# Ethiopian Civil Service University

# Program Handbook

## Master's of Arts in Governance and Development

### The Horn Institute of Governance and Development (HIGAD)

### Addis Ababa – Ethiopia

| Contact Name | Dr. Berhanu Beyene |
|---|---|
| Position | Director |
| Email | berhanu.beyene@ecsu.edu.et / berhanebeyene@gmail.com |
| Telephone | +25-11646-2342 |
| Address | HIGAD, ECSU, CMC Road, Addis Ababa – Ethiopia |
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# Table of Contents

# 1. Curriculum Development Team

Below is list of experts involved in curriculum design and development of this specific program.

### 1. Special Curriculum Development Team

| Name | Position/Institute | Email | Telephone |
|---|---|---|---|
| Dr. Berhanu Beyene | Director, HIGAD | berhanu.beyene@ecsu.edu.et | 0116-46-2342, 539 |
| Ato Alemayehu Seberu | Director, Admission Office | alemeyss@yahoo.com | 0116 463250, 304 |
| Ato Ayneabeba Andualem | Director, ECSU Reform and Good Governance Follow up Office | ayneabeba1955@gmail.com | 0116463255 270 |

### 2. Curriculum and Academic Affairs Advisory Team

| Name | Position | Email | Telephone |
|---|---|---|---|
| Prof. Melese Asfaw. | Director, School of Graduate Studies | drmelesse@gmail.com | 0116 463729 368 |
| Ato Alemayehu Seberu | Director, Admission Office | alemeyss@yahoo.com | 0116 463250, 304 |
| Dr. Worku Negash | Staff Member, School of Graduate Studies; Chairman, HAT | wnegash@gmail.com | 0116 463729 |
| Dr. Teshome Tafesse | Director, Research and Publication Centre | teshometafesse@gmail.com | 01164675509, 374 |
| Dr. Wagari Negari | Director, Institute of Leadership and Good Governance | mbetru@yahoo.com | 0116466621, 435 |
| W/rt Fitsum Kebere | Director, Centre for Training and Consultancy | fitsumkebere@yahoo.com | 0116452005, 287 |
| Ato Ayeabeba Andualem | Director, Reform and Good Governance Follow up Office | ayneabeba1955@gmail.com | 11-646 3729 270 |

# 2. Program Description

The HIGAD offers a two-year masters program in Governance and Development (MA in Governance and Development). The program is designed for candidates from East African countries (i.e. member states of the IGAD region), initially and envisions to be a centre of continental and global academic studies, research and documentation in good governance and sustainable development. HIGAD's program consists of 9 modules which are offered in two semesters during the first year. During the second year, first semester students of this program will do preliminary research as part of a seminar accompanied by presentation survey on specific areas related to good governance and sustainable development. At the same time, students prepare a thesis proposal to conduct gradating thesis. Finally, during the second year first semester students do their research thesis proposals, while during the

second year second semester, they shall write up their theses, submit the thesis reports and present as part of the thesis defence.

In general, the main aims of the HIGAD are to develop capacity of civil servants in the area of:

- Good governance at institutional, federal, national and regional level;
- Sustainable holistic and transformational socio-economic development ;
- Peace building, ensuring security and intercultural collaboration
- Delivery of efficient and transparent public services supported by the information and communication technologies.
- Empowerment and mobilization citizens
- Engagement in academic research and publication focussed on governance and development in the Horn of Africa.

## 2.1 General Data

| Abbreviation | HGD |
|---|---|
| Prerequisites & Requirements | Requirements for candidates to join the HIGAD MA program is fulfilling the admission policy of the ECSU as indicated in Senate legislation as well as the University MA-Admission regulations. Furthermore, candidates shall be citizens of one of the Horn of Africa countries (i.e. IGAD member states)<br>• must have a first degree or equivalent from an accredited university with pass grade, i.e. 2.0,<br>• must take entrance exam prepared by the ECSU Admission office and successfully pass<br>• shall have a minimum of two year work experience at public service institutions of IGAD member states;<br>• shall be sponsored by public service institution indicating who will be bounded for a minimum period to serve at the sponsoring institution after graduating from this program. |
| Profile of Graduates | Profile of graduates from this program will be:<br>• developmental and transformational leaders and managers at different levels of public service in regional, national and federal states in the Horn of Africa<br>• good governance and sustainable regional development policy analysts and advisors; and<br>• professional teachers and researches in governance and development. |
| Degree Award | The degree award to candidates who successfully complete the program is: Master of Arts (MA) in Governance and Development. |
| Frequency of Offer | The program starts every ECSU academic year |

| Program Duration | Two years (i.e. four semesters) |
|---|---|
| Total ECTS | 95 |
| Graduation Requirements | To qualify for graduation and award of Masters of Arts in Governance and Development, candidates shall fulfil the graduation requirement policy and regulation of the ECSU. The requirements include:<br>• successfully complete HIGAD MA modules;<br>• write, submit and defend a thesis supervised by HIGAD's teaching and research staff or advisor assigned by HIGAD<br>• have a minimum of 3.0 cumulative Grade Point Average (GPA) according to the ECSU Masters graduating regulation |

## 2.2  Rationale of the Program

The establishment of the Horn Institute of Governance and Development (HIGAD) shall endeavour to help address the multifarious issues of good governance and development afflicting nations, nationalities and peoples in countries of the Horn of Africa. The Horn of Africa region has, until recently, been experiencing, both natural and human-driven catastrophes of horrendous proportions. The complex nature of calamities unequivocally urges academics, states and all concerned citizens to thoroughly rethink for better socio-economic development strategies bring about peace, security and holistic regional transformational sustainable development to the region. Towards this end, several initiatives are already underway at regional (inter-governmental) levels to promote multi-faceted regional co-operation in addressing roots problems as well as facilitate mutual effort to eradicate poverty and attain good governance. Initiatives efforts have been undertaken by the Intergovernmental Authority on Development (IGAD), the Nile Basin Initiative (NBI) and the Comprehensive Framework Agreement (CFA) signed by the riparian states of the Nile River. However, much more can be done to galvanize, crystallize and catalyze the efforts of the region towards comprehensive, reciprocally beneficial and sustainable Afro-centric governance models and development trajectories.

Therefore, there has been greater need more than ever before to establish committed public sector management and leadership as well as institutions and institutional capacity to ensure the delivery of socio-economic development premised upon good governance and sustainable public sector management. This necessitated establishing HIGAD as a regional academic study and research institute to develop higher-level intellectual capacity to drive a universal, visionary, inspired regional good governance and development agenda based on the aspirations, and will of the citizens of the Horn of Africa.

The establishment of HIGAD by ECSU is designed to leverage Ethiopia's capacity building in governance and development through best practices and in the process, produce more practitioners highly schooled in public service servants of higher level as well as meet region's good governance, sustainable development and regional integration aspirations. Besides, HIGAD should leverage and nurture the development of that able and versatile corps of public servants sharing a universal vision of a prosperous Horn of Africa, distinguishable by and conspicuous for good governance, peace, prosperity, mutual understanding, social justice, optimism and completely liberated from chronic intolerance, poverty, peacelessness and other forms of human misery and deprivation.

## 2.3  Program Exit-Level-Outcomes

After the completion of the Masters Degree in Governance and Development Program, graduates should be able to:

- set strategies of intercultural relations and development communication to enhance regional integration,
- promote religion tolerance, conflict management, negotiation and mediation to strengthen local, national, regional and global security and peace building;
- analyze public involvement, sustainability and effectiveness development policy, design and implementation;
- examine theories and best practices of development policies, strategies and implementation in the IGAD member states;
- compare constitutions and governance of East African countries,
- apply principles of good governance, public mobilization and delivering efficient public service;
- examine equitability in development interventions, projects planning and management
- develop and use innovative public service delivery systems
- design policies to enhance skill development and entrepreneurship to enhance youth and women employment in the region,
- analyse features of pastoralism, resource and environment management for socio-economic transformation.

## 2.4  Professional Profile

Profile of candidates for the HIGAD Masters of Arts (MA) program shall be

- employees of public service institutions from the Horn of African countries
- committed to the goal of good governance, sustainable development and regional integration; peace-building, religious tolerance and sustainable human capacity building.

- dedicated to conducting research on areas of public sector governance and development need within the Horn of Africa, preferably one affecting his or her own country

## 2.5 Prospective Employment Opportunities

Employment opportunities for the graduates of this academic program are in:
- public service institutions,
- ministries and governmental institutions,
- research and higher learning institutions, and
- international organizations.

## 2.6 Stakeholders and Partners

| Individual Clients | Clients come from diverse professional backgrounds and work experiences specifically from civil service sector. |
|---|---|
| Institutional Clients | The Ministries of Civil Service, development planning and public service institutions, national, regional and international research and academic institutions. |
| Other Important Stakeholders | Employees of the regional and international organizations and such as the IGAD, the African Union (AU), the UN Economic Commission for Africa (ECA), the COMESA and similar organisations. Besides, since Addis Ababa is a diplomatic hub for embassies of several countries of the world, including almost all the fifty-four African nations, the program may attract many other organizations. |

## 2.7 Monitoring, Evaluation and Quality Assurance

Quality assurance in teaching, learning and research at higher learning institutions in Ethiopia, including the curriculum, learning/teaching materials and the methodology is becoming increasingly important. Therefore, a framework for assessing and ensuring quality of higher learning has been designed and administered by the Ethiopian Higher Education Quality Assurance.

HIGAD strives to design strategy together within the ECSU quality assurance policy to define quality metrics, measurements, and mechanisms ensure the quality of teaching/learning as well as evaluating post operation outcome. The quality assurance process will be done in accordance with the guidelines

of the University, on the basis of the Ethiopian Higher Education Quality Assurance and Relevance Framework coordinated by HERQA. To deliver high quality of services HIGAD:

- designs and develops high quality learning and teaching materials
- assigns well qualified and experienced teaching and research staff,
- invites local and international guest speakers on related issues,
- maintains lower student-teacher ratio,
- continuously offers special competence development training to instructors,
- takes feedback and reflections seriously,
- undertakes pre- and post-monitoring and evaluation of the efficiency of the program ,modules, sessions, as well as teaching and research achievements on a continuous basis as appropriate
- implements a continuous evaluation system and pedagogical methods to assess learning, and
- provides sufficient support services for women, candidates with disabilities, and candidates coming from disadvantaged regions.

## 2.8   Staff Profile and Facilities

HIGAD will have competent and high profile teaching, research and administrative staff. Besides the institute will obtain the necessary facilities and support services for student-paced learning and undertaking innovative problem-based and participatory research.

HIGAD furnishes, as much as possible, facilities required for teaching and learning, so that the quality of services shall maintain the desired outcome of the program. Some of the facilities and support services are:

- Library, both digital and printed references and reading materials
- IT support services
- Access to Internet within the institute

# 3.  Program Structure and Module Overview

## 3.1   Program Structure

The HIGAD MA program is two years program prepared for civil servants from East African countries. The academic program is classified into four semesters, where the first two semesters of the first year are dedicated to teaching/learning core modules. The successive two semesters of the second year are allocated for seminar and presentation on various issues and writing a thesis proposal as well as wring up thesis required for graduation. Further structure of the MA program highlights on the module coding, overview of the modules and academic calendar.

## 3.2 Module Coding

Each module is identified by its own module code with alphabetic-numeric (letters and numbers) system. Module code starts by the abbreviation of the Institute (HGD), followed by academic year, semester, and with two digits (e.g. 01, 02, etc.) of the module continuously. In short, the module coding is designed as:

Institutes code **HGD**), Entry Year (y), Semester (s) and Module (m) Number (sn). Hence the module code / number will be **HGD-ysm(sn)**.

## 3.3 Module Sequence and Schedule

### Year 1 - Semester 1

| Module Code | Module Title | ECTS |
|---|---|---|
| **Module 1 HGD-5101** | Governance, Democracy and Development | 8 |
| **Module 2 HGD-5102** | Security and Peace Building | 5 |
| **Module 3 HGD-5103** | Comparative Constitutions and Good Governance | 5 |
| **Module 4 HGD-5104** | Research Methods in Governance and Development | 7 |
| **Module 5 HGD-5105** | Pastoralism & Socio-economic Transformation | 5 |
| **Total** | | **30** |

### Year 1 - Semester 2

| Module Code | Module Title | ECTS |
|---|---|---|
| **Module 6 HGD-5206** | Development Policies and Strategies | 8 |
| **Module 7 HGD-5207** | Regional Integration and Globalization | 5 |
| **Module 8 HGD-5208** | Gender, Skill Development and Entrepreneurship | 5 |
| **Module 9 HGD-5209** | Public Administration, Leadership and Change Management | 7 |
| **Total** | | **25** |

### Year 2 - Semester 1

| Module Code | Module Title | ECTS |
|---|---|---|
| **Module 10 HGD-6110** | Seminar in Governance and Development | 10 |
| **Module 11 HGD-6111** | Master's Thesis Proposal | 10 |
| **Total** | | **20** |

### Year 2 - Semester 2

| Module Code | Module Title | ECTS |
|---|---|---|

| Module 12 HGD-6212 | Master's Thesis | 20 |
|---|---|---|
| **Total** | | **20** |
| **Grand Total** | | **95** |

## 3.4  Learning and Teaching Methods

The HIGAD Master's of Arts degree program is based on empirical teaching and learning methodologies aiming at relating conceptual frameworks, policies and  practices to realities of governance and development in the Horn of Africa. The methodology is focused on student-centred and problem-solving. This program uses a blend of different teaching and learning methodologies, such as discussions, debating, seminars, cases studies, etc supported by different learning activities, projects and assignments. It will applied in more flexible ways to suite the subject of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

It is also desired that students shall be able to actively participate in the learning system, and shall construct meaning through relevant learning activities. The meaning learning should not be something imparted or transmitted from teacher to learner, but it must be something tangible that learners have to create for themselves. Moreover, the teaching/learning approach at the HIGAD encourages self-regulated and reflective learning. Therefore, the teaching shall serve as catalyst for self-regulated group learning, in which students are expected to allocate more time for out-of-class learning.

Furthermore, the teaching and learning at the HIGAD spotlights primarily on problem solving and participatory teaching/learning process:

- Intended learning outcomes will be well defined and acknowledged by and instructors and learners.
- Adaptive and flexible teaching/learning methodology will be used to achieve the envisaged outcomes.
- Continuous reflective evaluation system will be used to assess students' actual learning outcomes to see how well their learning matches what was intended.
- Feedback on teaching and learning activities will be regularly collected, analyzed, published and actions will be taken to integrate vital inputs to improve teaching/learning and the overall program.

The HIGAD teaching and learning methodology centres on blended and system to integrate wide range of approaches and technologies to learning and teaching relevant to the HIGAD program.

In lines with, various approaches are adapted to design, develop and deliver learning materials to support different learning styles, where teaching/learning can be accomplished innovatively using diverse tools and devices.

## 3.5 Language

Language used for learning, teaching and research report writing is English. Mastering English language is hence the prerequisite for candidates to join HIGAD. Candidates shall, therefore, show evidence of fluently speaking and writing skills in English language.

## 3.6 Learning and Teaching Materials

As indicated in the learning and teaching methodology part, learning materials are designed and developed in line with blended mode delivery. Therefore, learning and teaching materials are mixture of various multimedia, namely:

- presentation materials for face-to-face and online lectures,
- textbooks and handouts,
- supplementary reading and reference materials,
    - book (available at the ECSU library or HIGAD reference collections),
    - articles, bulletins and magazines, journals, research papers thesis, proceedings of conferences, seminars and workshops,
    - Online resources available on Internet or Intranet, and
    - unpublished documents available at governmental institutions
- audio-Video materials,
    - lectures captured,
    - available on Internet/Intranet,

## 3.7 Mode of Delivery

Mode of delivery for the HIGAD MA-Program is largely face-to-face. It also uses diverse multimedia with a blended approach to suit the interest of students and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media
, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc. as well as use a learning management system (LMS) for uploading and downloading teaching/learning materials and conducting asynchronous and synchronous online discussions and communication.

## 3.8 Assessment

Learning performance (effectiveness) will be evaluated in various ways based on effective pedagogical principles and the university's Senate Legislation. Hence, the mode of assessment encompasses:

- continuous assessment that include quizzes, tests & home take assignments
- final examination (summative assessment)
- case studies and problem-based projects
- paper presentations on seminars and workshops
- Master's thesis proposal and final Master's thesis, that is required for the graduation

## Grading System

| Scores | Grade (Letter) | Grade (Point) | Description |
|--------|----------------|---------------|-------------|
| >=85 | A | 4.00 | Excellent |
| >=75 | B$^+$ | 3.5 | Good |
| >=70 | B | 3.00 | Satisfactory |
| >=60 | C$^+$ | 2.50 | Unsatisfactory |
| >=50 | C | 2.00 | Fail |
| >=45 | D | 1.00 | Fail |
| <45 | F | 0.00 | Fail |

**Grade Point Average (GPA):** GPA is determined by dividing the total number of grade points earned by the total number of credit hours taken in the semester.

**Cumulative Grade Point Average (CGPA):** GPA is determined by dividing total number of grade points earned by total number of credit hours taken.

**Assessment Maximum Repetition:** This is will be undertaken based on the ECSU Senate Legislation.

# 4. First Year First Semester

## 4.1 MODULE 1 HGD-5101: Governance, Democracy and Development

### 4.1.1 General Data

| Module Code / Number | HGD-5101 |
|---|---|
| Module Title | Governance, Democracy and Development |
| Module Level | Masters |
| Module Type | Core |
| Duration | One semester, i.e. 16 weeks |
| Frequency of Offer | Once a year,  first Semester |
| Mode of Delivery | Face-to-face supported by blended multimedia technology |
| ECTS | 8 |

### 4.1.2 Module Information

### Description

This module assumes that socio-economic development is linked intricately to the governance system of a country. Given the immense allocative and distributive power of the state in terms of a country's resources, it is imperative for students to understand how the quality of the exercise of governmental authority has on development and, hence the quality of life of the citizens. It is no longer sufficient to talk about government and its functions, but to go further and consider the quality of government as well.  Therefore, the module seeks to analyze the governance and development policy and strategy options given the role of government in globalization, regional integration, good governance, democracy and sustainable development

Principally, the module focuses on the Horn of Africa and acknowledges existence of many centrifugal and centripetal forces at play to affect the governance, democracy and development aspirations of the region. The region has tremendous development potential based on its resource endowment, which resources could be leveraged in several ways to unlock the development potential and benefits that the people of the Horn deserve and have been yearning for, for a long time. Human resource development is one way of the leveraging process hence the focus of this module to produce Horn of Africa oriented graduates with a deep understanding of the relationship among governance, democracy and development as well as what needs to be done to unlock the value that lies in regional integration and understanding.

Content-wise, the module is conceived with the view to address the contemporary problems afflicting the Horn of Africa, ranging from chronic peacelessness, insecurity, underemployment, inequality,

underdevelopment, underutilization of resources, and dependence to poor governance, corruption, environmental degradation, and intolerance.

## Learning Outcomes

By the end of the module, students should be able to:

- Design national and regional development strategies, programs, projects, and plans.
- Explain national, regional, and international governance and democratic systems within the context of socio-economic development.
- Recommend appropriate governance strategies, programs and plans for sustainable national and institutional governance and democratic systems in the Horn of Africa.
- Evaluate existing systems on governance, democracy and development in the Horn of Africa and beyond.
- Appreciate national and regional initiatives to advance the common values and address the governance, democracy and development challenges in the Horn of Africa.
- Promote knowledge, skills and attitudes relevant for promoting, the governance, democracy and development aspirations of the Horn of Africa, through communication and advocacy

## Prerequisites None

## Content Outline

**Unit 1: Principles of Governance and Development**

1.1. Principles of State, Politics and Development Nexus

1.2. Introduction to Governance Pillars, Democracy and New Frontiers of Development

**Unit 2: Tools and Best Practices of Governance and Development**

2.1. Reform and Institutional Governance

2.2. Constitutions and Decentralization

2.3. Public Policy and Strategic

2.4. Overview of Regional Integration, Governance and Development

2.5. Monitoring and Evaluating Governance and Development

**Unit 3: Regional Studies in Governance and Development**

3.1. Contemporary Regional Governance and Development Issues

3.2. Water and Geo-Politics

3.3. Security, Peace and Insurgency

3.4. Immigration and Human-Trafficking

3.5.    Infrastructure and Investment

**Unit 4: Role of ICT in Governance and Development**

4.1. Role of ICT, Public Service Delivery and Good Governance

4.2. ICT use in Public Service Delivery in the Horn of Africa - Case Studies

## Learning and Teaching Methods

The teaching and learning methodologies of this module are student-centred and problem solving. It is believed that this module uses a blend of different teaching and learning methodologies such as discussions, debate, seminars, cases studies supported by different learning activities, projects, assignments etc. It uses adaptive flexible teaching and learning methodology to achieve the envisaged learning outcomes. These will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including videoconferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc

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### 4.1.3  Workload

| Contact Hours | 80 hours |
|---|---|
| Self-Study Hours | 160 hours |

| Total Hours | 240 hours |
|---|---|

## 4.1.4  Assessment

| Description | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on:<br><br>• Tests/books/articles review:        20%<br>• Assignment:        40%<br>    o Group work:        20%<br>    o Individual work:        20%<br>• Final Exam:        <u>40%</u><br>Total        100% |
|---|---|
| Examination Types | written |
| Examination Duration | 3 hours |
| Assignments | Quiz, project, wring semester paper, presentation |
| Repetition | Based on ECSU policy |

## 4.1.5  Organizational Data

| Module Authors(s) | Full Name | Position / Title | Contact Address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Responsible for Module Teaching* | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Teaching Sessions | Will be specified while the institute starts operation | | |

## 4.2   MODULE 2 HGD-5102: Security and Peace Building

## 4.2.1  General Data

| Module Code / Number | HGD-5102 |
|---|---|
| Module Title | **Security and Peace Building** |
| Module Level | MA |
| Module Type | Core |
| Frequency of Offer | Once a year,  first Semester |
| Mode of Delivery | Face-to-face supported by blended multimedia technology |

| Duration | One semester, i.e. 16 weeks |
|----------|------------------------------|
| ECTS | 5 |

## 4.2.2 Module Information

### Description

Conflict resolution and prevention; maintaining security and peace building are serious issues of the Horn of Africa, the IGAD, the African Union and member states as well as the Regional Economic Communities. Regional security and sustainable peace -building in the Horn of Africa in particular are viewed as broad notions, which give high emphasis to socio-economic transformation and regional integrating processes. It is also taken as a general consensus that sustainable security, peace and stability have become metrics to longstanding development good governance. Towards this end, several initiatives and measures have been taken to engage governments, higher learning and research institutions at all levels. All these have led to on one hand increasing demand for competent leadership in social reconstruction, conflict management and peace-building, on the other hand thorough research on the root causes of conflict and peacelessness, especially in the Horn of Africa.

With focus on the Horn of Africa, this module aims at providing a holistic knowledge and practical skills to learners to analyse and understand conflict management, security and peace building targeted at transforming violent conflicts by peaceful means, promoting peace, rebuilding societies affected by war and preventing violence from re-erupting. Besides, it address the evolving nature of present-day conflict and bridges current academic findings with the latest insights from peace building practice in the region

### Learning Outcomes

By the end of the module, learners should be able to:

- analyse and link theoretical and conceptual knowledge with the policies, strategies and practice in security peace-building in the Horn of Africa
- reflect critically on regional conflict resolutions, security peace-building mechanisms, practices and learned experiences
- evaluate national and regional security and peace-building policies and tools
- promote conflict management, peace-building and maintaining security efforts in the Horn of Africa
- state the value maintaining peace and security at national and regional level

**Prerequisites**: None

**Content Outline**

**Unit 1**: Regional Conflict Management, Security and Peace-building Practice

    1.1. Practice of Regional Conflict Management

    1.2. Regional Peace-Building Efforts in the Horn of Africa

    1.3. Challenges of Regional Security and Peace-Building in the Horn of Africa

**Unit 2**: Context Specific and Sensitive Peace-building Interventions

    2.1. Understanding Context Specific and Sensitive Peace-building

    2.2. Conflict sensitive approaches

    2.3. Dialogue and Peace-building Mediation

**Unit 3**: Exploration of Indigenous Mechanisms in Conflict Management and Peace-building

    3.1. Traditions in Conflict Management and Peace-building

    3.2. Exploration of Peace-building Methodologies

    3.3. Cultural values and Conflict

    3.4. Management Indigenous Dispute Resolution Mechanisms

    3.5. Gender in Conflict Management and Peace-building

    3.6. Cases in Conflict Management and Peace-building

**Unit 4**: Conflict Prevention

    4.1. Identifying and analysing Roots of Conflicts

    4.2. Conflict Analysis,

    4.3. Early Warning and Intervention

    4.3. Social Mobilisation in Conflict Prevention

**Unit 5**: Negotiation and Mediation in Peace-building Process

    5.1. Principles and Methods of Negotiation in Peace-building Process

    5.2. Mediation in Peace-building Process

    5.3. Culture of Negotiation and Mediation

    5.4. Balancing Power of Negotiation

    5.5. Hindrances in Negotiation and Mediation

**Unit 6:** Dealing with the Past Peace-building

    6.1. Analyse Past Peace-building

    6.2. Reconciliation in Peace-building

**Unit 7:** Tools for Conflict Management and Peace-building

    7.1. Tools for Conflict Management

## Learning and Teaching Methods

The teaching and learning methodology followed by the HIGAD focuses on student-centred and problem-solving. It is believed that this program uses a blend of different teaching and learning methodologies supported by different activities and assignments, such as discussions, debating, seminars, cases studies, project, etc. Teaching and learning will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including video-conferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media
such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

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## 4.2.3  Workload

| | |
|---|---|
| **Contact Hours** | 50 hours |
| **Self-Study Hours** | 100 hours |
| **Total Hours** | 150 hours |

## 4.2.4  Assessment

| | |
|---|---|
| **Description** | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on: <br> • Tests/books/articles review:  20% <br> • Assignment:  40% <br>     o Group work:  20% <br>     o Individual work:  20% <br> • Final Exam:  40% <br> Total  100% |
| **Examination Types** | written |
| **Examination Duration** | 3 hours |
| **Assignments** | Quiz, project, wring semester paper, presentation |
| **Repetition** | Based on ECSU policy |

### 4.2.5 Organizational Data

| Module Authors(s) | Full Name | Position / Title | Contact Address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Responsible for Module Teaching* | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Teaching Sessions | Will be specified while the institute starts operation | | |

## 4.3 MODULE 3 HGD-5103: Comparative Constitutions and Good Governance

### 4.3.1 General Data

| Module Code / Number | **HGD-5103** |
|---|---|
| Module Title | **Comparative Constitution and Good Governance** |
| Module Level | MA |
| Module Type | Core |
| Frequency of Offer | Every year, first semester |
| Duration | One semester, i.e. 16 weeks |
| ECTS | 5 |

### 4.3.2 Module Information

#### Description

The module "Comparative Constitution and Good Governance" aims at providing students with in-depth knowledge and skill on constitutional frame work, federalism, contemporary public law and the impact on good governance in the horn of Africa. The Core focus this module is on analyzing, discussing and debating on constitutional law and constitutional framework as well as federalism and state organization in Ethiopia and other countries in the Horn of Africa. The module will be taught on a comparative basis, focusing constitutional law, federalism and good governance in the region.

#### Learning Outcomes

After completing the module, the student is able to:

- reflect on the concept of law and constitution;

- distinguish among constitutions;

- compare constitutional development;

- Explain the principles of constitution, democracy, decentralization and good governance;

- analyse political and economic theories underlying federalism;

- determine the strengths and weaknesses of federalism as a mechanism of nation and state building;

- resolve inter-governmental problems at federal, regional and local levels of government; and

- examine constitutions, federal structures and processes towards realizing sustainable socio-economic and political development

**Prerequisites:** none

## Content Outline

**Unit 1:** Concepts of Law and Constitution

      1.1.     Purposes and Sources of Law

      1.2.     Law Making and Hierarchy of Laws

      1.3.     Principles and Features of Constitution

**Unit 2:** Fundamental Concept of Constitutional Law

  2.1 Rule of Law

  2.2 Democracy

  2.3 Constitutionalism and Limited Government

  2.4 System of Government (Presidential Vs Parliamentary)

  2.5 The Concept of State and Government

  2.6 Principle of Separation of Powers

  2.7 Checks and Balances

**Unit 3:** Comparative Constitutional Development in Selected Horn of African Countries

  3.1. The FDRE Constitution and the Constitutional Framework in Ethiopia

      3.1.1 Features and Fundamental Principles

      3.1.2 Fundamental Rights and Freedoms

      3.1.3. State Structure and Distribution of Powers

      3.1.4. Organs of Government and their Relations

  3.2. The Constitution and the Constitutional Framework in Kenya

      3.2.1 Features and Fundamental Principles

3.2.2 Fundamental Rights and Freedoms

3.2.3. State Structure and Distribution of Powers

3.2.4. Organs of Government and their Relations

**Unit 4:** Federalism: An Overview

4.1 Concept of Federalism

4.2 Historical development of Federalism

4.3 Formation of Federalism;

4.4 State Organization (Federal, Unitary, Non-federal)

4.6 Rationales to Adopt Federal System

4.7 Federalism and Intergovernmental Relations

**Unit 5:** Good Governance

5.1 Meaning and Concept of Governance

5.2 Meaning and Concept of Good Governance

5.3 Standards and Principles of Good governance

5.4 Challenges to Good Governance

5.5 Good Governance in Ethiopia and Kenya: Challenges and Prospects

## Learning and Teaching Methods

- The teaching and learning methodology followed by the HIGAD focuses on student-centred and problem solving. It is believed that this program uses a blend of different teaching and learning methodologies supported by different activities and assignments, such as discussions, debating, seminars, cases studies, project, etc. Teaching and learning will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including videoconferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

## References

**A. Books**

Aberra Jembere, Material to the study of Administrative Law, (Unpublished, Faculty of law Addis Ababa University).

AlfredC. Aman & William T. Mayton, Administrative Law, 1993.

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**B. Constitutions**

Proclamation No. 1/1995, Proclamation of the Constitutions of Federal Democratic Republic of Ethiopia, Federal Negarit Gazette, 1st year, No.1, Addis Ababa 21st August, 1995, adopted on 8th of December 1994 and came in to force on 21st August, 1995

National Council for Law Reporting (2010): The Constitution of Kenya, Revised Edition 2010 Published by the National Council for Law Reporting with the Authority of the Attorney Genera

Constitutions of the Republic of South Africa, 1996.

Constitutions of India that came into force on the 26th of January 1950(as amended until 2003).

## 4.3.3  Workload

| Contact Hours | 50 hours |
|---|---|
| Self-Study Hours | 100 hours |
| Total Hours | 150 hours |

### 4.3.4 Assessment

| | |
|---|---|
| **Description** | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on:<br><br>• Tests/books/articles review: 20%<br>• Assignment: 40%<br>    o Group work: 20%<br>    o Individual work: 20%<br>• Final Exam: <u>40%</u><br>Sum total 100% |
| **Examination Types** | written |
| **Examination Duration** | 3 hours |
| **Assignments** | Quiz, project, wring semester paper, presentation |
| **Repetition** | Based on ECSU policy |

### 4.3.5 Organizational Data

| **Module Authors(s)** | **Full Name** | **Position / Title** | **Contact Address** |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Responsible for Module Teaching*** | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Teaching Sessions** | Will be specified while the institute starts operation | | |

## 4.4 MODULE 4 HGD-5104: Research Methods in Governance and Development

### 4.4.1 General Data

| | |
|---|---|
| **Module Code / Number** | **HGD-5104** |
| **Module Title** | **Research Methods in Governance and Development** |
| **Module Level** | MA |
| **Module Type** | core |
| **Frequency of offer** | Every year, first semester |
| **Duration** | One semester, i.e. 16 weeks |
| **ECTS** | 7 |

### 4.4.2 Module Information

### Description

This module describes the research methods (qualitative, quantitative, and mixed) required at graduate level so that students will be able to carry out their master thesis. On top of that, students will be given an opportunity to develop report-writing skills by exposing them to the real situations of the country.

The module includes topics; introduction to research, structure of research, qualitative, quantitative, and mixed research, and analysis of data and the ethics and politics of social research. At the end, students shall be given an assignment to conduct real research to be presented in the class as part of the practical exercise.

### Learning Outcomes

At the end of this module, the student shall be able to:

- Figure out the fundamental-concepts of research in governance and development ;
- identify the various types of  research paradigms in governance and development;
- differentiate between quantitative and qualitative researches;
- identify ethical and unethical research behaviours;
- undertake research; and
- analyze data using various data analysis tools
- write full-fledged research report

**Prerequisites**: None

### Content

**Unit 1: Overview of Research Methodology in Governance and Development**

    1.1 Concepts and Essence of Research Methodology

    1.2 The Research Paradigm Shift

    1.3 Characteristics of Research in Good Governance and Development

**Unit 2: Quantitative Research Method**

    2.1 Concepts of Quantitative Research Method

    2.2 Classification of Quantitative Research

    2.3 The Design of Quantitative Methods

    2.4 Variables and Scales of Measurement

2.5 Data Gathering Techniques

2.6 Techniques of Data Analysis, interpretation and write ups

2.7 Format of a Research Project

**Unit 3: Qualitative Research Method**

3.1 Meaning and Characteristics of Qualitative Research

3.2 Approaches to Qualitative Research Design

3.3 Methods of Qualitative Research

3.4 Analysis and Interpretation of Qualitative Data

3.5 Evaluation Research

3.6 Ethical Guidelines in Qualitative Research

3.7 Outline for Qualitative Research Proposal

**Unit 4: Applied Research Methods in Governance and Development**

4.1. Empirical Research in Governance and Development

4.2. Action Research

4.3. Ethnography and Grounded Theory

4.4. Reflective and Participatory Research

## Learning and Teaching Methods

The teaching and learning methodologies of this module are student-centred and problem solving. It is believed that this module uses a blend of different teaching and learning methodologies such as discussions, debate, seminars, cases studies supported by different learning activities, projects, assignments etc. It uses adaptive flexible teaching and learning methodology to achieve the envisaged learning outcomes. These will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including video-conferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media , such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

## References

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## 4.4.3  Workload

| Contact Hours | 70 hours |
|---|---|
| Self-Study Hours | 140 hours |
| Total Hours | 210 hours |

## 4.4.4  Assessment

| Description | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on: <br> • Tests/books/articles review:                   20% <br> • Assignment:                                       40% <br>   o  Group work:                  20% <br>   o  Individual work:            20% |
|---|---|

| | • Final Exam: | | 40% |
|---|---|---|---|
| | Sum total | | 100% |
| **Examination Types** | written | | |
| **Examination Duration** | 3 hours | | |
| **Assignments** | Quiz, project, wring semester paper, presentation | | |
| **Repetition** | Based on ECSU policy | | |

## 4.4.5 Organizational Data

| **Module Authors(s)** | Full name | Position / title | Contact address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Responsible for Module Teaching\*** | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Teaching Sessions** | Will be specified while the institute starts operation | | |

## 4.5  MODULE 5 HGD-5105: Pastoralism and Socio-Economic Transformation

## 4.5.1  General Data

| **Module Code / Number** | **HGD-5105** |
|---|---|
| **Module Title** | **Pastoralism and Socio-economic Transformation** |
| **Module Level** | MA |
| **Module Level** | Masters |
| **Module Type** | Core |
| **Duration** | 16 weeks |
| **Frequency of Offer** | Once a year,  first Semester |
| **Mode of Delivery** | Face-to-face supported by blended multimedia technology |
| **ECTS** | 5 |

## 4.5.2  Module Information

### Description

The module focuses on thoroughly analyzing the livelihood of millions of pastoral society of the Horn of Africa, challenges facing pastoralism due to environmental, regional, global changes and the role of developmental state policy in transforming the socio-economic and environmental situation of this

sector. Pastoralism in the East Africa is one of the serious issues in terms of socio-economic sustainable development, environmental and resource management, good governance, peace and security and regional integration. Moreover, the livelihood of pastoralists is growing worsening due to climate change and environmental degradation, demographic pressure (rapid population growth) and trans-boundary socio-economic and political turmoil. These are commonly shared challenges of each country of the Horn of Africa. Focus will be also given on infrastructure development; problems of recurrent drought, peace and security; challenges in resource sharing and management; as well provision of public services, like educations, healthcare, community services, etc. .

## Learning Outcomes

At the end of the learning this module, students shall be able to:

- explain the history, traditions and livelihood of the pastoralist societies of the region
- critically analyse the steadily changing nature of pastoralist livelihood
- examine the effect of increasing regional, global socio-economic and political transformations and development policies and associated challenges,
-  analyse policy intervention options to improve pastoralist societies' livelihood
- identify the challenges of environmental and natural resource management for pastoralist communities
- determine the needs for national and regional policy intervention for environmental conservation, and resource management; peace-building, disaster management and security; and provision of basic social services
- state the value of pastoralist society in the process of socio-economic transformation in the Horn of Africa

## Prerequisites: none

## Content Outline

**Unit 1**: **Introduction to Pastoralism**

      1.1.  Introduction to Pastoralism

      1.2.   Studying Pastoralism

**Unit 2**: **Exploring the Pastoral Communities of the Horn of Africa**

      2.1. Pastoralism in the Horn of Africa

      2.2.  Country Case Studies

**Unit 3**: **Dynamics of Pastoral Systems**

    3.1. Pastoral Socio-economic Systems

    3.2. Regional and Global Political and Socio-economic Settings

**Unit 4**: **Challenges in Pastoralism in the Horn of Africa**

    4.1. Regional Development Policy and Provision of Social Services

    4.2. Environmental

    4.3. Cross-Border Issues

    4.4. Peace and Security

**Unit 5**: **Socio-Economic Transformation and Pastoralism in the Horn of Africa**

    5.1. Need for Socio-Economic Transformation

    5.2. Opportunities and Challenges for Socio-Economic Transformation of Pastoralism

    5.3. Harmonising Pastorialism Socio-Economic Transformation Policies

## Learning and Teaching Methods

The teaching and learning methodology followed by the HIGAD focuses on student-centred and problem-solving. It is believed that this program uses a blend of different teaching and learning methodologies supported by different activities and assignments, such as discussions, debating, seminars, cases studies, project, etc. Teaching and learning will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including video-conferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media , such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

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### 4.5.3 Workload

| Contact Hours | 50 hours |
|---|---|
| Self-Study Hours | 100 hours |
| Total Hours | 150 hours |

### 4.5.4 Assessment

| | |
|---|---|
| **Description** | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on:<br>• Tests/books/articles review: 20%<br>• Assignment: 40%<br>   o Group work: 20%<br>   o Individual work: 20%<br>• Final Exam: <u>40%</u><br>Sum total 100% |
| **Examination Types** | written |
| **Examination Duration** | 3 hours |
| **Assignments** | Quiz, project, wring semester paper, presentation |
| **Repetition** | Based on ECSU policy |

### 4.5.5 Organizational Data

| Module Authors(s) | Full Name | Position / Title | Contact Address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Responsible for Module Teaching*** | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Teaching Sessions** | Will be specified while the institute starts operation | | |

## 5. First Year Second Semester

### 5.1    MODULE 6 HGD-5206: Development Policies and Strategies

## 5.1.1 General Data

| Module Code / Number | HGD-5206 |
|---|---|
| Module Title | **Development Policy and Strategy** |
| Module Level | MA |
| Duration | One semester, i.e. 16 weeks |
| Frequency of Offer | Once a year, first Semester |
| Mode of Delivery | Face-to-face supported by blended multimedia technology |
| ECTS | 8 |

## 5.1.2 Module Information

### Description

Development policies are part of broader public policy geared towards addressing development challenges. The lack of clearly articulated development policies with flawless implementation strategies is one major factor hindering achievement of development targets in many developing countries. Development policy making is concerned with human welfare and is responsible for issuing guidelines and legislation meant to enforce it. Clear development strategies help in enforcement of the policies in a feasible, effective and efficient manner. While efforts by different development partners like the public organizations shape national development and improve the quality of life of the citizens, absence of integrated and robust development policy limits development initiatives. This module is intended to provide the participants with understanding of the theoretical framework of policy process, approaches to development policy formulation, analysis and implementation.

### Prerequisites: HGD-5101

### Learning Outcomes

Upon successful completion of the Module, the students will be able to:

- examine theories, concepts and models of development policy process
- formulate guidelines for participatory development policy formulation and implementation
- develop tools and strategies for effective policy analysis and implementation
- design solutions to specific planning and development problems
- implement integrative development policies and systems at national, sectoral and sub-national levels

- evaluate the impacts of development policies from socio-economic, spatial and environmental perspectives
- appreciate the role of government in development of a country

## Contents

### Unit 1: Framework of Development Policy

1.1. Framework for development policy comparison across political systems

1.2. Making public policy- the process, structure and context

1.3. Regulation - politics, bureaucracy and economy

1.4. Players in development policy –institutional and non-institutional actors

### Unit 2: Developmental State: Policies and Strategies

2.1. Fundamental and Principles of Developmental

2.2. Strategies of Developmental State

2.3. Cases of Developmental State Policy in the Horn of Africa

### Unit 3: Democratic governance, development policy and implications

3.1. Approaches to sustainable development and the role of policy

3.2. Sustainable development- current and future challenges

3.3. Sustainable rural development

3.4. New urban strategy

3.5. Capacity building for sustainable development

4. **Unit 4: Sustainable development- national and regional experiences**

4.1. Private and public sector interfaces- Prerequisite for sustainable development

4.2. Best practices in sustainable development: Case Studies of Development policy implementation

## Learning and Teaching Methods

The teaching and learning methodology followed by the HIGAD focuses on student-centred and problem-solving. It is believed that this program uses a blend of different teaching and learning methodologies supported by different activities and assignments, such as discussions, debating, seminars, cases studies, project, etc. Teaching and learning will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including video-conference that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

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## 5.1.3 Workload

| Contact Hours | 80 hours |
|---|---|
| Self-Study Hours | 160 hours |
| Total Hours | 240 hours |

## 5.1.4 Assessment

| Description | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on: |
|---|---|
| | • Tests/books/articles review: 20% |
| | • Assignment: 40% |
| |    o Group work: 20% |
| |    o Individual work: 20% |
| | • Final Exam: <u>40%</u> |
| | Sum total 100% |
| Examination Types | written |
| Examination Duration | 3 hours |
| Assignments | Quiz, project, wring semester paper, presentation |
| Repetition | Based on ECSU policy |

## 5.1.5 Organizational Data

| Module Authors(s) | Full Name | Position / Title | Contact Address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Responsible for Module Teaching* | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Teaching Sessions | Will be specified while the institute starts operation | | |

## 5.2 MODULE 7 HGD-5207: Regional Integration and Globalization

## 5.2.1 General Data

| Module Code / Number | HGD-5207 |
|---|---|

| Module Title | Regional Integration and Globalization |
|---|---|
| Module Level | MA |
| Duration | One semester, i.e. 16 weeks |
| Module Type | Core |
| Frequency of Offer | Once a year, first Semester |
| Mode of Delivery | Face-to-face supported by blended multimedia technology |
| ECTS | 5 |

## 5.2.2 Module Information

## Description

Regional integration measures have been practiced in many parts of the world with varying results, some efforts doomed to be as less successful than as preconceived. The regional integration efforts of countries of the Greater Horn are one example that faced challenges. Factors the impediments need to be well researched from the point of view peace, security and cross boarder conflicts, good governance as well as the impact globalization. Recent socio-economic development and technological change has awakened interest to rethink about revealing the barriers to foster regional integration to bring about even regional development among the countries of the Horn of Africa.

This module critically reviews experiences of regional integration efforts of IGAD and other regional integration efforts. It also focuses on the aspiration of faster and well-though regional integration based on good governance and regional transformational sustainable socio-economic development. The module throws light on what sort of basic socio-economic and political convergence criteria that ought to be met in order to roll out the full-fledged regional integration as well as reveal what sort of challenges does the new phase of globalization posed

**Learning Outcomes**

Upon completion of this module, participants will be able to:

- identify challenges and opportunities of regional integration and impact of globalisation on the Horn of Africa
- evaluate the policies and practice of regional integration
- analyze how sustainable development, good governance are interlinked to enhance regional integration
- design strategies and policies towards regional integration

## Prerequisite HGD-5102

# Content Outline

**Unit 1**: **Regional Co-operation and Globalization**

    1.1.      Regional Co-operation and Globalization

    1.2.      Frameworks of Regional Co-operation

**Unit 2: Challenges and Opportunities of Regional Integration**

    2.1. Regional Integration in view of Globalisation

    2.2. Challenges

    2.2. Opportunities

**Unit 3**: **Growing Interdependence vs. Regional Environmental Resources Management**

    3.1. Regional Interdependence and Collaboration

    3.2. Interdependence and Regional Resources Management

    3.3. Environmental Management

**Unit 4: Global institutions to Sustain and Regulate Market System**

    4.1. Globalisation and Market System

    4.2. Regulatory Systems in Globalisation

**Unit 5: Models of Regional Integration**

    5.1. Models of Regional Integration

    5.2. Identity and Regional Integration

**Unit 6**: **Challenges and Opportunities in Regional Integration**

    6.1. Opportunities of Regional Integration

    6.2. Challenges in Regional Integration

**Unit 7**: **Case Studies**

    7.1. IGAD

    7.2. ECOWAS

    7.3. The European Union

# Learning and Teaching Methods

The teaching and learning methodologies of this module are student-centred and problem solving. It is believed that this module uses a blend of different teaching and learning methodologies such as discussions, debate, seminars, cases studies supported by different learning activities, projects, assignments etc. It uses adaptive flexible teaching and learning methodology to achieve the envisaged learning outcomes. These will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including videoconferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

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### 5.2.3 Workload

| Contact Hours | 50 hours |
|---|---|
| Self-Study Hours | 100 hours |
| Total Hours | 150 hours |

### 5.2.4 Assessment

| Description | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on: <br>• Tests/books/articles review:      20% <br>• Assignment:      40% <br>    o Group work:      20% <br>    o Individual work:      20% |
|---|---|

| | | |
|---|---|---|
| | • Final Exam:                         <u>40%</u> | |
| | Total                                 100% | |
| **Examination Types** | written | |
| **Examination Duration** | 3 hours | |
| **Assignments** | Quiz, project, wring semester paper, presentation | |
| **Repetition** | Based on ECSU policy | |

## 5.2.5 Organizational Data

| Module Authors(s) | Full Name | Position / Title | Contact Address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Responsible for Module Teaching*** | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Teaching Sessions** | Will be specified while the institute starts operation | | |

## 5.3  MODULE 8 HGD-5208: Gender, Skill Development and Entrepreneurship

## 5.3.1  General Data

| Module Code / Number | None |
|---|---|
| **Module Title** | Gender, Skills Development and Entrepreneurship |
| **Module Level** | Masters |
| **Module Type** | Core |
| **Duration** | One semester, i.e. 16 weeks |
| **Frequency of Offer** | Once a year, second Semester |
| **Mode of Delivery** | Face-to-face supported by blended multimedia technology |
| **ECTS** | 5 |

## 5.3.2 Module Information

## Description

The demographic profile of the Horn of Africa testifies to the fact that the youth and women constitute large proportions of the population. Indications are that this trend is going to be a feature of the region's demographic profile for a considerable period in the future. Given the fact that the population of the region is growing exponentially, it is undeniable that the number of women and the youth will continue to constitute the larger proportion as well. In all countries of the region, the youth and women are confronted by a plethora of developmental challenges. These challenges manifest themselves through a multiplicity of issues ranging from unemployment, peacelessness, and lack of access to resources and livelihoods, intolerance, dearth of skills on HIV-AIDS, poverty, vulnerability, war and exclusion from mainstream socio-economic processes. The youth and women still remain under-represented and disadvantaged in many spheres of social enterprise even though they constitute the largest segment of the region's population. This situation cannot remain tenable for long. Given the fact of numerical superiority, it is evident that the youth and women are a slumbering giant whose awakening is only a matter of time given the potential unleashed by globalization, a force that has made the world not only a 'global village' but an 'information communication community y' in which developments in diverse and remote parts of the world traverse the planet in increasingly shorter times.

Given the fact that there is increasing awareness of developments across the divides of the world, the youth and women of the region will become more and more demanding and assertive of their entitlements in the development dividend. Quite clearly, the issues of the youth and women are increasingly becoming not mere development issues but also governance imperatives. The future prosperity will not merely depend on availability of natural endowments and states' ability to mobilize national and international development capital but also on the extent to which governments of the Horn of Africa are going to harness the energy, talent and social capital latent in the youth and women of the region. Strategies, policies, and initiatives designed to unleash the potential of the youth and women of the region are increasingly becoming less and less optional but imperative. While it is true that governments of the Horn of Africa have taken measures in the past and continue to implement youth and women empowerment programs, the need for optimizing efforts and initiatives is an inescapable reality that has to be managed more judiciously for the benefit of the peoples, nations and nationalities of the region.

Cognisant of the above, the module therefore seeks to, interrogate and deconstruct existing modernist normative assumptions about the youth-women-development nexus, given the current postmodern narratives regarding the role of the developmental state, globalization, regional integration, good governance, and sustainable development, with regards to skills development, empowerment, and access to, and, ownership of national resources, inclusiveness, participation and entrepreneurship. The module proceeds on the premise that the Horn of Africa has remarkable development potential based not only on its natural resource endowment but also its youth and women who, in themselves, constitute both an opportunity and strength if properly managed; but also a potential source of debilitating weakness and perennial threat to the welfare of the entire region if mismanaged. Thus, it is t the calculated intention of the module to develop a critical mass of public managers equipped with the intellectual and attitudinal disposition to leverage the development of the Horn of Africa through agile, creative, versatile and innovative programs of youth and women's participation in mainstream development initiatives and undertakings. Thus, the module is conceived with the view to addressing the contemporary challenges of the youth-women-development nexus but also to anticipate future potential threats and opportunities related to the empowerment of these significant segments of the population of the Horn of Africa. The module seeks to produce national and regional managers with strategic excellence postures to unleash the potential of the youth and women in development of the Horn of Africa

## Learning Outcomes

By the end of the module, students should be able to:

- analyze national, regional, and international gender, skills and entrepreneurship issues within the context of socio-economic development challenges, opportunities and threats in the Horn of Africa.
- design national and regional skills and entrepreneurial development strategies, programs, projects
- develop gender streamlined governance and development strategies, programs and projects that lead to coherent, robust sustainable institutional, national and regional systems
- Explain the development aspirations and challenges of the youth and women within the context of skills development and entrepreneurship in the Horn of Africa.
- evaluate existing assumptions and narratives on youth and women's participation in the Horn of Africa and beyond.
- argue to advance the common ethical values and gender equality for good governance and sustainable development of the Horn of Africa.

- promote entrepreneurship skills development for youth and women in the Horn of Africa through communication and advocacy.

**Prerequisites:** HGD-5101

## Content Outline

**Unit 1: Youth and Development**

1.1. Characteristics of Horn of Africa Youths

1.2. Risk, vulnerability and adaptation

1.3. Representation and participation

1.4. Investing in young people

1.5. Impacts HIV-AID, Poverty, livelihoods, entrepreneurship on Development

1.6. Comparative development and engagement policies

**Unit 2: Women and Development**

2.1.    Perspectives on gender equality and sustainable development

2.2.    Food security, livelihoods, green economy and gender equality

2.3.    Best practices in women development policies and strategies

2.4.    Investment in sustainable women's development

2.5.    Comparative experiences in women's empowerment in Africa

**Unit 3: Skills Development**

3.1.    Skills and livelihoods development policies

3.2.    Informality, livelihoods skills and productivity

3.3.    Capacity, access, inclusion and partnership

3.4.    Comparative skills development policy

**Unit 4: Entrepreneurship and Inclusive Development**

4.1. Importance and Role of Entrepreneurship Development

4.2. Gender and Rural Entrepreneur Skill Development

4.3. Comparative Entrepreneurship Development Models and Policy

**Unit 5: Case Studies**

5.1. Gender and Skill Development in the Horn of Africa

5.2. Gender and Entrepreneurship

5.3. Gender Role in Regional Governance and Development

## Learning and Teaching Methods

The teaching and learning methodology followed by the HIGAD focuses on student-centred and problem-solving. It is believed that this program uses a blend of different teaching and learning methodologies supported by different activities and assignments, such as discussions, debating, seminars, cases studies, project, etc. Teaching and learning will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including video-conferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

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### 5.3.3 Workload

| Contact Hours | 50 hours |
|---|---|
| Self-Study Hours | 100 hours |
| Total Hours | 150 hours |

### 5.3.4 Assessment

| Description | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on: |
|---|---|

|  | • Tests/books/articles review: | 20% |
|  | • Assignment: | 40% |
|  |     o Group work: | 20% |
|  |     o Individual work: | 20% |
|  | • Final Exam: | <u>40%</u> |
|  | Sum total | 100% |
| **Examination Types** | written | |
| **Examination Duration** | 3 hours | |
| **Assignments** | Quiz, project, wring semester paper, presentation | |
| **Repetition** | Based on ECSU policy | |

## 5.3.5 Organizational Data

| Module Authors(s) | Full Name | Position / Title | Contact Address |
|---|---|---|---|
|  | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Responsible for Module Teaching* | Full name | Position / title | Contact address |
|  | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Teaching Sessions | Will be specified while the institute starts operation | | |

## 5.4 MODULE 9 HGD-5209: Public Administration, Leadership and Change Management

## 5.4.1 General Data

| Module Code / Number | HGD-5209 |
|---|---|
| Module Title | Public Administration, Leadership and Change Management |
| Module Level | Masters |
| Module Type | Core |
| Duration | One semester, i.e. 16 weeks |
| Frequency of Offer | Once a year |
| Mode of Delivery | Face-to-face supported by blended multimedia technology |
| ECTS | 7 |

## 5.4.2 Module Information

## Description

Leadership and public administration in developmental states are confronted with complex and dynamic processes of change in many ways. On the one hand public services have become complex

and need to be dynamically configured. On the other hand, public service leaders must adapt to changes in their own duties and environment, as well as they have to initiate changes and act as agents of change in order to adapt the culture, the strategy and the structure of their organization to the new environmental conditions.

The module is developed with a special focus on the benefits of change in public administration and leadership the African context in mind, especially public servants in the Horn of Africa. It draws from practices and experiences from the different countries in the region. It also takes advantage of the senior participants by featuring dialogue opportunities for students. The module will be presented in blended format where students will take classroom presentations and online activities. Though the module allows for self-paced participation, critical deadlines will help students remain engaged. Group activities are planned within the module allowing discussions and group project opportunities.

Major focuses of this module are public administration and leadership practices, while managing and leading continous changes. Hence, several themes will be explicitly and implicitly addressed, such as human resource management, decision making principles and practices in public service intitutions, concept of servant leadership, culture and change management (including communication, negotiation and time management) emotional intelligence, motivation and incentives, and coaching skills.

## Learning Outcomes

By the end of the module, students should be able to:

- Discuss the role leadership as change agent in organisational settings
- appreciate leading through the process of dynamically changing public services
- explain the importance of efficient resource management in public service intitutions
- identify approaches of motivating public servants to become effective in their jobs
- state the value of becoming servant leader
- apply communication management approaches in public service

## Prerequisites: Module HGD-5101

## Content Outline

### Unit 1: Public Administration and Change Management

 1.1. Human Resource Management

 1.2. Financial Management

1.3. Public Services Management

1.4. Change Management

**Unit 2: Leadership and Change Management**

2.1. Thinking in Leadership

2.2. Culture, Leadership and Change Management

2.3. Time Management

2.4. Communication Management

**Unit 3: Leadership in dynamically Changing Public Service**

3.1. Role of Leadership

3.2. Complexity and Challenges

**Unit 4: Decision Making Principles in Public Administration**

4.1. Data Driven Decision Making

4.2. Participatory Decision Making

4.4. Responsibility versus Accountability

**Unit 5: Leaders as Public Servants**

5.1. Leading Public Institutions

5.2. Principles of Servant Leadership

5.3. Characteristics of a Good Servant Leader

## Learning and Teaching Methods

The teaching and learning methodologies of this module are student-centred and problem-solving. It is believed that this module uses a blend of different teaching and learning methodologies such as discussions, debate, seminars, cases studies supported by different learning activities, projects, assignments etc. It uses adaptive flexible teaching and learning methodology to achieve the envisaged learning outcomes. These will be applied in more flexible ways to suite the focus of the module, stakeholders' interest and expectations as well as the intended outcome of the institute's program.

## Multimedia Use

Mode of delivery for this module is mainly face-to-face. It also uses diverse multimedia with a blended approach, which is online/offline using learning management system (LMS) including video-conferences that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

# References

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## 5.4.3  Workload

| Contact Hours | 70 hours |
|---|---|
| Self-Study Hours | 140 hours |
| Total Hours | 201 hours |

## 5.4.4  Assessment

| | |
|---|---|
| Description | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on:<br><br>• Tests/books/articles review:          20%<br>• Assignment:          40%<br>    o  Group work:          20%<br>    o  Individual work:          20%<br>• Final Exam:          <u>40%</u><br>Total          100% |
| Examination Types | written |
| Examination Duration | 3 hours |
| Assignments | Quiz, project, wring semester paper, presentation |
| Repetition | Based on ECSU policy |

## 5.4.5  Organizational Data

| Module Authors(s) | Full name | Position / title | Contact address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Responsible for Module Teaching* | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| Teaching Sessions | Will be specified while the institute starts operation | | |

# 6. Second Year, First Semester

## 6.1  MODULE 10 HGD-6110: Seminar in Governance and Development

### 6.1.1  General Data

| Module Code / Number | HGD-6110 |
|---|---|
| Module Title | Seminar in Governance and Development |
| Module Level | MA |
| Module Type | Seminar |
| Frequency of Offer | Once a year - second year, first semester |
| Mode of Delivery | Independent research and seminar presentation |
| Duration | One semester, i.e. 16 weeks |
| ECTS | 10 |

### 6.1.2  Module Information

#### Description

The HIGAD MA program seminar is designed to allow students to focus on specific areas or problems or research fields to which they have either interest or experiences. The seminar module is organised in such a way that, different area of research area, problem fields, special areas of interest that are covered or not covered in detail during the core module sessions, etc. This module highlights vital themes and provides brief information on areas recommend for research and seminar and provides instructions as well as guideline to undertake preliminary research on area of interest individually or in group and present the outcome during seminar sessions.

#### Learning Outcomes

After undertaking seminar and presentation learners shall be able to:

- design specific research problem areas related to governance and development in the Horn of Africa,
- carry out individual or group-based research in specific areas governance and development in the Horn of Africa.
- prepare and present seminar report

#### Content

Areas of research and presentation for the seminar sessions shall be on:

- Development Communication and Participation,
- Soft Skills and Leadership,
- Knowledge Management in Public Services,
- Intercultural Relationship and Collaboration,
- Environmental and Resources Governance,
- Poverty Eradication and Sustainable Development,
- E-Governance and Information Management Systems.

## Learning and Teaching Methods

The seminar module is a special module designed to enable students to focus on specific problem areas, so that they can conduct preliminary research-individually or in-group. The teaching and learning methods is mainly student-led independent work, i.e. selection of specific special areas of good governance and development, conceptualisation, data collection report writing and presentation.

To achieve the envisaged outcome of this module, HIGAD will follow continuous reflective evaluation system that enbles students' skill in preparing and presenting seminar papers. To realise this, HIGAD will provide support and feedback on students' semanir work regularly.

## Multimedia Use

Medcia used for this module is mainly face-to-face video-conferences (if face-to-face i that may suit the interest of clients and effectiveness of teaching/learning process. Teaching/learning shall be supported with different types of instructional media, such as Whiteboard, Liquid Crystal Display (LCD), Flip chart, Magnetic board, etc.

## References

Diverse research literature on seminar themes to which learners are interested in research and presentation.

## 6.1.3 Workload

| Contact Hours | 75 hours |
|---|---|
| Self-Study Hours | 225 hours |
| Total Hours | 300 hours |

## 6.1.4  Assessment

| Description | Assessment will be base on continuous formative evaluation and summative evaluation principles. Students' learning and understanding about the module will thus be evaluated based on:<br><br>• Paper/Project report:                                  60%<br>• Paper/Project presentation                        40%<br>  Sum total                                                 100% |
|---|---|
| **Types** | Written |
| **Duration** | variable |
| **Assignment type** | Seminar presentation |
| **Repetition** | Based ECSU Policy |

## 6.1.5  Organizational Data

| Seminar Facilitator | Full Name | Position / Title | Contact Address |
|---|---|---|---|
|  | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Seminar Facilitator** | Full name | Position / title | Contact address |
|  | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Teaching Sessions** | Will be specified while the institute starts operation | | |

## 6.2  MODULE 11 HGD-6111: Master's Thesis Proposal

## 6.2.1  General Data

| Module Code /Number | HGD-6111 |
|---|---|
| **Module Title** | Thesis Proposal |
| **Module Level** | MA |
| **Module Type** | Thesis |
| **Frequency of Offer** | Once a year - second year, first semester |
| **Duration** | One semester, i.e. 16 weeks |
| **Mode of Delivery** | No specific delivery mechanism, but regular communication |
| **ECTS** | 10 |

### 6.2.2 Module Information

**Description**

Graduate candidates are required to prepare and submit Master's Thesis research proposal during the first semester of the second year. The proposal is strongly advised to address real problem, challenges and best cases of governance and development in the Horn of African countries. As a research proposal, it shall clearly sketch the research problem statement, including concrete research question(s); review of literature; methodological approach, data collection and analysis. Students are also encouraged to conduct empirical action-based case study research, which will be further developed as a full-fledged thesis required the fulfilment of the graduating in Master's of Art in Governance and Development.

The length the thesis proposal report should be approximately between 6.000 and 7.000 words. After evaluating the thesis proposal report and if it fulfills the requirement for a Master's of Arts Degree thesis proposal, the advisor will request graduating candidates to briefly present and defend their research thesis proposal.

**Learning Outcomes**

After undertaking this study, the trainee will be able to:

- design research project proposal and.
- formulate problem statement review of literature, research methodology, and data collection
- prepare a research proposal report and submitted for approved by supervisor(s) and the institute
- develop research skill

**Content Outline**

No specific content, except thesis research guideline and reference materials recommended

**Prerequisites:** Successful completion of the core modules

**Learning and Teaching Methods**

To achieve the envisaged outcome, various teaching and learning methods will be applied, such as

- Students will extensively review literature and case studies in their research area
- Thesis advisors will continuously motivate and ensure conducting of self-paced research

## Multimedia Use

- Books, articles, journals, research reports, seminar and conference proceedings, diverse unpublished materials, etc.
- Use of various multimedia to effectively facilitate communication and interaction between students and thesis advisor(s)

## References

Diverse research literature on thesis writing and related to candidates research areas

### 6.2.3 Workload

| Contact Hours | 75 hours (No formal class other than consultation with supervisor(s)) |
|---|---|
| Self-Study Hours | 220 hours |
| Total Hours | 300 hours |

### 6.2.4 Assessment

| Description | Assessment will be base on research thesis report, and the final presentation and defending (oral examination on the thesis report). Therefore, the following assessment will be:<br><br>• MA Thesis proposal report     :           70%<br>• Presentation of the MA Thesis (defence)   30%<br>Total                    100% |
|---|---|
| Examination Types | Evaluation of the report and Oral presentation |
| Examination Duration | 30 minutes presentation |
| Assignments | writing up and submitting MA Thesis proposal report |
| Repetition | Based on ECSU policy |

### 6.2.5 Organizational Data

| Thesis Advisor | Full Name | Position / Title | Contact Address |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |

# 7. Second Year, Second Semester

## 7.1 MODULE 11 HGD-6212: Master's Thesis

### 7.1.1 General Data

| Module Code / Number | HGD-6212 |
|---|---|
| Module Title | Master's Thesis |
| Module Level | MA |
| Module Type | Thesis |
| Frequency of Offer | Once a year - second year, second semester |
| Duration | One semester, i.e. 16 weeks |
| ECTS | 20 |

### 7.1.2 Module Information

**Description**

The Masters of Art thesis is an academic research that shall be conducted by the graduating candidates under supervision of teaching and research staff of the HIGAD or external advisory assigned by the Institute assigned by the institute.

Based on the thesis proposal worked out in previous semester, graduating candidates of the HIGAD Master's of Arts program shall demonstrated successful completion of higer level standard of Master's thesis. The research and report writing will be closely supervised by a thesis advisor(s) at all stages-from problem formulation up to completion of writing the report and submission. Graduate candidates must apply the fundamentals of scientific research technique and undertake original investigation on specific topic. The length the thesis report should be approximately between 12.000 and 15.000 words. Once submitted, the thesis will be evaluated by the supervisor and at least one external examiner. After rigorous evaluation of the thesis report and, when it is found fulfilling the standard a Master's of Arts Degree research, graduating candidates will be requested to briefly present and defend their research thesis.

**Learning Outcomes**

Upon the successful completion of this module, the student is able to:
- design and conduct higher level scientific academic research

- define problem statement, review related literature, formulate hypothesis, and select appropriate research methodology
- collect, analyze and interpret data;
- write up the thesis report

**Prerequisites:** Successful completion of the core modules and thesis proposal

## Content Outline

No specific content, except thesis research guideline and reference materials recommended

## Learning and Teaching Methods

To achieve the envisaged outcome, various teaching and learning methods will be applied, such as

- Students will extensively review literature and case studies in their research area
- Thesis advisors will continuously motivate and ensure conducting of self-paced research

## Multimedia Use

- Books, articles, journals, research reports, seminar and conference proceedings, diverse unpublished materials, etc.
- Use of various multimedia to effectively facilitate communication and interaction between students and thesis advisor(s)

## References

Diverse research literature on thesis writing and related issues

### 7.1.3 Workload

| Contact Hours | 200 Hours Contact time with advisor(s) |
|---|---|
| Self-Study Hours | 400 Hours Independent research time |
| Total Hours | 600 Hours |

### 7.1.4 Assessment

| Description | Assessment will be base on research thesis report, and the final presentation and defending (oral examination on the thesis report). Therefore, the following assessment will be: |
|---|---|
| | • MA Thesis report : 70% |
| | • Presentation of the MA Thesis (defence) 30% |

| | Total | 100% |
|---|---|---|
| **Examination Types** | Oral presentation | |
| **Examination Duration** | 1 hour | |
| **Assignments** | writing MA Thesis report and presentation (defence) | |
| **Repetition** | Based on ECSU policy | |

## 7.1.5  Organizational Data

| **Thesis Advisor** | **Full Name** | **Position / Title** | **Contact Address** |
|---|---|---|---|
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |
| **Thesis Examiner(s)** | Full name | Position / title | Contact address |
| | HIGAD | Professor/Associate/ Assistant Professor | HIGAD, ECSU, Addis Ababa, Ethiopia |