



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

2021–2025 STRATEGY

**UNLEASHING AFRICA'S HUMAN POTENTIAL
IN DEMOCRATIC GOVERNANCE AND
SUSTAINABLE DEVELOPMENT**

APRIL 2021



Linkoping House
27 Burg Road
Rondebosch 7700
Cape Town

T +27 (0) 21 650 1420

F +27 (0) 21 650 5709

E mandelaschool@uct.ac.za



www.mandelaschool.uct.ac.za



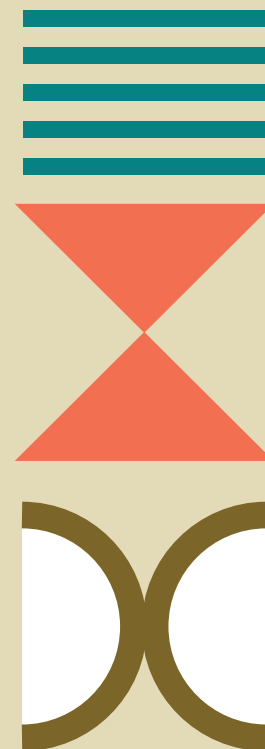
[@MandelaUCT](https://twitter.com/MandelaUCT)



<https://www.facebook.com/MandelaUCT>



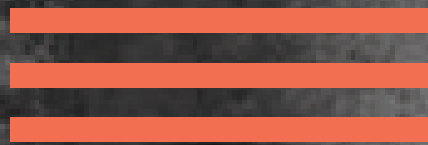
www.linkedin.com/school/mandelaschool



Contents

1. Background	1
Introduction	1
Vision	2
Mission	2
Strategic framework for 2021-2025	2
Key strategic activities for 2021-2025.....	4
2. Expanding the Academic Programme.....	5
Current offering.....	6
New programmes under consideration.....	6
The impact of COVID-19 on our teaching.....	6
Strategic considerations for the 2021-2025 Academic Programme	7
3. Expanding the Research Programme	9
The impact of COVID-19 on our research.....	9
Key research areas.....	9
Strategic considerations for the 2021-2025 Research Programme	12
4. Expanding the Executive Education programme	14
Strategic focus areas	14
The Executive Education learning structure	15
5. Expanding the Building Bridges programme	18
Current activities.....	18
Planned activities.....	18
6. Effective communication	19
7. Conclusion	20
Annexure 1: Organogram	21





"A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of."

Nelson Mandela



1. Background

Introduction

The Nelson Mandela School of Public Governance is located at the globally recognised University of Cape Town (UCT). The School is founded on three thematic pillars, which guide everything we do:

- democratic governance
- public policy and programme implementation
- sustainable development.

We perceive these three themes to be the most pertinent to Africa's long-term prosperity and success.

Our strategy for 2021–2025 is informed by UCT's four transformative principles, as outlined in its Vision 2030:

- redressing inequality
- returning dignity
- amplifying voice and agency
- advancing social justice.

“The impact this School will make will be long-lasting and epitomises the values which Mandela stood for – values of ethical and selfless leadership. It's a flagship centre, not just for scholarship, but in how the scholarship can shape what our continent becomes ... and what our continent becomes depends on a foundation of leadership and governance.”

UCT Vice-Chancellor Professor Mamokgethi Phakeng, 2018

Our strategy is equally informed by the African Union's Agenda 2063, which commits to building “an integrated, prosperous and peaceful Africa, driven by its own citizens, representing a dynamic force in the international arena”.

We aim to translate these commitments into institutional programmes and learning opportunities that advance democratic governance, public policy and programme implementation, and sustainable development on the continent. We strive to build capacity – at the individual, institutional and societal levels – by stimulating critical thinking and fostering engagement between theory and practice.

Vision

We envision:

- a non-racial, non-sexist, democratic South Africa based on social justice and inclusive development
- an integrated, prosperous and peaceful Africa driven by its own citizens, as equal partners in the international arena
- a world that is just, rights-based, equitable and sustainable.

Mission

Our mission is to build inclusive, entrepreneurial and effective democratic African public institutions and strengthen ethical leadership for social change and sustainable development, in partnership with government, private sector and civil society.



Strategic framework for 2021-2025

Figure 1 (overleaf) illustrates the School's strategic framework and theory of change for 2021-2025. Our values, vision, mission and objectives guide our four core programmes: the Academic Programme, the Research Programme, Executive Education and Building Bridges. These programmes, in turn, are built upon the pillars of democratic governance, public policy and programme implementation, and sustainable development.



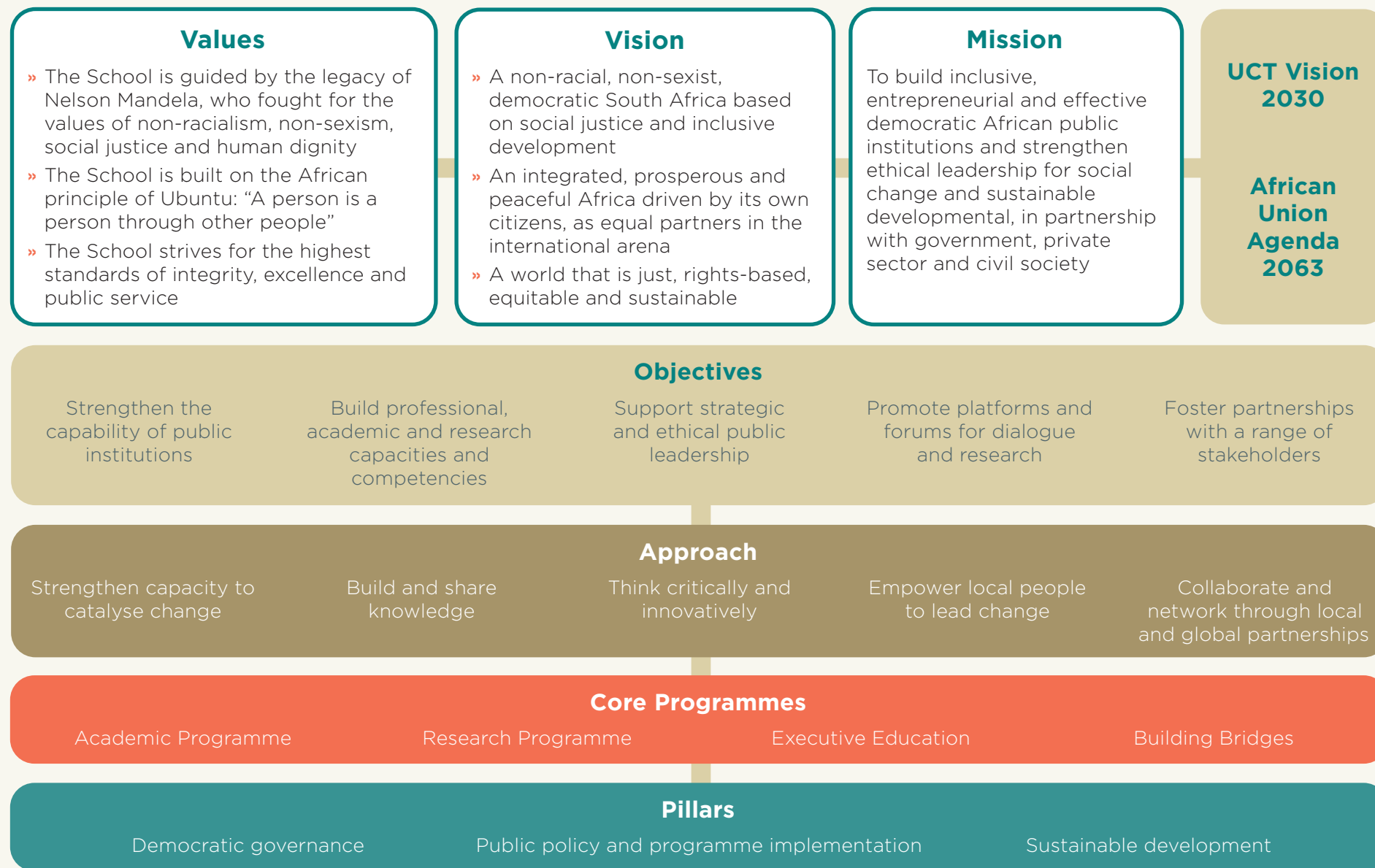


Figure 1: Strategic framework for the Nelson Mandela School of Public Governance, 2021-2025

Key strategic activities for 2021-2025

The School's focus for the 2021-2025 period constellates around four key strategic activities:

1. Expanding the Academic Programme
2. Expanding the Research Programme
3. Expanding the Executive Education programme
4. Expanding the Building Bridges programme.

The details of each strategic activity will be outlined in more detail in the remainder of this document.



Figure 2: Key strategic activities for 2021-2025

2. Expanding the Academic Programme

As one of our four core programmes, the Academic Programme contributes to the following key objectives of the School:

- Strengthen the capability of public institutions
- Build professional, academic and research capacities and competencies
- Support strategic and ethical public leadership
- Promote platforms and forums for dialogue and research.

The immediate goal of the Academic Programme is to provide professional and academic training for African policymakers through master's and PhD degree programmes.

“Theory without practice is empty;
practice without theory is blind.”

Immanuel Kant



Current offering

Master's in Development Policy and Practice (part-time)

Since its launch in 2014, the two-year, part-time Master's in Development Policy and Practice has been the School's flagship academic programme. It offers a unique opportunity for mid-career African professionals to research and apply best practices in public policy design and implementation.

Master of Philosophy (MPhil) in Development Policy and Practice (full-time)

In 2021, the School launched a two-year, full-time coursework and dissertation MPhil in Development Policy and Practice. The core courses are Public Leadership, International Trade Negotiations and Global Governance, Topics in African Economic Transformation, The Practice of Policymaking and Implementation, and Research Design and Methods.

PhD programme

Despite the School's small academic staff complement, our PhD programme is growing annually. There are currently five registered PhD candidates and nine more awaiting registration.

New programmes under consideration

In addition to our part-time and full-time master's programmes, the School is exploring a number of new programmes, including a master's degree by research, post-graduate diplomas, and specialist master's degrees related to our thematic pillars.

The impact of COVID-19 on our teaching

The onset of the COVID-19 pandemic in 2020 created an opportunity for the School to build robust digital platforms, and for our teaching faculty to gain new digital literacy and digital pedagogy skills. The result is an improved offering that will allow our virtual courses to be delivered to a broader constituency of students across the continent. In light of the ongoing uncertainty surrounding the pandemic, we are teaching our part-time and full-time master's courses remotely in Semester 1 of 2021.



Strategic considerations for the 2021–2025 Academic Programme

Goal 1 of UCT’s Vision 2030 is “Holistic, innovative, future-oriented education”. UCT graduates are expected to be critical thinkers who are capable of shaping and adapting to a rapidly changing world. To support this goal, and strengthen our Academic Programme, the School’s growth phase (2021–2025) centres on three main elements, detailed below.

Professionally trained academic staff

Currently, the School has a small academic faculty. We contract teaching staff from other universities, adjunct appointees, and independent consultants to carry out a substantial portion of our academic services.

The School’s expansion strategy includes plans to:

- establish a dedicated multi-disciplinary teaching staff complement
- attract exemplary senior academics, postdoctoral fellows and New Generation of Academics Programme-funded PhD students with an in-depth understanding of the public sector and civil society in Africa

- nurture and support staff members’ career development through postgraduate education
- support new academics in registering in UCT development programmes, such as the New Academic Practitioners Programme, the Emerging Researcher Programme and the Engaged Scholarship Programme.

Transformative pedagogies

The School is committed to building transformative pedagogies, which have social justice and democratic ideals at their centre. This aspect of our strategy will rest on the below commitments.

Teaching and learning innovations

The School’s pedagogy seeks not only to convey information and knowledge but also to facilitate cognitive, conceptual and behavioural change. As such, our academic degree programmes and courses provide a comprehensive learning suite that blends foundational learning, content expertise and implementation practice. We provide compulsory foundational courses and electives that meet our students’ multi-disciplinary needs.

We will undertake regular analysis of comparable courses at other institutions to ensure that the School’s programmes remain relevant and competitive at all times.



Curriculum revision

We continually evaluate our course curricula in order to identify and address gaps in our offering as they arise. For example, in Semester 2 of 2020, the course Research Design and Qualitative Methods was introduced. In Semester 2 of 2021, two new development modules will be added to our course curricula, in collaboration with UCT's African Gender Institute and the African Climate Foundation.

Other knowledge areas that will be incorporated into the Academic Programme in the future include public health, early childhood development, local governance, and decolonisation and development (including decolonial feminist theory). The inclusion of such subjects will further strengthen the Academic Programme.

Dynamic partnerships with stakeholders

Fostering partnerships with a range of stakeholders is one of our strategic objectives, and one that we take very seriously. We have forged a number of strategic partnerships in recent years, with the goal of identifying areas of collaboration that will support our Academic Programme. Specifically:

- We have created and strengthened partnerships with the Commerce Faculty, the Academic Development Programme's Language Development Group, the African Gender Institute and the Department of Construction Economics and Management at UCT, as well as with other internal stakeholders.
- We also work with UCT's Centre for Innovation in Learning and Teaching when designing and refining our courses.
- We are exploring academic exchange programmes with other African and global tertiary institutions, among them the European University Institute, the United Nations System Staff College, Harvard University, the Blavatnik School of Governance and IE University.
- We take care to select adjunct appointees for their wide-ranging experience, in order to augment our master's and PhD programmes.





3. Expanding the Research Programme

Goal 2 of UCT's Vision 2030 is "Research solving Africa's problems that contributes to global knowledge". To support this goal, the School's Research Programme conceives of research as a transformative activity – one that has the power to change how the world works and how people think.

The impact of COVID-19 on our research

A number of international observers have acknowledged that Africa's response to the COVID-19 crisis has been somewhat more successful than that of its Western counterparts, despite the continent's limited resources. Nonetheless, the economic impact of the pandemic has been devastating continent-wide. The social consequences, meanwhile, have highlighted alarming challenges in areas such as public health, social security, and safety (i.e., domestic violence, gender-based violence).

The COVID-19 crisis presents opportunities to address the underlying structural weaknesses of Africa's economies, and the School is committed to seizing these opportunities. Our preliminary assessment of the disruption caused by the pandemic – and the research implications thereof – has required us to update our research strategy and align it with the new context in which we sit.


Our updated research strategy is presented below.

Key research areas

The School's Research Programme is planned as four distinct yet contiguous research streams. Three of the research streams – Sustainable Development, Democratic Governance, and Public Policy and Programme Implementation – will coincide directly with our three thematic pillars. The fourth stream, Well-Being and Social Cohesion, is prompted by the societal impacts of the COVID-19 pandemic, as observed in the areas of public health, social security, civil society engagement, and safety and security.

Each research stream will contain several core research themes, and each research theme will in turn contain specific research projects. The research streams will be headed by specially appointed Research Chairs, who will be significant thought leaders in their field of study or practice. The Research Chairs will provide overall leadership and guidance, coordinating the research activities of the various research themes and projects within their stream. They will be supported by postdoctoral fellows, each of whom will be appointed to lead an individual research theme or project within the main research streams.





Our planned efforts within each research stream are discussed below.

Democratic Governance

Democratic governance and ethical leadership

The COVID-19 crisis has revealed a critical need to build successful case studies of ethical governance and leadership that can contribute to further debate and dialogue. Developing such case studies will be a major research focus for the School going forward.

Inequality, corruption, economic transformation and economic growth

The School is committed to deepening our understanding of the underlying causes of state capture, corruption and clientelism in different African countries, and of how best to eliminate such practices and improve the resilience of democratic institutions in Africa. We will continue to analyse specific policy responses that directly address inequality – such as South Africa’s Broad-Based Black Economic Empowerment programme – in order to distil lessons and develop appropriate policy recommendations for the continent.

Public Policy and Programme Implementation

Two key questions regarding public sector implementation inform our research agenda in this area:

1. Why have progressive economic, social and criminal justice policies and programmes not been implemented in Africa, or, where implemented, been ineffective?
2. What human resource capabilities are required to enable the effective implementation of development policies on the continent?

Our research agenda will guide us in developing case studies and sharpening the implementation capabilities of public policy practitioners. It will also feed into the School’s planned Implementation Labs, with practice directly informed by research findings and outcomes.

Sustainable Development

Industrial transformation and economic development

The School, in collaboration with several South African think tanks, is exploring how the African Continental Free Trade Area (AfCFTA) can stimulate the industrial transformation of the continent towards more sustainable practices.



The School is also developing strategies for accelerating the uptake of renewable energies. To this end, we have partnered with the African Climate Foundation to research and provide support for sustainable African development strategies.

Regional integration

The School's research strategy for sustainable development involves looking at how regional trade integration can contribute to industrial transformation, social development and climate change. We continue to explore how best to support the AfCFTA in improving cross-border infrastructure investment and collaboration. Our Research Programme interrogates Africa's economic relationships and examines how African countries can build mutually beneficial relationships that further economic transformation.

Inclusive growth and social development

The School is committed to ensuring that macroeconomic policies in Africa include the promotion of social development and the creation of decent jobs as key objectives.

Well-Being and Social Cohesion

The COVID-19 pandemic has brought into sharp relief the socioeconomic fault lines in societies across Africa. In particular, it has highlighted the significant inadequacies and dysfunctions plaguing public service policies and programmes on the continent. Our Well-Being and Social Cohesion research stream will home in on the following areas of concern:

- public health
- social security
- public safety and security
- education (from early childhood education through to basic and tertiary education)
- civil society engagement in public governance.

This research stream will pay special attention to policies and interventions targeting youth, women and other marginalised groups.



Strategic considerations for the 2021-2025 Research Programme

Our strategy for building up our Research Programme has three main components.

Fundraising

The School is planning an ambitious fundraising drive to establish Research Chair positions and Centres of Excellence for each of our four research streams. A draft Research Chair proposal has been developed for the Democratic Governance research stream, and a plan for a Centre for Trade and Regional Industrialisation has been developed for the School. These efforts will extend the School's capacity to attract research partners and donors, and will also increase our sustainability. Proposals and terms of reference for the other three Research Chair positions (Public Policy and Programme Implementation, Sustainable Development, and Well-Being and Cohesion) are currently under development.

Research capacity development

We will create fellowships and recruit highly committed and competent postdoctoral and doctoral research fellows to our Research Programme. These fellows will support the master's and MPhil programmes in a teaching and course-design capacity, and they will advance the Research Programme in general. Our fellows will also support the Executive Education courses and the Building Bridges platform.

In addition, we will encourage our own staff to develop themselves through our academic offering by registering for further degrees at the master's and doctoral levels.

Research partnerships

In line with our objective of fostering partnerships, we have built or are building partnerships with the Ford Foundation, the Carnegie Foundation, the International Development Research Centre, Atlantic Philanthropy and the UK Department for International Development, among others. Intensive work is underway to engage with other potential partners and funders who can support the School's ambitious research strategy.

Some of our current initiatives include the following:

- The Open Society Foundation (South Africa) has provided funding for a one-year programme at the School called Advancing South Africa's Accountability Agenda.
- We are collaborating with the Centre for Comparative Law at UCT on a number of research projects.
- We are part of a consortium with the Industrial Development Think Tank, the Trade and Industrial Policy Secretariat and the Toyota Wessels Institute of Manufacturing aimed at developing research capacity on regional value-chains in Africa.

- We are in discussion with the African Climate Foundation about establishing a joint research programme that will devise strategies for a just transition to a low-carbon development path.
- We are exploring the possibility of research partnerships with Afrobarometer and other leading pan-African institutions.

Dissemination and publication

A key objective of the Research Programme will be actively disseminating the learning and knowledge outputs of our research activities to decision makers, researchers, practitioners, academics, public officials, civil society organisations and others in our extended community.

The School plans to launch several forums to facilitate the dissemination process. For example:

- **Pathfinder Seminars.** These will be high-level seminars aimed at presenting and discussing emergent ideas and methods of inquiry.
- **Research Expos.** These events will showcase the ongoing research work happening at the School.
- **Brownbag Sessions.** These sessions will encourage peer-to-peer sharing and learning within the graduate student and postdoctoral fellow community.

The above forums will be hosted using both online and in-person platforms.

Additionally, learning and knowledge will be shared via publication. Some of the diverse publication channels we plan to utilise include a working paper series, theme-specific edited volumes, peer-reviewed journal articles and peer-reviewed books. Figure 3 below provides an overview of our research dissemination strategy for the 2021–2025 period.

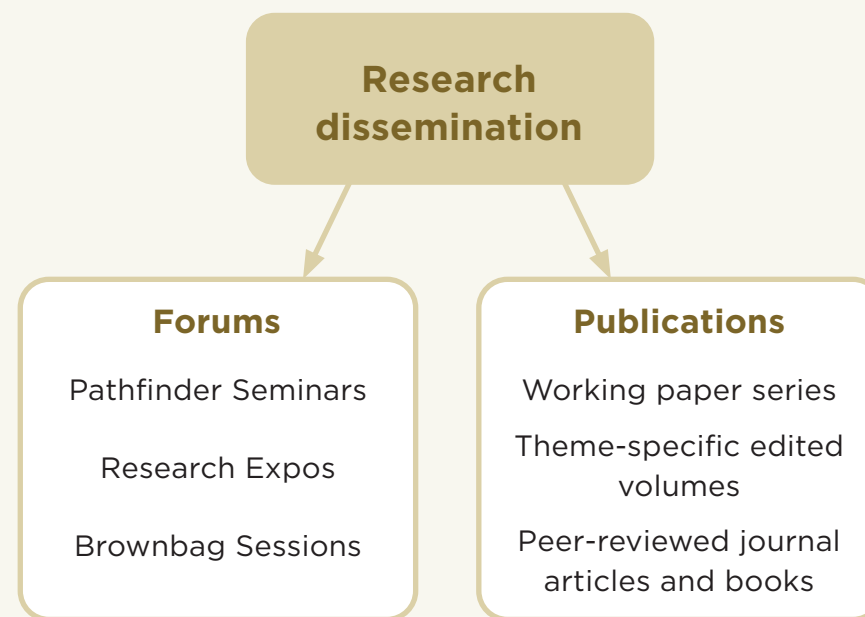


Figure 3: Research dissemination strategy for 2021–2025

4. Expanding the Executive Education programme

Goal 3 of UCT's Vision 2030 is "Thought leadership". Our Executive Education programmes aims to cultivate ethical public practitioners who are thought leaders and change makers in their respective fields.

Strategic focus areas

The Executive Education programme has three areas of focus, which are highlighted below.

Leadership competencies

The School introduces participants to adaptive leadership practices, helping them distinguish narrow, interest-based approaches from broader, value-based approaches.

Implementation competencies

Communication skills and relationship management techniques are vital implementation competencies for public sector policies and programmes. Such skills are therefore incorporated into the Executive Education programme.



Problem-solving capabilities

In the Executive Education programme, problem-solving capabilities are enhanced through customised learning opportunities, as part of an iterative learning journey. Senior public servants, civil society leaders and other participants learn how to identify problems in their contexts and are equipped with the content knowledge, as well as the tools and techniques, necessary for solving them.

The Executive Education learning structure

The Executive Education programme purposefully creates learning opportunities based on the latest tools, techniques and practices.

Figure 4 shows the structure of the Executive Education programme for 2021-2025.

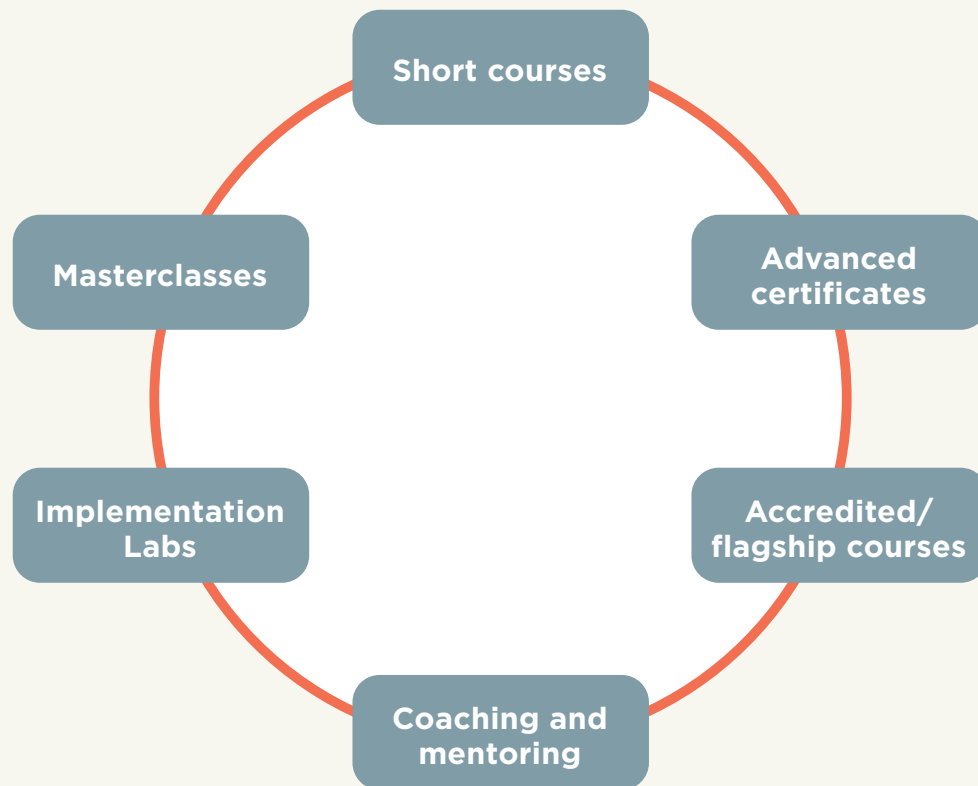


Figure 4: Executive Education learning formats



Short courses

Our short courses are three-day face-to-face offerings and/or four-to-eight-week online offerings. Each short course involves content sessions, individual and group assignments, and coaching and mentoring sessions.

The short courses offered by the School will be linked to two advanced certificate courses:

- The Advanced Certificate in Public Sector Leadership
- The Advanced Certificate in Public Sector Practice.

This offers participants the option of carrying over their credits and pursuing further study.

An overview of the short course catalogue is provided in Table 1 below.



Focus area	Short course name	Target audience
Leadership	Women, Influence, Power Programme	Women in the rule-of-law and social justice sectors across Africa
	Ethical Leadership and Public Accountability Course	Senior government officials and civil society organisation leaders
Implementation of public policies and programmes	Evidence Use in Decision-Making	Government, civil society organisations and researchers
	Quantitative and Qualitative Research Methodologies	Government and civil society actors who are leading, overseeing and procuring research
	Project Planning, Management and Implementation	Government, implementing agents and NGOs
	Problem-Solving Tools for Public Sector Challenges	Implementation teams within government and civil society

Table 1: Short course catalogue

Accredited/flagship courses

The School offers customised courses that take eighteen months to three years to complete. These flagship courses are primarily focused on building leadership competencies among women and youth.

Table 2 below summarises this aspect of the Executive Education programme.

Accredited course name	Format
Local Government Women's Leadership Development Programme	Run in partnership with the South African Local Government Associations and Zenande Leadership Consulting, this is an nine-month programme that includes three short course modules, individual mentoring and coaching, and ongoing learning exchange through a webinar series.
Emerging African Leaders Programme	This is a three-year programme, in which each annual cohort benefits from two-week residential sessions and personal leadership development opportunities, such as professional coaching, peer learning exchanges, fellowships, research roundtables and regional workshops.

Table 2: Accredited course catalogue

Coaching and mentoring

The Mandela School has a pool of accredited coaches who work specifically with senior public servants and civil society leaders involved in public governance.

Implementation Labs

In all the School's courses, innovative Implementation Labs will expand participants' content knowledge, exposing them to a range of valuable problem-solving methodologies, such as design thinking.

Masterclasses

Masterclasses provide participants with a means of sharing and co-creating knowledge. Their format consists of ad hoc two-hour sessions with leading local and global experts.



5. Expanding the Building Bridges programme



The Building Bridges programme is the School's strategic dialogue and partnership platform. The programme has a twofold purpose:

- It stimulates partnerships between the School, our students and our alumni, on the one hand, and public governance constituencies in South Africa, Africa and abroad, on the other.
- It promotes intergenerational engagement, social inclusivity and connectivity between policymakers and their constituencies.

Current activities

The Building Bridges platform hosts research roundtables, regional workshops, academic conferences, policy dialogues and public leadership fellowships. Each year, the Building Bridges programme convenes the following events:

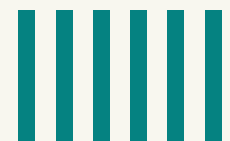
- The Africa Day Conference, in partnership with the Africa Peer Review Mechanism and the broader UCT community
- The United Nations Conference on Trade and Development

- The Democracy Conference, in partnership with the Kofi Annan Foundation, The Elders, civil society, and representatives of the diplomatic corps.



Planned activities

For the 2021–2025 period, we aim to continue the above activities while also extending the impact and reach of the Building Bridges programme.



6. Effective communication

Communication lies at the very centre of the School's work. We believe that communication is the key to knowledge-sharing and peer-to-peer exchange. We practise a four-pronged communication approach:

- We profile events, people and the overall work of the School.
- We enable dialogue on current topical issues with both internal and external stakeholders.
- We facilitate interactive engagement with our alumni and partners.
- We ensure consistent branding and messaging, which are the custodians of our visual identity.

The School is conscious and careful about the mediums through which we communicate. For each of our four programmes, we select formats that are best suited to promoting discussion and fostering an engaged community.

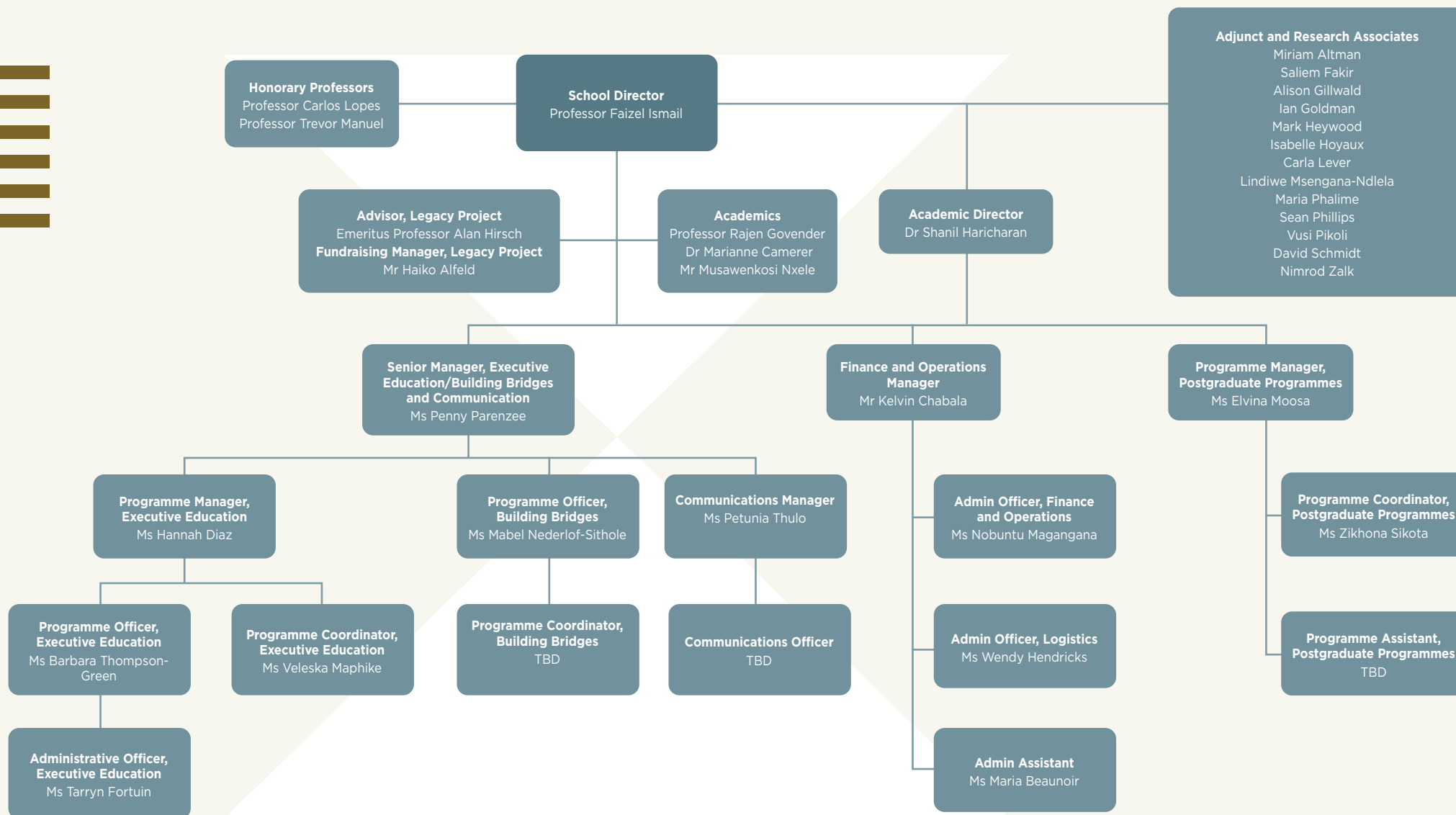


7. Conclusion

The School's evolving footprint reflects the pan-African worldview that Nelson Mandela embodied. We are committed to building proactive programmes inspired by the legacies of not only Mandela but also Abder Nasser, Kwame Nkrumah, Franz Fanon and Graça Machel, whose pan-African struggles and victories continue to inspire the enduring vision of a united and prosperous Africa. Our content, our faculty, our students, our networks and our public voice reflect and embrace our geographical spread, from Ras ben Sakka to Cape Agulhas, from Cabo Verde to Ras Hafun. The School operates according to the main tenet of the Pan-African Movement: namely, that African people share not merely a common history, but a common destiny.



Annexure 1: Organogram





UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

Editing: Daniela Franca Joffe, Noluthando Ncube,
The Writing Studio

Design: Mandy Darling, Magenta Media

Photographers: Phumza Marumo, Michael Hammond,
Liam Cornell