“The aim of MPSA is to groom and enhance the capacities of leaders to understand and commit to addressing evolving challenges of governance in the areas of peace and security.”
1. Background

The adoption of the Peace and Security Protocol of the African Union (AU) in 2003 heralded a massive build-up of African institutions working in the areas far beyond the traditional peace and security domains. In contemporary times, a wide range of peace and security issues have become of crucial, cross-cutting and paramount concern to organizations engaged in development initiatives. In resolving conflict, providing security and building peace, the African Union Commission (AUC), Regional Economic Communities (RECs), governments and Civil Society Organizations (CSOs), are now called upon to play visible and significant roles. After all, the spectrum of activities these institutions are preoccupied with also requires them to deal with new threats such as global crime, global warming, terrorism, the emergence of rogue entities, alongside their traditional preoccupations.

Invariably, the complexity of peace, security and conflict management implies that such responsibilities are carried out by seasoned, well-trained professionals capable of making informed, timely, and critical decisions. It is expected that an increasingly broad and sophisticated array of institutions would require professional development for new as well as existing staff involved in peace and security issues; hence the niche that the Executive Master’s in Managing Peace and Security in Africa (MPSA) offers to participants.

2. Programme Rationale

The Executive Master’s in Managing Peace and Security in Africa is accredited by Addis Ababa University (AAU) and by the international accreditation body – Accrediterungs-, Certifizierungs- und Qualitätssicherungs-Institut (Accreditation, Certification and Quality Assurance Institute) – ACQUIN. The Executive Master’s Programme offers experienced professionals working on African peace and security issues a unique opportunity to acquire certified and in-depth education while continuing to work in their respective organizations. The Programme has been developed in partnership with the Peace and Security Department (PSD) of the African Union Commission (AUC) as part of a broader institutional partnership with the Institute for Peace and Security Studies (IPSS).

The degree is designed to address pressing and current issues regarding peace and security in Africa from a practical, experienced-oriented perspective that prioritizes critical thinking and problem-solving. Constructive solutions are imagined within the context of African institutions with a special focus on the cumulative experiences of participants with long and sustained professional exposures on the subject matter of peace and security.
3. The Unique Characteristics of the Programme

**Executive Masters format:**
Participants study while in-post in their respective organizations;

**Pragmatic, interactive and practice-based methodology:**
Sessions with experts and resource persons, critical peer learning, individual and group projects;

**Focus on Africa from holistic and multidisciplinary perspectives:**
placing critical emphasis on the delivery of African problems, perspectives and solutions;

**Applied and action research orientation:**
includes a field study and research visit to a region (when conditions allow). As part of the Africa Peace and Security Programme (APSP), MPSA brings participants into a growing community of academic and policy research institutions on the continent seeking to grapple with the myriad challenges of conflict prevention, management and resolution;

**Combination of on-campus learning and participatory distance learning activities and projects:**
extensive usage of the Moodle platform (interaction with resource persons, experts, course facilitators, distance learning assignments and discussion forum);
4. Learning Objectives

The Programme is designed to strengthen the capacity of relevant staff from the AU, RECs, national governments, the not-for-profit sector, United Nations (UN) and other multilateral organizations. Upon returning to their host institutions and workplaces, participants are expected to make well-informed, bold and creative decisions taking advantage of their newly acquired knowledge and networks. The programme offers participants the opportunity to develop and strengthen their ability to:

- Closely observe;
- Critically analyze;
- Be a creative leader;
- Exchange, communicate and present their ideas and projects;
- Think strategically and creatively;
- Develop their professional development plans and further their careers;
- Challenge their assumptions in the practice of peace and security;
- Deepen their understanding of complex conflict, security and peace dynamics;
- Acquire more intimate knowledge on institutional and policy issues;
- Network with other decision-makers and key personalities from various peace and security backgrounds;
- Solve peace and security problems in fresh and innovative ways;

The completion of the Programme may help participants in their career goals and reinforce their capacity at the local, regional and continental levels. Upon graduation, participants have the potential to assume higher professional responsibilities and positions within their respective institutions, or elsewhere.

5. Graduate Profile

The broad aim of the MPSA Programme is to assist African-based institutions in bridging the critical knowledge gap on complex peace and security issues around the continent by exposing their senior-level staff to state-of-the-art perspectives and methodologies. Since it opened its doors to senior level participants drawn from the AU, RECs/Regional Mechanisms (RMs), multilateral and civil society institutions, MPSA has graduated about 264 participants from over 40 countries and 54 different institutions. We are proud that we have been able to effectively support the AU and other institutions to meet their mandate in peace and security. Beyond graduation, participants continue or take-up senior positions institutions such as:

- African Union;
- Regional Economic Communities and Regional Mechanisms;
- Armed Forces of Member States of the AU;
- International and multilateral agencies involved in peace and security issues;
- International Non-Governmental Organizations (INGOs) and Civil Society Organizations (CSOs);
- Private practice and consultancies;

MPSA is an extra-occupation Programme. Concerning each participant’s further career outlook, the Programme is explicitly designed to help all participants to qualify for their next promotion, and for those working at Member States level, to acquire or deepen their regional perspective. It is expected that they should be able to make well-informed choices based on critical and balanced judgment rather than fire-brigade responses to peace and security challenges on the continent. Moreover, participating in the course enables them to strengthen institutional ties at an operational level within the framework of the African Peace and Security Architecture (APSA).
6. Admission Requirements

All applications must be submitted online through www.ipss-addis.org/portal. Paper applications are not accepted. The Institute admits participants once a year: in July/August of each year and courses commence in October of the same year. To access the application portal, prospective participants need to create an account to start the process. The application process comprises both academic and non-academic requirements. The Academic Commission of the Institute conducts the selection process.

The academic requirements for the Programme require that applicants must have a minimum of a Bachelor’s degree in relevant discipline from an accredited institution of higher learning. For the non-academic requirements, applicants must:

- Preferably be a citizen of a Member State of the African Union;
- Have at least five years; work experience in peace and security or related field;
- Have a good command of English; the medium of instruction at IPSS;
- Submit a statement of past and current job, position/responsibilities and perceived impact the applicant is likely to have on their organization after the completion of the studies.

Admission also takes cognizance of:

- Regional balance and diversity;
- Personal qualities such as leadership abilities, motivation, originality, intellectual independence, insights and maturity and demonstrated commitment to peace and security;
- IPSS is committed to affirmative action. While we encourage women to apply, no prospective applicant is declined on the basis of ethnic/racial, political, social, religion or other orientation.

Participants admitted annually.

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<th>TOTAL OF</th>
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<tr>
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<td>Different Institutions</td>
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</table>

Participants graduated
7. Duration of Study

The schedule allows participants to stay in their jobs. It has the following pattern:

- Five modules of two weeks each are spent in attendance sessions at two-month intervals. In between modules, participants spend six weeks working at their home organizations. Employers who have released their employees must make sure they are not assigned other tasks during the five two-week blocs;
- The sixth module is conducted via distance learning;
- Participants are expected to devote a minimum of two hours a day to their academic work.

8. Programme Contents and Principles

The design of the curriculum is based on tested principles of constructivist pedagogy with an emphasis on life-long and holistic education of adults. Among the several principles embedded in the Programme are the following:

- Self-directed and autonomous learning – self-responsibility;
- Experience-based learning;
- Self-evaluation learning;
- Curriculum relevance;
- Problem-focused rather than content-oriented approach;
- Active learning and knowledge construction;
- Cultivation of critical thinking skills;
- Participant-centred and interactive learning.

Based on the above principles, the Programme creates a flexible learning environment emphasizing creative thinking, problem-solving and interrogation of assumptions and preconceived ideas; research (long essay); case study approach; practical projects; use of a variety of learning techniques (simulation, role-play, etc.). On the whole, the Programme strives to make the learning experience engaging, relevant and forward-looking for the participants.

In addition to these topic-related competencies, by the end of the Programme, MPSA graduates will have gained valuable generic attributes and skills. Most notably, during their study participants will develop and strengthen their skills in:

- Observation;
- Situation assessment and analysis;
- Task leadership and communication;
- Strategic thinking and activity-oriented planning;
- An ability to apply ideas within a research context;
• Communicating their conclusions as well as their knowledge and rationale to both specialist and non-specialist audiences appropriately.

The combination of these generic skills will allow the participants to continue to work in their home organizations in a professional and innovative manner. Finally, by creating a space for the practitioner and leading resource persons to interact/engage in meaningful conversations, MPSA participants are in a position to build life-enhancing contacts; and work as a community of practitioners around peace and security issues in Africa.

9a. Research Methodology Component

Building soft skills in research methodology was recognized as critical by the administrators of the MPSA Programme as well as by the experts that attended the Curriculum Review Workshop held in August 2017, in Addis Ababa. The initial ‘dilemma’ faced, if described as such, was less about the relevance of research methodology than at what point participants should be exposed to it.

MPSA adopts a blended research methodology closely linked with the unique character of the training Programme; regarding content, pedagogy, learning objectives, modular sequencing and the target participants. Unlike other academic Programmes with structured modular requirements for research methodology, MPSA is divided into two broad segments: (1) those administered during the two-week, on-site, sessions when participants are physically present at IPSS, and (2) those mainstreamed into long-distance assignments during the two-month, off-site period when participants are back to their respective countries/jobs.
During each of the five on-site periods of physical contact (modules 1-5), participants are exposed to key methodological issues and concerns germane to the specific module (or subject-matter) under consideration. For instance, module 1 (MPSA 601 “Introduction to Peace and Security in Africa”) which sets the overall framework for the Programme, ensures that participants are exposed to the wide range of conceptual, theoretical and methodological debates in the field. In subsequent modules, a similar conscious decision is made to expose participants to tailor-made methods of research. In the case in MPSA 603 “Conflict Analysis, Assessment and Early Warning” participants learn how to formulate research questions/agenda; design research protocol; anticipate and address methodological hurdles, and successfully prosecute a research agenda.

During the off-site period, participants are also required to carry out assignments allowing them to use specific methods. For each assignment, grades are awarded partly on the basis of a clear demonstration of familiarity with and knowledge of research methods. Finally, since attendance is compulsory for all the modules, participants are expected to have gained full exposure to the vast repertoire of research methods issues at the completion of their training. For this training, research methodology is not a stand-alone module on its own. It is integrated into all the modules and will not attract credit points.

### 9b. List of Modules of Courses and Corresponding Credit Hours and ECTS

<table>
<thead>
<tr>
<th>Module No</th>
<th>Module</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MPSA 601</td>
<td>Introduction to Peace and Security in Africa</td>
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<tr>
<td>MPSA 602</td>
<td>Conflict Processes, Dynamics, Causes and Consequences</td>
<td>4</td>
<td>9.5</td>
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<tr>
<td>MPSA 603</td>
<td>Conflict Analysis, Assessment and Early Warning</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>MPSA 604</td>
<td>Conflict Interventions I: Diplomacy, Soft Power, Negotiation and Mediation</td>
<td>4</td>
<td>9.5</td>
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<tr>
<td>MPSA 605</td>
<td>Interventions II: Peace Support Operations and Post Conflict Reconstruction</td>
<td>4</td>
<td>9.5</td>
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<tr>
<td>MPSA 606</td>
<td>Reforming and Strengthening African Institutions</td>
<td>4</td>
<td>9.5</td>
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<tr>
<td>MPSA 607</td>
<td>(Long Essay (Research Paper</td>
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</table>
### 9c. Description of Modules

#### MPSA 601

<table>
<thead>
<tr>
<th>Week I</th>
<th>Framework for Analysis I</th>
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<tbody>
<tr>
<td>Week II</td>
<td>Framework for Analysis II</td>
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**Introduction to Peace and Security in Africa**
- Concepts
- Theories
- Methodology

**Empirical understanding of**
- Conflict occurrences in Africa
- Main conflict clusters in Africa

**Course Description**
In this module, participants begin to critically reflect and discuss violent conflicts in Africa and its consequences, as well as the organizations and institutional mechanisms that deal with peace and security issues. It explores the various theoretical approaches in the field of peace and security and critically analyzes how they are applied in practice. The module addresses in specific terms, the themes: ethnicity, identity, political economy, resources, wars and land tenure, demographics, migration, religion, etc. In the final analysis, it is an attempt to engage and clarify the debate, as well as provide a clear picture of processes and institutions in place at national, regional and continental levels.

#### MPSA 602

**Case Study of a region**

**Conflict Processes, Dynamics and Consequences**
- Aims and expression of violence
- Organizing violence
- Violence as a gender issue
- Political and economic objectives in violent conflict
- Non-violence in practice

**Course Description**
Following the introduction to theories of peace, security and violent conflict in Africa in Module 1, Module 2 explores the specific case of a region with the aim of enabling participants to comprehend the complexity of causes, dynamics and consequences of conflicts. It is based on the premise that conflicts, in particular, violent conflict, are above all, dynamic, multi-level and multi-causal processes: this, in turn, demand from the observer/analyst an exploratory and inquisitive mindset, as well as familiarity in the use of concepts, frameworks and tools in conflict analysis. By focusing on complex and protracted conflicts within the Sahel-Sahara region, Module 2 exposes participants to the intricacies of developing a careful, nuanced and grounded understanding of violent conflicts by drawing on multi-level causes, dynamics, and associated factors and actors. It gives participants time, resources and learning experiences to deepen their understanding of the case. The module also addresses the gender and civil-military dimensions of violent conflicts.
**MPSA 603**

**Week I**  
**Conflict Analysis Methodologies**

**Week II**  
**Conflict Prevention and Early Warning Systems**

**Conflict Analysis, Assessment and Early Warning**

- What does it take to conduct a sound conflict analysis and to produce a “usable report”?  
- How does one understand the multi-level complexities of conflicts?  
- What are early warning practices in the RECs and at the AU?  
- How to make efficient use of early warning systems and translate them into practical conflict prevention mechanisms?  
- How does one develop adequate response options?

**Description**

Exposed to rich and diverse theoretical approaches as well as empirical understandings of real picture of the Africa Peace and Security Architecture in the regional case study, Module 3 will allow participants, in practical terms based on hands-on activities, reflect upon existing conflict analysis methodologies as they are practiced on a day-to-day basis by Africa’s continental and regional organizations (AU, ECOWAS, IGAD, DADC, COMESA etc.). Participants will engage in practical, real-life simulation exercises, and end the first section of the module with the production of a professional conflict analysis report. The second section of the module introduces the concepts of conflict prevention, conflict analysis and early warning systems by studying and drawing from the rich experience of African organizations in developing early warning systems. It is of particular importance for professionals who deal with peace and security issues and who need further exposure to enable them to reflect on the practices in their organizations.

**MPSA 604**

**Week I**  
**Diplomacy and Soft Power**

**Week II**  
**Negotiation, Mediation and Peacemaking**

**Conflict Interventions I: Diplomacy, Soft Power, Negotiation and Mediation**

- What is structural prevention: What are conflict mitigation and mediation?  
- What are the targets and pre-requisites of intervention?  
- Practices of preventive diplomacy

**Description**

This module focuses on various types of third party “soft” interventions into conflict situations short of Peace Support Operations (PSOs). Part one of the module focuses on a reflection about “soft” intervention through the analysis of the course’s main study. Activities focus on how to support and conduct peaceful elections or help mitigate post-election violence; how to support confidence-building measures for peacebuilding; or as part of a regional response to “unconstitutional changes in government”. The module also reviews the legal and political mandates that usually back interventions of the AU, RECs, UN and the “international community” at large. Because diplomatic interventions often reflect divergent agendas of outside stakeholders, the challenge is to anticipate/deploy best practices to manage them. In the second part of the module, the conceptual basis of conflict mediation will be devolved into drawing case studies from the Sahel-Sahara region. A practical mediation exercise will be conducted involving parties in a simulated conflict setting.
**MPSA 605**

**Week I**  
**Peace Support Operations (PSOs)**

**Week II**  
**Post-Conflict Reconstruction**

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**Interventions II: Peace Support Operations and Post-Conflict Reconstruction**

- What are the targets of engagement and mandates of PSOs?
- Given their record, what is the future of PSOs? Under which conditions will they develop into integrated missions?
- What are the strategies and tactical options and constraints for peacebuilding and post-conflict reconstruction?

**Description**

In this module, we deal with the complexity of existing PSOs through casework. We investigate three contradictions found in all current PSOs: between mandates and the limited inputs that are made available; between the intended outcomes and the real impacts as the expression of legitimate and long-term strategies at the policy level; and the uncontrollable and often counterproductive unfolding of events in operations. We try to figure out the underlying dynamics of these contradictions and identify practical coping strategies of decision makers at the mission and local levels. We also examine the development of PSOs from military-led to integrated missions and discuss the implications of this at various levels. We also focus on the existing mechanisms – local and indigenous that ensure peacebuilding. As this is the last module, we draw out the main insights from the various encounters, exercises, tasks, projects and assignments and we reinforce the skills acquired and progress made. Finally, we assess participants overall achievement towards their specific objectives and targets.

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**MPSA 606**

**Week I**  
**Recommendations for change at home organizations**

**Week II**  
**What each participant wants to continue/change/to begin or renew**

**Week III**  
**Scoping options for change**

**Week IV**  
**Planning for improvement projects**

**Week V**  
**Compilation/Submission of reports**

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**Reforming and Strengthening African Institutions**

**Description**

This concluding module aims to help participants reflect critically on the application of “lessons learned”; first for themselves as individual participants; and second as a “community of practitioners” who desire better ways of scaling-up the capacity of their respective institutions to contribute to managing peace and security challenges in Africa. In order to make the process of reflection scientific and engaging, the module is designed to cover four themes:

- Envisioning the gaps in existing institutional arrangements and practices in participants’ home institutions; appraising the menu of intervention options to address the gaps in the above; assess implications for home institutions of each participant and finally, individual lessons learned from the year-long programmes.
- Furthermore, the module is a challenge to participants to draw out actionable insights from the various encounters, exercises and tasks, new skills and attitudinal changes experienced throughout the training Programme. It also seeks to assess participants overall intellectual uptakes and achievements vis-à-vis their initial expectations, learning objectives and targets.
Long Essay Description

Participants in the MPSA Programme are required to write a long essay in partial fulfilment of the requirements for the award of Executive Master’s in Managing Peace and Security in Africa.

- Participants select topics for their long essay, in consultation with the course facilitator. Following a submission of a proposal to embark on the essay, the essay, the topic and proposal of each candidate is considered for approval by the Education and Professional Development Team at IPSS in consultation with the Academic Commission. Once accepted and approved, the participant work with their designated supervisor (advisors) until the work is judged satisfactory by the latter.

10. Programme Governance

The Academic Commission, the Director, the Associate Academic Director, the Director of the Africa Peace and Security Programme at IPSS and the Education and Professional Development Department (EPDD) will provide the necessary leadership and see to it that the Programme is run smoothly.

11. Teaching /Learning Methods/ Strategies

Given the executive format of the Programme, a blended learning approach involving face-to-face encounters at the IPSS is complemented by an online learning platform - Moodle (a virtual learning environment). Participants have access to course materials, facilitators and resource persons online, and can communicate with one another anywhere and anytime. Additional features include the mechanism for assignments submission, downloading reading materials, discussion forum, instant messaging, course/Programme calendar, news and assignments, and feedback from facilitators, etc. All course materials, learning resources, course requirements, and Programme contents are systematically uploaded on the Moodle platform.
12. Mode of Delivery

Each module is explored thoroughly during a two-week attendance session. Key elements of each module involve presentations by seasoned professors and eminent practitioners – usually senior staff of AUC, RECs, Member States and CSO partner institutions – in the form of presentations, expose’s and group exercises, video sessions and role-plays. Participants are expected to spend four pairs of Fridays/Saturdays and a few evening on home projects or assignments. For this, they complete specific assignment or projects and receive individual support through Moodle. Each module is developed by experts, in collaboration with the Education and Professional Development Department. Each module contains:

- Appropriate readings;
- Assignments;
- Thematic inputs through presentations, audio-visual documents, workshops and simulation exercises;
- Individual and group work.

13a. Assessment/Evaluations Strategies (Examinations, Reports, Presentations and Final Grading)

Each participants’ overall grade is aggregated from the grades received for all modules. There are various ways of assessing participants’ performance and effort (quizzes, presentations, essays, short papers, research projects, tests... etc.) through individual or collective work.

13b. Grading

For each module and the entire Programme, participants’ grades encompass: class attendance, participation in class, on-site written assignments, distance learning assignments and a final written research paper – long essay.
### 13c. Letter Grade/Grade Point Equivalents

Grading of assignments and the final long essay is done in accordance with the regulation of Addis Ababa University; the grading policy is detailed below:

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<tr>
<th>Raw Mark</th>
<th>Letter Grade</th>
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</tr>
<tr>
<td>[85 ,85]</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>[80 ,85]</td>
<td>A-</td>
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<tr>
<td>[75 ,80]</td>
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<tr>
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14. Quality Assurance

To ensure the quality of its Programme, IPSS conducts curriculum and Programme evaluation bi-annually. By bringing together leading experts and practitioners in the field of African peace and security, the curriculum and Programme evaluation workshops evaluate the existing curriculum of the course, including its structure, content and methodologies; draws recommendations for further development.

As stated in the IPSS vision and mission statement, it was founded with a vision of becoming a premier higher learning and research institution on peace and security studies. IPSS vigorously pursues the mission to promote peace and security in Africa through excellent practical education, research and professional development based on a deep understanding of cutting edge adult education methodologies. To ensure the quality of its professional development Programme, IPSS has invested in a regular system of curriculum and professional development evaluation, using both internal and external procedures and instruments:

• After each module, evaluations are filled out by the participants. Relevant criteria are the quality of the presentations, lectures and discussions corresponding to the participant’s working context and questions relating to organization and logistics of the Programme. The evaluations also contain a performance evaluation of the teaching staff. The Education and Professional Development Team discuss the results and take into account all the modules. This guarantees a process of constant improvement and refinement. In addition, participants fill out questions and concern sheet regarding the MPSA Programme.

• A review committee composed of a curriculum consultant, selected resource persons, selected facilitators, the Programme Manager, the Education Lead and the Directors of IPSS/APSP review the Programme on a regular basis. Also, a curriculum review workshop from the IPSS brings together leading experts and practitioners in the field of African peace and security. The committee examines the existing curriculum of the course, including its structure, content, methodologies, and comes up with recommendations for its further development in the mid to long-term. Participants in the workshop are expected to reflect upon, evaluate and give inputs to enrich the structure, content and executive format of the course, its academic and practice-based learning orientation, suggest outreach strategies in relation to relevant networks, stakeholders – AU, RECs, RMs, etc. and similar centres’ of excellence, in line with best practices regionally and globally. The previous reviews took place in April 2011, September 2012, May 2013, May 2015 and August 2017.

• There are further measures to assure the quality and effectiveness of teaching, for example, the terms of reference for hired facilitators or hired consultants outlining the requirements such persons must fulfil. In addition, the MPSA management team has developed facilitation guidelines for resource persons or hired consultants, clearly defining tasks and deliverables, pre-session expectations and on-site expectations.

• For the Africa Peace and Security Programme, an internal project review is conducted every three years by GIZ. The criteria are relevance, effectiveness, impact, efficiency and sustainability.
The Education and Professional Development team is in charge of implementing the results of the reviews by initiating necessary changes and following up their progress: this is in consultation with the Academic Commission of IPSS which follows the rules of Addis Ababa University Senate Regulations. They also have a role in ensuring that changes can be applied, taking into note the obstacles they encounter and offering fresh suggestions. The results of the reviews are also integrated into the development of the overall IPSS strategy.

15. Graduation Requirements

- Submission of official undergraduate or graduate authenticated transcripts.
- Successful completion of all modules with a passing grade.
- Completion of the long essay with a passing grade.
- Class attendance of 85% or more.
- A minimum CGPA of “B” or 3.00.

16. Degree Nomenclature (In English)

The degree to be awarded to the graduates of the Programme shall be named “Executive Master’s in Managing Peace and Security in Africa”.
IPSS maintains a modest library that accommodates up-to-date books on peace and security, international relations, political science, human rights and gender among others to cater to the needs of participants, staff and professors as well. In addition, there is a computer room for students with well furnished high-speed internet facilities, photocopier, conference rooms and classrooms where discussions take place.

These are based entirely on AAU Senate Regulations (2013).