

# ECPD



UNIVERSITY FOR PEACE EST. BY UNITED NATIONS · EUROPEAN CENTER FOR PEACE AND DEVELOPMENT

ECPD INTERNATIONAL POSTGRADUATE AND DOCTORAL STUDIES

# National Security Affairs

2024.

# Contents

About the ECPD 4

ECPD International Postgraduate and Doctoral Studies 6

The Organization of the ECPD International Postgraduate and Doctoral Studies 8

The Management of the ECPD International Postgraduate and Doctoral Studies 10

Admission Criteria 11

National Security Affairs Study Program 13

National Security Affairs – Specialist Studies 13

National Security Affairs – Master's Studies 14

National Security Affairs – Doctoral Studies 16

List of Modules 18

ECPD Alumni Association 24

Career Matters! 23

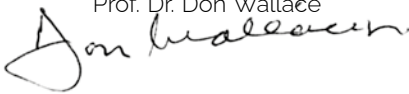


# Welcome



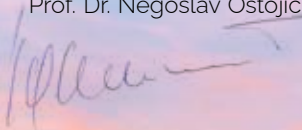
President of ECPD Academic Council

Prof. Dr. Don Wallace




ECPD Executive Director

Prof. Dr. Negoslav Ostojic



Dear Candidates,

The ECPD International Postgraduate Study Programs on National Security Affairs offer the candidates the highest level of teaching, but also require high commitment and hard work. Selection of the subjects, teaching methods and renowned lecturers guarantee a great level of quality and attractive studies that provide candidates with a high level of knowledge required for further successful conduct of the management activities in attractive, specific and very demanding areas.

Candidates who complete the ECPD International Postgraduate Program on National Security Affairs will acquire a comprehensive insight into the system of modern scientific knowledge in different academic disciplines and the ability to apply the holistic approach in research, planning and management in the respective domain.

This brochure provides the basic information on the Program on National Security Affairs, as well as the answers to the most frequently asked questions about criteria.

Prospective candidates may obtain all other needed information about the Program on National Security Affairs at the ECPD Secretariat for International Postgraduate Studies, which may also facilitate the contact with the management and lecturers of the postgraduate program.





# About the ECPD

## **The European Center for Peace and Development of the University for Peace established by the United Nations**

The University for Peace was established by the Resolution 35/55 of the United Nations General Assembly in 1980. In accordance with its Charter, the University for Peace is "...an international institution of higher education for peace and with the aim of promoting among all human beings the spirit of understanding, tolerance and peaceful coexistence, to stimulate cooperation among peoples and to help lessen obstacles and threats to world peace and progress, in keeping with the noble aspirations proclaimed in the Charter of the United Nations. To this end, the University shall contribute to the universal task of educating for peace by engaging in education, research, postgraduate training and dissemination of knowledge fundamental to the full development of the human person and societies, through the interdisciplinary study of all matters relating to peace".

Therefore, the University for Peace has the legal status necessary for the fulfillment of its mission and objectives. It has autonomy and academic freedom as regards its work, in accordance with its humanistic aims and within the scope of the United Nations Charter and the Universal Declaration of Human Rights. In that sense, "The University may enter into association or conclude agreements with Governments and intergovernmental and other organizations and institutions in the field of education; The University shall maintain close links with the United Nations Educational, Scientific and Cultural Organization in view of its special responsibilities in the field of education".

The University for Peace established by the UN was established as "... an international center for research, higher education and postgraduate studies", aimed specifically at "training for peace and international cooperation". To this end, the

Council of the University for Peace, at its session of 20 January 1983, passed Resolution UP-C2 for the establishment of the European Center for Peace and Development (ECPD) University for Peace established by the UN, whereby it was proposed that its headquarters should be in Yugoslavia. The Government of the Socialist Federal Republic of Yugoslavia accepted this initiative and, on 22 October 1984, concluded the Agreement for the Establishment and Status of the European Center for Peace and Development (ECPD), with Headquarters in Belgrade, with the University for Peace established by the UN. The Agreement was ratified by the Law adopted by the SFRY Parliament – by the Chamber of the Republics and Provinces on 28 June and by the Federal Chamber on 17 July 1985, and has been in force up to the present time.

This is how the European Center for Peace and Development (ECPD) of the University for Peace established by the UN, with its headquarters in Belgrade – the only university, regional, international and extraterritorial organization, which operates within the broader United Nations system in the region covering all countries signatories of the Final Act of the Conference on European Security and Cooperation (Helsinki, 1975) – was established.

In accordance with the principle of continuity of statehood, the Government of the Republic of Serbia assumed all obligations towards the ECPD arising from the above Agreement, including the provision of technical and accommodation facilities. According to that principle, first the State Union of Serbia and Montenegro and then the Republic of Serbia assumed the role of the host country.

Based on the principle of continuity of statehood, one of the main principles of the international law, all entities created from the parts of former Yugoslavia inherited and recognized the

laws and international agreements concluded by the SFR Yugoslavia. Accordingly, the ECPD enjoys the same status and the same rights in all the territories which represented an integral part of the Socialist Federal Republic of Yugoslavia in 1985 when the Law was ratified.

The European Center for Peace and Development of the University for Peace est. by the United Nations is managed by the ECPD Council and the Executive Director with a team of officials and experts. In carrying out its activities, the ECPD relies to a large extent on its close relations with numerous institutions throughout the world. Besides its Headquarters in Belgrade, the ECPD has also organized its operational units, affiliations, rep-offices and program units in many European countries.

In order to improve the quality of life, it is necessary to take a comprehensive approach to problem solving. The ECPD has chosen to apply an interdisciplinary approach by carrying out the following seven closely interrelated groups of programs:

- Development of natural resources;
- Development of human resources;
- Economic development;
- Scientific and technological development;
- Integrated/Sustainable development;
- Cultural development;
- Management.

The ECPD devotes special attention to bringing together the intellectual potentials of the West and the East, as well as to strengthening cooperation between the North and the South. To this end, the ECPD organizes and conducts:

- Postgraduate studies at the Specialist, Master's and Doctoral levels;
- Elaboration of research projects and studies devoted to the current problems of peace and development;
- Scientific meetings, symposia, conferences, courses and seminars at which the results of its researches are also presented;

- Publishing, printing and distribution of the proceedings of its scientific meetings, studies and other scientific papers relevant for the ECPD activities.

By its programs, the ECPD provides a scientific basis for the establishment of appropriate relations between market economies and economies in transition, thus alleviating and closing a gap in their levels of development. In addition to this, the ECPD programs promote a better understanding of and tolerance among countries and peoples, as well as peace, development and democracy. As an international, non-profit organization, the ECPD enjoys full academic freedom necessary for the attainment of these desired aims, especially with respect to the selection of the areas and methods of research aimed at promoting peace and disseminating knowledge about peace and development.

Numerous international and regional organizations have entrusted and entrust the European Center for Peace and Development of the University for Peace established by the UN with specific programs and projects, including the UN Industrial Development Organization (UNIDO), UN Educational, Scientific and Cultural Organization (UNESCO), UN Development Program (UNDP), UN Organization for Trade and Development (UNCTAD), International Monetary Fund (IMF), World Bank (WB), International Labor Organization (ILO), World Health Organization (WHO), UN International Children's Fund (UNICEF), World Trade Organization (WTO), International Atomic Energy Agency (IAEA), UN Commission on International Trade Law (UNCITRAL), Organization for Economic Cooperation and Development (OECD), Inter-American Development Bank (IDB), European Bank for Reconstruction and Development (EBRD), International Trade Center (ITC) and others.

The ECPD has so far carried out exceptional activities and achieved remarkable results, reflected in over 1 000 educational, research, consulting and other projects.

# ECPD International Postgraduate and Doctoral Studies

Starting from its mission that peace is strengthened by development, the ECPD carries out numerous multidisciplinary activities aimed at improving the quality of life and consistent strategy for development of countries. Among these activities, special attention is devoted to dissemination of knowledge, education and professional development of human resources as a universal source of genuine progress of each society.

The main task of the ECPD is conducting research and organizing postgraduate studies and international transfer of knowledge, based on a synergetic and multidisciplinary approach to the studies oriented towards a timely and efficient solving of acute and chronic development problems relating to the quality of life in the specified regions of Europe, especially in its south-eastern part.

The ECPD International Postgraduate and Doctoral Studies are based on the affirmation of the highest international achievements, academic knowledge and experience. These studies offer candidates the highest level of teaching, but also request great dedication and hard work. Selection of courses, methods of teaching and renowned teachers guarantee quality and interesting studies that provide candidates with high level of knowledge required for successful performance of jobs in various fields, based on modern academic skills and their practical implementation.

The ECPD's motto is that postgraduate studies must provide the highest quality and contribute to the excellence.

The ECPD offers the following postgraduate programs at Specialist, Master and Doctoral levels:

- **General Management;**
- **Strategic Management;**
- **Financial Management;**
- **Global Financial Data Management;**
- **Production Management;**
- **Marketing Management;**
- **Urban Management;**
- **Environmental Management;**
- **Sustainable Development Management;**
- **Technology of Solving Development Problems;**
- **Human Resource Management;**
- **Health Management;**
- **Global Health Development;**
- **Biomedicine Study Program;**
- **Management in Science and Education;**
- **Management in Culture and Arts;**
- **Project Management;**
- **Entrepreneurship Management;**
- **Management of Quality and Logistical Processes;**
- **Management in Public Sector;**
- **International Economics, Finance and Banking;**
- **International Relations and Diplomacy;**
- **Economic Diplomacy;**
- **European Union, Integration and EU Law;**
- **International Business Law;**
- **International MBA School;**
- **International MBA-IT School;**
- **Peace Studies, Human Rights and Human Security;**
- **National Security Affairs;**
- **Security and Terrorism;**

- **Contemporary Intelligence Studies;**
- **Violent Extremism and Radicalization;**
- **Strategic Risk and Crisis Management;**
- **Disaster and Risk Management;**
- **Sports Management;**
- **Integrative Music Performance, Multimedia and Entrepreneurship;**
- **International Romology and Indology Studies.**

The ECPD postgraduate programs have been carried out in several ECPD centers, including:

- Belgrade and Novi Sad, Serbia;
- Sarajevo, Banja Luka and Mostar, Bosnia and Herzegovina;
- Zagreb and Pula, Croatia;
- Podgorica, Montenegro;
- Skopje, North Macedonia;
- Ljubljana, Slovenia;
- Tirana, Albania;
- Trieste, Italy;
- Sofia, Bulgaria;
- Timisoara, Romania;
- Budapest, Hungary;
- Vienna, Austria;
- Heidelberg, Germany;
- Brussels, Belgium;
- Athens, Greece;
- Ankara, Turkey;
- Helsinki, Finland;
- Paris, France;
- London, UK;
- Moscow, Vladivostok and Nizhny Novgorod, RF;
- Kuala Lumpur, Malaysia;
- Nicosia, Cyprus.

The ECPD Academic Council appoints the management and the permanent composition of the Council of the ECPD International Postgraduate Studies which consists of the competent academics and public figures from Serbia, Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Slovenia,

Albania, Italy, Spain, Bulgaria, Romania, Hungary, Switzerland, Austria, Germany, Netherlands, Sweden, Greece, Finland, France, UK, Russian Federation, USA, Canada, Japan and other countries.

This Council is responsible for proposing and innovating the academic programs, based on the attitude that education is the main investment in the overall technological, economic and social development of each country, especially in the circumstances of strong tendencies towards globalization of the world economy and keen competition in the international market.

The task of the Academic Council is to verify teaching curricula, course syllabi, method, place and time of organizing postgraduate studies, as well as other elements relevant for the quality of educational processes.

The Scientific and Educational Board of the ECPD International Postgraduate Studies is acting towards establishing connections with international, regional and national governmental and non-governmental organizations, as well as with renowned universities from Europe and the world.

We mention here some of the ECPD's partners: University of Trieste, UNIDROIT, International Development Law Organization (IDLO), (Italy); Diplomatic Academy of Vienna, UNCITRAL, Vienna University (Austria); Johns Hopkins Georgetown University, International Law Institute (ILI), Long Island University (LIU), LIFE University and Truman State University (USA); Universities of Castilla – La Mancha, Compulgence, Blanquerna Ramon Llull University (Spain); University of the West of England, University of Bradford (UK); University of Vaasa (Finland); University of Athens (Greece); Black Sea University, University of Arad and University of Timisoara (Romania); University of Skopje (North Macedonia); Universities in Sarajevo, Banja Luka, Tuzla and Zenica (Bosnia and Herzegovina); Universities in Ljubljana and Maribor (Slovenia); Universities in Belgrade, Niš, Novi Sad and Kragujevac (Serbia).



# The Organization of the ECPD International Postgraduate and Doctoral Studies

Postgraduate and doctoral studies are organized in such a way as to ensure **(a) high-quality teaching, (b) full mastering of new knowledge, (c) development of the ability to use the acquired knowledge and (d) development of the motives and capacity to learn through the application of the acquired knowledge and to acquire new one upon completion of these studies.** In order to attain these teaching aims, coupled with economical use of all resources, postgraduate studies are conducted according to the following organizational principles:

1. Candidates shall meet all admission requirements in full;
2. Teachers shall satisfy the modern research and teaching criteria in full;
3. The attendance of classes shall be preferred and active participation shall be encouraged;
4. Teaching process can be organized in three ways – on site (at the ECPD premises in different European countries where ECPD is con-

ducting its study programs), online (via the Zoom platform) or combined (partly on site and partly online). This shall depend on several different factors, primarily on the outcome of the agreement between the candidates and the teaching staff in each particular case;

5. All obligations of the teaching staff and candidates within the scope of these studies shall be discharged in a timely, creative, high-quality and cooperative manner;
6. Prior to the beginning of each semester, all necessary literature for studying the contents of teaching in the relevant semester shall be provided. During the teaching days, the candidates shall have access to the Internet;
7. All administrative work and service linked to the teaching process shall be performed on time and in a reliable, high-quality and engaging way.

Instruction within these postgraduate studies is provided on a case-to-case basis, i.e. it depends





on the specific features of each concrete situation.

### ECPD Methods of Teaching and Learning

Methods might include all or any of the following, selected as appropriate to the discipline or field of study and the program's aims, mode of delivery and typical entrants:

- Lectures;
- Tutorials;
- Seminars;
- Practical work, for example in a laboratory, in the field, workshop or studio;
- The use of textbooks, journal papers, electronic databases and other self-study and e-learning materials;
- Project work;
- Practice sessions and learning through case studies;
- Work-based learning.

### ECPD Assessment Methods

Appropriate and effective assessment will enable candidates to demonstrate the outcomes of learning intended for the program. Assessment

methods may be based on any or all of the following:

- Report assignments;
- Essay assignments;
- Practical reports or portfolios;
- A dissertation or other output from research/project work, which may include artefacts, performances or compositions;
- Written examinations;
- Oral examinations;
- Problem-solving exercises;
- Oral presentations;
- Posters;
- Placement reports.

Programs may assess not only academic skills but also other skills and competencies including, where relevant, the requirements of professional bodies that recognize or accredit the program. Particularly for a modular Master's program that uses credit accumulation; providers will wish to ensure that suitable methods are used to assess the intended learning outcomes not only of the constituent parts but also of their integration and synthesis across the program.



# The Management of the ECPD International Postgraduate and Doctoral Studies

Executive management of postgraduate and doctoral studies is entrusted to the Director of Studies, who has all authorizations and responsibility to ensure the quality, effectiveness and efficiency of the overall teaching process.

The coordination of instruction, research, elaboration, review and evaluation of Specialist paper/Master's thesis/Doctoral dissertation, equalization and observance of the evaluation criteria, application of the proper teaching methods and the like are performed by the ECPD Scientific and Educational Board, comprising off all teachers and chaired by the Director of Studies.

The organization of all technical, administrative, service and other activities, which are necessary for a thoughtful, timely and efficient conduct of postgraduate and doctoral studies, is entrusted to the Organization and Administrative Officer.

Director of the Program is **Prof. Dr John Maresca** (Former Rector of the UPEACE, Former USA Deputy Assistant Secretary of Defence, USA).

Prof. Dr John Maresca is a distinguished American diplomat, business leader and educator. Prof. Maresca has held a number of posts in the US government including Deputy Assistant Secretary of Defense (1986–1989), US Ambassador, United States Delegation to the Organization for Security and Cooperation in Europe (1992–1994), US Ambassador and Special Representative for mediation of the conflicts in Cyprus and Nagorno Karabakh. Prof. Maresca has also founded, led and contributed to a number of prominent NGOs and private sector companies. Prof. Maresca served as a Rector of the United Nations University for Peace (2007–2013) in Costa Rica.

## The Efficiency and Effectiveness of Studies

**These postgraduate studies are organized according to the effectiveness and efficiency criteria.**

The efficiency criterion anticipates the acquisition of new, yet necessary, knowledge and skills for a scientifically based analysis, understanding and solving of problems. Knowledge and skills acquired at these studies guarantee the international competence of a Master's/Doctor of Science in the fields that have been taught.

The efficiency criterion involves the timely implementation of all parts of the teaching and research process within these studies. In giving instruction within the scope of postgraduate studies, attention is devoted to the rational organization, observance of the beginning and completion dates of all activities, both by teaching staff and postgraduate candidates in an attempt to ensure that all candidates complete successfully their studies within schedule.

## Academic Title

The postgraduate candidate has successfully completed his/her postgraduate studies if (a) he/she passes all examinations, (b) shows the ability to apply scientific methods and systematized, proven skills and techniques in solving the real problems – which is confirmed by the quality of seminar papers and their presentation and defence, (c) demonstrates an adequate skill in critical analysis of the problem and sufficient creativity in finding the solution to a problem, and (d) successfully prepares, presents and defends a Master's/Doctoral dissertation.

Upon successful completion of these postgraduate studies, a candidate acquires the academic title of the Master's/Doctor of Science, for which a diploma is awarded. It should be noted that this diploma is valid in all UN member countries.

# Admission Criteria

For the admission of candidates to these postgraduate studies, it is necessary to meet the following requirements:

1. Adequate and relevant undergraduate/postgraduate level degree depending on academic progression;
2. Inclination towards solving and/or research into the solving of development problems;
3. Ability to use professional literature in English or one of the official UN languages.

Furthermore, the following requirements should be also satisfied:

1. Assuming an obligation to attend classes regularly during all semesters established by the curriculum, as well as an obligation to participate regularly in the entire teaching process;
2. Assuming an obligation to complete the studies until the end of the anticipated teaching period, i.e. all examinations have to be passed, and seminar papers, Specialist paper, Master's thesis and Doctoral dissertation have to be written and defended.

The contract on mutual obligations will be signed between the candidate and the organizer of postgraduate and doctoral studies.

Preparatory instruction is organized for postgraduate candidates who need English and/or computer lessons. All instruction will be provided during the first semester.

Remedial instruction is organized for postgraduate candidates who need lessons in mathematics and/or statistics. Remedial instruction is conducted during the first and second semester.

In order to satisfy the curiosity of the candidates, ad hoc instruction will be provided during the second and third semester. It is organized in the form of invitational lectures on the topics agreed in advance, which last 2-3 hours. The contents

of invitational lectures are complementary with the contents of lectures in the specified subjects, or in some of the topical issues which deserve academic attention.

During the second semester, compulsory lectures on the skills and techniques of an oral, written, computer-assisted and multimedia presentation are held.

## Application Procedure

The ECPD evaluates each applicant individually and through a personal interview. Some factors, such as academic preparation, previous accomplishments, extracurricular activities, work experience, communication and interpersonal skills may be taken into account as contributing factors for admission criteria. Important criteria used for evaluating applicants are the letters of recommendations and performance during the personal interview conducted with each candidate prior to admission. The ECPD seeks potentially successful candidates who are involved, committed and responsible.

Applications are considered to be complete only after all supporting documents have been received. The Admissions Officer will inform applicants if information is missing and it is the responsibility of each applicant to ensure that any missing documents are provided promptly.

The official closing date for applications is February 15th, i.e. September 15th of the year of entry to the Program. Applications received after these dates will only be reviewed if space is available.

To process an application, candidates need to submit the following:

- A completed and signed Application form;
- Personal recommendation letter forms (desirable);

- An authorized copy of degree certificate(s) and transcript(s);
- Curriculum Vitae (CV) detailing relevant educational and professional experience.

Potential candidates who are attracted by what the ECPD has to offer, but unsure about their eligibility for our Program and whether it is the right course for them are invited to contact the Admissions Officer for an informal discussion.

The Application Form can be obtained from: the ECPD Office, Terazije 41, 11000 Belgrade, Serbia, Tel: +381 11 3246 041, Fax: +381 11 3240 673, E-mail: [ecpd@eunet.rs](mailto:ecpd@eunet.rs) [office@ecpd.org.rs](mailto:office@ecpd.org.rs), Website: [www.ecpd.org.rs](http://www.ecpd.org.rs).

Applicants are advised to answer all questions contained in the Application Form. In case applicants may wish to add personal information, they may do so by providing additional pages. Once the application and all required documents are available, the application will be reviewed and acted upon by the Admission Committee.

The Admission Committee is composed of the Program Director and two professors. It is the responsibility of the Committee to study and to evaluate all applications and finalize the acceptance for admissions.

### Open Days and Interviews

Each year between May and July, we hold an Open/Interview Day at the ECPD Headquarters and ECPD centres in many European countries. The day typically includes a presentation on the Program by the Program Director, a short lecture given by an ECPD faculty member and an informal discussion with the potential applicant. These do not form part of the selection procedure, but are simply designed as „taster” sessions to give a deeper insight into the ECPD program.

These days can be used as informational sessions only to find out more about the Program or they can be combined with a formal interview. Candidates who appear to meet, based on their application, our criteria

are invited to the ECPD for a formal interview. These interviews can be conducted at the ECPD Headquarters, other ECPD centers in many European countries or online.

### Student Life and Accommodation

We strive to bring candidates together through purposely designed evening social gatherings, cultural events and parties. Although time is always a precious commodity for the candidates, those who wish to develop extracurricular interests will find that the ECPD has a society to suit almost every taste. The ECPD provides a range of different types of accommodation in partnership with private landlords and local hotels.

### Academic Honesty Code

The ECPD, as an instrument of learning, is predicated on the existence of an environment of integrity. Members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining an atmosphere and attitude of academic integrity. Candidates share this responsibility for maintaining standards of academic performance and classroom behaviour conducive to the learning process. All courses offered at the ECPD follow the official Academic Honesty Code as described hereafter.

Candidates are advised to familiarize themselves with the code as violations can lead to serious sanctions, including dismissal from the study program: “A candidate who willingly gives or receives aid during tests or exams, engages in cheating or plagiarism, copies another student's work, or submits material claimed as his or her own while it is copied from the Internet or other sources, will receive a grade 5 (Five) – not satisfactory, in the Program and could be dismissed from the ECPD. Before the sanction is taken, the candidate will have the right to a hearing in front of the Disciplinary Committee composed of the Program Director, two professors, and the candidate class representative”.



# National Security Affairs Study Program

## National Security Affairs – Specialist Studies

The main purpose of the ECPD Specialist Studies is:

- To prepare candidates who do not have a degree in this specific area but are already working or getting a position in this area;
- To enable those undertaking this program an effective and efficient knowledge of the main strategies and operational principles and applications to face huge challenges within the area.

Graduates of all ECPD postgraduate and doctoral programs, including specialist studies, should be capable of demonstrating a systematic understanding of knowledge. They should be capable of implementing originality in their application of that knowledge and solving and addressing problems. The main advantage of these programs is to enhance overall knowledge and skills in relation to a complex and demanding job. In relation to current and future employment,

specialist's graduates will be expected to possess the skills needed to exercise independent expertise and to become efficient with the job.

A range of generic abilities and skills will be developed, which include the ability to:

- Use initiative and take responsibility for solving problems in creative and innovative ways;
- Make decisions in challenging situations;
- Continue to learn independently and to develop professionally, including the ability to pursue further research where appropriate;
- Communicate effectively, with colleagues and a wider audience, in a variety of media;
- Continue to study on the Master's and Doctoral levels.

### Program Structure

The Specialist program (1 year / 2 semesters) consists of:

- 8 mandatory courses;
- Research Proposal;
- Final Project (Specialist Paper).

No.	Course	Hours	ECTS	Semester
1.	Globalization and National Security – Prospect and Future	2L+2P	6	I
2.	Power and National Security	2L+2P	6	
3.	Political Decision-Making and National Security	2L +2P	6	
4.	Research & Methodology	3L+2P	7	
5.	Research Proposal		5	
Semester I		ECTS	30	
6.	National Security and the Economic Challenges	2L+2P	6	II
7.	Migratory Movements and National Security	2L+2P	6	
8.	National Security and Terrorism	2L+1P	4	
9.	Critical Thinking in National Security	2L+1P	4	
10.	Final Project (Specialist paper)		10	
Semester II		ECTS	30	
Total		ECTS	60	

## National Security Affairs – Master's Studies

The main purpose of the ECPD Master's Studies is:

- To prepare candidates for the next stage in their careers, whether pursuing further research or entering employment of different kinds;
- To enable those undertaking this program to contribute towards research in the discipline.

Graduates of all ECPD Master's degrees should be capable of demonstrating originality in their application of that knowledge and in addressing problems. They will have demonstrated a comprehensive understanding of those techniques applicable to their own research or advanced scholarship. In relation to future employment, Master's graduates will be expected to possess those skills needed to exercise independent learning and to develop new skills on a high level.

ECPD offers a Master's degree with the specific intention of:

- Enabling candidates to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment;
- Enabling candidates to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience. This may include enabling candidates to develop knowledge of a new discipline or field of study in combination with a relevant subject area in which they have prior knowledge or experience;
- Enabling candidates to learn how to conduct research, often linked to a particular discipline or field of study;
- Enabling candidates to undertake a research project on a topic within the area of interest that makes up the majority of the overall assessment;
- Enabling candidates to specialize or to become more highly specialized in an area of employment or practice related to a particular profession.

### Characteristics of the ECPD Master's Graduates

Graduates of ECPD Master's Studies typically have:

- Subject-specific attributes;
- An in-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in the subject area;
- The ability to study independently in the subject area;
- The ability to use a range of techniques and research methods applicable to advanced scholarship in the subjects, including generic attributes (those skills relevant to an employment – setting).

A range of generic abilities and skills that include the ability to:

- Use initiative and to take responsibility for solving problems in creative and innovative ways;
- Make decisions in challenging situations;
- Continue to learn independently and to develop professionally, including the ability to pursue further research where appropriate;
- Communicate effectively, with colleagues and a wider audience, in a variety of media.

### Program Structure

Master's studies are organized as a one-year program (60 ECTS) or as a two-year program (120 ECTS), depending on the previously acquired ECTS (240 ECTS or 180 ECTS).

A one-year (two semesters) Master's Program consists of:

- 6 mandatory courses;
- 3 elective courses out of 6 offered;
- Methodology of Scientific Research;
- Master's Thesis.

A two-year (four semesters) Master's Program consists of:

- 9 mandatory courses;
- 3 elective courses out of 6 offered;
- Methodology of Scientific Research;
- Master's Thesis.

## 1-Year Master's Program

No.	Course	Hours	ECTS	Semester
1.	International Relations, Integration and Globalization	2L+2P	5	I
2.	National Security – Traditional vs. Contemporary Views	2L+2P	5	
3.	Globalization and National Security – Prospect and Future	2L+2P	5	
4.	Critical Thinking in National Security	1L+2P	4	
5.	Leadership and National Security	2L+2P	5	
	National Security and Law and Ethics			
6.	Methodology of Scientific Research	2L+2P	6	II
<b>Semester I</b>		ECTS	<b>30</b>	
7.	Political Decision-Making and National Security	2L+1P	5	
8.	National Security and Civil Society	2L+1P	5	
9.	National Security and Economic Challenges	2L+1P	5	
	Migratory Movements and National Security			
10.	National Security and Environmental and Health Challenges	2L+1P	5	II
	National Security and Energy Challenges			
11.	Master's Thesis	15P	10	
<b>Semester II</b>		ECTS	<b>30</b>	
<b>Total</b>		ECTS	<b>60</b>	

## 2-Year Master's Program

No.	Course	Hours	ECTS	Semester
<b>I YEAR</b>				
1.	International Relations, Integration and Globalization	2L+2P	7	I
2.	National Security – Traditional vs. Contemporary Views	3L +2P	8	
3.	Globalization and National Security – Prospect and Future	3L+2P	8	
4.	Leadership Skills and Self-Assessment	2L+2P	7	
	Communication and Public Relations Skills			
<b>Semester I</b>		ECTS	<b>30</b>	
5.	Power and National Security	3L+2P	8	II
6.	Leadership and National Security	2L+2P	7	
	National Security and Law & Ethics			
7.	Political Decision-Making and National Security	3L+2P	8	
8.	Methodology of Scientific Research	2L+2P	7	
<b>Semester II</b>		ECTS	<b>30</b>	
<b>Year I</b>		ECTS	<b>60</b>	
<b>II YEAR</b>				
9.	National Security and Civil Society	3L+2P	8	III
10.	National Security and Economic Challenges	3L+3P	8	
11.	National Security and Environmental and Health Challenges	3L+2P	8	
	National Security and Energy Challenges			
12.	Critical Thinking in National Security	2L+2P	6	
<b>Semester III</b>		ECTS	<b>30</b>	
13.	National Security and Terrorism	3L+2P	8	IV
14.	Master's Thesis	15P	22	
<b>Semester IV</b>		ECTS	<b>30</b>	
<b>Year II</b>		ECTS	<b>60</b>	
<b>Total</b>		ECTS	<b>120</b>	

## National Security Affairs – Doctoral Studies

Doctoral degrees are the most individually distinct of the academic qualifications available because of their roots in research and the pursuit of knowledge, as well as the requirement for the candidate to produce work demonstrating original thought based on independent study.

### Characteristics of the ECPD Doctoral Graduates

ECPD will provide opportunities that all candidates will have had diverse life experiences and varying opportunities during their Doctoral studies, thus each graduates with a unique range of attributes. However, all Doctoral graduates should be able to:

- Search for, discover, access, retrieve, shift, interpret, analyze, evaluate, manage, conserve and communicate an ever-increasing volume of knowledge from a range of sources;
- Think critically about problems in order to produce innovative solutions and create new knowledge;
- Plan, manage and deliver projects, selecting and justifying appropriate methodological processes while recognizing, evaluating and minimizing the risks involved and the impact on the environment;
- Exercise professional standards in research and research integrity, and to engage in professional practice, including ethical, legal and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities;
- Support, collaborate with and lead colleagues, using a range

of teaching, communication and networking skills to influence practice and policy in diverse environments;

- Appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences, including the public;
- Build relationships with peers, senior colleagues, candidates and stakeholders with sensitivity to equality, diversity and cultural issues.

Furthermore, Doctoral researchers are increasingly being encouraged to develop their foreign language and enterprise skills, and to cultivate business acumen. All Doctoral graduates will have developed during the course of their research additional specialist knowledge within their discipline, while those who have studied a professional Doctorate are likely to have been required to have particular professional experience that informs the topic of their research studies. They may well also have been required to engage in further study related to that professional field as part of their Doctorate. Finally, Doctoral graduates will be able to prepare, plan and manage their own career by completing the IDP.

### Program Structure

The Doctoral Program (at least 3 years / 6 semesters) consists of:

- 9 mandatory courses;
- 4 elective courses out of 8 offered;
- Publication of 2 scientific papers in international and other reference journals (prerequisite for defense of the Doctoral dissertation);
- Doctoral dissertation preparation (4 phases) and defense (60 ECTS in total).





No.	Course	Hours	ECTS	Semester
I YEAR				
1.	International Relations, Integration and Globalization	2L+1P	6	I
2.	National Security – Traditional vs. Contemporary Views	2L+2P	8	
3.	Globalization and National Security – Prospect and Future	2L+2P	8	
4.	Critical Thinking in National Security Leadership and National Security	2L+2P	8	
Semester I		ECTS	30	
5.	Methodology of Scientific Research	3L+3P	10	II
6.	Power and National Security	3L+3P	10	
7.	National Security and Environmental and Health Challenges Migratory Movements and National Security	3L+3P	10	
Semester II		ECTS	30	
Year I		ECTS	60	
II YEAR				
8.	National Security and Law & Ethics	4L+4P	10	III
9.	National Security and Weapon of Mass Destruction	4L+4P	10	
10.	National Security and Economic Challenges National Security and Energy Challenges	3L+3P	10	
Semester III		ECTS	30	
11.	National Security and Civil Society	3L+3P	10	
12.	National Security and Terrorism National Security and Cyber Threats	4L+4P	10	IV
13.	Professional Development and Leadership Skills	3L+3P	10	
Semester IV		ECTS	30	
Year II		ECTS	60	
III YEAR				
Doctoral dissertation I phase (literature collection and review)			60	V and VI
Doctoral dissertation II phase (defining the topic and applying)				
Doctoral dissertation III phase (preparation and work on the dissertation)				
Doctoral dissertation IV phase (completion of the dissertation)				
Doctoral dissertation defence				
Year III		ECTS	60	
Total		ECTS	180	

The Doctoral studies last at least three years and are accredited with 180 ECTS with prior duration of Undergraduate and Master's studies of at least 5 years and 300 ECTS. The Doctoral dissertation is the final part of the study program of Doctoral studies, except for the Doctorate of Arts which is an artistic project. The volume of the Doctoral dissertation should range from 80.000 to 100.000 ±10% words.

The prerequisite for the defense of the Doctoral dissertation is the publication of two scientific papers in international and other reference journals.

# List of Modules

## 1. National Security – Traditional vs. Contemporary Views

This is a survey course that focuses on the main principles, organizational structure and other vital elements of every national security apparatus. While a greater emphasis will be placed on the Balkans, we will also consider a wider arena. In that context, we will consider the national security apparatus in other important global actors (e.g. EU, NATO, Russian Federation, People's Republic of China, etc.). We will examine what national security means in the 21st century, as well as how has national security changed in a rapidly globalizing world that is much more complex and fast-paced than it was just 20 years ago? We can no longer simply look at "traditional" security threats (i.e., military issues) – today, we must consider a much broader swath of issues (e.g., so called asymmetric violence, immigration, environmental protection, cyber space, etc.) and the organizations that deal with them. Moreover, in the contemporary world defining, framing policy and acting on security issues is no longer just the domain of the government. Although this is virtually true for every contemporary political community, it is especially true in modern democracies where civil society plays a major role in the foreign policy arena. Without a firm grip on national security, intelligence, information and regional studies have no purpose. This course will be conducted primarily via the Socratic Method and occasionally by lecturing.

## 2. Globalization and National Security – Prospect and Future

This course will examine the structures and functions of the globalizing world, especially the new reality in which states no longer are the only significant actors on the global stage. While the state still retains the significant

power, legitimacy and sovereignty on the world stage are now shared by them with a whole host of non-state actors. Non-state actors, such as companies, terrorist groups, religious communities, etc., buoyed by new technology, have changed the way we think and act on national security questions. In some cases, non-state actors have eclipsed state actors, while on other issues, state and non-state actors have worked together and, certainly, in many cases state actors still dominate. Moreover, some non-state actors (e.g. ISIS) have captured the three elements that comprise recognizable political, social and economic competence: legitimacy, power and sovereignty. We will consider how we sort through the information, who the actors are, how they are connected and how we establish priorities. The new reality is not a chess board as has been argued by some, but more like a flowing interaction where organizational boundaries change and at times can get confused, thus making process and outcomes more uncertain. At first, the "new map" must be viewed from a different perspective to see how global patterns have changed dramatically since the end of the Cold War. Only then will it be possible to drill down into specific components of the new arena. This course will be conducted via the Socratic Method and by lecturing.

## 3. Critical Thinking in National Security

This is a course designed to explore the elements of critical thinking and to apply them to the national security



environment. First of all, we will consider the basic principles of critical thinking—how does critical thinking differ from thinking that falls short of the standards of critical thinking? To this end, we will analyze the standards established by the National Council for Excellence in Critical Thinking. Then we will look at some of the most vexing long-term and short-term current challenges to national security and apply principles of critical thinking to them. Critical thinking can be especially useful in understanding externalities, that is, unseen circumstances. To help shape the students' minds to think critically, we will engage in the Socratic Method, some lecturing and the examination of several case studies to determine how critical thinking was or was not applied.

#### 4. Power and National Security

This course focuses on hard, soft and smart power and how these different forms of power can be used (e.g., diplomatic, military, economic, clandestine). We will examine power in the context of global relations and new developments in Europe and other parts of the world. That is, power is understandable only when measured against another entity or object - when and where different forms of power and blends of power can be used successfully. In the contemporary world, the concept of power and national security challenges must move beyond any single government to include the interests, capabilities and influences of other actors. We must consider other state and non-state actors, as well as citizens and social organizations (the civic culture) and how they impact the means and methods used to understand and meet national security challenges. The most obvious use of power in

international relations is the use of force, but the exercise of this form of power has been more difficult than expected for different nations since the end of the Cold War.

#### 5. Leadership and National Security

This course will examine the nature of leadership—what makes leaders—and will use it as a template to examine leaders in government, industry, international organizations, NGOs/ NSOs. We will examine how leaders differ from managers and what qualities of leadership are needed in government and society to formulate and execute national security policy in these different arenas. Nevertheless, we will also examine the Western Balkans and how leadership in government and society shapes the issues that define national security, how they propose resolving them and how they interact with other leaders. For example, what is different—or the same—in how different Presidents execute leadership and exercise power. What are the forces that constrain them or, conversely, allow them the freedom to use the instruments of power? How do leaders bring various power centers together to address critical issues and how do they deal with opposing power centers, both within our country and overseas? How do psychological and personality idiosyncrasies impact the exercise of power? This course will be taught using the Socratic Method, lecturing and the use of case studies. It is not possible to understand leadership without understanding the data that opens leaders and leadership to scrutiny.

#### 6. National Security and Law & Ethics

In this course, we focus on how domestic and international law and ethics (including Just War Doctrine) intersect with the formation and execution of national security policy. This becomes an especially important issue, as security issues move well beyond the law and ethics that were established to deal with an earlier reality—i.e., a system that was established



by and for a world dominated almost exclusively by states. In this context, we will examine the foundations of national and international law, especially how they apply to war, economic interactions, political intercourse and diplomatic relations. But, we also need to venture into areas that are so far uncharted, or have been only partially charted, such as cyber issues, terrorism, non-state actors, etc., at the community, national and international levels and how they interact. Do we still live in an anarchic world? How do we formulate law dealing with contemporary technology? Do the Geneva Conventions—formulated in the 19th and mid-20th centuries to deal only with state on state activity - speak to a world where asymmetric warfare is becoming increasingly symmetric? How does international law affect economic activity in a world where there are now substantial challengers to the world economic preponderance? And how does law adapt to “real time” or “just in time” production where business is less concerned about national borders than it is about finding cheap labor and friendly laws—wherever they might be in the world? Closely linked to issues of law are questions of right behavior (ethical standards) and how they apply to the formation and execution of national security policy, whether technically legal or not. This course will be taught via the Socratic Method, some lecturing and the use of case studies.

## **7. Political Decision-Making and National Security**

In this course, we explore the role of parliaments, governments and the political decision-making processes in carrying out its constitutional and political roles in formulating and executing national security policy. This includes functions such as oversight, legislation, investigation and budgets. But it also includes political, economic and social considerations, such as philosophical differences, economic (employment) issues, bias, law, the impact of money, etc. In particular, we need to look at how the main political

entities reflect the interests and values of their constituencies, the influence of NGOs and social groups, the pressures of state and local governments, the impact of the media, religion and ethnicity, and the role of money and special interests. We will use this study to discuss James Madison's conception of an economic republic that is driven by latitudinal constructed economic interests versus Karl Marx's longitudinal economic construct, and what the effect is on national security. To understand how the political decision-making processes on security issues in parliaments and governments compare with those of other legislative bodies, we will examine select examples of legislative bodies in democratic and non-democratic societies. This course will be taught using the Socratic Method and lecturing.

## **8. National Security and Terrorism**

To start, we will discuss the definitions of terrorism as understood by major world institutions in order to understand the phenomenon and to come to some conclusion as to what we mean by the term “terrorism.” This course will explore the major domestic and foreign-based terrorist movements. We will distinguish whether there is a difference between terrorism groups and groups that advocate and sponsor rebellion, revolution and liberation movements. For many of these organizations, terrorism will be “in the eye of the beholder.” What are the goals and methods of these organizations? How do they organize and fund themselves, and what are their motives and objectives? How do we determine how good intelligence is in dealing with this issue, which groups are a danger to the national security of the countries, and how do we organize to counter these threats? Can we negotiate with terrorist groups—under what circumstances? How do we build effective policies and methods to defeat them? We also need to look at the questions of individual and human rights, the law and ethical standards in the fight against



terrorism. We will compare and analyze these approaches to practices within the Balkan region. Moreover, is the nature of violence changing - can we still call terrorism "asymmetric" warfare or has it now become very much "symmetric"? This course can be team taught and could be melded together with other courses in order to offer one course that crosses over the curriculum. This course will be taught using the Socratic Method, some lecturing and the examination of case studies.

## 9. National Security and Environmental and Health Challenges

Environmental issues will be one of the most important security concerns in the years ahead. This problem will exhibit several dimensions. Resource scarcity—especially water - is already becoming a significant issue in several places, such as the Middle East and Southeast Asia. Climate change, which is moving more quickly than scientists originally predicted, is now a major concern. There is a strong link between climate change and some of the poorest parts of the globe, such as Africa where drought is disrupting the patterns of life and in the Arctic where melting ice has opened new competition for the control of navigable water ways. There is also an intimate connection between environmental degradation and health, as we saw in the Ebola outbreak in 2015, the Zika pandemic in 2016, and in particular during COVID-19 pandemic. More than five million people a year die from pollution. Climate and healths issues become so significant and interconnected that many international institutions devote special attention to these issues. Environmental issues no longer are simply the domain of "tree huggers." They now go directly to the heart of security concerns. Environmental issues are also truly global in scope, as are the resulting security problems. This course will strive to give the candidates an understanding of the scope of the environmental challenge, especially the complex dynamics

of climate change, how this issue challenges national security; to understand the role of politics, science and faith. This certainly is a governmental issue, but it is just as much a social problem. This course will be taught using the Socratic Method, lecturing and use of case studies.

## 10. Migratory Movements and National Security

In the contemporary world, shifting populations have become more important to the national security than at any other time in history. Most population shifts today are driven by economic problems and violence. Consequently, in most cases, large numbers of people are seeking better financial and economic opportunities or they are escaping war and brutality. Nevertheless, the contemporary migration scenes can also provide cover for terrorists and criminals who are interested in undermining state institutions, as well as attacking societies and citizens. The recent migration of Syrian and Iraqi refugees is merely one example of contemporary migration. Also, at times in the past, forced migration has pushed hundreds of thousands of people from their homes, and this could become a problem again, especially in Africa, Europe and in the Middle East. In addition, whether these migrations are peace loving or not, porous state borders, modern technology and climate change compound this problem. Migrations, especially large numbers and extended across a long time, directly challenge security because they consume resources, generate backlash and all too often lead to violence. In other words, migration—depending on specific circumstances—affects not only governments, but entire societies. In this course, candidates will examine the dynamics of population movements, the role and limits of intelligence in understanding the scope and depth of population movements, the challenges these movements make to national security and the possible ways to cope with this issue.

The Socratic Method, some lecturing and case studies will be teaching techniques used in the course.

### **11. National Security and Weapon of Mass Destruction**

This course will focus on all levels and types of WMD and actors as they constitute threats to national security. Despite the progress made over the past 40 years to rein in chemical, biological and nuclear weapons through treaties among many of the world's countries, the changing structure of the global environment has brought with it renewed threats that were not conceivable at the end of the Cold War. The contemporary threat comes not only from a growing number of state actors, but also from a plethora of non-state actors. We can think of the contemporary WMD issue as the "second wave" challenge (the first being the first three decades after World War II). The breadth of the threat is combined with porous national borders and the fact that modern technology can expedite the manufacture and use of weapons of mass destruction. Today, the threat from chemical and biological weapons comes primarily from non-state actors, while the renewed threat from nuclear weapons comes from state and potentially from non-state actors. While the focus recently has been on Iran and North Korea, we also need to focus on India and Pakistan, Israel, Russian Federation, People's Republic of China and the potential for several countries in Asia to develop tactical and strategic nuclear weapons. In addition, the possibility that organizations such as ISIS and the Taliban could acquire nuclear weapons provides a dynamic that was unrealistic just a few years ago. This course will be taught using the Socratic Method, lecturing and case studies.

### **12. National Security and Civil Society**

In this course, we will consider the various elements of civil society and how they understand the threats to national security, how

they influence decision-making and policy-making and the relationship between civil society organizations and the government. Over the past decade, there has been an explosion of civil society organizations around the world. Each one of them has a view of what national security means, usually contextualizing the threat in terms of their own interests. This, plus globalization, modern technology and communications and the relative weakening of many governments, has helped create a situation where almost every aspect of our lives is impacted by civil society organizations. With respect to national security, we will consider arenas such as the media, individual and human rights protection organizations, and a host of NGOs/NSOs— all with an eye on how they interact with national security. How do elements of civil society interact with various governments, how do they see the threat of WMD, and how do they persuade the public to support them? This course will be taught using the Socratic Method, lecturing and case studies.

### **13. National Security and Economic Challenges**

The globalizing world, coupled with advances in technology, has led to a revolution in economic affairs. Consequently, economic, financial and business practices are producing challenges to national security of many countries the likes of which we have never seen before. The uncertainties of modern economics, and the political and military dimensions have made the challenge even more current. We now have a host of competing national economies, as well as competition from international businesses and conglomerates that have no real national home or national loyalty, but span the globe seeking out the most advantageous financial environment. In addition to economic competition, our security is challenged by increasing levels of industrial espionage, substantial grey and black economies and large criminal enterprises. We need to understand

where the threats come from, how they work and how we can meet these challenges. This course will be taught using the Socratic Method, lecturing and case studies.

#### 14. National Security and Energy Challenges

What will be our future energy needs and how will we supply them? The volatility of energy sources, political and military upheavals, and sliding energy costs (especially in oil) all impact national security. In addition, we must consider the security implications of nuclear energy and renewable energy sources with respect to development, cost and safety. Beyond the specific questions of the challenges to energy sources, this course also will examine the impact of price variations, the possibilities of terrorism and sabotage aimed at energy sources, producers and users and the impact hostile attacks will have on different societies and how these threats can best be met. This course will be taught via the Socratic Method, lecturing and guest speakers.

#### 15. National Security and Cyber Threats

The issue of cyber challenges threatens every level of state and society, from individuals and corporations to major government agencies and departments. For every advance in modern technology, there is a counter-advance in threats and damages that would undermine those advances. The threats today come from state and non-state actors and they span everything from terrorist recruitment techniques to threats against vulnerable systems in the financial, energy, defense, infrastructure, manufacturing, information, etc. sectors. In this course, we will examine the technologies and techniques of cyber threats, the scope and depth of vulnerabilities, detection and response, legal and privacy implications and examine several case studies. Of special interest and importance is the challenge of very specific threats from sophisticated terrorists and states that intend to challenge interests and the ability of other countries (including the Balkans). Consequently, it can be team taught or folded into existing courses to construct one ECPD wide cyber course.



# ECPD Alumni Association

The care of the alumni network will be in the hands of the ECPD Alumni Officer who endeavours to build a strong, interactive relationship with the ECPD alumni in geographical and business-related areas.

Networking of the ECPD community will be actively encouraged and promoted. The ECPD Alumni Officer will be assisting in this by helping to organize reunions in the European area, as well as refresher courses. The Alumni Office provides practical support to other areas of the ECPD team, including Admissions, External Relations and Career Development.

Alumni members will be receiving the annual Alumni magazine, whose aim is to keep our graduates in touch with news and developments in the ECPD and with alumni news and achievements, as well as the latest research being conducted by the ECPD faculty members.

A package of services and benefits will be offered to each alumni member. Examples of this package include:

- Receiving the annual ECPD Alumni Members' Handbook which contains contact details for the alumni network to help people stay in touch after graduation;
- Invitations to the ECPD Speaker Events, a program of high profile industry speakers who visit the ECPD to address the current candidates, alumni and VIP guests;
- Invitations to business lectures and updating seminars and conferences;
- Information about courses given by our own teaching staff;
- Access to the ECPD facilities at special rates.

The ECPD is a life-long investment, which leads to a mutually rewarding partnership. Current ECPD candidates, members of staff and alumni alike, share this sentiment.





# Career Matters!

We understand that the decision to enroll in an ECPD study program is often linked to a strategic review of a person's career and a drive for career progression or career change. For this reason, the ECPD organizes annual sessions where candidates can meet and talk with potential employers.

The ECPD works with candidates on a one-to-one basis, using a structured approach to career review. This involves reflection on a candidate's career to date and a review of skills, strengths, personality and values.

Workshops for groups of 10-12 candidates take place during the month of September. These cover themes such as: Planning Your Career; Presenting Yourself Effectively; A CV that Works for You; Networking Skills; and Preparing for Interviews.

Guest speaker events and themed career evenings occur throughout the year.

The ECPD believes that academic and personal support contributes to the candidates' personal and professional development. The following mechanisms are in place to support this:

## 1. Admission and Induction

The ECPD offers a week-long Induction Program for all new candidates in October. It contains some sessions which are generic, such as learning resources, study skills, etc.

## 2. Providing information

All candidates receive a copy of the ECPD Student Handbook and the ECPD program. In addition, candidates can obtain information, both through their Program and the ECPD Support Net. Information is also provided on the website and by e-mail.

## 3. ECPD Support Net

The ECPD Support Net is the ECPD's main platform in supporting learning. At registration, all candidates are provided with their own portal through which they can access information on their Program, individual modules and by e-mail.

## 5. Academic guidance and support

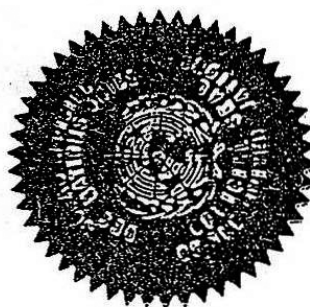
All candidates receive academic guidance and support through their Program Tutor, who has the responsibility for explaining the operation of the Program and giving guidance on progress.





In recognition of  
 a significant contribution to  
 the programme and objectives of  
 the International Year of Peace,  
 proclaimed by the United Nations General Assembly,  
 the Secretary-General designates

*European Centre for Peace and Development*



as a  
**Peace Messenger**

*Javier Pérez de Cuéllar*

Javier Pérez de Cuéllar

15 September 1987

International Year of Peace: السنة الدولية للسلام  
 Международный год мира  
 Année internationale de la paix  
 国际和平年  
 Año Internacional de la Paz

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Former Director-General of UNESCO; President,  
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Macedonian Academy of Sciences and Arts, North Macedonia



Since 1983



The historic core and the present CBD, where the ECPD Headquarters is located