Castells in Africa: Universities and Development collects the papers produced by
Manuel Castells on his visits to South Africa, and publishes them in a single volume
for the first time. The book also publishes a series of empirically-based papers which
together display the multi-faceted and farsighted scope of his theoretical framework,
and its fecundity for fine-grained, detailed empirical investigations on universities and
development in Africa. Castells, in his afterword to this book, always looking forward,
assesses the role of the university in the wake of the upheavals to the global economic
order. He decides the university’s function not only remains, but is more important than
ever. This book will serve as an introduction to the relevance of his work for higher
education in Africa for postgraduate students, reflective practitioners and researchers.

“The convergence between the shift to a new form of economic organisation,
the acceleration of the technological revolution, and the re-legitimation of
political institutions, has a site in society: higher education. This is why the
university is simultaneously a decisive battlefield and our hope for a better
future in the midst of the current darkness.”

Manuel Castells in the Afterword to Castells in Africa

“Castells in Africa is by far the best book-length publication yet on what went
wrong with higher education after apartheid and why South Africa struggled
to create from among its more promising universities leading producers
of new knowledge in this part of the world system. In the work of this
incomparable intellectual we find not only powerful diagnoses of what holds
back our universities but also compelling solutions about what can (still)
be done to harness the intellectual resources of Africa’s best institutions.”
Jonathan Jansen, President of the Academy of Sciences of South Africa

“This book is doubly important. First, it showcases the work of Manuel Castells
re-emphasising its continuing endurance as a framework for thinking creatively
about the evolution of higher education globally. Second, it focuses on
development, a preoccupation that has rather got lost in the self-referential
squabbles about tuition fees and marketisation that have obsessed higher
education in the developed “West” in these dog days of neoliberalism.
This collection brings us back to fundamental issues of reform, social justice
and global equity.”
Peter Scott, University College London Institute of Education