professor Nyna Amin, Interim Director: Teaching & Learning of the UKZN Teaching and Learning Office. The objectives of the workshop were to:

1. Explore curriculum transformation, and its complexities and challenges
2. Examine the curriculum as an intervention that redefines and shapes individuals through ideology and social norms, and exploring whose interests are served in this process

Nyna emphasized the importance of reflecting on traditional teacher-centric models and creating an educational approach that is responsive to societal and global needs. Her presentation also highlighted the importance of student-centered learning and addressing the challenges of power dynamics in education. The discussions also centered on exploring the complexities of decolonizing the curriculum, the potential of AI in education, and the importance of inclusive curriculum development processes.

Other aspects of Nyna's presentation focused on the implications of transformation, the hidden curriculum, and the need for continued conversation about curriculum design and transformation, given the multiple complexities. The workshop encouraged participants to explore systemic and big picture thinking in curriculum transformation, and to also learn about curriculum transformation in different countries. Participants compared and identified common challenges and unique national contexts of curriculum transformation.

Workshop 4

The fourth hybrid WP3 workshop was held 28-29 January 2025, in Durban, South Africa.

The main objective of the hybrid workshop was to explore the role of leadership in curriculum transformation. Participants used Mentimeter to outline leadership problems in effecting curriculum transformation, and how leadership impedes and enables curriculum transformation.



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Thirty academics working in the field of STEM and Management joined, from the DECART HEIs.

The sessions explored the role of leaders in enabling curriculum transformation while questioning why curriculum transformation was not happening fast enough. Some of the highlighted responses included the need for academic and professional staff development, continuous interaction of staff in multi-disciplinaries, and the evaluation and understanding of the curriculum. It was highlighted that curriculum transformation needed to be rapid and conclusive to the change in the world.

The sessions also looked at the challenges that contributed to the slow transformation of the curriculum which include structure (bureaucracy and regulations); strategy (poor communication and inadequate resources); systems (systems in basic education, the lack of evaluation and the lack of communication); style (not all voices are heard), and skills (relevance of the curriculum and adapting with the changes).

Workshop 5

This workshop was the IPHE3 (training for HEI leaders), which was held in hybrid mode, from Vilnius, Lithuania, 9-10 July 2025. Ten attendees were on site, and 15 online on the first day. On day 2, ten attended in person, and 9 online.

The aim of IPHE 3 was to have participants understand the key components of curriculum transformation, understand the role of stakeholder engagement in curriculum transformation, develop skills to conduct stakeholder analysis and navigate stakeholder dynamics to facilitate curriculum transformation, develop a stakeholder engagement plan to facilitate curriculum transformation, understand the complexities of leadership in Higher Education, develop skills to navigate the curriculum transformation web, develop leadership capabilities to influence curriculum transformation, and develop a curriculum transformation plan.

Results

The results section, which emanates from the analysis of data from the workshops, commences by revisiting the essence of curriculum transformation. For further reading, consult <https://decartproject.eu/>



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Towards defining curriculum transformation

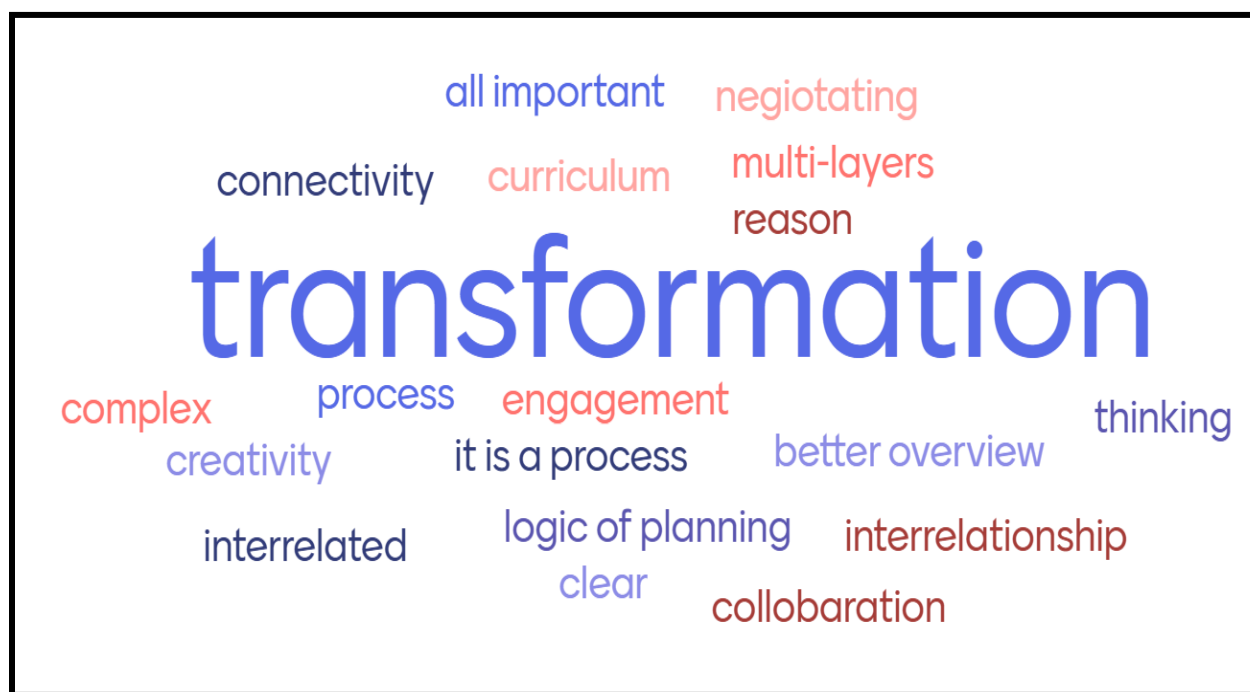


Figure 1: Reflections on key aspects of curriculum transformation

Source: DECART Workshop 5, July 2025

Drawing on Figure 1, there are some aspects that can be gathered towards defining curriculum transformation:

Curriculum transformation is a complex, multi-layered and all-important process, necessitating the logic of planning, creativity, thinking, collaboration, engagement and connectivity.

The critical role of leadership in facilitating curriculum transformation, and the importance of stakeholder engagement, come through very strongly.



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Challenges relating to curriculum transformation



Figure 2: Challenges related to curriculum transformation

Source: DECART Workshop 5, July 2025

Figure 2 provides insights into the challenges related to curriculum transformation:

Curriculum transformation can be a challenging process due to the need to integrate different stakeholders for better education, having to deal with conflicting points of views, ensure engagement and collaboration, while dealing with the tensions associated with the need to consider traditions, yet embrace the modern, and somehow ensure innovation while staying true to legacy.

Facilitating stakeholder engagement to drive curriculum transformation

Curriculum transformation is not the responsibility of a single entity but a collaborative effort involving multiple stakeholders, including faculty, students, industry representatives, and government regulators. A multi-stakeholder approach is essential for creating a well-rounded



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and relevant curriculum. Stakeholders, including students, industry, teachers, alumni, and other parties, play a crucial role in shaping the curriculum.

Leadership emerges as a critical theme, especially in the context of curriculum transformation. Leadership is portrayed as a key factor in both implementing and sustaining transformation. This underscores the importance of strong, adaptable leadership in managing educational change.

The multiple, diverse stakeholders, which have been found to be instrumental in driving curriculum transformation, are explored.

As per Figure 3, It was found that there are two distinct sets of stakeholder groups relevant to curriculum transformation:

Internal stakeholders - teachers/faculty/academics, leadership/deans/rectors, heads of programmes, support/professional staff, students, quality assurance.

External stakeholders - industry, employers, alumni, government, ministers, council for higher education, associations/accreditation/professional bodies, parents, society/communities, other HEIs.

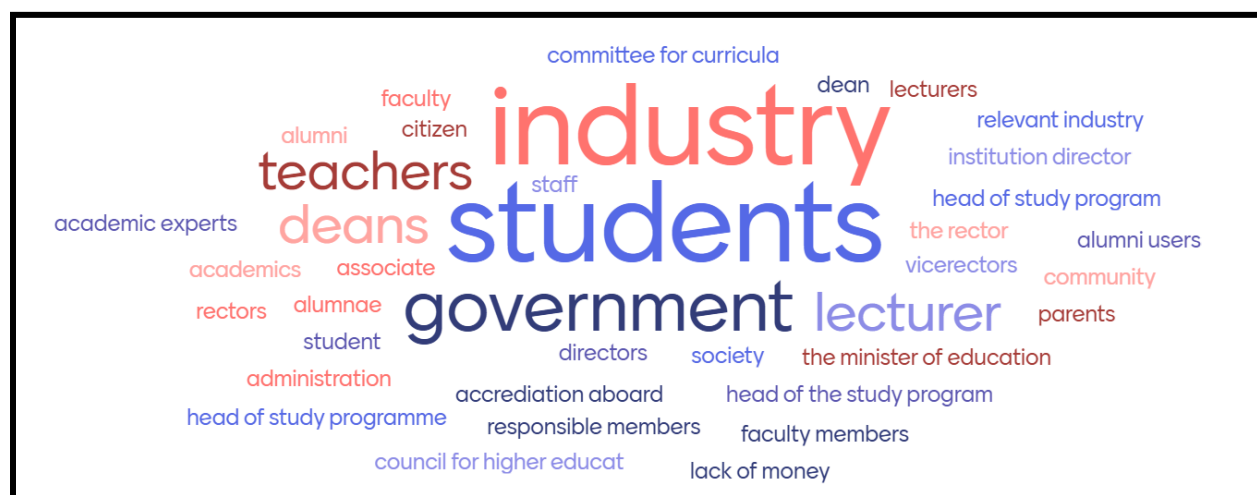


Figure 3: Stakeholders involved in curriculum transformation in HEIs

Source: DECART WP3 Workshop 2, June 2024



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As per Figure 4, the stakeholders have diverse roles.



Figure 4: How stakeholders are involved in curriculum transformation in HEIs

Source: DECART WP3 Workshop 2, June 2024

The importance of integrating diverse perspectives to create a holistic curriculum is emphasized in the responses by participants. Stakeholders play varied roles in curriculum transformation, from providing feedback and suggestions to decision-making. Their involvement ranges from giving policy guidance and conducting needs analysis to influencing the design and implementation of curriculum changes. The diverse roles ensure that the curriculum is aligned with both academic and market needs.

While stakeholder involvement is crucial, not all stakeholders have equal power or influence, which can lead to disparities in whose needs are prioritised in the curriculum transformation process and outcomes. Power dynamics between various stakeholders in curriculum design can lead to conflict of interest and priorities, and thus highlights the complexity of balancing stakeholder interests.

Power imbalances among stakeholders can affect the outcome, as some groups (for example, government regulators or industry leaders) may hold more influence than others (for example, students or faculty). This can lead to curricula that prioritise certain interests—such as

employability—over others, potentially marginalizing important but less commercially viable areas of knowledge. In addition, the challenge lies in managing diverse inputs to create a coherent and balanced curriculum that meets both educational and professional standards.

The existence of multi-perspectives and forces inducing change and ensuing disruption implies the need for regulation to ensure a well-structured and managed process of transformation. For example, industry input may drive the curriculum toward a more skills-based approach, while academic experts may push for theoretical depth. Balancing these roles is critical to ensuring that the curriculum is holistic and resilient, addressing both practical job market requirements and broader educational goals like critical thinking, creativity, and citizenship.

Governments and other external bodies may have significant control over curriculum content, which could overshadow the input of educators and students. This centralisation of power can stifle innovation and limit the responsiveness of curricula to local or student-specific needs. The discussions of power also expose how entrenched interests—such as those of policymakers or administrators—can prevent meaningful reform. While external regulation may ensure standards and quality, it can also hinder flexibility, making the curriculum less adaptable to new educational paradigms, such as interdisciplinary learning or digital literacy.

The need to motivate stakeholders and include the student voice is highlighted in the views of the participants. The inclusion of diverse perspectives and fostering of collaboration is essential for successful transformation of the curriculum. The focus on diversity as an enabler underscores the significance of creating inclusive environments that value different viewpoints on the nature and process of curriculum transformation.

Stakeholder engagement is identified as a crucial factor in successful curriculum transformation. The discussion defines engagement as participative cooperation among key stakeholders, including students, faculty, leadership, and external partners. Effective engagement fosters shared vision, facilitates resource allocation, and enhances collaborative problem-solving. A participatory approach leads to stronger buy-in, curriculum relevance, and innovation in educational practices. Engagement should extend beyond academia, incorporating community voices and industry insights, to ensure holistic and contextualized curriculum development.

Stakeholder motivation is a critical enabler of curriculum transformation. Leaders must possess motivation skills to secure active stakeholder participation and buy-in. This involves marketing the proposed changes effectively and demonstrating their relevance to faculty, students, and



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external partners. Motivation is also linked to a sense of agency among educators, who should see themselves as active participants in shaping the curriculum rather than passive recipients of top-down directives. A collaborative approach fosters a sense of ownership and investment in curriculum changes.

The theme of engagement emerged strongly as a crucial enabler of curriculum transformation. It is critical to bring together multiple, diverse stakeholders, including academics, students, and community members, to foster a shared vision and promote collaborative problem-solving. Engagement is seen as a means of illuminating and resolving differences, building consensus, and ensuring that the curriculum is relevant to the needs of all stakeholders.

The concept of participative cooperation highlights the importance of creating inclusive and participatory environments where diverse perspectives are valued. The benefits of engagement include the development of a shared vision, the ability to resolve problems together, and increased buy-in and support for curriculum initiatives. The emphasis on joint engagement underscores the need to move away from top-down approaches to curriculum development and embrace a more collaborative and democratic model. Disruption in education challenges existing structures and faces pushback from those with a vested interest in maintaining the status quo.

The ability to bring stakeholders together to resolve differences fosters inclusivity and ensures that diverse perspectives are incorporated into curriculum design. Leadership that encourages participatory decision-making contributes to team-oriented problem-solving. By involving multiple voices in decision-making, academic institutions can achieve higher levels of buy-in and support, thereby increasing the likelihood of successful implementation of curriculum changes. Open dialogue between different groups fosters adaptability and innovation within higher education.

The concept of inclusivity and diversity is captured under regulation brought about by multistakeholder and multidisciplinary push factors, implying differing experiences, needs and expectations for curriculum transformation. When curriculum transformation is conceptualised in this way, the process begins with a critical assessment of whose knowledge is included or excluded. This focus prompts HEIs to actively engage with a wider range of stakeholders, especially those historically marginalised or underrepresented, including different cultural groups, gender perspectives, and indigenous knowledge systems. The process involves consultations with diverse communities and consideration of students' varied lived experiences.



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Practically, this perspective encourages curriculum designers and educators to integrate multiple perspectives into teaching materials, textbooks, and classroom discussions. Educators are required to continuously reflect on and question the inclusivity of their teaching materials. Cultural and contextual factors play a significant role in shaping curriculum transformation. To ensure successful curriculum transformation, educational leaders must be sensitive to local cultural and institutional contexts, promoting inclusivity and adaptability in curriculum design.

A focus on making the curriculum more relevant to societal needs shapes the transformation process by aligning educational content with pressing societal, economic, and environmental challenges. This requires collaboration with industry, policymakers, and the community to ensure that the curriculum meets the demands of the contemporary world. It may involve revisiting learning outcomes, ensuring they align with competencies required in the workforce, or addressing issues such as sustainability, inequality, and digital literacy. In practice, a socially relevant curriculum fosters skills that students can directly apply to solve real-world problems. This could involve project-based learning, case studies of local issues, or collaboration with communities and industries. It reshapes traditional disciplines into more interdisciplinary fields, where students learn how to apply theory to practice. An example would be introducing problem-solving activities that address local societal issues, such as poverty or environmental degradation, within academic courses.

Beyond the technical aspects of curriculum transformation, social-emotional learning and empathy, also play an important role. The assertion that the social emotional environment is very conducive to emotional learning highlights the need for educators to create supportive and inclusive learning environments. The importance of empathy with the students was emphasized, particularly in light of the generational differences between educators and students. It is important to build strong relationships with students and foster a sense of belonging.

How leadership impedes curriculum transformation



Figure 5: How leadership impedes curriculum transformation in HEIs

Source: DECART WP3 Workshop 4, January 2025

Figure 5 provides an overview of how leadership impedes curriculum transformation. These are discussed below.

Challenges related to decision-making

Several factors contribute to slow decision-making, such as lack of deadlines, insufficient discussion, and the tendency to sometimes delay matters that require heavy investment (e.g. financial, time, etc.). The lack of feedback on an idea and a creative aspect also impedes the process of change, and could put academics off from showing initiative with respect to curriculum transformation.

The observation that decision-making is getting prolonged suggests a need for more decisive and proactive leadership. The call for quick decision-making reflects a desire for greater agility and responsiveness in the curriculum transformation process. The need for training in project management was suggested as a potential solution to improve decision-making efficiency.



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An example is the slow implementation of AI and machine learning in some educational settings. While recognizing both the benefits and challenges of AI, participants stress the necessity for a more rapid transformation. The introduction of coding and robotics at the foundational phase of education underscores the growing importance of technological literacy for educators. It is suggested that all lecturers should receive training to integrate technology effectively into their teaching methodologies, enhancing both their instructional strategies and student engagement.

Leadership styles greatly impact the change process. The call for quick decision-making reflects a desire for greater agility and responsiveness in addressing challenges. These points highlight the importance of effective leadership in driving change initiatives.

Bureaucracy

The detrimental effects of prolonged decision-making processes, often attributed to hierarchical structures and cumbersome bureaucratic procedures, are evident. Delays stifle innovation and change. This sentiment is further amplified by the observation that even promising ideas can be crushed by escalating it up in the HEIs. Such delays not only hinder the timely implementation of new curricula, but also foster a sense of frustration and disillusionment among stakeholders.

There were five major subthemes around the concept of bureaucracy and its influence on communication and leadership development. These include hierarchical communication, policies and guidelines, reduced participation in decision-making, technology as a mechanism to improve communication and transparency and communication in bureaucracy.

Bureaucratic centralized control limits diverse perspectives and stifles innovation. When a small group holds exclusive power, it creates an environment where alternative ideas are suppressed, and change is perceived as a threat to their authority. This limited input creates an environment where those outside of the small group feel that their voices are not heard.

Centralized decision-making, bureaucratic hurdles, and slow feedback loops further exacerbate the resistance, making it difficult to implement necessary reforms. Political barriers and detachment from on-the-ground realities also hinder transformation efforts, emphasizing the need for adaptive leadership and proactive engagement with stakeholders. When staff and faculties are excluded from decision-making, they feel disengaged and uninvested in the outcomes. This lack of buy-in creates a natural resistance to change, as individuals are less



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likely to support initiatives they had no part in shaping. It also can create a knowledge deficit, where the small group making the decisions do not have all of the needed information.

The role of political and institutional contexts in shaping curriculum decisions is significant. University size, leadership structures, and external political environments influence how curriculum transformation unfolds.

The statement "policies and procedures are made but not in the understanding of what is actually happening on the ground level" exposes the gap between bureaucratic directives and practical realities, revealing a disconnect between policy and practice. This disconnect stems from the lack of input from those who are directly involved in implementing policies. When decisions are made in isolation, they often fail to address the actual challenges and needs of those on the ground. This leads to policies that are impractical or ineffective, fueling resistance to change as individuals perceive them as irrelevant or burdensome. Those on the ground level that are performing the day to day tasks, have a much better understanding of the problems that are occurring, and the possible solutions. When that information is not used, the policies that are created are flawed.

Bureaucracy can be both a structural necessity and a barrier to effective curriculum reform. When decision-making is confined to a small, hierarchical group, it may stifle or limit innovation. Minimal collaboration across faculties exacerbates this issue, leading to policies that do not consider the realities of students and staff on the ground. Transparent communication is essential to overcoming these bureaucratic hurdles, fostering trust, and ensuring that curriculum policies align with actual educational needs.

Accreditation and policy alignment are fundamental to curriculum transformation. Leaders must secure accreditation buy-in and ensure that policy changes align with national education standards. Effective curriculum transformation requires visionary leadership. Leaders must establish clear policies, define bureaucratic processes in a way that enhances shared vision values, and conduct continuous monitoring and evaluation. Leadership training is essential to equip decision-makers with the skills needed to implement and sustain curriculum changes successfully. A strong, well-communicated vision helps unify stakeholders and creates a sense of collective ownership over the transformation process.



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Communication

Poor communication is a major inhibitor, emphasizing its role in undermining strategic initiatives. It is clear that information gaps and communication breakdowns create significant obstacles. The lack of clear, consistent communication not only impedes the dissemination of information but also undermines trust and collaboration, both of which are essential for successful curriculum transformation.

Communication is a pivotal element in the success of curriculum transformation efforts. A shared vision, participative leadership, epistemological access, structured governance, stakeholder motivation, and cultural awareness collectively shape the transformation process. Effective communication fosters engagement, problem-solving, and buy-in, ultimately ensuring that curriculum changes meet the evolving needs of higher education institutions and society at large. To achieve meaningful and sustainable curriculum transformation, educational leaders must prioritize transparent, inclusive, and adaptive communication strategies.

Effective communication is at the heart of curriculum transformation, serving as a means of building trust, aligning teams, and ensuring clarity in expectations. Leadership should adopt a two-way communication approach—both influencing and being influenced by team members. Clear, concise, and transparent communication fosters an environment where faculty and students understand their roles in curriculum reform. Moreover, effective communication enhances decision-making and ensures that all stakeholders feel valued in the transformation process.

Resources

A lack of sufficient resources can also impede the implementation of strategic plans for curriculum transformation. This highlights the practical constraints that can hinder even well-intentioned efforts to transform curricula. Without adequate funding, staffing, and infrastructure, HEIs struggle to implement meaningful changes. This indicates that even with clear strategies, practical constraints can hinder progress. The lack of resources—whether financial, human, or technological—is a significant limitation in implementing curriculum transformation. Institutions must assess available resources and address gaps to ensure that transformation efforts are sustainable and impactful.



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Strategic deficiencies

Strategic deficiencies emerge as a significant impediment. Strategy itself can be problematic. The lack of a clear, well-communicated strategy, coupled with inadequate evaluation and monitoring, contributes to the challenges of curriculum transformation. The importance of data-driven decisions and continuous support was also raised, showing that a lack of strategic oversight hampers progress. It is important to acknowledge the contextual factors that shape curriculum transformation.

The structural and systemic issues within institutions also play a pivotal role in shaping the trajectory of curriculum transformation. It is important to align organizational structures, systems, and procedures with the goals of change. This highlights the necessity of creating a supportive organizational framework that facilitates rather than obstructs change.

A shared vision plays a critical role in fostering engagement in curriculum transformation. The focus group discussions highlight the need to involve all stakeholders—faculty, students, administrators, and external partners—in developing a common purpose. The presence of a shared vision ensures alignment in objectives and facilitates the provision of necessary resources, such as funding and institutional support. Engagement becomes more effective when all parties contribute towards clearly defined goals. Through collective deliberation, the curriculum transformation process is not only accepted but also actively supported by all stakeholders.

Curriculum transformation must consider epistemological access—ensuring that knowledge is accessible to both students and educators. The discussions emphasize that a rigid interpretation of curriculum content can hinder accessibility, particularly in an evolving educational landscape with diverse student populations. Academic staff must understand the curriculum themselves to facilitate its accessibility to students. This perspective calls for continuous professional development among faculty members to ensure they remain knowledgeable and adaptable in their teaching methodologies.

Curriculum transformation cannot be viewed in isolation at the university level; it must also consider influences from the broader education system, including primary and secondary schooling. Internal alignment within HEIs is important but should not be overemphasized at the expense of external factors such as government policies, industry needs, and socio-political changes.



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Resistance to change

A critical inhibitor of curriculum transformation is resistance to change, particularly among faculty members. Resistance may stem from various stakeholders, including lecturers, students, and industry partners. Factors contributing to this resistance include traditional mindsets, lack of motivation, and fear of disrupting established curricula. Addressing resistance requires strategic leadership that motivates stakeholders and fosters a culture of adaptability. Overcoming this challenge is important for ensuring that academic programmes remain relevant to evolving industry and societal needs. The observation that "the people don't want to change" highlights the need for strategies to address this resistance. The issue of "too many changes" was also raised, suggesting that frequent and purposeless changes can lead to fatigue and disengagement. It is important to consider strategic change management.

Faculty members may resist change due to entrenched academic traditions, concerns about increased workload, and skepticism about new teaching methodologies. Students and parents may also resist changes that alter familiar learning structures or assessment methods. A key aspect of overcoming resistance is motivation. The discussion emphasizes the importance of engaging stakeholders by demonstrating the benefits of change. Institutional resistance is often exacerbated by bureaucratic structures, slow feedback mechanisms, and centralized decision-making processes. The extracts highlight how top-down approaches to curriculum reform can stifle innovation and lead to delays in implementation. Political barriers, detachment of leadership, and hierarchical decision-making structures further complicate the process. Attitudes toward change play a crucial role in determining the success of curriculum reforms. Some faculty members view change as unnecessary or disruptive, particularly when changes are frequent and lack clear objectives. The discussion raises concerns about the phenomenon of "change for the sake of change," where successive executive leadership transitions introduce new reforms without proper evaluation of previous initiatives.

Leadership plays a pivotal role in navigating resistance to change. The extracts suggest that ineffective leadership, lack of clear vision, and poor communication contribute to faculty and student resistance. Furthermore, escalating decisions to higher administrative levels or broadening the scope of ideas or implementation space can inadvertently suppress innovative ideas. Effective leadership requires balancing strategic oversight with grassroots involvement. Leaders must actively engage faculty and students in decision-making, fostering a sense of

ownership over the change process. Another key subtheme is the perceived disconnect between curriculum content and real-world applications.

Resistance arises when curriculum changes do not align with industry needs or fail to consider student perspectives. Elitism in academia, coupled with rigid disciplinary boundaries, limits the practical relevance of curricula. Engaging students, industry professionals, and community stakeholders in curriculum development can enhance relevance and reduce resistance. Resistance to change is not a short-term issue but an ongoing challenge in academic institutions. This highlights the need for long-term commitment, sustained dialogue, and iterative approaches to reform. Building a culture of adaptability and resilience can help HEIs navigate resistance and foster sustained innovation.

How leadership enables curriculum transformation



Figure 6: How leadership enables curriculum transformation in HEIs

Source: DECART WP3 Workshop 4, January 2025

Figure 6 provides an overview of how leadership enables curriculum transformation. These are discussed below.



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A successful leader in curriculum transformation does not merely enforce policies; they engage, inspire, and strategically plan for meaningful change. The challenge lies in balancing institutional constraints with innovation, policy with practice, and vision with execution. Understanding these themes, educational leaders can develop more effective strategies for navigating and leading transformation in higher education.

Understanding leadership complexity

Leadership in curriculum transformation is deeply complex, requiring a balance between epistemological adaptability, strategic influence, multi-level coordination, and contextual responsiveness. Leaders must be facilitators of change rather than mere enforcers of policy. The challenge lies in bridging the gap between policy and practice, fostering a shared institutional vision, and ensuring that transformation efforts are sustainable and contextually relevant.

Curriculum adaptability and epistemological access

This highlights a leadership challenge where traditional curricula, designed for a different student demographic, no longer serve the needs of diverse learners. Leadership in curriculum transformation must ensure that academics themselves can epistemologically access and interpret the curriculum before teaching students effectively. This suggests that leadership should focus on faculty development, fostering a deeper engagement with evolving knowledge systems, and ensuring adaptability in teaching methods.

Distributed leadership and institutional vision

Leadership is presented as a multifaceted and demanding role, requiring more than mere promotion into decision-making positions. Effective leaders must enable institutional growth, align with a shared vision, and ensure that transformation efforts are interconnected rather than fragmented. The challenge here is ensuring that leadership is not just symbolic but actively fosters collaboration and systemic understanding.



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Influence, strategic thinking and systems leadership

Leadership is framed not only as a position of authority but as one of influence. Leaders must navigate diverse interests, manage complex academic structures, and align multiple components to drive transformation. The repeated emphasis on "influence" indicates that transformational leadership is not about issuing directives but about persuading, unifying, and guiding various stakeholders. Systems thinking is a crucial competency, as leaders must conceptualize and implement changes across multiple levels and different sections of the institution.

Leadership across multiple levels and policy implementation

Leadership in curriculum transformation is not centralized; it operates across multiple levels, from policymakers to faculty members implementing changes. The gap between policy formulation and actual implementation remains a core issue, often due to lack of oversight, resistance from stakeholders, or misalignment with institutional realities. Leaders must not only create policies but also ensure mechanisms exist for their enforcement, adaptation and alignment of policy with day-to-day practices which progresses curriculum transformation.

Resistance to top-down directives and contextual relevance

This illustrates a fundamental challenge in leadership—top-down decisions may not always translate into action on the ground. The disconnect between high-level policymaking and practical implementation is evident in cases where stakeholders reject imposed changes due to perceived irrelevance or practical constraints. Effective leadership must navigate these tensions by fostering dialogue, securing buy-in, and ensuring that transformation efforts align with contextual needs.

Conceptual clarity in curriculum transformation

Leadership complexity is further exacerbated by a lack of consensus on what curriculum transformation actually entails. If the transformation process lacks a clear starting point and direction, it risks being a superficial or fragmented effort. Leaders must articulate a coherent



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vision, define transformation objectives, and ensure that all stakeholders share a common understanding of the process and the desired outcomes.

Technological competence in leadership

In modern-day educational leadership, technological competence has become an essential skill for lecturers and administrators. The emphasis here is on the need for academic staff to undergo training to enhance their technological proficiency. This suggests that leadership in curriculum transformation is not only about strategic vision but also about ensuring that educators are equipped with the necessary tools to engage effectively with students in an evolving digital landscape. Leaders in HEIs must foster a culture of continuous professional development in technology, ensuring that curricula remain relevant and responsive to the changing needs of learners. This reflects a broader challenge in education where traditional teaching methods are being supplemented (or even replaced) by digital tools, requiring leadership to navigate this transformation.

Emotional Intelligence

The significance of emotional intelligence in leadership, particularly in education, is highlighted in the variety of views of participants. Leaders must foster empathy, social awareness, and effective communication to create a conducive learning environment. It also acknowledges generational differences, which pose a potential challenge in connecting with students. Leaders in curriculum transformation must therefore go beyond structural changes and policies; they must also cultivate meaningful relationships with students and staff. This requires a shift from rigid, top-down leadership to a more engaged, emotionally intelligent leadership style that prioritizes student needs, emotional well-being, and inclusivity in the educational process.

Resilience

Resilience emerged as a critical leadership trait in navigating curriculum transformation. The ability to anticipate and prepare, cope and adapt to change, manage uncertainties, and maintain persistence in the face of resistance is fundamental to successful leadership. Curriculum transformation is a continuous and often challenging process, requiring leaders to endure setbacks, opposition, and external pressures while maintaining focus on long-term goals. Leaders who demonstrate the competence of resilience can motivate their teams to develop



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anticipatory and preparation skills, sustain reform efforts, and navigate the complexities of institutional change more effectively.

Collaborative and participatory leadership

The importance of collaboration in leadership, to facilitate curriculum transformation in HEIs, is critical. Leadership is not about imposing decisions but rather about actively listening, engaging with stakeholders, and fostering teamwork. Effective leaders in curriculum transformation must facilitate dialogue between faculty, students, administrators, and external partners to ensure that reforms are informed by various stakeholders to ensure that they are well-received. Furthermore, clear communication of goals, strategies, and expectations is essential for successful transformation. Without clarity of direction and stakeholder engagement, even the most well-intended reforms may fail due to misalignment or lack of stakeholder support. Participatory leadership is required, where decisions are made through inclusive discussions rather than being dictated by a single authority. Such an approach encourages ownership, accountability, greater buy-in and commitment from all parties involved.

Visionary leadership and strategic leadership

A strong vision is the backbone of transformational leadership. Leaders in HEIs must not only articulate a clear vision for curriculum transformation but also ensure that this vision is supported by well-defined strategies, policies, and resource allocation. Strategic leadership is key. There must be a mission and vision clarity, resource management, policy development, motivation and inspiration. Mission and vision clarity proposes that leaders must ensure that all stakeholders understand the direction and alignment of transformation. Resource management implies, financial, human, and infrastructural resources must be aligned to support the holistic change of curriculum. Concerning policy development, leaders must work within accreditation standards and educational policies to implement reforms effectively. Finally, motivation and inspiration imply leadership is not just about administration; it involves inspiring and motivating teams to embrace change, innovation and demonstrate commitment. Without a strong vision and strategic planning, curriculum transformation efforts may lack direction, leading to fragmented and unsustainable changes.



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Ethical and inclusive leadership

Ethical and inclusive leadership is essential in ensuring that curriculum transformation serves all stakeholders fairly. Leaders must be inspirational and passionate, open-minded and inclusive, accountable and transparent. Inspirational and passionate implies leaders should not only manage change but also inspire confidence, trust, and motivation among faculty and students. Open-minded and inclusive implies inclusive leadership fosters diverse perspectives, equity, and broad participation in decision-making. Accountable and transparent leadership places the emphasis on monitoring and evaluation indicating that curriculum transformation must be continuously assessed to ensure alignment with shared values and institutional goals. Networking and relationship-building also play a role in ensuring that transformation is not an isolated process but one that integrates diverse voices and perspectives. Ethical leadership ensures that curriculum changes address broader social and cultural dynamics, preventing exclusionary practices. Ethical leaders encourage their team members to model behavior that values transparency, collaboration and inclusion, and where everyone feels safe to share their voice on the process of curriculum transformation and the desired outcomes.

Staff development and empowerment

The importance of teacher and academic staff development was highlighted as a catalyst for curriculum transformation. It was argued that educators are central to the implementation of any curriculum change. Therefore, it is essential that they are equipped with the necessary knowledge, skills, and understanding. This includes training in areas such as "coding and robotics" and a broader understanding of technology. The importance of understanding the "nature of curriculum," including formal, informal, hidden, and actual curricula, was also highlighted. Staff development is not merely about imparting technical skills; it is also about fostering a deeper understanding of pedagogical approaches and empowering educators to become active participants in the curriculum development process. Empowering faculty through professional development and knowledge sharing is vital. This enables them to effectively deliver and adapt the curriculum.

Professional development of staff in HEIs is a critical enabler for effective curriculum transformation. The discussion highlights the necessity for academic leadership to prioritize continuous professional development (CPD) initiatives. Without a strong understanding of curriculum dynamics—including formal, informal, hidden, and actual curricula—academic staff



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may struggle to implement meaningful reforms. The evolving student demographic further necessitates curriculum adaptation to ensure inclusivity and relevance. HEIs should support interdisciplinary and stakeholder-driven approaches to curriculum review, ensuring that faculty are equipped to navigate pedagogical advancements.

With the massification and diversification of higher education, student demographics are shifting, necessitating a more flexible and accessible curriculum. A rigid interpretation of academic content may prevent both students and faculty from fully engaging with the material. Academics themselves need to ensure they epistemologically access the curriculum, meaning they must understand and interpret it in ways that facilitate effective teaching and learning. This shift calls for a transformation that moves beyond traditional, static curricular frameworks to embrace more dynamic and inclusive approaches.

Leadership plays an important role in curriculum transformation by fostering collaboration among all relevant parties—faculty, students, community members, and industry experts. A top-down approach often results in disengagement, whereas participative leadership creates an environment where knowledge is co-created rather than imposed. Encouraging discussions and negotiations with all stakeholders ensures that the curriculum reflects diverse perspectives and remains relevant to real-world needs.

Shifting from traditional power dynamics

A recurring theme is the need to shift from traditional power dynamics in education. The critique of "top-down" approaches to curriculum development and the call for joint engagement reflects a desire to democratize the educational process. The recognition that academics are not the ones to be disseminating knowledge from a power perspective as knowers, underscores the need to embrace a more collaborative and student-centered approach to teaching and learning. There are power imbalances in HEIs that can hinder open dialogue and critical reflection. The call for educators to share honestly and courageously reflects a desire to create a more equitable and inclusive educational environment.

The multifaceted nature of leadership and institutional growth

The concept of growth was highlighted as a crucial element, encompassing both individual and institutional advancement. It underscores the need for leaders to foster a shared vision and

ensure that all stakeholders are actively engaged in the institution's mission. The question of whether everyone is "part of that common vision" raises concerns about inclusivity and effective communication of institutional goals. The exploration of vision and mission statements reveals a desire to move beyond superficial pronouncements and ensure that these statements translate into meaningful action.

As per Figure 7, it is with the above issues in mind that we propose a variety of practices (P), mechanisms (what practices change) (M) and desired curriculum outcomes (O), when leading curriculum transformation.

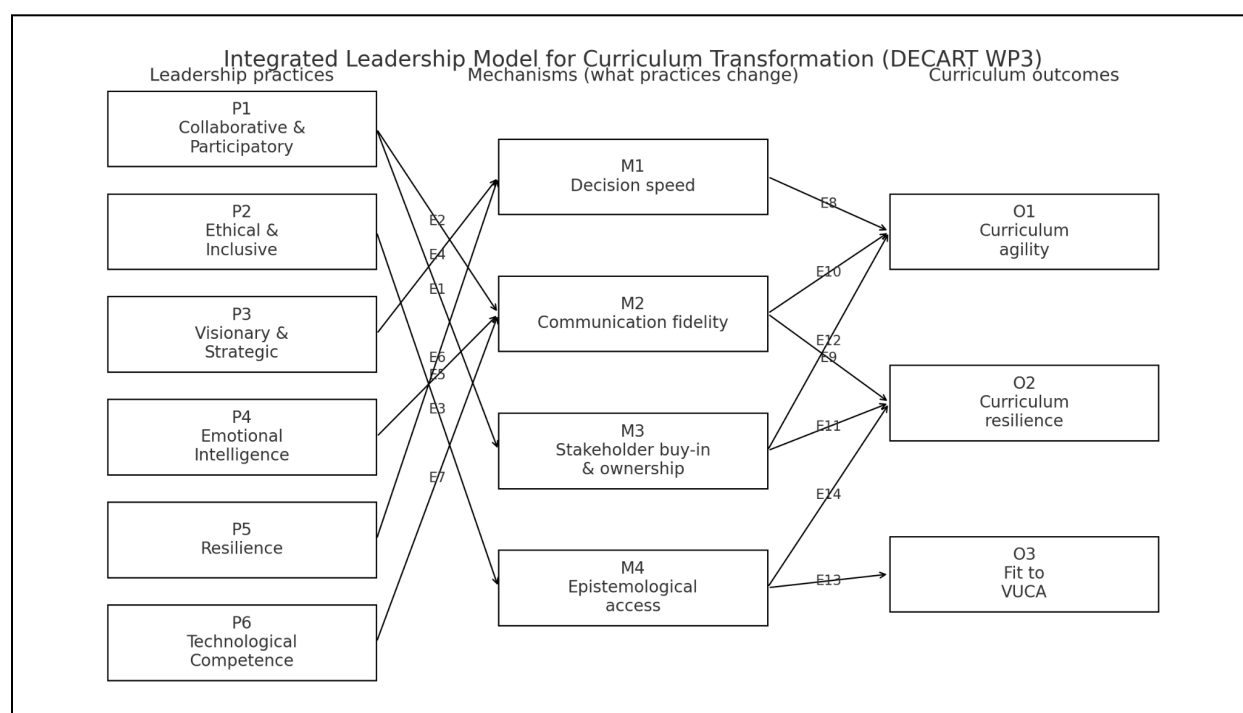


Figure 7. Integrated leadership model for curriculum transformation (DECART WP3)
Source: Dolgopolas (2025)



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Recommendations

Recommendations are provided below to enable curriculum transformation.

- Effective leadership and streamlined decision-making processes are essential for driving and managing curriculum transformation.
- For meaningful curriculum transformation to occur, HEIs must balance visionary leadership with pragmatic approaches that address both enablers and inhibitors of change.
- It is critical to address slow decision-making, fostering a culture of continuous learning and ensuring inclusive curriculum practices.
- HEIs should adopt strategic, collaborative, and agile approaches to navigate the evolving landscape of higher education.
- Leadership in curriculum transformation involves decision-making, vision-setting, fostering collaboration and alignment among stakeholders.
- Adequate resources are required to ensure that curriculum transformation occurs.
- Recognizing and addressing resistance to change is critical for effective curriculum transformation. This involves understanding the reasons for resistance and implementing strategies to mitigate them.
- Leadership needs to convince staff of the importance of curriculum transformation and create opportunities whereby staff can engage in understanding what exactly it means, and how best to approach it.
- Leadership should strive to create an environment where curriculum transformation is deeply embedded in the system, and where it emerges, and does not need to be imposed.
- Meaningful stakeholder engagement with the multiple, diverse stakeholders within and outside HEIs is essential for curriculum transformation.
- Leadership should promote cross-functional collaboration, break silos and encourage systemic thinking aligned to a strong vision for curriculum transformation.
- Effective communication is key to bringing stakeholders together on a regular basis, to contribute to shaping the future of higher education.
- Incorporating student perspectives and ensuring diversity and inclusion are crucial for relevant and effective curriculum transformation.



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- It is critical for leaders to promote trust, agility, resilience, motivation and capacity-building, and ultimately enable staff to do their best, which ultimately speaks to the organisational culture.
- It is important to realize that a top-down approach, characterized by autocratic and transactional leadership styles, will inhibit curriculum transformation.
- Leaders must be aware that staff look to them to lead by example, and must thus be competent, approachable, forward-thinking, supportive, proactive, and strive to create a conducive organisational culture.
- Continuous monitoring and evaluation are necessary to track progress and make necessary adjustments for agile and responsive curriculum transformation in a VUCA context.

Many of the recommendations outlined above resonate with properties of resilience (see references for more about curriculum resilience).

Conclusion

The final WP3 report in the project (R33, September 2025) focuses on outlining the leadership workshops, and learning material that was developed from the work in WP3, in order to facilitate curriculum transformation in HEIs.

In short, R31 surfaced the drivers and challenges of curriculum transformation and called for a systemic, stakeholder aligned approach. R32 translated that diagnosis into a map of who matters and how leadership practices help or hinder—and piloted workshop content toward capability building (e.g., IPHE3). R33 completes the arc by documenting and releasing the leadership workshops + learning materials that convert R31's diagnosis and R32's stakeholder leadership insights into practical tools for implementation of curriculum transformation.



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- Gerwel Proches, C., Kanyangale, A., James, A., Barus, A., Rouvrais, S., Waldeck, R., Audunsson, H., Matthiasdottir, A., Dagiene, V. & Lemke, C. (2025). *Stakeholder analysis for curriculum transformation in higher engineering education*. CDIO 2025, Melbourne, Australia, 2-5 June 2025. Available at https://imt-atlantique.hal.science/hal-05064399/file/Stakeholder-analysis-in-facilitating-curriculum-transformation-CDIO-2025_final.pdf
- Gerwel Proches, C., James, A., Kanyangale, M., Auounsson, H., Dagiene, V., Liem, I., Jasute, E., Waldeck, R., Rouvrais, S. & Matthíasdottir, A. (2025). *Internal factors influencing curriculum transformation in Higher Engineering Education*. 53rd Annual Conference of the European Society for Engineering Education (SEFI 2025), Tampere, Finland, 15 - 18 September 2025. Available at <https://hub.imt-atlantique.fr/decart/wp-content/uploads/2025/09/SEFI-2025-final-30.06.pdf>
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Contributors

DECART project is an inter-institutional collaboration which includes a process in which parties (individuals or institutions) work together to achieve project goals. DECART knowledge is shared through regular open discussion during plenary project and Zoom meetings from January 2024. All DECART partners share values and ideologies around the project objectives. This DECART report, as project WP3 deliverable, is a joint authorship: several authors have participated and whose contributions cannot be separated one from the other. The property of this document content is the one of all the corresponding authors.

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Participating Organisations	European partners: IMTA, RU, RWTH, and VU African partner: UKZN ASEAN partner: ITD

The 'leader' for WP3 is Cecile Gerwel Proches, University of KwaZulu-Natal (UKZN).

- At UKZN, Cecile Gerwel Proches, Angela James and Macdonald Kanyangale were responsible for the WP3 work and report writing process.

A collaborative project can not exist without the active involvement of several stakeholders in the partnership. Several members actively collaborated for this first DECART report, formally as subsection producers or during informal discussions during project meetings or when they joined staff training events. They include in country alphabetical order:

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