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| **Institute for Security Studies**  **Institut d’études de Sécurité** | ISS logo | **African Centre for Peace and Security Training**  **Centre Africain de Formation pour la Paix et la Sécurité** |

**December 2012 QUARTERLY PROGRESS REPORT**

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| **Planned Activities** | **Indicators and annual targets** | **Results achieved during this quarter** | **Cumulative results achieved since Q1 this year** | **Issues/Challenges** |
| **Output 1: Creation of a functioning Curriculum Advisory Committee (CAC)** | Existence of a committee that will meet once this year to vet course proposals | After first meeting in August, consultations with CAC member are ongoing.  The CAC has given ACPST programs international credibility  The CAC has improved our courses by giving ongoing advice  Because some members are from beneficiary organizations, it provides input that makes our activities more demand-driven | 9 members already committed to service on the committee; committee had first meeting  The CAC has given ACPST programs international credibility  The CAC has improved out courses by giving ongoing support  Because some members are from beneficiary organizations, it provides input that makes our activities more demand-driven | Two new female members joined the committee making it more representative. |
| Activity 1.1  Create ToRs for the CAC | Initial draft of ToRs sent to ISS management committee (MANCO); Feedback received from MANCO; Final ToRs prepared and approved by ISS management committee MANCO | ToRs being revised for submission to ISS MANCO. | Original ToRs created and approved by ISS Management Committee; ToRs being revised for submission to ISS MANCO. |  |
| Activity 1.2  Invite institutions to nominate members; invite private members; follow-up on invitations | Letters prepared and sent to institutions and individuals; follow-up calls and visits; responses received from invitees | Monthly bulletins to CAC members keep them informed about and engaged in the activities of the ACPST | Institutions invited to nominate (UNECA, CODESRIA, GCSP, EIIPD; ISS); Codesria, GCSP, EIIPD and the African Union have supplied members. Two private members have also been enlisted. |  |
| Activity 1.3  Hold first CAC meeting | Date scheduled, members commit to attending, program and materials prepared; meeting held; post-meeting action sheet implemented |  | Meeting planned and held on the 31st of August. Revisions to courses that were recommended being carried out. |  |
| **Output 2: Creation of functioning website** | Website launched and operational | The website has brought us to many around the world ensuring that people from all over Africa can now benefit from the training we offer. We even have applications from Haiti, Uruguay, Pakistan, Sri Lanka, France, etc. | Concept created, content created, first design created, Website went online, courses advertised on site, alumni and experts databases in development, many people apply through website, website being reworked to make it more user-friendly  The website has brought us to many around the world ensuring that people from all over Africa can now benefit from the training we offer. We even have applicants from Haiti, Uruguay, Pakistan, Sri Lanka, etc. | We finally got an Internet connection for the Centre. We will work towards getting a fixed IP address and then create the eLibrary |
| Activity 2.1: Operating functional website | Website developed, launched, content improved, used for advertising courses, applications, running virtual classrooms, etc. | Courses advertised on site and increased applications received through site. | Quotes sought for development of site, first design sent, feedback sent, final design approved, site goes online, courses advertised on site, alumni and experts databases commenced, online applications commenced, people apply for courses through site, revisiting the design of the website to make it more user-friendly for alumni | Our program coordinator is working with ISS knowledge management to make the website more user friendly |
| **Output 3: Establishment of physical infrastructure for course** | Acquire 22 laptops, multi-function printer, projector, white board, tables, chairs, TV and sound system, lectern, other furniture  Set up breakout room equipped with comfortable seating and a TV to act as a discussion and multimedia area once fully equipped. | ACPST’s courses facilitated by up-to-date technology and well planned out space. | Took possession of 22 laptops, sound system, TV, lectern, flip chards, projector screen; multi-function printer ordered, got quotes for projector; set up breakout room | We might need to buy another set of laptops (around 26) since we will begin to offer two classes simultaneously. We did this in November and had to rent 25 laptops for the duration of the course. |
| Activity 3.1: Furnishing class | 22 Laptops, lectern, projector, white board, TV and sound system, flip charts, furniture acquired. | Our classroom facilities have become learning-friendly and are highly touted by participants and trainers alike in post-course evaluations. | 22 laptops, projector screen, TV, sound system, flip charts, white board, lectern all acquired. Multi-function printer delivered. Internet connection ordered. Invoices for projector acquired  Our classroom facilities are highly touted by participants and trainers alike in all post-course evaluations. | We need to buy a projector for the main classroom as what we use now is old and gives us many problems. |
| Activity 3.2: Furnishing of relaxation area/break-out room | Partition area, buy seats, tables, two desktop computers, TV, magazine shelf, coffee-making machine | This space and its technology make our facilities even more learning-friendly.  This space will help make our courses more participatory and practical by facilitating group activities  The break-out room is going to help us transition to half-day courses. It will serve as office space for course participants from outside of Addis once classes end at 2pm. | Partition ordered before I took up position on January 15, area partitioned, plan for furnishing the relaxation area developed.  This space will help make our courses more participatory and practical by facilitating group activities  The break-out room is going to help us transition to half-day courses. It will serve as office space for course participants from outside of Addis once classes end at 2pm. | A projector in the breakout room will also be good. |
| **Output 4: Curriculum Development** | Identify specify thematic areas that the Center will focus on, develop courses, hold curriculum development workshop, develop course outlines done by workshop, get courses approved by CAC, create flexible one-year schedule of courses | Our programs continue to address topical issues due to the input of beneficiaries at the workshop.  The menu of courses has made offering courses easier.  The menu of courses has aided interactions with partners seeking to commission courses or engage in joint activities. | Thematic areas set, some courses developed by ACPST staff, curriculum development workshop held on August 30th, courses developed out of workshop, courses vetted by Curriculum Advisory Committee, one year schedule being created.  Our programs continue address topical issues due to the input of beneficiaries at the workshop.  The menu of courses has made offering courses easier.  The menu of courses has aided interactions with partners seeking to commission courses or engage in joint activities. |  |
| Activity 4.1: Identification of Jan 2012-June 2013 key thematic areas | Themes specified, their choice is justified, document on themes prepared | This focus on specific themes is consolidating the image of the ACPST as a Centre of excellence on emerging threats, governance and structural violence issues | Thematic area of emerging threats, structural violence and governance identified  This is helping people us consolidate the Centre as a Centre of excellence on emerging threats, governance and structural violence issues |  |
| Activity 4.2: Curriculum development workshop | Date for workshop identified, program for workshop and list of invitees created, invitations sent out and follow-up undertaken, arrangements made for out-of-towners, preparations for event completed | The demand-driven menu of courses developed by the workshop makes courses very relevant to beneficiaries | Date identified for workshop, workshop held on August 30th, courses developed out of workshop.  The demand-driven menu of courses developed by the workshop makes courses very relevant to beneficiaries |  |
| Activity 4.3: Update brochure with one-year course schedule | Create long-term course calendar; revise brochure, reprint brochure | Course calendar for first half of 2013 established  Planning a long-term course calendar has led to the rationalization of our activities.  Planning a long-term course calendar has enabled potential course participants to make improved choices about which courses best suit them. | Course calendar for 2013 established  Planning a long-term course calendar has led to the rationalization of our activities.  Planning a long-term course calendar has enabled potential course participants to make improved choices about which courses best suit them. |  |
| **Output 5: Running courses** | Design courses, call for applications, contract course directors and resource persons, vet applications, arrange travel, stage course, do post-course analysis | Ran four courses. They have had to following impact:  Improving participants understanding of human security issues; providing them with skills to improve human security in many domains; enabling participants to network with others for information sharing and concerted action on human security issues.  For example:  An AU volunteer from “**Managing Diversity**” (Sept 2012) used the knowledge to improve content in a youth outreach newsletter she publishes for the US Mission to the African Union.  A participant in “**Managing Elections: before, during and after**” (October 2012) credited the course with providing her with skills and knowledge serve as an ECOWAS election monitor in Sierra Leone and serve on the team that wrote the report.  An NGO worker from “**Countering Human Trafficking**” (November 2012) used knowledge from the course to develop an awareness campaign on human trafficking that will funded by the US Embassy in Uganda.  A journalist from “**Reporting on dangerous zones**” (Dec 2012) credits the course with helping him create his website- aloftafrica.com.  A Malian journalist from the French version of “**Reporting on dangerous zones**” wrote of being eager to put what she learnt into practice in Northern Mali where she has been posted to cover the ongoing conflict.  Alumni continue to exchange information on human security to improve their work through email and social media. | 20 courses designed, calls for 8 courses sent out, got many applications, directors contracted, participants vetted, travel arrangements completed, courses staged  Improving participants understanding of human security issues; providing them with skills to improve human security in many domains; enabling participants to network with others for information sharing and concerted action on human security issues.  For example:  A participant in **Governance and Human Security** (August 2012) integrated elements from the course into a training on peacemaking for church leaders in Jonglei, South Sudan.  An AU volunteer from “**Managing Diversity**” (Sept 2012) used the knowledge to improve content in a youth outreach newsletter she publishes for the US Mission to the African Union.  A participant in “**Managing Elections: before, during and after**” (October 2012) credited the course with providing her with skills and knowledge serve as an ECOWAS election monitor in Sierra Leone and serve on the team that wrote the report.  An NGO worker from “**Countering Human Trafficking**” (November 2012) used knowledge from the course to develop an awareness campaign on human trafficking that will funded by the US Embassy in Uganda.  A journalist from “**Reporting on dangerous zones**” (Dec 2012) credits the course with helping him create his website- aloftafrica.com.  A Malian journalist from the French version of “**Reporting on dangerous zones**” wrote of being eager to put what she learnt into practice in Northern Mali where she has been posted to cover the ongoing conflict.  Alumni continue to exchange information on human security to improve their work through email and social media. |  |
| Activity 5.1: Design and put out call for courses | Course descriptions completed, courses advertised | Improved marketing and awareness of ACPST Training. Advertised four courses: *Managing elections (French); Countering Human Trafficing (with IOM, English) Reporting on dangerous zones: journalism as peacebuilding (Eith AU, French and also in English)* | 20 courses designed and 8 advertised, attracting many applicants |  |
| Activity 5.2: Contract directors and resource persons | Seek appropriate people, offer them terms, get course materials from them | Contracted 5 directors and 27 resource persons for the four courses  The expertise and experience of training staff has raised the profile of the Centre and its activities. | 11 directors and 55 resource persons combined worked on the 8 courses. |  |
| Activity 5.3: Select participants, make travel and accommodation arrangements, host them during course | List of applicants created, hotel rooms booked, tickets and visas acquired, participants hosted for course | Increased efficiency in logistical planning and administration  We had 82 participants from across the continent | List created, rooms booked, most visas acquired, tickets bought. We have had 170 alumni from 33 countries graduating from our courses. Some have attended more than one course. Target was 20 per course. | Getting visas is time-consuming and sometimes difficult; Addis-based participants are unreliable as they get drawn to work and some end up pulling out of courses. |
| **Output 6: Complete Training Needs Assessment by Consultant** | Draw up ToRs of consultant, contract party, get first draft, comment on it, get final report; use report in curriculum development | The Training Needs Assessment Report continues to influence the courses we present. Our insistence on having some proposal writing and networking training in every course also partly draws insight from the Report. | Pressured consultant to complete first draft that was finally handed in in early April, Sent consultant feedback on first draft; secured final draft, ideas from TNA used for course development.  The report continues to influence the courses we present. Our insistence on having some proposal writing and networking training in every course also partly draws insight from the Report. | The consultant did not deliver on time and the end product is of rather low quality but we included some of its findings in our first CAC meeting and curriculum development workshop. |

**French language courses**: After our first French language course in October, we are now routinely offering courses in French. Last year we also held Reporting on Dangerous Zones: Journalism as Peacebuilding in French. For the first half of 2013 we have two courses scheduled in French and two in English. Offering courses in French has broadened our reach across the African continent and helped us to reach out to practitioners in some especially problematic areas of the continent like the Sahel in West Africa.

**Gender**: We have paid close attention to gender balance in our pool of participants and trainers. There are two stories to tell: 1) We are still struggling with ensuring gender equality in terms of participants. We are not improving over time. The differences seem small for each course, but as the totals show they add up to something big. Our efforts here are sometimes undermined by the fact that governments and embassies occasionally send candidates (announced or unannounced). They have all been men so far, skewing our distributions. 2) The case of training personnel is more positive. We have improved over time and we will keep working on making sure it does not worsen again.

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| **Course Title** | **Participants** | | **Training Personnel** | |
|  | *Female* | *Male* | *Female* | *Male* |
| Emerging Threats | 9 | 12 | 3 | 7 |
| Anti-Corruption | 8 | 13 | 3 | 2 |
| Governance | 10 | 12 | 7 | 7 |
| Managing Diversity | 9 | 14 | 5 | 4 |
| Managing Elections | 8 | 8 | 3 | 3 |
| Countering Human Trafficking | 12 | 11 | 8 | 8 |
| Reporting on Dangerous Zones (English) | 9 | 13 | 2 | 2 |
| Reporting on Dangerous Zones (French) | 9 | 12 | 3 | 5 |
| **Total** | **74** | **95** | **34** | **38** |