

Reviewers' comments

Catherine Manathunga

(Indigenous and Transcultural Research Centre, University of Sunshine Coast, Australia)

This anthology provides a much-needed and passionate case for emphasising strengths-based discourses of African success and transformation in doctoral education in, by and for African researchers. Challenging ongoing colonial deficit discourses, this edited collection embraces the concept of 'critical hope' that 'recognises the ethical and political responsibilities to counter despair and recover a lost sense of connectedness, relationality and solidarity' (p. 26). Without romanticising conceptions of African identities, this edited collection grapples honestly with the complexities, multilingual and diverse histories and contexts within and among African countries and turns discourses of restrictions into discourses about the African peoples' unique resources that enable African doctoral education players to reimagine and transform 'obstacles of context, history and resources ... to serve local African contexts' ethical, worthwhile and productive interests' (p. 23). This edited collection will provide valuable theoretical and practical resources for African and international policymakers, university leaders, supervisors, and postgraduate students as they work together to extend African and Global South success in doctoral education.

David Stephens

(University of Brighton, United Kingdom)

An ambitious anthology arguing for a reappraisal of postgraduate education in Africa edited by two leading education researchers from Mauritius and South Africa, the book addresses two fundamental questions that lie at the heart of university development worldwide. First, is it the role of the university to generate independent, autonomous knowledge or rather to serve the needs of neo-liberal masters who hold the purse strings? Second, what will it take to transform higher education in Africa - or elsewhere come to that - to move closer to the grand principles enshrined in the university charters? This volume goes some way to answering these questions.

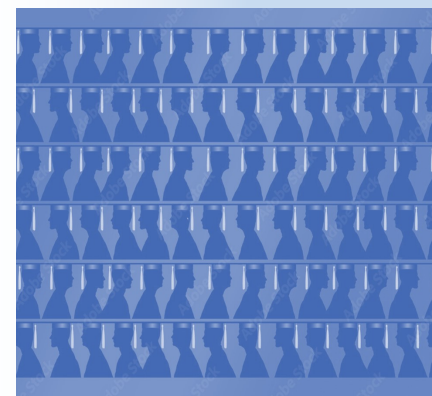


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Transforming postgraduate education in Africa



MICHAEL ANTHONY SAMUEL
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About the book

This anthology sets the platform for sharing stories of how the obstacles of context, history and resources in African postgraduate education can be re-imagined and transformed. Rather than focus on large-scale policy-driven initiatives, the emphasis is directed towards activating exemplary alternative curriculum spaces (through programmes, people and perspectives) where postgraduate education studies foreground democratic and socially-just iterations. This anthology draws on stories of success about postgraduate education *in, by and for* the African continent. The anthology reports on what it entails conceptually and pragmatically to bring about a *deep transformation* of the postgraduate education sector within the African context. Complexities are acknowledged since Africa, and its multilingual and diverse histories and contexts, each require unique responsiveness. The anthology moved beyond the repeated retellings of the harsh realities of under-productivity that fuel a deficit discourse of potentiality within the African context. Transforming postgraduate education entails working dialogically across many intersecting networks across departmental structures, within programmes, within and between institutions, regionally, nationally, continentally, and transnationally. This exploration involves a critical analysis of both the developed and developing world partners implicated in marginalising and/or centring each other. The varied chapters illuminate how and why African *higher education institutions*, their *supervisors and postgraduate students* can and do activate meaningful curriculum designs for promoting qualitatively worthwhile postgraduate education. We aim to show that not all African contexts need to capitulate to a hegemonic imitation of discourses from elsewhere.

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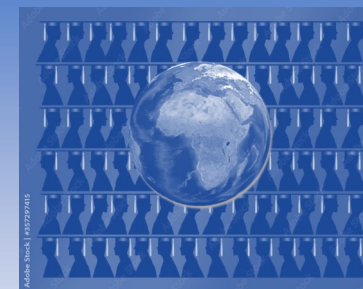
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