



**IPSS**

Institute for Peace  
& Security Studies  
Addis Ababa University

EXECUTIVE MASTER'S IN  
**Managing Peace and  
Security in Africa**

**MPSA**

“Enhancing capacities, enriching lives”

**Curriculum**

2022 – 2024

**Contact**

Institute for Peace and Security Studies

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## 1. Background

The adoption of the Protocol Relating to the Establishment of the Peace and Security Council (PSC Protocol) by the African Union (AU) in 2002 heralded the development of new institutions and practices 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 organisations engaged in development initiatives. In resolving conflict, providing security and building peace, the AU Commission (AUC), the Regional Economic Communities (RECs), governments and civil society organisations (CSOs), were called upon to play more systematic and sustainable roles to address the challenges of peace and security on the continent. After all, the spectrum of activities these institutions are preoccupied with also requires them to deal with traditional threats to peace and security such as transnational organised crime (TOC), violent extremism and terrorism (VET), an upsurge in unconstitutional changes of government (UCGs), and armed insurgencies, but also untraditional challenges such as the effects of global warming, illicit financial flows, or pandemics such as COVID-19.

Invariably, the complexity of conflict prevention, management and resolution 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. Against this background the Executive Master's in Managing Peace and Security in Africa (MPSA) was created in 2010.

## 2. Programme Rationale

The MPSA programme is accredited by Addis Ababa University (AAU) and the international accreditation body – Accrediterungs-, Zertifizierungs- und Qualitätssicherungs-Institut (Accreditation, Certification and Quality Assurance Institute), ACQUIN for 2015 to 2020. Renewal of the accreditation is currently ongoing. 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 organisations. The programme has been developed in partnership with the then AUC Peace and Security Department (PSD) – since 2021 the merged portfolio department Political Affairs, Peace and Security (PAPS) – as part of a broader institutional partnership between the AU and IPSS.

The MPSA programme is designed to address pressing and current issues regarding peace and security in Africa from a practical, experience-oriented perspective that prioritises 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. A Unique and Highly Innovative Programme

The MPSA programme is a unique and highly innovative programme. MPSA participants benefit from:

- an executive Master’s format: participants study while on-post in their respective organisations
- a pragmatic, interactive and practice-based methodology: sessions with experts and resource persons, critical peer learning, individual and group projects
- a focus on Africa from holistic and multidisciplinary perspectives: placing critical emphasis on the delivery of African problems, perspectives and solutions
- an applied and action research orientation: as part of the IPSS 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
- a 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. MPSA's Learning Objectives

The programme is designed to strengthen the capacity of relevant staff from the AU, RECs, national governments, the not-for-profit sector, the United Nations (UN) and other multilateral organisations. 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 analyse
- become 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 situations
- 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.

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).

## 5. The Profile of Our Graduates

The broad aim of MPSA 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 360 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.

## 6. Admission Requirements

All applications must be submitted online through an IPSS portal (<https://ipss-addis.org/what-we-do/academic-programmes/executive-masters-mps/>). Paper and email 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 a Gmail email 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<sup>1</sup>. Applicants must also provide proof of an English language proficiency and certification:

1. International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL).
2. Alternatively, an official letter from an academic institution certifying that English language was the medium of instruction and that the applicant has sufficient English language proficiency to participate in the programme.
3. If the applicant cannot provide proof of English proficiency as in (1 or 2), s/he will be

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<sup>1</sup> Once admitted into the programme, participants will be required to send an authenticated academic transcript from their last higher education institution.



required to take an English proficiency test at Addis Ababa Uni-versity [if admitted].

### **For the non-academic requirements, applicants must:**

- preferably be a citizen of a Member State of the AU
- have at least five years work experience in peace and security or related field
- have a good command of English (which is 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.

On average, 20-25 participants are admitted to the MPSA programme annually.

## **7. Duration of Study**

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

- six 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 organisations. Employers who have released their employees must make sure they are not assigned other tasks during the six two-week blocs
- participants are expected to devote a minimum of two hours a day to their academic work during the six weeks in between classes/sessions



## 8. The MPSA Programme: Pedagogy, Methodology and Course Structure

### 8.1. Pedagogical 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 emphasising creative thinking, problem-solving and interrogation of assumptions and preconceived ideas; research (long essay); case study approach; practical projects; the 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 organisations 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.

### 8.2. Teaching Methods and Modes of Delivery

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.

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 (EPDD) at IPSS. Each module contains:

- compulsory and additional readings
- assignments
- thematic inputs through presentations, audio-visual documents, workshops and simulation exercises
- individual and group work

### 8.3. Research Methodology

Skills development with regards to research methodology was recognised as critical by the administrators of the MPSA programme as well as by the experts that attended the latest Curriculum Review Workshop held in June 2021, in Addis Ababa. For this reason, research methodology is incorporated in the 6th Module.

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.

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.

## 8.4. Assessment

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.

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.

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:

Raw Mark	Letter grade	Grade point
[95, 100]	A+	4.0
[85, 95]	A	4.0
[80, 85]	A-	3.75
[75, 80]	B+	3.50
[70, 75]	B	3.00
[65, 70]	B-	2.75
[60, 65]	C+	2.50
[50, 60]	C	2.00
[40, 50]	D	1.00
< 40	F	0



## 9. List of Modules, Credit Hours and Corresponding Credits

Module No.	Module	Credit hours	Credits*
<b>MPSA 601</b>	Introduction to peace and security in Africa	6	14.25
<b>MPSA 602</b>	Perspectives on violent conflicts in Africa	4	9.5
<b>MPSA 603</b>	Early warning and conflict prevention	4	9.5
<b>MPSA 604</b>	The Practice of Peacemaking: Diplomacy, Negotiation, Mediation and Associated forms of Conflict Resolution	4	9.5
<b>MPSA 605</b>	Conflict interventions: Peacekeeping, Peace Support Operations, Military Interventions and Post-conflict Reconstruction and Development	4	9.5
<b>MPSA 606</b>	Research Methods, Synthesis of Modules with optional courses on Women Peace and Security / Transitional Justice	4	9.5
<b>MPSA 607</b>	Long Essay (Research Paper)	6	30
<b>Total</b>		<b>32</b>	<b>91.75</b>

## 10. Module Descriptors

MPSA 601	Introduction to Peace and Security in Africa
<p>Week I: Framework for analysis I</p> <p>Week II: Framework for analysis II</p>	<p><b>Course description</b></p> <p>The first module focuses on the conceptual and empirical understanding of peace, conflict, and security in Africa and their underlying nexus. In this module, participants are tasked to critically analyse the nature, diversity, and consequences of violent conflicts in Africa. The topics explored are the specific roles played by primordial identities (in particular, ethno-cultural and religious identities), natural resources, demographic forces, land tenure, and migration in generating or aggravating the levels and the intensity of conflict in various parts of the continent, as well as the efforts made to resolve them and build peace. Special attention is paid to grassroots-based micro-level conflicts, often disregarded in conflict and peacebuilding literature, which looks more at macro-level conflicts and corresponding state reconstruction peacebuilding efforts. Specific local, national, and regional case studies are considered to help participants evaluate from intellectual and practice-oriented perspectives the application of various institutional mechanisms to conflict intervention, security, and peacebuilding on the continent.</p> <p>Methodologically, the module is designed to help participants strengthen their understanding and application of relevant concepts and theories in conflict, security, and peacebuilding to analyse practical issues and prepare policy briefs and publishable policy papers capable of enriching the insights of decision-makers and practitioners.</p>



<b>MPSA 602</b>	<b>Perspectives on Violent Conflicts in Africa</b>
<p>Perspectives on Violent Conflicts in Africa</p>	<p><b>Course description</b></p> <p>Following the introduction to theories of peace, security and violent conflict in Africa in Module 601, Module 602 explores the different perspectives on violent conflicts in Africa. Based on a transdisciplinary and a pan-African approach, the module aims to provide participants with an analytical and critical overview of contemporary violent conflicts in Africa within the emerging global context. Methodologically, the module consists of a set of interrelated sections to be discussed on a day-to-day basis. In addition to lectures and oral presentations by the module facilitator, participants are expected to engage actively in group discussions. Throughout the module work, participants analyse several key issues relating to the main topic and the readings of each section.</p>
<b>MPSA 603</b>	<b>Early Warning and Conflict Prevention</b>
<p>Week I: The emergence of conflict prevention as a norm &amp; preliminary analytical steps</p> <p>Week II: Conflict pre-vention and early warning practices &amp; producing an early warning report</p>	<p><b>Description</b></p> <p>Module 3 is designed to familiarise participants with the field of early warning and conflict prevention, in particular as practiced by the AU. Attention is paid to the historical development of conflict prevention as a norm in international relations, the emergence of the APSA and the role of the Continental Early Warning System (CEWS) therein. The CEWS Methodology (2008) is introduced in greater detail and in a highly interactive way. The module focuses on analysing the structural root causes of conflict, dynamic or proximate causes of conflict, and the various actors involved. It also discusses the development of scenarios and policy response options to engage with decision-makers.</p> <p>This time the case study is West Africa and in particular Mali. Two interwoven issues will be highlighted: (1) violent extremism and terrorism (VET) transnational organised crime and (2) unconstitutional changes of government (UCGs), including coups d'états. The module also highlights the role of national, regional, and continental actors in responding to the recent escalation of conflict in the region, including the Economic Community of West African States (ECOWAS). Didactically, the module combines introductory presentations by the module facilitator, plenary discussions, various forms of group work, and presentations by participants.</p> <p>Finally, Module 3 includes a series of guest speakers from the AU and ECOWAS who share their experiences with early warning and conflict prevention in an institutional context, as well as the situation on the ground.</p>

MPSA 604	The Practice of Peacemaking: Diplomacy, negotiation, mediation and other forms of conflict resolution
<p>Week 1: Conflict Resolution Theory and Practice: Diplomacy, negotiation, mediation and dialogue</p> <p>Week 2: Mediation simulation; key themes in Conflict Resolution (gender, participation and inclusion, national ownership, sustainability)</p>	<p><b>Description</b></p> <p>This module focuses on various types of peacemaking interventions in conflict situations, with special attention being paid to understanding the role and potential of regional organisations as intermediaries. It discusses different meanings ascribed to conflict resolution by exploring various methods of peacemaking in conflict situations, ranging from preventive diplomacy to negotiation and mediation, from arbitration to adjudication, and from facilitation to dialogue.</p> <p>Special focus will be given to the multifaceted issues surrounding Africa's regional and sub-regional organisations as peacemakers (mandates, roles, and potential), including reflection on the challenges and opportunities of preventive diplomacy, mediation and dialogue by these actors. To this end, participants will review the legal and political mandates that support preventive diplomacy, mediation, and dialogue interventions by the AU and the RECs and reflect on current efforts to establish mediation support units (MSUs) within these organisations.</p> <p>Finally, and in order to experience some of the complexities inherent in these processes, participants will take part in an intensive and immersive mediation simulation exercise based on the Carana Training Scenario.</p>



<b>MPSA 605</b>	<b>Conflict Interventions: Peacekeeping, Peace Support Operations, Military Interventions and Post-conflict Reconstruction and Development</b>
<p>Week I: Military Interventions, Peace Support Operations (PSOs)</p> <p>Week II: Peacebuilding and Post-conflict Reconstruction and Development (PCRD)</p>	<p><b>Description</b></p> <p>The module seeks to examine the major trends that impact peace support operations (PSOs) in Africa. The module pushes participants to reflect on the changing nature of conflict in Africa and examine how PSOs are being affected by this dynamic. It discusses the different meanings ascribed to peacekeeping and PSOs and outlines the types of 'generations' of peacekeeping, including analysing how these have evolved. Using examples from the African continent, participants will examine the logic of conflict interventions. The module further examines the evolution and legal foundations of PSOs. The main goal is to enable participants to differentiate between the different mission types and discuss relevant trends for Africa. Attention will be given to the mandates, roles, potential, and opportunities for different actors involved in peacekeeping, including the UN, AU, RECs, and other actors, such as coalitions of the willing, joint taskforces, unilateral interventions by countries, and private peacekeepers, among others.</p> <p>To deepen the understanding of some of the complexities inherent in these conflict interventions processes, such as peacekeeping, PSOs, and PCRD, participants will discuss a series of case studies from Africa at large (both in historical and contemporary contexts). Participants will also engage in debates on the utility and impact of conflict interventions in Africa, exploring the topics through participant-led roundtables, group work processes, and seminars. Additionally, Module 5 will include a series of guest speakers who will share with participants.</p>



MPSA 606 Option A	Women, Peace and Security
1 week	<p><b>Description</b></p> <p>This course offers a theoretical and practical, and thematic examination of the Women, Peace and Security (WPS) agenda from an African perspective and focus. Participants will be introduced to the concepts of gender and gender perspectives/analysis, feminist and masculinity theories, and intersectionality as lenses to understand peace and security issues in Africa. The Module introduces United Nations Security Council Resolution (UNSCR) 1325 and subsequent resolutions in recognition of the protection of women and girls from sexual and gender-based violence as a priority for humanitarian and peacekeeping practice, the growing strength of women's peace coalitions, and transitional justice mechanisms that increasingly address war crimes against women, with more overt attention being given to the ways conflict affects women and to specific arrangements to protect women witnesses. Furthermore, this includes recognising the role women play as mediators throughout all stages and at all levels of conflict mediation.</p> <p>Using practical examples from the African continent, the course discusses the gendered nature of conflict, gender-based violence and violence against women and children, and the role of women during periods of armed conflict/war.</p> <p>The WPS agenda (and supporting resolutions) will be analysed and discussed in detail to understand Africa's regional and sub-regional organisations (AU and RECs) in supporting the implementation of these important policies.</p>



<b>MPSA 606</b> <b>Option B</b>	<b>Transitional Justice in Africa</b>
1 week	<p><b>Description</b></p> <p>This module explores the role of transitional justice, peacebuilding, and reconciliation after violent conflict in Africa. Transitional justice and reconciliation processes encompass the broad range of judicial and non-judicial approaches adopted by post-conflict and post-authoritarian societies to address human rights abuses of the past. Africa will continue to innovate on the development of transitional justice processes and interventions since a number of countries on the continent will be emerging from conflict in the next decade and beyond.</p> <p>This module will enable participants to understand these dynamics and how they can be designed to function effectively even during the often chaotic period of change during transitional processes.</p> <p>The course includes guest speaker sessions devoted to key issues of practice in relation to the implementation of the 2019 AU Transitional Justice Policy (TJP). The course will end with a series of forward-looking sessions, where participants will be required to work on concrete proposals and suggestions on how to strengthen the implementation of the transitional justice agenda across the African continent, as well as how to raise awareness and sensitise governments and intergovernmental and civil society actors on implementing the TJP.</p>

MPSA 606	An Introduction to Research Practice & Methods and Research Proposal Development
1 week	<p><b>Description</b></p> <p>Participants in the MPSA programme are required to write a Long Essay in partial fulfilment of the requirements for the awarding of the Executive Master's in Managing Peace and Security in Africa.</p> <p>This module discusses the basics of research practice, including research themes/topics, conducting literature reviews, referencing and plagiarism, and formulating research problem(s) and research question(s). Focus is also given to research methods in the field of peace and conflict studies, including qualitative and quantitative methods of data collection, the development of a research plan, and considerations relating to fieldwork (such as issues relating to safety/security risks, ethics, relationships in a fieldwork setting, and feasibility of the research/field - work plan).</p> <p>All module leaders are invited back for a series of short sessions that will summarise the main points of their modules and critically present participants with what they consider the current avenues for research with regard to the specific issues discussed in each module. Participants will dedicate individual learning time to develop an exposé that outlines the theme, research question, and outline of their Long Essay.</p>
MPSA 607	Long Essay
	<p><b>Description</b></p> <p>Participants 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".</p> <p>Participants select topics for their long essay, in consultation with the course facilitator. Following submission of an exposé, the topic and proposal of each candidate is considered for approval by the EPDD at IPSS in consultation with the Academic Commission. Once the exposé has been approved, the participant works with his/her designated supervisor.</p>



## 11. Graduation Requirements

Requirements for graduation are the following:

- 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 percent or more
- a minimum CGPA of "B" or 3.00.

## 12. 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".

## 13. Resources

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.

## 14. Programme Governance

The Academic Commission, the Director, the Associate Academic Director, the Director of the APSP at IPSS and EPDD will provide the necessary leadership and see to it that the programme is run smoothly.

## 15. Quality Assurance

To ensure the quality of the MPSA programme, IPSS conducts curriculum and programme evaluation bi-annually (so-called Curriculum Review Workshops, or CRW). By bringing together leading independent 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; it also accesses the participant's evaluations of every Module. Finally, the CRW formulate 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 EPDD Team discuss the results and takes 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 re-source persons, selected facilitators, the Programme Manager, the EEPDD Team Lead and the Directors of IPSS/APSP review the Programme on a regular basis. Also, a (CRW) 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 practicebased 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, August 2017, July 2019, and June 2021.
- 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 APSP, an internal project review is conducted every three years by GIZ (2010–2021). The criteria are relevance, effectiveness, impact, efficiency, and sustainability
- The EPDD team oversees 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



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## 16. Rules and Regulations

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







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