

ECPD



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

ECPD INTERNATIONAL POSTGRADUATE AND DOCTORAL STUDIES



Peace Studies, Human Rights and Human Security

2024.

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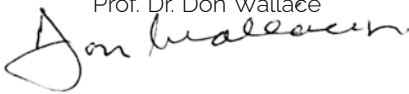


Welcome



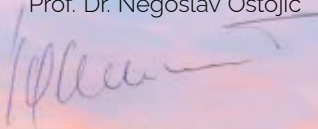
President of ECPD Academic Council

Prof. Dr. Don Wallace




ECPD Executive Director

Prof. Dr. Negoslav Ostojic



Dear Candidates,

The ECPD International Postgraduate Study Programs on Peace Studies, Human Rights and Human Security 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 Peace Studies, Human Rights and Human Security 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 Peace Studies, Human Rights and Human Security, 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 Peace Studies, Human Rights and Human Security 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, Compultence, 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 Vern Redekop** (Saint Paul University, Canada). Co-Directors of the Program are **Prof. Dr Joseph Haldane** (Doshisha University, Japan; University College London, UK) and **Ass. Prof. Aleksandar Wiesner** (ECPD UPEACE, Serbia).

Dr Vern Redekop is a Professor Emeritus in the Department of Conflict Studies at the Saint Paul University in Ottawa, Ontario. Courses taught by Prof. Redekop include: Identity-Based Conflict, Conflict Identitaires, Genocide and Reconciliation, Introduction to Conflict Studies, etc. His research interest is mainly on a hermeneutical framework for understanding deep-rooted conflict between identity groups and what is entailed in reconciliation. He has written numerous articles, papers, and contributed chapters on conflict studies and resolution.

Prof. Dr Joseph Haldane currently holds the following professional positions: since 2019, Full Professor of UCL, Bartlett School of Construction

and Project Management, UCL (University College London), UK; since 2019, Full Professor, Ethics and Governance, Doshisha Business School, Doshisha University Japan; since 2017, Member, Expert Network, World Economic Forum; since 2017, Co-Founder and Co-Director, the OSIPP-IAFOR Research Center, the Osaka School of International Public Policy (OSIPP), Osaka University, Japan; since 2017, Member, International Advisory Council, Department of Educational Foundations, College of Education, University of Hawaii at Manoa; since 2015, Full Professor, Global Governance, Osaka School of International Public Policy, Osaka University, Japan, etc. Dr Haldane is the Founder, Chairman and CEO of IAFOR, a global education and research non-profit organization. Dr Haldane is an entrepreneurial visionary, and a globally recognized leader in international higher education, holding various honorary university appointments.

Dr Aleksandar Weisner is an Assistant Professor at the ECPD University for Peace United Nations. Since 2014, he is a lecturer at the International Summer Academy in Peacebuilding, Conflict Transformation, Mediation and Intercultural Dialogue at the Institute for Peace & Dialogue, Baar, Switzerland; since 1994, the author, editor and director of the School without violence; since 2007, a trainer and co-author of the Free Zone (documentary film in the teaching of civic education for secondary and elementary schools, Rex, B92 Fund, Belgrade); since 2000, a Trainer of the Youth Programme EU, Erasmus +, National agencies of Luxemburg, Belgium, Slovakia, Turkey, Austria, SALTO RC SEE.

Dr Weisner is in the Directory of the British Council (Belgrade Office) as a Teacher Training Expert and an expert for non-formal education. He organized and facilitated numerous trainings,

seminars and tribunes for teachers, pedagogues and psychologists, such as „Methods of work with juvenile delinquents“, „Children's Creative Response to Conflict“, „Frenetic Method and School Democratization“, „Media and Peace Education“, „Education in crisis“, etc.

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 Specialist paper/Master's thesis/Doctoral dissertation.

Upon successful completion of these postgraduate studies, a student 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 candidate 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 office@ecpd.org.rs, Website: 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, candidates, 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 candidate'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”.

Peace Studies, Human Rights and Human Security – Study Program

Peace Studies, Human Rights and Human Security is postgraduate Specialist, Master's and Doctoral study program offering an academic education by combining contemporary knowledge from various scientific disciplines and offering the expertise in several specialized fields. The Program provides opportunity for development of competencies and capacities to deal with any intra-personal, inter-personal, intra-group, inter-groups or social conflicts and challenges for peace and human security. The overall aim is to prepare candidates for further academic work, as well as professional careers within government agencies, (inter)national organizations, private business or education institutions.

Peace Studies, Human Rights and Human Security is comprehensive study program and will focus on researching, analyzing and understanding of the contemporary theories and practices of peace-building, conflict transformation, human rights and human security. This Program is addressed to diplomats, government officials, NGO members, politicians, international civil servants, teachers, journalists, social workers, youth workers, trainers, project coordinators and managers, mediators, police or military officers and any other candidates with ambition for further academic studies.

The Program shares a common goal of providing a critical understanding and analysis of root causes of conflicts and violence in diverse local, national, global and societal contexts, while specifically focusing on various dimensions, strategies, sectors, institutions and levels of conflict resolution & transformation to build a peaceful world.

Peace Studies, Human Rights and Human Security – 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.

In relation to the current and/or future employment, specialist's graduates will be expected to: (a) possess the competences needed to exercise expertise independently; (b) demonstrate abilities to plan and manage peace-building and violence prevention project; and (c) apply different conflict transformation & resolution and human security techniques and models.

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.
- In consultation with the professor, any student will be mentored through Individual Learning

Plan (ILP). The aim of the ILP is to create the learning process, subtopics, mandatory literature and methods (Case Study, Project, Research, etc.) according the specific student learning needs and professional interest.

Program Structure

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

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

No.	Course	Hours	ECTS	Semester
1.	Foundation Course in Peace and Conflict Studies	3L+3P	9	I
2.	International Relations, Integration and Globalization	3L+2P	7	
3.	Human Rights and Human Security	3L+3P	9	
4.	Research Proposal		5	
Semester I		ECTS	30	
5.	Resilience – Capacities, Models and Strategies	3L+2P	7	II
6.	Risk Analysis, Security and Crisis Management	3L+2P	7	
7.	Peace-Building, Conflict Recovery and Sustainable Social Development	2L+2P	6	
8.	Final Project (Specialist Paper)		10	
Semester II		ECTS	30	
Total		ECTS	60	



Peace Studies, Human Rights and Human Security – 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 students 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.
- By the end of the Peace Studies, Human Rights and Human Security Master's studies, candidate will be able to:
 - critically analyze and implement relevant theoretical approaches to peace-building, conflict resolution, human rights and human security;
 - plan and conduct research and manage peace-building and violence prevention project;
 - demonstrate high level of competences to resolve conflict peacefully.

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;
- 2 elective courses out of 4 offered;
- Methodology of Scientific Research;
- Master's Thesis.

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

- 9 mandatory courses;
- 2 elective courses out of 4 offered;
- Methodology of Scientific Research;
- Master's Thesis.

1-Year Master's Program

No.	Course	Hours	ECTS	Semester
1.	Human Rights and Human Security	3L+2P	7	I
2.	International Relations, Integration and Globalization	2L+2P	6	
3.	Foundation Course in Peace and Conflict Studies	3L+2P	7	
4.	National Security and Resilience Risk Analysis, Security and Crisis Management	2L+1P	5	
5.	Methodology of Scientific Research	1L+2P	5	
Semester I		ECTS	30	
6.	Peace-Building, Conflict Recovery and Sustainable Social Development	2L+2P	6	II
7.	Practice of Conflict Transformation: Analysis, Mediation and Negotiation	2L+3P	6	
8.	International Public Law and International Humanitarian Law	2L+1P	4	
9.	Security and Diplomacy Social Movements, Social Conflicts and Social Change	2L+1P	4	
10.	Master's Thesis	15P	10	
Semester II		ECTS	30	
Total		ECTS	60	



2-Year Master's Program

No.	Course	Hours	ECTS	Semester
I YEAR				
1.	Human Rights and Human Security	4L+3P	10	I
2.	History of International Relations – Integrations and Globalization	4L+3P	10	
3.	Foundation Course in Peace and Conflict Studies	3L+3P	10	
Semester I		ECTS	30	
4.	Resilience – Capacities, Models and Strategies	3L+2P	7	II
5.	Risk Analysis, Security and Crisis Management	3L+2P	7	
6.	Peace-Building, Conflict Recovery and Sustainable Social Development	3L+3P	8	
7.	Methodology of Scientific Research	3L+3P	8	
Semester II		ECTS	30	
Year I		ECTS	60	
II YEAR				
8.	Social Movements, Social Conflicts and Social Changes	3L+2P	8	III
9.	Practice of Conflict Transformation: Analysis, Mediation and Negotiation	2L+2P	7	
10.	National Security and Resilience	3L+2P	8	
11.	Security and Diplomacy Public Diplomacy, Communication and Negotiation Techniques	2L+2P	7	
Semester III		ECTS	30	
12.	International Public Law International Humanitarian Law	3L+2P	8	IV
13.	Master's Thesis	15P	22	
Semester IV		ECTS	30	
Year II		ECTS	60	
Total		ECTS	120	

Candidates are required to attend semester-length courses, pass examinations and write and defend the Master's thesis of approximately 12 000 words, thereby earning a total of 60 ECTS credits for a 1-year Master's program or 120 ECTS credits for a 2-year Master's program.



Peace Studies, Human Rights and Human Security – 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 students 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, students 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:

- 8 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.	Human Rights and Human Security	4L+4P	10	I
2.	International Relations, Integration and Globalization	4L+4P	10	
3.	Foundation Course in Peace and Conflict Studies	3L+3P	10	
Semester I		ECTS	30	
4.	Resilience – Capacities, Models and Strategies	4L+4P	10	II
5.	Peace-Building, Conflict Recovery and Sustainable Social Development	3L+3P	10	
6.	Methodology of Research and Problem Solving	3L+3P	10	
Semester II		ECTS	30	
Year I		ECTS	60	
II YEAR				
7.	International Public Law International Humanitarian Law	4L+4P	10	III
8.	Public Diplomacy, Communication and Negotiation Techniques Security and Diplomacy	3L+3P	10	
9.	Risk Analysis, Security and Crisis Management	3L+3P	10	
Semester III		ECTS	30	
10.	National Security and Resilience	4L+4P	10	IV
11.	Foundation Course in the United Nations and other international organizations Small Arms: Disarmament and Arms Control	3L+3P	10	
12.	Practice of Conflict Transformation: Analysis, Mediation and Negotiation Social Movement, Social Conflicts and Social Changes	3L+3P	10	
Semester IV		ECTS	30	
Year II		ECTS	60	
III YEAR				
	Doctoral dissertation I phase (literature collection and review)			V and VI
	Doctoral dissertation II phase (defining the topic and applying)			
	Doctoral dissertation III phase (preparation and work on the dissertation)		60	
	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. Foundation Course in Peace and Conflict Studies

This course critically examines the theoretical and practical issues surrounding Peace and Conflict Studies. The course begins by exploring the range of different understandings of the roots of violence and the contemporary manifestations of conflict. It then examines the key actors in conflicts such as elites, constituencies, civil society, soldiers, mercenaries, spoilers and outside actors. Turning to major debates in the field, it explores the question of whether it is ever 'just' to use violence for political ends; the concept of 'non-violence' in theory and practice; and debates over external intervention (including the R2P debate, various 'soft' and 'hard' power approaches and the role and efficacy of the UN). We then investigate key approaches in the field - such as conflict prevention, conflict management, conflict resolution and conflict transformation (and the relationship between these approaches). The role that human security, human rights and international law plays in such processes is also examined. The course then turns to the relationship that conflict resolution has with peacekeeping, peace-enforcing and post-conflict situations. Integral to these discussions is the application of theory to case studies.

Upon successful completion, candidates will have the knowledge and skills to: describe general patterns in the causes, development and resolution of conflicts at various levels of analysis; explain and discuss central questions and theories on causes, development and resolution of conflicts; compare and critically evaluate different explanatory models for the onset and development of armed conflict; independently seek, gather, and evaluate information and scientific texts on armed

conflicts; identify empirically and critically evaluate central obstacles and problems for conflict resolution, conflict management, and durable peace; independently conduct a basic analysis of central obstacles and problems for conflict resolution, conflict management and durable peace in an ongoing armed conflict, as well as to identify and analyse strategies to manage these obstacles and problems; actively and independently take part in seminar discussions, do short presentations, as well as opposing and defending an independently written thesis; recognize and formulate a relevant scientific question and relate this question to relevant scientific literature; separate descriptive, explanative and normative studies; independently describe various methods and techniques for analysis, especially forms of comparative methods; understand the need to define concepts - theoretically and empirically; be familiar with different strategies for generalizing knowledge; use and distinguish between primary and secondary sources, as well as literature.

2. International Relations, Integration and Globalization

This course involves an analysis of contemporary trends in international economic relations and the world economy as a whole. Teaching and learning methods include lectures, exercises, consultations and final exam. Content and structure of titles and subjects is as follows:

I - Theoretical Analysis of International Trade and International Economy:

- Mercantilist concepts of foreign trade; Theory of absolute advantages; Theory of comparative advantages; Reciprocal demand theory (J. S. Mill); Theory of the mobility of factors of production (Heckscher-Ohlin-Samuelson); Specificities of international trade

policies in comparison with national economic policy; Strengths and weaknesses of liberalist foreign trade policy.

II – Contemporary Effects of Globalization and Problems of Transition Countries:

- Globalization – a new process or a new term? Globalization and towards national economic and general sovereignty; Risks and adverse effects of globalization; Market and non-market methods of establishing domination; Globalization and asymmetric economic development; Status of a small national economy in the globalization process.

III – International Economic Integration:

- Basic characteristics of contemporary international economic relations; Institutionalization of contemporary international economic relations; Transnational companies as the agents of globalization and dynamic factor of development of the world economy; Deepening the gap between developed and developing countries and the ways of overcoming this gap; Causes of the emergence of international regional economic

integration after World War II; Functional method of international and regional economic integration; Institutional method of international and regional economic integration.

IV – The Role of the Financial Factor in International Economic Relations:

- The role of international finance in the process of economic development; Balance-of-payments relevance as the criterion for assessment of the national economy; Types of foreign exchange rates and their advantages and disadvantages; Major foreign exchange markets under contemporary conditions; Capital export – flight from the national economy; Major capital exporting countries; The emergence of the countries being both capital exporters and importers.

3. Human Rights and Human Security

A principal goal of the state's security sector is to promote the transparent and accountable oversight of security forces, rule of law, and respect for human rights. Civilian and military



security forces that protect human rights and are held accountable for prevention of human rights violations are essential to functioning democracies, successful conflict prevention and peace-building. Human security is often used interchangeably with human rights, yet it is the subcategory of human rights. They have a very close relationship, but are definitely not the same. Human security draws heavily from the concept of human rights and largely owes its principles to. In Article 1 of the Universal Declaration of Human Rights (UDHR) by the United Nations it is stated "All human beings are born free and equal in dignity and rights." Human rights are universal. They apply to everyone, regardless of their sex, race, ethnicity, sexuality, gender, age and nation. They are fundamentally unalienable, in the sense that they cannot be taken away from the individual at any given time.

Both human security and human rights are especially focused on the individual, as opposed to the state. The security and well-being of the individual are at the core of all of their practices. A violation of human rights threatens human security. Since the individual's needs are not met, then the state's needs are not met, and, lastly, the international needs are not met. Therefore, the violation of human rights becomes a threat to international security. Both concepts are highly interrelated and rely on interdependent components to solve their problems. The ultimate goals of human security and human rights are freedom from fear and freedom from want.

After successfully completing this course, candidates will be able to: generalize the fundamental concepts of human rights and security and critiques revolving around them, Interpret key dimensions of human security, identify and analyze the implications of human security in policy-making and academic arena, describe the key actors involved in global governance and the human rights system and

develop and strengthen their critical and logic skills.

4. Resilience – Capacities, Models and Strategies

The modern security environment has made an urgent need to review the traditional postulates of Strategic Risk and Crisis Management and to find an alternative security paradigm that would adequately respond to modern security challenges, risks and threats. In this sense, Resilience, as a modern heterogeneous research field that attracts increasing attention from the global academic and expert audience, is the focus of this course. This course aims to familiarize candidates with the theoretical foundations of the concept of Resilience, its basic phases, levels of analysis (regional, national, community, urban, organizational and individual), modules (social, economic, political, ecological, IT, psychological and societal), as well as and the most significant conceptual models. Special attention will be devoted to the research of different capacities of Resilience (absorptive, adaptive, restorative and predictive) and strategies (redundancy, resistance, flexibility, reliability and anticipatory strategy). By successfully completing this course, candidates will acquire the most up-to-date knowledge about Resilience, as a synthesis of knowledge and good practices from various sciences and scientific disciplines.

5. Risk Analysis, Security and Crisis Management

In this course we will explore the theoretical and empirical foundations of Crisis Management. The most influential theories and capital works in this subject area will be covered, as well as the Crisis Management process, its dynamics, basic phases and elements. Special attention will be devoted to each Crisis Management phase – pre-crisis (prevention, mitigation, preparedness, readiness), crisis (response) and post-crisis (recovery). Additionally, basic Crisis Management

strategies will be presented, with regard to the dominant challenges emerging from the environment, security challenges, risk and threats and contemporary crises themselves. By successfully completing this course, candidates will be able to recognize those phases and elements of the Crisis Management cycle in each specific situation, to anticipate its dynamics, to adequately use the associated terminology in the correspondence with their colleagues all over the world, as well as to apply acquired theoretical and empirical knowledge for effective and efficient management of contemporary crises.

6. Peace-Building, Conflict Recovery and Sustainable Social Development

Fundamental concepts and theories of social-economic development, peace-building and conflict recovery are interrelated and each of the subjects can be understood as a preventive mechanism and a process of post-conflict reconciliation and reconstruction. Candidates will be introduced to contemporary peace-building strategies and innovative models for social change and invited to critically reflect on the international approach toward the most important actual concepts of social-economic development and social justice at national, regional and global levels.

The course has in focus (post)conflict societies and societies in transformation. Candidates will benefit from the course thanks to interdisciplinary and integrative knowledge and critical reflection on peace-building processes, contextualized in the perspective of global strategic dynamics, international organizations and social movements.

During the course, diverse models of peace-building will be explored, including the relationship between social conflict, (positive vs. negative) peace, sustainable social development and social justice, as it relates to the local community, society and the environment.

Candidates will have the opportunity to improve and demonstrate abilities to conceptualize and design systemic peace-building research or project. By successfully completing this course, candidates will have the ability to independently identify and critically analyze problems of peace-building and social change and design constructive and sustainable concepts of response to national and global social-economic developmental challenges.

After successfully completing this course, candidates will be able to plan multidisciplinary perspectives in applied research in the field of conflict recovery, generalize the fundamental concepts of peace-building, discuss key dimensions of conflict recovery and critically analyze the implications of it.

7. Social Movements, Social Conflicts and Social Changes

Usually, the consequences of intra-state violent social conflicts for citizens and society are a breakdown of social cohesion and networks, destroyed infrastructure, significant population displacement, low level of human security, the collapse of legal political institutions and procedures, lack of healthcare, education or supplies and services, increased crime, etc. Usually, that period looks like law-vacuum, chaos and irregular conditions when some paramilitary groups are taking part in the political power and share governmental authority. Who and in what way is responsible for the problems of social reconstruction and to provide access to basic public services? Who and how can restore or build peace, perspectives and development?

Critical reflection on some "people-power" strategies and models for social change implemented across the world will be presented and discussed as well. The power of non-violent philosophy and Gene Sharp's ideas of bringing down dictatorship became the main inspiration for global movements and worldwide implemented waves of changing regimes in

autocratic states. The topic covers the theory and practice of Colored Revolutions and Arab Spring inspired by Gene Sharp's methods and techniques. Questions like what are lessons learned from Arab Spring in relation to the theoretical framework of non-violent struggle and principles of successful and unsuccessful non-violent civilian-led resistance movements will be explored as well.

The course is designed to provide a multidisciplinary perspective on civilian-based movements and non-violent campaigns, with a particular focus on planning and management. The course contains issues such political power, loyalty and (dis)obedience, structural and cultural violence, social capital and strategic communication. How to implement "theories of change" in planning a non-violent campaign in a situation of protracted and complex violent social conflict will be a part of the lessons, too.

8. Practice of Conflict Transformation: Analysis, Mediation and Negotiation

In this course, candidates will be introduced to the relevant concepts of conflict and will learn how to apply theories and critical analyses in planning and implementing a conflict transformation & resolution intervention. The candidates will learn about the theoretical complexity and practical challenges of the conflict transformation & resolution process and the necessity of an integrative and systematic approach to any of the conflict types. Also, the candidates will have the opportunity to learn about different conflict analysis techniques and mediation and negotiation tools and work on an analysis of structural conflict causes.

The practical tasks will help the candidates to develop a holistic and in-depth conflict analysis approach. The interactive learning methods include numerous perspectives on the subject. The program provides an opportunity for the development of competencies to deal with any intra-personal, intra-group, inter-groups or social

conflicts and challenges for peace and human security.

At the end of the course, candidates will know the differences between different concepts and approaches to conflict and understand the practical implication of the implementation (prevention, management, regulation, transformation, resolution), be able to plan multidisciplinary perspectives in applied research in the field of conflict, to plan a third side intervention as a mediator and a negotiation strategy.

9. National Security and Resilience

Many national security strategies today include the term „resilience" as something a nation should strive for, especially in circumstances of disasters or crises. Therefore, this course will begin with an overview of the national security strategies of economically stable states and major powers that have incorporated this concept into their strategic documents (explicitly, USA, UK, or implicitly, Russian Federation, People's Republic of China). Special attention will be devoted to the documents of the Australian government and the government of the United Kingdom that applied the concepts of National Resilience and Community Resilience in responses to climate change, threats to critical infrastructure, cyber risk, natural catastrophes and other issues of importance as well. Through this course, students will also be introduced to the concept of Community Resilience and the types of capital or dimensions of the community important for national resilience, mechanisms for strengthening the capacity of a Resilient Nation and establishing a balance between proactive and reactive measures of the state and other key stakeholders, as well as guidelines and recommendations for building and/or strengthening national resilience from world practice.

10. Security and Diplomacy

This course examines ways of resolving conflicts over the allocation. The class is taught comparatively, that is, with constant reference to cases from around the world. Changes in diplomacy are especially visible by the involvement of many new actors in the area of international cooperation. A fast developing international system opened doors to many new actors, including international organizations, transnational corporations and important interest groups. Diplomacy that, from the middle of the 15th century, was known as an important tool of foreign policy became wider in the post-Cold War era. In fact, the transformation of diplomacy has not been completed yet. Nowadays, for instance, governmental diplomacy must deal with various non-state actors that shape its agenda. The course offers an overview of the historical evolution and practice of contemporary diplomacy. It begins with analysis of what a modern diplomat currently does, both at home and abroad, set within the context of diplomatic history and theory. The normal practice of diplomacy and the various techniques of international negotiation will be addressed by using both historical and contemporary examples.

A concentration in diplomacy and security gives candidates the opportunity to gain historic and cultural perspectives on the politics of nations around the globe and think analytically and critically about these influences on war, peace and everything in between, demonstrate an understanding of key international and regional security concepts, trends, tension points and assess the role of diplomacy in mitigating international conflicts and advancing security cooperation, describe and critique the institutions and procedures of diplomacy, critically assess the strengths and weakness of a range of approaches to the practice of diplomacy, explain and critique the role of diplomacy in global political economy and military power, understand

and assess the impact of rapid technological change on the future of diplomacy, as well as to independently conduct research on issues of diplomacy using appropriate sources and research methods.

11. International Public Law

This course surveys the processes in the international community of states which facilitated the establishment, maintenance and development of an international legal system, mechanisms, capabilities and shortcomings of International Law, and provides the basic explanation of the nature of the system, its advantages and disadvantages. The course comprises of four main sections, starting with an introduction, dealing with the theory of International Law, its historical development and the question why states comply. The second section, norms, deals with the normative sources of International Law, manner of their interpretation, their interface with domestic law and the second order norms governing violations of International Law. The third section, International Law and the state, exams the subjects of International Law (states, international organizations and individuals) and deals with the principle of self-determination, which justifies the creation of new states, as well as the ways in which International Law regulates territorial sovereignty. The fourth section, branches, focuses on a number of issues central to understanding key contemporary International Law fields, including International criminal law, human rights law and law of war.

After successfully completing this course, candidates will be able to: understand and apply the sources of International Public Law, understand the nature of the international legal system, actors in the international legal system and the concept of "international legal personality", recognize how the doctrine of state sovereignty is increasingly being eroded (e.g. in the fields of environmental law, international criminal law and international human rights law)

and understand the importance of bolstering the international rule of law and ensuring justice for weaker nations and peoples, understand how IPL operates in practice, that is, how it is applied in litigation and in legal opinions provided to states, international organizations and non-governmental organizations (NGOs), understand the manner in which disputes between states can be resolved peacefully within the framework of International Law, have an in-depth knowledge of the jurisdiction and selected jurisprudence of the International Court of Justice and other relevant international courts and tribunals, as well as to apply International Law to contemporary global challenges we face today.

12. International Humanitarian Law

War remains a matter of great concern to humanity. Recent conflicts have demonstrated that the ravages of war continue to have a devastating impact, especially on the civilian population. War might be the “end of the law”, as one said, but International Law is not silent on armed conflicts. From its conception in 1859 on the battlefield of Solferino to contemporary warfare, modern International Humanitarian Law (IHL) has been confronted with significant challenges. Since the times of horses and bayonets to drones and other ‘Lethal Autonomous Weapons System’ (the so-called “killer robots”), the IHL has always had the purpose of regulating the means and methods of warfare in order to limit human suffering. The development and sophistication of weapons has made it paradoxically problematic to distinguish between civilians and combatants in order to better protect the former. In addition, the proliferation of non-international armed conflicts (civil wars) and the emergence of new forms of armed conflicts, i.e. the “war on terrorism”, pose new challenges to the protection of civilian persons and goods. Thus, traditional IHL needs to be reassessed in order to cope with the new challenges faced within the contemporary world.

The course is composed of 4 segments that will cover:

1. Introduction to IHL: Principles, Sources and Sanctions;
2. Applicability of IHL: Scope of Applicability and Relationship with Human Rights;
3. The “Hague Law”: Means and Methods of Warfare;
4. The “Geneva Law”: Protection of the Victims of Armed Conflicts.

After successfully completing this course, candidates will be able to: describe the most influential steps in the evolution of the modern law of armed conflicts (LOAC); identify the principles and rules, sources and sanctions of IHL; determine the scope of application of IHL with regard to the applicability of Human Rights Law and unconventional conflicts, such as terrorism; analyze the core principles guiding the means and methods of warfare and assess their efficacy regarding modern weapons, namely drones and „killer robots“; discuss the fundamental knowledge of protection granted to the victims of war, combatants and civilian persons and goods; as well as to critically analyze how the IHL in overall responds to emerging challenges.

13. Public Diplomacy, Communication and Negotiation Techniques

Soft skill are becoming in today’s ever more interdependent and globalized world more and more important. Robots, technology and artificial intelligence can substitute labor in some more routine jobs, but cannot substitute human soft skills, social, communication, relationship enhancing or communication skills. They can be effectively implemented only by appropriate persuasion and public diplomacy techniques, as so nicely demonstrated during the COVID crises when so many mistakes in the governance of public relations and public diplomacy were made. Negotiations and general communications skills are one among the most important soft skills, as part of general social competences

in everybody's personal and professional life (Deming 2015: 36). They are very important today and of growing importance in the future (see: McKinsley, 2018; Skill Shift Automation and the Future of the Workforce). One is not assessed by what he/she knows, but on how he/she is able to articulate their knowledge - according to British Prime Minister in World War II, Lord Winston Churchill. Communication skills and effective presentation of the arguments make the trick for the persuasive negotiator/diplomat. The arguments alone are simply not enough. The basic objective of this course is to improve the candidates competences in all three fields: negotiation, communications and public diplomacy. It will be done by the application of contemporary knowledge in the fields of negotiation, communications and public diplomacy and their broader social sciences/psychological backgrounds. Such competences will be enhanced throughout the whole process of negotiations, communications and presenting arguments through instruments of public diplomacy to the interested stakeholders.

The conceptual framework of the course is mainly based on the win-win Harvard Principled Negotiations broadened in related fields of communication and public diplomacy. It covers diplomatic and business negotiations/communications. The program is theory and real life experiences based. It includes many practical aspects of the negotiating, communications and related diplomacy cases, highly important for every negotiator, like how to make an eye-catching opening presentation with which each communicator should start. Finally, it will end by most effective persuasion methods and by identification of negotiation virtues, as well as mistakes, frequently committed by negotiators - in order to avoid them in the future. In other words, the aim of the course is to enhance personal and organizations' effectiveness, to be able to break stalemates and deadlocks and to overcome obstacles and complicating factors in all three areas. By mastering the science

and the art of negotiations, communications and persuasion by public diplomacy through interactive participatory training, participants will acquire a systematic framework for improving their competences in all three fields. They will internalize their newly acquired negotiating skills and will become negotiators/communicators that are more effective immediately after the course. They will learn how to expand the size of the pie by creating value in negotiations and gain problem-solving techniques for distributing value fairly, while strengthening relationships. They will learn how to manage across the table and behind the table negotiations in different situations and how to transform „No“ to „Yes“ through negotiations. Special attention will be given to persuasion techniques and, finally, to cross-cultural negotiations, which are becoming increasingly important parallel with growing importance of new, so far less known actors in the global economy.

14. Foundation Course in the United Nations and Other International Organizations

The goal of this module is that the candidates shall understand which role international organizations play in the world of today and in the international law. Specific attention is dedicated to the UN system, its historical evolution and political role in contemporary international community through an analysis of its institutional structure and functioning and review of main policies (including proposals for reform). The candidates shall understand how international organizations affect the states and the role of the states as international legal subjects. Furthermore, the candidates shall understand the interplay between international organizations and their legal acts and national constitutions and legal systems. Particular attention is devoted to the UN system and its interactions with national legal systems related to human rights protection, socio-economic development, peace and security, etc.

The candidates shall understand the implications in the area of the law, nationally and internationally, of the increasingly intensive internationalization through international cooperation that takes place in most areas in society. Also, the candidates must be acquainted with the actual trends and the problems presented by the new vision of international relations where multilateralism and the UN system as its main expression (and thus international cooperation through international organizations) is discredited by a number of states and criticized by several international analysts, in the name of a supposed return to sovereignty and unilateralism. This understanding will be deepened through the inclusion in the course of relevant theories on international organizations law, with specific reference to the UN system. When NGOs are introduced into the discussion, the question relating to the role of the states become even sharper and the students will realize that there is another, more radical or advanced form of international cooperation, namely transnational cooperation. On a more specific level, the goal of the course is that the students shall learn different ways in which international cooperation may be organized (with specific focus on the UN

system), what different international organizations do and how they are structured, what powers they have, what they have achieved and how they have influenced international law. The candidates will also see the imprints international organizations have made on national law. This should increase the understanding of the students of the relation between international and national law.

The course deals with an area of public international law labelled international organizations. International organizations include the study of different kinds of organizations, their structure and functions, their relationship with international law as subjects and objects, their relationship with the states and with national systems of law (constitutional law in particular) and the substantive results of the work of the organizations in different areas. The emphasis of the course is placed on organizations for global and regional security (UN, EU, OSCE, NATO, AU, OAS) and on international cooperation in the area of trade and finance (WTO, World Bank, and IMF), as well as on cooperation within the area of environmental protection and the fighting of international and transnational crime. The analysis of the evolution of the UN system will be crucial in this approach.



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.



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