

## **Accreditation Report**

Accreditation at the

**Addis Ababa University (AAU)**

**Institute for Peace and Security Studies (IPSS)**

**Managing Peace and Security in Africa**

**(Executive Master's in Managing Peace and Security in Africa)**

### **I Procedure**

**Date of contract:** January 24<sup>th</sup>, 2015

**Receipt of self-evaluation report:** February 12<sup>th</sup>, 2015

**Date of the on-site-visit:** May 18<sup>th</sup>-May 19<sup>th</sup>, 2015

**Standing Expert Committee:** Economics, Law and Social Sciences

**Attendance by ACQUIN office:** Marion Moser

**Accreditation decision:** September 29<sup>th</sup>, 2015

#### **Members of the peer group:**

- **Professor Dr. Wilson Akpan**, Deputy Dean: Research & Internationalisation Faculty of Social Sciences & Humanities, University of Fort Hare, East London, South Africa
- **Associate Professor Dr. Fatuma Ahmed Ali**, United States International University, Kenya and external researcher at the Interuniversity Institute for Social Development and Peace, University Jaume I, Spain
- **Ebenezer Asiedu**, Senior Analyst at the African Union Commission, Addis Ababa
- **Carmen Belafi**, student in the Master's programme Peace Research and International Politics at the University of Tübingen
- **Professor Dr. Thorsten Bonacker**, University of Marburg, Centre of Conflict Studies
- **Professor Dr. Christof Hartmann**, Professor of International Politics and Development Politics, University of Duisburg-Essen

The evaluation report of the peer group is based on the self-evaluation report of IPSS and extensive discussions with the head of the study programmes, staff representatives and students.

The evaluation and accreditation criteria are based on the European Standards and Guidelines for Quality Assurance in the European Higher Education Area..

*The applicant will initially receive the report in parts I-III to comment on it. Part IV entitled "Recommendations for the Accreditation Commission" will be received by the relevant and responsible Standing Expert Committee and Accreditation Commission only.*

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## **II Introduction**

### **1 Short Profile of Addis Ababa University**

Addis Ababa University was founded in 1950. It is the oldest and largest university in Ethiopia with a current enrolment of about 50,000 students enrolled at AAU. The university has fifteen campuses, runs 70 undergraduate and 293 graduate programs (72 PhDs and 221 Masters), and various specialisations in the health sciences. The total number of staff is around 7,000 (2,000 academics and 5,000 support staff). The university's objective is to produce competent graduates, provide needs-based community service and produce problem-solving research outputs through innovative and creative education, research and consultancy services to foster the social and economic development of the country. AAU aspires to be a pre-eminent African university with excellence in teaching, critical inquiry, creativity and public action in the academic community.

At present, the University has ten colleges: four institutes that run both teaching and research, and six research institutes that predominantly conduct research. Within these academic units, there are 55 departments, 12 centres, 12 schools, and two teaching hospitals.

### **2 The Programme and its Faculty Framework**

The study programme "Executive Master's Managing Peace and Security in Africa" (MPSA) is offered by the Institute for Peace and Security Studies (IPSS), which is one of the 12 research and teaching centres of AAU. The first enrolment in the extra-occupational MPSA programme took place in 2010, and 18-25 places are available in the study programme. The duration of the programme is around 16 months.

The programme falls under the Education and Professional Development component of the Africa Peace and Security Programme at IPSS, which is a joint African Union (AU)/AAU initiative endorsed by the AU Executive Council to find adequate and appropriate African-led solutions for peace and security issues in Africa through teaching, research and public advocacy

### **III Evaluation**

#### **1 Targets of the Institute for Peace and Security Studies**

IPSS was established in 2007 with the aim of becoming a leading institute of higher learning and research on peace and security studies. The institute, operates within the institutional framework of Addis Ababa University and strives to promote peace and security in Africa through education, research and outreach. To achieve this aim, IPSS offers on the one hand the following programmes:

- Regular Master's programme in "Peace and Security"
- Regular PhD programme in "Peace and Security Studies"
- Master's and PhD programme in "Global Studies –with special emphasis on Peace and Security in Africa" (joint programmes with University of Leipzig)
- Executive Master's in "Managing Peace and Security in Africa" which is part of the "Africa Peace and Security Programme" (APSP) of IPSS in partnership with AU

On the other hand, IPSS is engaged in applied research and policy dialogue contributing to advising the AU as well as regional economic communities.

The programmes and activities of IPSS are excellent measures for human capacity building and development in the high-demand area of peace and security in Africa.

#### **2 Objectives of the Study Programme**

The MPSA is an executive Master's programme which should enable experienced professionals working within African organisations, governmental agencies and civil societies and multilateral institutions to gain a better understanding of peace and security issues on the African continent and to build their analytical capacity to contribute to well-informed and creative decisions in their professional environment.

The concept of the MPSA combines intense on-campus learning periods (two weeks per module) and longer phases at the participants' workplaces. This approach allows students to continuously reflect on the practical relevance of the teaching content and to apply acquired knowledge and competences.

The structure of the modules, the contents of the teaching and the assignments as well as the quality of lecturers should guarantee that students do acquire the relevant knowledge about the complexity of violent conflict on the continent, and more generally, about the core aspects of peace, security, sources of conflict, conflict management and conflict resolution within the necessary theoretical and practical perspectives.

What might be slightly more challenging is to guarantee the acquisition of a whole set of capacities, such as strategic and critical thinking, analytical rigour and methodology, as well as a theory-driven approach to problem-solving. There is no doubt that the programme management, lecturers and facilitators employ different strategies (such as highly interactive and student-centred approaches, presentations with peer review) to facilitate the strengthening of such capacities, but the success of such a model also depends on the initial skill level (necessarily quite heterogeneous in such a programme) and motivation of applicants, and the relevance of the students' work environment vis-à-vis the contents of the MPSA.

So far, no systematic tracer study or alumni work has been carried out. Therefore, the peer group could not assess to what extent the MPSA graduates feel that the broader results of the programme in terms of specific knowledge and capacities have been reached or not. As a matter of fact, nearly all students have completed the programme and there have been only a handful of drop-outs (3%) since the first cohort started in 2010. From evidence based on continued communication between the programme management and MPSA graduates, it emerges that the teaching content and pedagogy are considered relevant and useful. The current students also seemed quite satisfied with the offering of the MPSA.

The academic character of the programme, however, seemed a bit more contested and open to different interpretations from management, lecturers and students. While the lecturers clearly perceive their teaching in line with the latest theoretical debates and methodological innovations in the disciplines, students, who have the choice between writing a Master's thesis or a long essay, tend to prefer the later whose academic character is not the same as that of a Master's thesis.

As the programme is directed at policy-makers in the various regional and continental organisations, the specific strengths and the particular character of the programme should be communicated more pro-actively to the organisations. It would also be useful to strengthen the demand-driven side of the programme and the ownership especially of the African Union (including the active contribution of AU personnel as resource persons and the perception of being a stakeholder in the implementation of the programme). So far, the MPSA has had nearly 200 participants representing 54 institutions and coming from 36 different countries. The choice of English as the only language of instruction has naturally restricted the target group somewhat, but the expert group would like to encourage the MPSA to continue with this policy.

## **2.1 Employability**

The MPSA study programme, by its current design, draws from participants who are already employed and working either in an international institution, civil society organisation or in the foreign or security services of an AU member state.. As an executive study programme, participants continuously work for their respective institutions whilst taking the course. It is designed in a way as to allow for the flexibility of working and studying at the same time.

Since all participants in the programme are already working for their respective institutions, the MPSA study programme seems to have been designed to help participants acquire and enhance their skills and knowledge in the area of African peace and security for better performance in their jobs, possible promotion and enhancing their chances for better job prospecting. The enhancement of new skills and knowledge, as well as the acquisition of an additional certificate, offers participants a further boost in job security and future job prospecting in other international and civil society organisations working in the area of African peace and security.

## **2.2 Conclusion**

The overall objectives of the study programme “Executive Master’s in Managing Peace and Security in Africa” are assessed positively. The acquired competences are suitable for the defined areas and the MPSA programme promotes the professional careers of the graduates. The study programme makes an important contribution to promoting and maintaining peace and security in Africa and to supporting institutions in tackling the intellectual challenge of making and sustaining peace and security in Africa.

### **3 Concept of the Study Programme**

#### **3.1 Admission Criteria**

The programme is directed towards experienced professionals working on peace and security issues in Africa and recruits students from different institutional and professional backgrounds mainly working at AU, Regional Economic Communities and in state institutions and international NGOs dealing with peace and security issues throughout Africa. Students are usually admitted once a year to the programme (with a delay this year due to some programme revisions). All applicants must have a Bachelor degree, be a citizen of an African Union member state and have at least five years' work experience in a professional field related to peace and security. As English is generally the language of instruction, all students must have very good English language skills, although it is stated in the documents that students can write their assignment and long essay in French.

Some other selection criteria are taken into account, which seem to be in line with the university regulations. They include the perceived impact the students will have on their organisation, a regional balance, the personal qualities of the applicant, e.g. leadership abilities and maturity, and a gender balance. In order to create a strong group of students, from whom one could expect a substantial impact on institutional policies, the institute will enhance the active recruitment of students for the programme. The management has already recognised the need to move away from an open call for applications as the only recruitment strategy to also identifying target organisations or even getting involved in some sort of 'head hunting'. This is also part of a policy to strengthen the relationship between the programme and the institutions the students are coming from.

The selection criteria and the procedure seem appropriate regarding the aims of the programme and the group of students the institute would like to have in the programme. Regarding the students formerly and currently enrolled in the programme, both the selection criteria and the procedure can be assessed as successful, especially concerning the different educational, professional and regional backgrounds of the students.

#### **3.2 Structure and Content of the Programme**

The MPSA programme consists of six modules dealing with the key issues of peace and security in general and with the African context in particular. The subject matter includes theoretical approaches to peace and security studies in a broader sense, the study of conflict causes, conflict analysis, conflict prevention and post-conflict peace building. Recently, a module on "managing our institutions" (the new module 6) was re-introduced in order to deal with the issue of transferring academic knowledge to everyday institutional routines and professional work life. The students have to write a long essay in order to achieve their Executive Master's degree. For every



year, a single case study is selected and runs through most of the modules. Most of the modules were recently renamed without modifying the content or objectives.

The content of the study programme is wisely chosen and represents a broad, but nevertheless distinctive, approach to peace and security studies. The content of the modules, as well as of the whole programme, matches the programme's objectives. The curriculum combines advanced theory in peace and security studies with policy-related problems and decision making. However, the relationship between theory and practice in the curriculum should be described more precisely in the characterisation of the study programme and in the module descriptions.

The case study approach used in most of the modules gives the opportunity to apply general theoretical and analytical concepts to an empirical case. It also allows participants to gain in-depth understanding of conflicts on the domestic and the regional level, and to draw a comparative analysis. The decision to rename the modules in order to make the content-related structure more clear has to be positively emphasised. It was understood that the case study approach will be transferred from the domestic to a regional level. This would definitely encourage the students to analyse the conditions for peace and the causes and dynamics of conflict in a broader context and across single countries.

The programme is very much focused on international and governmental institutions, which is clearly understandable as peace and security is almost on every level connected to state, regional and international institutions. However, there is still the potential to expand the group of prospective students by including the private sector, as well as civil society. Additionally, the institute could consider accepting applicants from outside Africa, but with a strong interest in African affairs in peace and security.

Research has shown the importance of gender issues in peace and security. This was also stressed by the students of the MPSA programme. The impression gained was that gender already is an important topic in most of the modules, but it should be made more prominent in the curriculum and also more visible in the module handbook.

The module sequence contributes to the imparting of specialised knowledge in three main fields, i.e. (1) conflict analysis, (2) soft power conflict intervention and (3) hard power intervention and post-conflict peace building, which are the main issues in the peace and security studies. Knowledge from different disciplines is integrated into the curriculum, e.g. political science and international relations, area studies, sociology and international law. The learning process starts convincingly with conveying theoretical approaches and analytical skills regarding the analysis of the causes and dynamics of conflicts. Subsequent to this, students deal with different approaches to management or intervention in conflicts and finally with policies of creating conditions for sustainable peace. Students hereby gain problem-solving abilities and analytical skills which they

can not only apply to different cases of conflict and security problems, but also transfer to new situations, also due to a flexible learning environment.

### Soft Skills

As the teaching is mainly based on group work and discussion, as well as on blended learning, the programme imparts several soft skills which increase employability especially, but not exclusively, in the field of peace and security, e.g. communicative skills, empathy, capacity for teamwork and the ability to deal with conflict in teams and groups. However, due to the diversity of the students' backgrounds, it seems appropriate to include and strengthen methodological and writing skills more systematically in the MPSA programme.

### Integration of Research

As for an executive MA programme, the integration of research into the teaching is restricted due to the fact that most students work in their institutions during the programme. Furthermore, the main objective of the programme is not to prepare students for an academic career, but to strengthen the capacity for well-informed, reflective decision making. However, some modules include limited (desk) research provided by the students. The long essay plays a crucial role here, as does the MPSA teaching network, which includes several potential supervisors with a vast range of expertise. However, as analytical thinking features among the core capacities that should also be promoted by the programme, students should also be encouraged to engage with research (even in an executive MA programme).

## **3.3 Credit Hours and Modularisation**

The MPSA programme is completely and comprehensibly structured into modules. For each module, a well-elaborated module description with information about the module rationale, objectives, key required reading and a detailed schedule for the two weeks residential phase exists. Students must take a total of 32 credit hours. The workload of the students for each module is calculated using two systems – the ECTS and the credit hour system – which made it difficult to assess whether the workload is feasible for the students. However, most of the students finish the modules, as well as the study programme in the regular period, so the workload seems to be reasonable. Beyond that, the students did not complain about the workload.

IPSS originally used the American credit hour system. For each module, four credit hours are calculated; for the Master's thesis, the portfolio or advanced project (long essay), six credit hours are calculated. The traditional credit point and credit hour system will now be replaced at AAU by the ECTS system as part of the internationalisation of the university. For that purpose, AAU provides the manual "Procedures for Modularization and Block Teaching Masters Programme of

the Addis Ababa University". So far, according to the peers, the conversion from credit hours to ECTS is not clear. In the manual, three credit hours are calculated with a workload of 48 hours, which should correspond to seven ECTS credits. So one credit hour is equivalent to 2.33 ECTS credits (one ECTS credit should be equivalent to 25-30 hours of students' workload). At the same time, in the "Senate Legislation" one credit hour is equivalent to 1.7 ECTS credits. There is a lack of coherence in the documents.

According to the peers, there is a general problem in the conversion of credit hours to ECTS credits in the official documents which cannot be solved by IPSS. While aware that this is the rule of the university for all graduate programmes, it is suggested that the MPSA stay with the credit hour system instead of using of the ECTS system. If the ECTS system is applied in future, a concept for correct conversion of the credit hour system to the ECTS system needs to be developed.

### **3.4 Teaching Methods and Study Contexts**

The programme is based on two main principles: the blended learning approach and interactive classroom teaching. A Moodle platform provides all necessary information and literature, as well as options for uploading exercises, homework and exams. In particular, the teaching rests on self-directed and autonomous learning, a problem-focused approach and active learning. The classroom teaching strongly focuses on participant-centred and interactive learning. In the classroom, innovative teaching methods are used to create a flexible learning environment, e.g. simulations, role-play and group discussions. This is especially important in module 4 where students participate in a practical real-life simulation exercise in the context of early warning and conflict prevention.

Both principles meet the requirement of the programme as they combine distance learning with intensive interaction and exchange during the classroom teaching. Furthermore, they are finely tuned within the programme as well as they are geared to the needs of the students. Parts of the teaching are practical exercises and assignments, so that the students are prepared for the classroom teaching. In the modules, contributions by lecturers (resource persons) are generally combined with simulations, group work and individual reflections.

During the programme, most of the students continue their work within their institutions. The distance learning approach allows students to reconcile their commitment to the programme with the demands of their professional life. In the classroom, the diverse professional experiences of the students are collaboratively reflected in order to strengthen the capacities of both critical thinking and problem solving in dealing with conflict and security issues. Furthermore, the resource person is also equipped with comprehensive practical experience.

### 3.5 Conclusion

Assessed against the objectives of the study programme, the concept of the study programme “Executive Master’s in Managing Peace and Security in Africa” can be characterised as consistent and well-structured in general. The objectives of the programme can be achieved with the curriculum. Nevertheless, some recommendations concerning the implementation of the ECTS system, integration of methodological and writing skills and the description of gender issues in module descriptions are given.

## 4 Implementation

### 4.1 Resources

#### Personal Resources and Financial Resources

The MPSA programme was created and designed as an exclusive format which was promoted by the Institute for Peace and Security Studies (IPSS) of Addis Ababa University (AAU) with substantial funding from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). GIZ funds and pays for scholarships of students to cover travel costs and accommodation in Addis Ababa during the teaching weeks. There is also financial support from the Addis Ababa University (AAU) and the Austrian Development Agency (ADA). The financing structure of the MPSA has thus been nearly entirely external, i.e. donor-funded. In addition to owing the programme, the Addis Ababa university has contributed to the running of the programme by granting IPSS some degree of financial autonomy (since 2013) and by maintaining and modernising the buildings on campus where the teaching and supervising takes place.

While the core management team of the MPSA consists of four persons, who work full-time to implement the programme, the team does rely on support from the central university administration in terms of registration, processing of certificates and other institutional support. Further to this, there is an Academic Commission within IPSS that addresses academic issues related to the programme and effectively runs the whole process; from checking admission applications through registering and helping with accommodation, maintaining the e-learning platform, identifying and assisting lecturers to the organisation of evaluation at different stages

The generous sponsorship allowed the programme management to recruit a number of internationally known lecturers and practitioners from the top level of African regional organisations. Few Master’s programmes worldwide can rely on such a combination of excellence and experience in their teaching staff. Recruitment was done by the programme management on the basis of applications by potential lecturers and the evaluation of past performance through students and management. There has also been a considerable effort to achieve a good gender

and regional balance of African and Non-African lecturers. For the particularly important role of the course coordinator, regularly a person was appointed who had previously worked as a lecturer and where IPSS had some guarantee of commitment and quality. The ratio of students to lecturers/facilitators is excellent. As the roles of the various resource persons, lecturers and facilitators vary between cohorts and modules, it is difficult to calculate an average value, but within a typical cohort there should be as many lecturers and facilitators as students.

By conventional standards, the programme is atypical in only being partly supported by regular academic staff employed by the host university. This was a deliberate decision, although the current management is now trying to increase the number of Addis Ababa University staff teaching on the programme. The attractiveness of the programme among its target groups is certainly linked as much to the presence of high-profile practitioners (which is also a cost factor) than to the involvement of top-notch academics from all over the continent and overseas.

IPSS has secured continued external finance up to the year 2018, which would allow the MPSA to maintain the same model of using external staff. In 2018, further negotiations between GIZ and IPSS will take place concerning future support. GIZ is apparently considering further reducing its financial contribution and would like to see other donors stepping in. There is also the attempt to sensitise the sending institutions or students to participate in the financing of the MA programme, setting aside part of their human resources and capacity development funding for that purpose. Otherwise many African organisations rely themselves on donor money, the paid absence during study leave is taken for granted by participants and their sending organisation, and it is unclear how many people (who are not living in Addis Ababa anyway) would be prepared to register for the MPSA if required to pay a more substantial percentage of the effective cost of the programme. Some of the resources donors spend on capacity-building for AU could certainly be transferred to IPSS/MPSA.

Given the personal and financial resources currently available to the programme, the expert group thus actually expects IPSS to offer a high-quality Master's programme. It is more challenging to assess the sustainability of the structure in the medium-term, but the current management is fully aware of the need to diversify the financial sources, and to think in time about a modification of the didactical format which would be compatible with a less generous financial budget. One of the recommendations is thus that IPSS should develop a mid-term financing strategy for the MPSA programme.

#### Infrastructural Resources

IPSS has provided an adequate and spacious seminar room where the teaching takes place. There is a computer lab and a library. The institute is generally well equipped and the buildings have been renovated recently. Additional working places for students and small work groups have been also created.

## 4.2 Organisation, Counselling and Co-operation

### Decision-making Processes

The study programme is organised in a concise manner and responsibilities are clearly defined, first and foremost by the IPSS Human Resource Manual. The Academic Commission of IPSS is at the apex of all decision making regarding academic issues. The Education and Professional Development team of IPSS is in charge of the study programme (from a day – to – day running perspective). The team includes an Education and Professional Development Lead, a Course Supervisor, and three Programme Officers one of whom is responsible for e-learning support.

Additionally, the institute employs academics and practitioners as lecturers. They are mostly externals, contracted as freelancers. These lecturers can either take the role of facilitators or resource persons. Facilitators accompany a cohort for the entire period of their studies, give academic input and are responsible for the internal consistency of the modules as well as for supervising the group dynamics and the distance learning activities. Moreover, they serve as the main contact person or advisor for students of this cohort concerning academic, organisational and personal issues. This role is especially crucial as, most of the time, students are not on campus but have to combine their studies with their regular occupations. Resource persons, on the other hand, give short-term input for specific modules in their area of expertise, mostly for a day or a week. The roles of facilitators and resource persons can overlap; people sometimes switch between these positions, which makes a clear distinction and disambiguation difficult at times.

Facilitators and resource persons are identified and selected by the Education and Professional Development team under the supervision of the Institute's Academic Commission. The process involves applying clearly defined criteria such as required credentials, expertise concerning the specific module or topic, familiarity with curriculum, etc. Additionally, IPSS has developed Terms of Reference for consultants as well as a Facilitation Guide for Hired Consultants or Resource Persons.

### Co-operation

In 2010, IPSS signed a Memorandum of Understanding with the African Union Commission as a response to the Tripoli Declaration that aimed at the promotion of sustainable peace on the African continent. This mainly concerns projects and activities under the African Peace and Security Programme (APSP). In addition, the institute created a 'horizontal community' with other African institutions and regional economic communities (RECs). For the MPSA, there are a great number of external professors involved from Africa and abroad (e.g. Pretoria, Bradford, Leipzig), but there exists no formal co-operation with other universities so far.

### **4.3 Examination System**

The IPSS examination system consists of continuous assessment of the participants. The types of exams are mainly written or oral. For example, there are quizzes on readings, presentations, short and long essays. Also, other types of assignments are possible like forum discussions or the development of a glossary. All examinations are module-related and knowledge and competence oriented. Assignments after the attendance phase are handed in through the e-learning platform Moodle. Assessment and examination procedures are described in the “Senate Legislations of Addis Ababa University of 2013”. In addition, the IPSS “Assessment and Grading Policies” provide further information about the assessment and grading of students. Overall, the qualification objectives can be reached by the different examination formats. Compensation is ensured for students with special needs; here individual solutions are found.

### **4.4 Documentation and Transparency**

Admission criteria for the MPSA are well-documented and available online. IPSS lists academic and non-academic requirements (Bachelor’s degree, minimum of five years’ work experience in peace and security, between 32 and 60 years old, preferably a citizen of an AU member state, etc.) as well as other selection criteria such as regional and gender balance, the applicant’s past and current occupation, personal qualities, etc. Furthermore, applicants get information on the four-step online application process, required documents and the possibility of receiving financial assistance.

Module descriptions and other relevant documents can openly be found online and on the Moodle online learning platform (restricted access for registered participants). Each student receives a course handbook and information booklet in print once they arrive at Addis Ababa University, as well as a list of resource persons and facilitators, their area of expertise and contact information. Study materials, schedules and literature lists are constantly updated and made available on Moodle.

IPSS informs the students about its policy on plagiarism and propagates good academic working in general. The institute uses software that checks every assignment for plagiarism and imposes a hard line on the issue, as one student had to leave the programme because of a detected case of plagiarism.

Students expressed their satisfaction with the transparency of assessment and grading criteria, learning objectives, attendance and graduation guidelines and the student advisory system in general. Grading policies and weighting of assignments are officially stated in the module handbook. IPSS also provides its students with guidelines and assessment criteria for the long essay. On a more general note, the participants of the MPSA complimented IPSS, as they found

the institute to encourage an open and transparent flow of information about content-based as well as administrative or organisational topics.

Lastly, IPSS documents the institutional affiliation, country and gender of the participants, and these data exist for all cohorts (1-10) as well as in aggregated form to receive an accurate picture of all their cohorts and changes over the years.

#### **4.5 Gender Justice and Equal Opportunities**

As well as a regional balance, the MPSA programme management tries to have a gender balance in each cohort. Cohort 10 was the first to show an almost even gender balance, whereas in the last cohorts, the male to female ratio was around 70 to 30. Gender issues are already integrated in the curriculum and also promoted by students in the programme through their projects. This could be more visible in the description of the programme. At AAU there seems to be no explicit strategy concerning gender equity and integration of gender issues. But during the on-site visit, there was no indication of a lack of gender equity.

Regulations for students with special needs are not formally implemented. But for students with special needs, individual solutions are found.

### **Conclusion**

At IPSS, all requirements for the successful implementation of the MPSA study programme are met. For the realisation of the programme, an adequate organisational and administrative framework, including a suitable examination system, is in place. Necessary documents are available and decision-making processes are transparent. Concerning resources, it is recommended to develop a mid-term financing strategy for the programme.

## **5 Quality Management System**

The Directors of IPSS/APSP, the Academic Commission and the Education and Professional Development Team is responsible for the quality management of MPSA. They are in charge of initiating, implementing and monitoring necessary changes and expressed a strong commitment towards quality assurance and the constant improvement of the programme, as it needs to cater to complex expectations of different stakeholders. Thus, IPSS has established regular internal and external evaluation procedures and has developed a strategic plan extending until 2018.

A review committee, consisting of the Director of IPSS and APSP, curriculum consultant, resource persons, facilitators, the Course Supervisor, and Education and Professional Development



Department (EPDD) Lead, evaluates the programme regularly. IPSS also organises curriculum review workshops with leading experts and practitioners across the continent to improve the MPSA. GIZ executes internal project progress reviews every three years. The last one was performed in May 2014, focusing on relevance, effectiveness, impact, efficiency and sustainability. In October 2013, an external consultant reviewed the programme on behalf of the German Ministry of Economic Cooperation and Development.

Moreover, IPSS receives feedback from several stakeholders, such as the African Union (but unfortunately, this cannot be said for all organisations involved in the programme), resource persons for instance from Germany and Portugal as external advisors on academic matters, or the quality assurance bodies of the department and AAU (Standing Committee, Senate Executive Committee, Senate).

Students are strongly involved in the quality assurance of the MPSA. There is an online assessment of every module after its completion, where students are asked to evaluate the quality of presentations, lectures and discussions, the performance of the teaching staff, the relevance of the course content for their working context and the general organisation and logistics of the programme. These results are taken into account for the further development of the MPSA programme and the modules of the next cohorts.

IPSS shows a strong willingness for improvement and adaptation. One example is the development of the new module 6 “Advancing our institution” to close the gap towards institutional implementation.

In July 2014, the first alumni meeting took place. However, alumni networking has not been sufficiently institutionalised yet. A necessary step in this direction would also include an encompassing tracer study, which is strongly recommended by the peer group. This study would give IPSS the opportunity of evaluating the impact of its MPSA programme on regional organisations and other institutions as well as on individual careers of past participants. Furthermore, IPSS could enhance its future funding and networking opportunities by getting a sound picture of the broad effect the MPSA has on the continent in general and the region in particular.

## **6 Summary**

The Master’s programme “Executive Master’s in Managing Peace and Security in Africa” (MPSA) is a sound programme, which embodies knowledge on peace, security, sources and complexity of conflict, conflict management and conflict resolution. It comprises professional skills and academic competences. The curricular concept of the programme is planned thoroughly and executed

properly. Objectives are clearly defined and can be reached with the curriculum. Students receive good support and showed a high level of satisfaction with the programme.

Some recommendations are given by the peer group for the curriculum. Concerning the content of the programme, methodological and writing skills should be systematically integrated and strengthened in the programme. In addition, the relationship between theory and practice in the study concept should be described more precisely, and gender issues should be more visible in the module handbook.

The implementation of the study programme is based on an appropriate infrastructure and an efficient organisation. Due to possible changes in the financing of the programme, a mid-term financing strategy should be developed.

## **7 Recommendation of the peers to the Accreditation Commission of ACQUIN**

The peer group suggests an accreditation of the Executive Master's programme "Managing Peace and Security in Africa" (Executive Master's in Managing Peace and Security in Africa) **without any conditions and with the following recommendations:**

1. IPSS should develop and implement a concept for a systematic long-term tracer study as soon as possible. This would enable IPSS to evaluate the impact of its MPSA programme on regional organisations and other institutions as well as on individual careers of past participants.
2. The MPSA should use the credit hour system instead of the ECTS system. If the ECTS system is also further applied in future, a scheme for a correct conversion of the credit hour system to the ECTS system should be developed.
3. IPSS should develop a mid-term financing strategy for the MPSA programme. This would support the sustainability of the programme and
4. Methodological skills and writing skills should be integrated more systematically and strengthened in the MPSA programme.
5. The relationship between theory and practice in the curriculum should be described more precisely in the description of the study programme and the module descriptions.

#### **IV Decision of the Accreditation Commission of ACQUIN**

Based on the peer report, the statement of the university and the statement of the standing expert committee the accreditation commission took on September 29<sup>th</sup>, 2015 the following decision:

**The Master programme “Executive Master’s in Managing Peace and Security in Africa” is accredited without conditions.**

**The accreditation is valid until September 30<sup>th</sup>, 2020.**

For the further development of the program the following recommendations are given:

1. IPSS should develop and implement a concept for a systematic long-term tracer study as soon as possible. This would enable IPSS to evaluate the impact of its MPSA programme on regional organisations and other institutions as well as on individual careers of past participants. The IPSS should carry out as soon as possible, like already stated in its statement, the first tracer studies.
2. If the ECTS system is also further applied in future, a scheme for a correct conversion of the credit hour system to the ECTS system should be developed.
3. IPSS should develop a mid-term financing strategy for the MPSA programme.
4. Methodological skills and writing skills should be integrated more systematically and strengthened in the MPSA programme.
5. The relationship between theory and practice in the curriculum should be described more precisely in the description of the study programme and the module descriptions.