European Joint Master’s in Strategic Border Management

Excellency in Border Guard Leadership
I am pleased to introduce you to the European Joint Master’s Programme in Strategic Border Management, an innovative education programme for border and coast guard leaders leading to an internationally recognised Master’s degree.

The Programme is specifically tailored for the current and future leaders of the border and coast guard organisations in developing common strategies to manage the border security challenges at European level, and to reinforce and streamline cooperation between national border and coast guard authorities.

With this course, Frontex has created an innovative teaching and learning environment to develop leaders with a strategic vision and to significantly contribute to the harmonisation of practices for leading and managing the external borders of the European Union.

This Programme offers a unique opportunity to explore new ways of facing challenges of border security, to create pan-European solutions for the common needs of EU border management and to test them in a safe environment under the guidance of the best teachers, mentors, specialists and policy makers from across the EU. Through the Programme you will have the opportunity to study together, to learn from each other and to share best practices.

I would like to invite you, the future students and leaders of Europe’s Border and Coast Guard community to be part of this unparalleled experience. Prepare the European border and coast guard community for the challenges of the future and be the ones who make the difference and who shape the culture of your organisation.

Fabrice Leggeri
Executive Director, Frontex
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Why the European Joint Master’s in Strategic Border Management?
European perspective

The European Joint Master’s in Strategic Border Management offers a unique opportunity to study in a joint programme where the leading expertise is drawn from across the European Union (EU), valuing cooperation between operational and academic approaches and encouraging peer-learning.

The ethos of the programme has at its core the enhancement of interoperability at EU borders and harmonisation of learning and professional standards whilst respecting diversity, in line with the Bologna process. The master’s is inclusive of international expertise for delivery of the programme and is accessible to all EU organisations with a border and coast guard function.

The need to achieve a European border and coast guard (BG) common culture resides in the BG organisations’ role as drivers of organisational culture and organisational change, to promote a culture within the organisations that integrates shared EU values and facilitates that border guards at all levels (from front-line operational officers to specialists and managers) work together and that they understand and apply common practices and EU procedures, therefore increasing the deployability of BG experts in joint operations. The programme’s focus on strategic leadership and European cooperation contributes to BG organisations development in this respect.
Common culture

The programme supports an integrated strategic and intelligence-driven approach to border management. It aims to apply management principles to organisational development. It promotes European harmonisation and the interoperability of border and coast guard activities by training the future leaders in the light of common European learning standards, philosophy and values.
A joint concept development and a common curriculum design are the key success factors of this transnational collaborative programme dedicated to addressing the operational challenges of the border and coast guard organisations with a European solution for the professional development of staff.
The best expertise from across the EU

Our teachers are academics and experienced operational officers from all across the EU that have an outstanding ability to transfer their knowledge, skills and competences to the students in an interactive and applied manner.

Academic and professional excellence

The European Joint Master’s in Strategic Border Management has been developed under the lead of the European Border and Coast Guard Agency (Frontex). Over 20 Member States (MS), Schengen associated countries (SACs) and partner organisations joined their efforts, knowledge and experience to create a European border guard higher education.

The programme is delivered by a consortium of Frontex and Europe’s leading universities in collaboration with border guard academies and training institutions that bring in the operational expertise.
Our institutions provide inspiring locations for your studies and offer first class academic facilities.

The flexible learning paradigm uses a blended learning approach including e-learning solutions. This facilitates access to the programme for busy officers and allows them to remain connected to the operational environment and their job needs as well as to their study group.

The students profit from the extensive resources available in the different institutions as well as from the European reach of the alumni of the programme. The programme offers its students unparalleled opportunities — the chance to exploit the resources of the top institutions while simultaneously meeting students from all over Europe, and earn a truly European degree. The joint programme creates exciting networking opportunities.

**Distinct student experience**
Partners

Disclaimer: The publication contains information provided by Academic Partners and Complementary Entities and Frontex is not liable for the accuracy of this information.

The duration of the programme is 18 months, during which the students study in a different institution together with their peers in the classroom 1 week per module.
The common European border guard culture needs leadership

The activities of Frontex in the field of border guard education aim to promote a European border guard culture with high standards on fundamental rights, ethics and leadership. The rationale for developing a European joint master’s programme is to be found in the aim of Frontex to develop common European learning standards for border guard officers (common core curricula), and the necessity to create frameworks for engaging law enforcement officers in various forms of exchange and mobility programmes and to contribute to the development of a common culture and common approach to European border security, in accordance with Frontex’s mandate in the field of border guard training.
Estonian Academy of Security Sciences (EASS)

The Estonian Academy of Security Sciences (EASS) is a state institution, providing professional education for civil servants belonging to the area of government under the Estonian Ministry of the Interior. The academy was established in 1992 after Estonia regained its independence.

The objective of the EASS is, through internal security related academic education, research and development activities, and also through the training of honest and competent public servants, to create a secure state and conditions for stable development across the state of Estonia and therewith contribute to the security of the entire EU.

The academy prepares civil servants in four colleges under the following specialties:
- police and border guard
- rescue
- correction
- taxation and customs.

Studies are implemented at the levels of vocational training, professional higher education and master’s studies and in both forms of classroom-based and distance learning.

The EASS as a learning, research and development centre

The academy of the security sciences has created excellent opportunities for successful academic work, conducting applied research, professional self-development and cooperation with organisations for its lecturers and students in Estonia and in foreign countries. The EASS publishes research papers and other internal security and public service-related educational resources. As all successful civil servants must develop themselves during their entire service, the academy of security sciences offers training courses to civil servants organised by the Centre for Public Service Training and Development within the academy of security sciences.

Research & Development

Estonian Academy of Security Sciences is oriented to excellent applied research and development activities of Internal Security and Law Enforcement related subjects as effective contemporary policing and border management, criminology, criminalistics, rescue and crisis management, tax and customs provisions, prison and probation service as well as modernization achievements and challenges of civil service.

There is an Institute of Internal Security under Vice-Rector of Research and Development coordinating different applied research initiatives and Master Studies of Internal Security at the Academy. There are various research groups as Europeanization of Internal Security and Law Enforcement Education, Effective Fire Prevention, Contemporary Methods of Criminalistics and Crime Investigation, Effective Regulations on Public Service, Migration Influences to Internal Security and others, organized to offer science-based knowledge and understanding for developments of sustainable security and stability for citizens and society both for Estonia, European Union (EU) and international organizations.

Research and Development activities at the Academy involve also Innovative Learning Technologies using Virtual Training Exercises as contemporary tools for joint instruction and evaluation of crisis man-
agement command and control both on operational and strategic level. Finding new ways of training improvement in help with correspondent scientific research has special role to play among new challenges of training and instruction quality developed at Estonian Academy of Security Sciences to successfully meet new opportunities of global networking and cooperation. All valuable research findings are published in Annual Proceedings of Estonian Academy of Security Sciences, which is peer-reviewed scientific journal with international editorial board.

The Academy as centre of excellence of Internal Security in Estonia has number of valuable research and development cooperation relations with well-known EU Agencies as CEPOL and FRONTEX as well as EFSCA, EURASHE, NISPAcee, The Baltic University Network and others.

The most important scientific event during academic year for Academy is Annual International Internal Security and Law Enforcement Conference in series of “Knowledge Intensive Security” held in November every year in Tallinn where high-level scientists and security experts both from Estonia and abroad sharing their new discoveries and discussing about innovative views of current developments and future trends on societal security affairs.

International Development Projects

The development project of the recognition of strategic goods, in cooperation with the U.S. Lawrence Livermore National Laboratory, Ga (LLNL) is aimed at the training of internal and security and law enforcement agencies of the Republic of Estonia, in particular, of the committee of strategic goods operating at the Tax and Customs Board, the Police and Border Guard Board, the Security Police and the Ministry of Foreign Affairs. The development projects are also aimed at improving the competencies of the lecturers and the students of the Academy of Security Sciences in the field of recognizing strategic and dual-use goods, in order to enhance Estonia’s ability to effectively comply with the agreements of international arms control.

Safe & Secure: The objective of the project is creation and development of a training center of virtual simulation of terrorism and disaster prevention at the Academy of Security Sciences. The project is financed by the Republic of Estonia. In total, in the framework of the project, 735 specialists have been trained so far.

Firefight II: The project aims are the development and implementation of the new fire extinguishing tactics of Europe, which would lead to ensuring a more safe and effective work effort of the rescue workers, an earlier response to disasters and improved efficiency of rescue operations, as well as reduction of the secondary damage of water and smoke in rescue work and the reduction of environmental damage.

ENSACO: The project aims to enhance practical cross-border preparedness upon eradication of oil spills. The Academy of Security Sciences participates in the module of oil pollution education of the project.

Academy of Internal Security lecturers: project aims to develop a sustainable and complex concept of internal security lecturers’ career and rotation system to be implemented between the Estonian Ministry of Interior, the Academy of Security Sciences, the Police and Border Guard Board and the Estonian Rescue Service.

The Academy of Security Science publishes a monthly newspaper, bearing the name of the slogan of the EASS “Verbis aut Re.” Contributions are made by the students as well as by the staff of the academy.

http://www.sisekaitse.ee/eass/the-academy/
Rezekne Academy of Technologies (RTA) was established on the basis of the branches of the University of Latvia and Riga Technical University. The RTA is a state-founded higher education and science institution of Latvia which implements study programs as well as engaging in scientific research and artistic creative work. The principles of RTA are as follows.

- **Freedom of academic and scientific work for the academic staff and students.**
- **Free choice of study programs, teaching methods and themes of scientific research.**
- **Expression (publishing) of scientific standpoints and results of research without censorship if this liberty doesn't contradict the norms of morality, rights of other persons and laws of Latvia.**

The aims of the RTA are to provide academic and professional higher education in compliance with the science development level and cultural traditions of Latvia, and of being competitive in the European education space; to develop culture, science and education in the Latgale region and thus in the whole of Latvia. The main tasks of the RTA include ensuring unity of studies and research as well as opportunities to gain knowledge, academic education and professional skills, academic degrees and professional qualification in the spheres of social life, economy, culture, state administration and other spheres of professional activities.

Moreover, the RTA successfully collaborates with other educational and scientific research institutions as well as with foreign universities. It encourages further education and participation in further education activities, and develops study programs to let students acquire knowledge, academic education as well as professional skills corresponding to the level of science development and cultural traditions of Latvia.
The state border guard service is rapidly developing. The technical equipment, mobility and training systems are improved; state border infrastructure is developed and professional capacity of border guards increased.

The state border guard consists of a central board and nine territorial boards. The border guards are trained in the state border guard college.

The State Border Guard College is an educational institution established by the state and subordinate to the state border guard. It provides persons who have already completed secondary education with the opportunity to receive further formal education.

The State Border Guard College has maintained several years of cooperation with the Rezekne Academy of Technologies (RTA). The cooperation includes:

- common scientific research in the field of public security;
- organisation of common conferences and seminars;
- experience exchange in methodological training activities;
- academic staff exchange;
- participation of students and academic staff in cultural and sports activities.

College graduates are provided with the opportunity to continue studies at RTA, acquiring full higher education via studying in the 2nd level professional higher education bachelor’s degree study programme ‘Border guarding’.

In 2011 the RTA in cooperation with the state border guard of Latvia and the academic staff of the college developed the 2nd level professional higher education bachelor’s degree study programme ‘Border guarding’ and started its implementation. At present 36 college graduates are completing the programme.
Mykolas Romeris University (MRU), a public institution, is an international university located in northern Europe at the external border of the EU. Each year the university admits a large number of creative and talented young people.

Receptive to change, promoting intellectually stimulating studies and focused on consistent research activities, MRU contributes to the development of a well-rounded personality: a mature, enterprising and independent future leader and a responsible citizen.

The university has almost 18,000 students who stand out as highly-motivated and enthusiastic about their chosen field of studies. The study programmes are continuously renewed and updated, responding to the needs of society and providing young people with knowledge and skills necessary to build a successful career.

MRU promotes international activities and is proud of its participation in research at European and international levels. The university actively cooperates with international organisations, encourages students’ and lecturers’ mobility, takes part in international research projects, as well as implementing and creating joint study programmes, enabling students to acquire double or triple degrees. University students, lecturers and research staff have become part of a uniform international studies and research system, where all partners strive to deliver success.

MRU encourages dialogue between individuals, who value different viewpoints and treat each other with respect. Undoubtedly, such an environment contributes to everyone’s intellectual development and well-being.

The faculty of public security at MRU has a number of affiliations to social partners in the field of border guard education. Firstly, nationally, the collaboration with the state border guard service is ongoing, for example, the representatives of the service participate as social partners in study committees of the study programme: Law and state border guard (1st cycle) and Law and state border guard (2nd cycle). The input of social partners, acting officers of the service, enables development of the study programme. The international cooperation includes cooperation at the level of studies and of research. The Erasmus mobility framework is used to a great extent for enhancing the international dimension of studies. Research activities, carried out by Lithuanian researchers and the researchers in other countries generate publications, developed by joint teams.
The Netherlands Defence Academy (NLDA) provides the defence organisation’s initial officer training, higher career education and Human Resources Management (HRM) courses. With its integrated programme of military training, personal development and academic education, the NLDA makes an important contribution to professional leadership.

The Faculty of Military Sciences (FMS) is, within the initial military academic programs, primarily responsible for the academic education and personal development at bachelor’s and master’s level of candidate officers of the Dutch armed forces. In close cooperation and aligned with the officers’ education programs at the Royal Naval Institute and the Royal Military Academy, the FMS aims to contribute to the preparation of cadets and midshipmen to fulfil their jobs in the military field, specifically, during operations.

The FMS offers the following academic bachelor’s degree programs:

- War studies (WS), location Breda,
- Military management studies (MMS), location Breda,
- Military systems and technology (MS&T), location Den Helder.

Furthermore, since February 2013 the FMS offers the academic master’s programme Military Strategic Studies in Breda.

Academic education cannot exist without independent academic research. Research carried out at the FMS is relevant to the defence organisation and contributes to improving military operations.

The researchers at the NLDA focus their studies primarily on military relevant disciplines, such as strategy, command and control in military operations, civil-military cooperation and military logistic and technological issues. Much of this research is conducted in close collaboration with civilian universities.

The FMS is in the process of focusing on a limited set of military relevant, multi-disciplinary research areas, called strategic research orientations (SROs):

- Dynamics of war and peace making;
- Managing military coalitions;
- Clustering unmanned military systems;
- Deployment and deployability of military systems.

Netherlands Defence Academy Faculty of Military Science (NLDA)
Royal Netherlands Marechaussee Training and Expertise Center

The Royal Netherlands Marechaussee is a gendarmerie corps: a police force with military status. That means that our personnel are police officers as well as being military personnel. The Royal Netherlands Marechaussee is deployable in all situations at home and abroad for security, making the difference when the going gets tough.

The organisation safeguards the security of the state. It is deployed at locations of strategic importance. From royal palaces to the external borders of Europe. From airports in the Netherlands to theatres of war and crisis areas all over the world. The Royal Netherlands Marechaussee is flexible, robust and deployable in any situation.

Therefore Marechaussee personnel must be aware that they bear huge responsibility when carrying out their tasks. Consequently, it is of vital importance that Marechaussee personnel receive thorough training and instruction before entering their areas of work. The Royal Netherlands Marechaussee Centre for Training and Expertise is responsible for the professional and personal development of all Marechaussee personnel.

The focus of the training centre is on performance, instruction, training, knowledge and communication. Everything revolves around the instructor. He/she ensures that the training centre is capable of making available sufficient numbers of high-quality personnel for operations when required, which is the core business of the training centre. Everything else works in support of this core business. The structure of the organisation ensures that training is optimally geared towards operations. The Royal Netherlands Marechaussee Centre for Training and Expertise is not only results-driven, but also monitors the well-being of all its personnel, students and course participants.
National University for Distance-Learning Education (UNED), Spain

The National Distance Education University (UNED) has as its mission the public service of higher education through the modality of distance education.

Facts and figures about the UNED

- With more than 205,000 students, the UNED has the largest student population in Spain and is one of the largest universities in Europe.
- Since 1972 the UNED has sought to translate into action the principle of equal opportunity in access to higher education through a methodology based on the principles of distance learning and focused on the needs of the student.
- The UNED is the leader in the implementation of cutting-edge technologies applied to learning, with the largest offer of virtual courses in Spain.
- The UNED offers a very wide range of training.

Since its inception the UNED has been an institution with an international outlook and has made considerable efforts to make its services and educational offerings available to students abroad. Moreover, the institution has identified the internationalisation of the university at all levels as one of its principal and strategic objectives. To this end, there has been a significant commitment to the enhancement of teaching and research collaborations with other prestigious institutions through agreements and increased participation in international campuses. In this regard, new initiatives are being developed to promote the mobility of UNED students, faculty, research staff and administrative and service personnel (PAS). Likewise, the participation of the university in international projects for European and international calls is being advanced.

More than 170 existing agreements with institutions in Europe, Latin America, Asia and Africa.
- 12 UNED Centres in 11 countries and 2 officially-approved examination sites.
- Participation in major international academic networks: ICDE, AIESAD, EADTU, EUA, EDEN, etc.

The UNED campus is spread across faculties, colleges and centres in Madrid and the extensive network of associated centres throughout Spain and abroad.

Although the UNED is designed so that studying can be done when and where the student deems appropriate, significant on-site support is available to students at the 61 associated centres and the network of more than 100 university lecture halls distributed throughout Spain’s autonomous communities. In addition, there are 12 centres in 11 countries in Europe, America and Africa.

The centres are units of the UNED’s academic structure which serve as support for its educational system. Every UNED student must be attached to an associated centre. Students can opt for the centre they find most convenient based on their place of residence or any other circumstance. The attachment is formalised upon completion of the registration forms.

The associated centre is the regular channel through which face-to-face interaction between the university and the student takes place. The associated centre offers on-site tutoring, organises the holding of examinations, and channels and provides information on those aspects pertaining to the student’s university activity. It also provides the student with support facilities such as a library, laboratories and computer rooms, as well as bookstores to purchase the recommended course preparation materials, including assessments for distance learning.
Guardia Civil Officers’ Academy, Spain

Overview and Location

The Guardia Civil Officers’ Academy (AOGC) is the centre in charge of training those who aspire to be officers of the Guardia Civil. It is assigned responsibility for commanding and managing the units of this institution. Professional development courses are also carried out.

The AOGC is located in Aranjuez, a historical city located southwards from Madrid. Aranjuez is a modern, well-developed town with excellent connections to Madrid. The most important architectural work there is the royal palace, the former summer residence of the kings of the House of Bourbon.

History

The AOGC is the result of an intense process of changing and updating higher education in the Guardia Civil for over a century. During this time two training modalities have coexisted: ‘internal promotion’ and ‘direct access’ which are carried out at different centres.

Internal promotion: This modality allows non-commissioned officer to obtain the rank of officer. Since the first officer college was founded in Getafe (Madrid) in 1894, there have been different centres, names and locations. The last training centre was the promotion centre in San Lorenzo de El Escorial (Madrid) from 1989 until 1999, when it became a section of the current AOGC.

Direct access: Until July 1950 a Guardia Civil officer’s career was the responsibility of the Spanish armed forces. From 1951 future Guardia Civil officers were trained at the special academy in Madrid. In 1981, the special academy moved to Aranjuez (Madrid), its current location. After studying two degree courses combined with professional training at the military academy and university centre for defence in Zaragoza, students join the AOGC and also the Guardia Civil university centre where, after three more multidisciplinary courses (academic and professional) they finally graduate and acquire the rank of lieutenant.
Commitment to Excellence

Aware of the great responsibility that higher education is, the AOGC seeks excellence in the training of those who have to perform important duties within the Guardia Civil structure. The AOGC has obtained various quality certifications for excellence in training, event management, knowledge and research.

In this context, the mission, vision and values are fundamental.

**Mission:** Provide comprehensive training for future officers of the Guardia Civil which enables them to perform their task efficiently and to exercise their functions in higher positions.

**Vision:** Be an international benchmark of excellence in the training of senior police officers, recognised for its leadership and values.

**Values:** The AOGC wants to instil in the students the traditional values of the Guardia Civil: honour, loyalty, dedication, discipline, willingness, and fellowship.

The values that govern our daily activity are:

- respect for the individual;
- compliance with the legal system and loyalty to the institutions;
- will of self-improvement, adaptability and innovation;
- efficient resource management;
- respect for the environment.

Collaborations

The AOGC also actively cooperates with other education and training institutions at national and international levels. It also offers additional places to students from other countries (mainly from Europe, Africa and America).

A remarkable cooperation, which has been really productive for many years, is the collaboration with the UNED university. This cooperation covers fields of study such as law, management and leadership and the future European Joint Master’s in Strategic Border Management.
University of Salamanca, Spain

The university was founded in 1218 by Alphonse IX of León and is considered to be the oldest of existing Ibero-American universities. In 1255, Pope Alexander IV granted the institution the condition of Estudio General, like those in Paris, Bologna, Cambridge and Oxford, confirming the right of its graduates to teach throughout the Christian world. The University of Salamanca has nine teaching and administrative campuses in Avila, Zamora, Béjar and Salamanca, and thus is characterised by a high degree of geographic dispersion.

The university is made up five campuses, six university diploma schools, sixteen faculties and four associated centres in the following academic areas: 67 degrees, 65 master’s and 37 PhD programs. The academic areas are: art and humanities, science, social and legal sciences, health sciences, engineering and architecture.

The University of Salamanca is of medium size, with 30,000 students registered.

The University of Salamanca is outstanding for the quality of its libraries network. It has a capacity of 5,379 reading places in its libraries, it occupies the eighth place in the Library Quality Ranking in having more than 1 million books in its holdings and it is in sixth position regarding its journals and periodicals holdings. In the Library Quality Ranking (including penetration of the new technologies, infrastructures and resources offered) it occupied the fifth place among Spanish public universities. Also, with 1,137 places offered in residence halls, it occupies the fourth position in Spanish public Universities as regards student accommodation. The University of Salamanca has always been known for its ability to attract students from outside its ‘local area’. After Lleida, it is the second university in Spain that has the most students from outside its local sphere of influence. Forty percent of its new students were born outside the region of Castile-Leon and this reflects the steady growth that has taken place over the years.

Another point of to be mentioned is the capacity of the University of Salamanca to attract foreign students. The numbers of these are especially relevant when speaking of doctorate degrees, where 14 % of the doctorate students are from Europe and 35 % from other countries, especially Ibero-America.

The University of Salamanca is the ninth European university as regards the numbers of Erasmus students received and it occupies the fifth position amongst Spanish universities. However, considering the importance of Erasmus students with regard to the size of the university, these students represent 4.75 %, this percentage being the highest within the medium and large public universities.

The University of Salamanca and the Learning and Developing Division of the National Police Force have been successfully collaborating for 25 years.

Nature of the collaboration:
- formal courses at the National Police Academy (Avila);
- seminars;
- development of the curricula;
- supervision of degree dissertations;
- establishment of the examining jury for master’s degree dissertations;
- academic research;
- curricular research;
- attendance of the National Police Force’s recruitment procedures as a panel member.
Formal courses:
Official university master’s degree leading to the rank of inspector of the National Police Force (nearly 200 graduates). The subjects taught by lecturers from the University of Salamanca are: criminal law; procedural law; administrative law; constitutional law; legal medicine; social psychology (management of human resources and strategic planning and management of the service); methodology; computing; language (English).

Curricular development:
Development of skill-based curricula for the recognition of bachelor’s degree level studies as a means of access to the rank of sub-inspector of the National Police Force (nearly 1,700). In the process of being assessed by the National Quality Assessment and Accreditation Agency of Spain (ANECA).
Its long-standing and fruitful collaboration with the National Police Academy is proof of their successful coordination skills. The collaboration among the University of Salamanca, the UNED and the National Police and Guardia Civil academies is a guarantee of success for the joint master’s degree.
The Spanish National Police Force is a civilian armed corps which operates in the entire Spanish territory. It focuses its activity in provincial capital cities and other major cities. The Spanish National Police Force, in its current structure and designation is directly grounded in the 1978 Spanish constitution, where two basic missions are established: ‘to protect the free exercise of rights and freedoms and to ensure public safety and security’.

The Spanish National Police Force has its own training division, upon which three training centres depend, two of them located in Madrid and one in the city of Avila. The centre located in Avila is the National Police School, and is entrusted with the training of police officers and middle management officers up to the rank of police inspector. In Madrid there is the Higher Police Studies Centre which is in charge of the training of the remaining higher ranking police officers.

The National Police School is located in Avila, a fortified old town with its Extra-Muros Churches. Avila was declared World Heritage Site by the United Nations Educational, Scientific and Cultural Organisation (Unesco) in 1986. It is very close to Madrid, Spain’s capital, and to other beautiful Castilian cities such as Segovia, Salamanca and Valladolid.

Additionally, the National Police School has prime quality facilities, set in 550,000 square metres of green space, of which 242,000 are built-up areas. It has modern environmentally-friendly facilities that range from administrative offices to classrooms and residence buildings.

The National Police School has been a pioneer in this sense, embracing high quality international police training as one of its main aims. As a result we can underline that the National Police School has acquired solid international experience over the years. Spain believes in the value of such experience, which has become one of the main trademarks of the National Police School.

The National Police School is located approximately one hour away from the international airport of Madrid/Barajas — the fourth European airport in terms of passenger transit — which has direct connections to many major cities in Europe. The National Police School will provide free and quick direct transfer from the National Police School facilities to the airport, and vice versa, in order to ensure an efficient transport time for its residents and students.
Prospective students

The prospective students come from national border guard organisations, and also from other relevant Frontex partner organisations. The entry requirements establish specific prior experience as a border guard officer (working in a border guard function) with management/command experience in an operational field and English proficiency.

It is estimated that a range of 30–40 students will participate per iteration, one per institution. Officers will have a proven ascending career development, an interest in self-improvement and high professional performance. It is important that the future student holds a key position in the organisation, which will enable the student to apply and multiply the skills and competences acquired in the programme within the organisation.

The decision to apply for the programme should be thoroughly assessed and determined by the sending border guard organisation. Consequently, it is expected that the sending organisations will support the students’ learning throughout the programme, especially as the study period will be very intense, requiring a number of individual and group assignments and constant engagement in the learning process.
The European Joint Master’s in Strategic Border Management

This European Joint Masters in Strategic Border Management constitutes 90 European Credit Transfer and Accumulation System (ECTS) credits. (One ECTS credit reflects 28 hours of student learning activity directly related to the programme outcomes.) It is delivered over three stages. Each stage represents one semester of full-time study, carrying 30 ECTS credits. Stages 1 and 2 contain the taught component of the programme and stage 3 is comprised solely of a dissertation. The programme also incorporates an experiential learning element which is applied in the operational context and takes place after intensive contact sessions.

The first year of the programme consists of 10 modules. Every module comprises a contact period of 1 week (modules 1 to 8) or 2 weeks (modules 9 and 10) which are delivered at the different institutions of the consortium, meaning that students move to a new location for the contact week of every module and spend the intermediate time (typically 2 weeks) between contact weeks at their home base. In order to ensure that students entering this phase of the programme are all at the same level, students are requested to read the preparatory material listed in the description of each module.

The dissertation, which is planned during the third semester, is meant to be the keystone experience which requires students to synthesise the depth of learning from the programme. Upon graduation, the students are awarded a joint diploma of a European Joint Master’s in Strategic Border Management that is signed by all the academic partners and recognised as a master’s degree internationally.
Module 1: Strategy, planning and evaluation in border guarding

Strategy, planning and evaluation in border guarding is designed to develop strategic thinking skills in order to implement and evaluate plans at EU and regional level. As a foundation to the subsequent modules of the master’s, this module aims to develop border guarding strategies and implementation plans, evaluate the effectiveness of strategic plans and review in the context of national and EU requirements. The operational and tactical experience of students combined with competences developed during the formal learning will contribute to the development of strategies and implementation plans.

Stage 1

Stage 1 comprises six modules as follows.

- Strategy, planning and evaluation in border guarding (5 ECTS credits)
- Fundamental rights and ethics in European border security management (5 ECTS credits)
- Leadership and organisational development in border management (5 ECTS credits)
- EU borders policy and strategies (5 ECTS credits)
- Innovation and technology in border security (5 ECTS credits)
- Researching management practices in border security (5 ECTS credits)

Module 2: Fundamental rights and ethics in European border security management

Fundamental rights and ethics is designed to develop skills in respecting, promoting, fulfilling and integration of fundamental rights and ethics when taking strategic decisions and considering their implications in border management at a leadership level. This is one of the foundation modules for the whole master’s programme. It will build on the knowledge and skills acquired from module 1 Strategy, planning and evaluation and set the basis for the subsequent modules.

Fundamental rights and ethics are integral to every aspect of border guarding learning and practice. The learner will obtain knowledge of fundamental rights and ethics as reflected in relative legal framework as well as emanating from case law. The module will enable the students to make strategic decisions as well as to review current institutional structures and policies in a manner that is respectful of fundamental rights and ethics.
Module 3: Leadership and organisational development in border management

Leadership and organisational development focuses on the enhancement and further development of leadership and organisational competencies to introduce change management procedures, promote fundamental rights and implement strategic planning. Border guard organisations have to be able to adjust their own organisational structures, procedures and practices (organisational development), border guard managers have to manage and lead organisational changes (leadership), and all border guard professionals have to be ready to accept and implement organisational changes. The module provides theoretical and practical frameworks with the aim of equipping students for their role as change agents. All border guard organisations have to be responsive to the common EU frameworks, policies, strategies, standards and also to the operational challenges they face in daily work.

Module 4: EU borders policy and strategies

EU border policies and strategies builds on the preceding modules. It takes the broad European perspective on policies and strategies. This module is designed to engage the students in EU border security policies, strategies and safety procedures, including resource management and strategic integration of fundamental rights. It will enable their organisations to be responsive to the common EU frameworks, policies, strategies, standards and also to the operational challenges they face in daily work. The module provides theoretical and practical frameworks with the aim of equipping students with competencies in their application to a broad range of concepts and tools to implement, review, and improve EU strategies.
Module 5: Innovation and technology in border security

Innovation and technology is designed to build on the Strategic planning and evaluation and the Fundamental rights and ethics modules by delivering theoretical and practical elements required for strategically managing technological solutions within the domain of international border control and the European and national contexts. It addresses all relevant standards on legal and fundamental rights relating to the use of technology in border management. It also builds awareness of the emerging trends in technology and skills which can deliver the greatest benefits when integrated into their current solutions.

Module 6: Researching management practices in border security

Researching management practices in border security is the keystone module of this first phase. This research model brings together the academic principles of the programme. It is designed to develop skills in applying scientific methodologies and evaluation skills to the knowledge from previous modules. It is also linked to and is developed further in Module 10 — Integrated research practices.
Stage 2

Stage 2 comprises four modules as follows:

- The global context of European border security (5 ECTS)
- Strategic risk and threat management for European border security (5 ECTS)
- Cooperation in strategic border management (10 ECTS)
- Researching integrated practices in border management (10 ECTS)

Module 7: The global context of European border security

The global context of European border security takes a broad perspective of global events that impact on border security. The focus of this module is on the implications of global international relations, politics and security issues related to the security of the EU and, more specifically, on the security of its borders. The module is designed to equip students with knowledge that will assist the border manager to reflect on these issues and take decisions in order to prioritise the constantly changing dynamics and needs of EU borders. In this way it consolidates the knowledge from the modules in stage 1. In particular, Strategy, planning and evaluation in border guarding, Fundamental rights and ethics and leadership and Organisational development in border management.

Module 8: Strategic risk and threat management for European border security

Strategic risk and threat management will draw on and strengthen the learning from module 1 — Strategy, planning and evaluation, module 6 — Researching management practices in border security and module 7 — The global context of European border Security and from experiential learning to identify risk and develop risk management tools and strategies. It is designed to develop knowledge and skills in intelligence-driven risk and threat analysis and evaluation and review of strategic plans in relation to strategic risk management.
Module 9: Cooperation in strategic border management

Cooperation in strategic border management is designed to strengthen and facilitate the decision-making processes in an international context. It delivers theoretical and best practice knowledge and skills to enable a more effective cooperation among all the key actors, Member States, Schengen associated countries and their involved agencies, institutions and bodies.

Module 10: Researching integrated practices in border management

Researching integrated practices in border management is the keystone module designed to provide an opportunity for learners to integrate the learning attained in the preceding modules. This module is designed to develop knowledge and skills in qualitative methods of inquiry such as analysing national and global trends or defining risks and possible challenges for a border management organisation in relation to the constantly changing external context. It will enable students to select cost effective methodologies and analyse data in order to identify national and global trends or to define risks and challenges. It also prepares the students to conduct a review and case study research into an operationally relevant subject and to develop a detailed research design report.

Collectively, these ten modules will enable border guard organisations to be responsive to the common EU frameworks, policies, strategies, standards and to the operational challenges they face. They will enhance interoperability at EU borders and harmonisation of professional standards whilst promoting respect for diversity of Member State border guard organisations.
The dissertation themes are drawn from the topics proposed by the Member States/Schengen associated countries and relevant Frontex business units that fill the gaps in research areas and innovation in strategic border management.

The purpose of this dissertation is to develop the ability draw on disciplinary literature to synthesise a research topic and/or to select, interpret and apply a methodology-sound research approach suitable to the chosen field. The completion of the dissertation will enhance the students’ ability to reflect on their own and their organisation’s practice with reference to international research in the area. Students will develop critical awareness of previous work in the chosen field and contribute to knowledge by exploring or modifying some additional areas. They will be able to present and critique their work in a clear, structured style, using logical argument.

Stage 3

Stage 3 — Dissertation

This stage provides students an opportunity to demonstrate their ability to work independently on a well-defined problem in a coherent, well-organised and critical manner.
Studying the European Joint Master’s in Strategic Border Management
Admissions

The student’s access to the programme is channelled via the national Frontex point of contact in each Member State/Schengen associated country. Candidates, nominated by Member States, are screened by an admission panel that assesses whether each candidate meets the entry requirements. The final decision on appointing a successful candidate belongs to the sending border guard organisation.

The master’s programme is open to applicants who are nominated by a national border guarding agency of their country, and fulfil the following requirements.

- To be in possession of a 1st cycle qualification comprising at least 180 ECTS credits (bachelor’s degree or equivalent — European Qualifications Framework (EQF) Level 6) in an area that is related to the subject of the master’s degree, such as, Law, Business Administration, Public Administration, Border Policing, Policing, Criminology, Military Sciences, Security sciences, Sociology, Psychology, Political sciences, and Risk and security management
- To have at least 3 years’ managerial and/or command experience in an operational border guard function
- To provide evidence of proficiency in English at B2 level as defined in the Common European Framework of Reference for Languages (CEFR)
- To possess security clearance that complies with EU standards
- To be a citizen of an EU Member State or Schengen associated country
- Applicants should normally be expected to remain in service for a period of at least 5 years after completion of the programme

Contact ejmsbm@frontex.europa.eu for more information on the admissions schedule.
What you need to apply

The application form must be completed in English, signed and submitted through the national Frontex point of contact to Frontex, and include the following:

- Statement from the Sending Authority, signed by a relevant representative, stating that the student is expected to remain in service for a period of at least 5 years after completion of the Degree Programme.
- Statement from the Sending Authority, signed by a relevant representative, stating that the student’s workload is decreased to facilitate the learning
- Copy of National ID or Passport
- First cycle bachelor degree diploma supplement (English legalized copy) or equivalent, or any higher academic degree in a relevant subject area
- Legalized copy of a certificate that proves that the candidate changed his or her name if the name on the diploma is different
- Europass CV
- Letter from the employer that states the positions and length of service in each position held by the candidate
- Certificate or any other proof of English language proficiency (if applicable)
- One recent photo in an electronic format (jpg)
- Security clearance certificate or proof that the student is in a process of obtaining it
- Recognized chronic/temporary disabilities certificate (if applicable)
- Signed declaration on Intellectual Property Rights which indicates that all industrial and intellectual property rights to all works and materials created or developed for the purposes of the Degree Programme belong exclusively to Frontex
- Authorization legalized by a notary mandating the Academic Consortium Partners to submit the educational documents (diplomas and their supplements) to national centres for recognition of qualifications (ENIC-NARIC)
Student experiences

“Really applicable material for practical and strategic use.”

“Excellent teachers, good teaching methods.”

“All classes were excellently prepared and held by distinguished professionals, it was truly rewarding to be able to listen to some of the speakers. I mostly appreciated the opportunity to better structure and expand my knowledge of the area.”

“Encouraged to think out of the box.”

“All topics were well explained and I learned a lot of interesting things that will be useful for professional activity.”

“Technical and logistic support was excellent.”

“Very good mix between lectures and workshops.”

“Teachers gave feedback on time and encouraged to express our opinions.”
Opening ceremony and orientation

The opening ceremony and the orientation programme provide the opportunity for you to prepare for the academic, social and personal aspects of the programme.

During the opening ceremony the students are welcomed and provided with the first opportunity to make contact with other students, the faculty and representatives of the programme. You will also receive all the necessary information about the programme.

All students have to participate in the general orientation sessions carried out before the start of every module at the premises of the institution where the module takes places.

At orientation you will:
- meet with a module convenor, mentor, programme coordinator, and the alumni;
- learn about the institution’s services;
- make connections and socialise with other students, faculties and staff;
- orientate yourself to all student support services and resources;
- become familiar with the programme regulations.
Student support

The consortium is committed to providing a supportive and positive environment for all students. However, there might be times in everybody’s life when things do not go as well as you wish. In times like these, there is a comprehensive support available to help with all kinds of different problems.

Module conveners, programme administrators and programme coordinators are available to do the following.

- Provide general academic advice in case of concerns of academic ability/study problems.
- Give students help and advice on non-academic matters and refer for further assistance if required.
- Assist students with the orientation to the programme.
- Offer support in questions related to financial, travel and accommodation issues.

Students have direct contact with the programme administrator, a Frontex representative, as well as with programme coordinators and academic partner representatives, who are responsible for the administrative running of the master’s programme and will provide guidance to students from the submission of their application right through to the graduation stage.

In addition to the programme administrator, students can also always contact their mentor, module convenor as well as the programme coordinator in case of any questions and/or concerns.
Student mobility and finances

All costs related to the mobility periods, which are an essential and compulsory element of this programme, including enrolment fees, travel expenses (including local travel), accommodation and meals are covered by Frontex.
Alumni Network

All over the world alumni networks exist to support the sending organisations’ goals and to strengthen already established ties and acquaintanceship between former students, the sending organisations and their community. EJMBSM Alumni network will stand for information exchange between the graduates and future students in order to create a platform for mentoring new students and new alumni generations, thus fostering the border guard community.

EJMBSM Alumni network will boost applied research on border management by creating a springboard for disseminating information on the Master’s programme, latest achievements and research findings in border security. The alumni network will ease access to the online library of the Programme, provide the opportunity for alumni to teach in the Programme and enhance the collaborative spirit promoted by the Programme.

Alumni will meet regularly to exchange experience, maintain connections with the ‘alma mater’ and fellow graduates in order to support their career development as well as personal growth.

Link to the alumni network

https://www.linkedin.com/groups/12046317
Further information

For further information please contact:
ejmsbm@frontex.europa.eu