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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Doc. 300.3.1

Date: 30.11.2020

External Evaluation Report
(Departmental)

- **Higher Education Institution:**
  Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty:** Management & Economics
- **Department:** Hotel & Tourism Management
- **Programme(s) of study under evaluation
  Name (Duration, ECTS, Cycle)**

Programme 1
In Greek:
ΠΤΥΧΙΟ ΣΤΗ ΔΙΟΙΚΗΣΗ ΞΕΝΟΔΟΧΕΙΩΝ ΚΑΙ ΤΟΥΡΙΣΜΟΥ
In English:
Bachelor in Hotel & Tourism Management

Programme 2
In Greek:
ΜΑΣΤΕΡ ΣΤΗ ΔΙΕΘΝΗ ΔΙΟΙΚΗΣΗ ΤΟΥΡΙΣΜΟΥ ΚΑΙ
ΕΠΙΧΕΙΡΗΣΕΩΝ ΦΙΛΟΞΕΝΙΑΣ
In English:
MSc in International Tourism & Hospitality Management

Programme 3
In Greek:
ΔΙΔΑΚΤΟΡΙΚΟ
In English:
 Doctorate - PhD
- **Department's Status:** Currently Operating

A. Introduction

This evaluation took place during the Covid-19 pandemic and was therefore undertaken remotely. The EEC received and reviewed the application prior to the visit. A range of documents and materials were available online to provide further information at a greater depth. The schedule for the two days was standard, and included presentations and meetings with different groups including senior management, academics, administrators, support services and students. These meetings consisted of information sharing and Q&A. The institution was well prepared for the visit and was open to questioning, with additional materials being provided where requested. The institution should be commended for the amount of work they had undertaken to prepare for the visit, and the quality of the documentation. The EEC were made to feel welcome and the discussions were open and collegiate.

B. External Evaluation Committee (EEC)

Name	Position	University
Adele Ladkin	Professor - Chair	Bournemouth University, UK
Nevenka Čavlek	Professor - Member	University of Zagreb, Croatia
Carlos Costa	Professor - Member	University of Aveiro, Portugal
Nataly Chiridou	Student - Member	University of Cyprus, Cyprus

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1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning
1.2 Connecting with society
1.3 Development processes

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning		**1 - 5**
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Click to enter text.
The department offers a suit of three coherent and complementary programmes that present a trajectory from Bachelors level, through to Masters and PhD. They are compatible and offer the opportunity for continuous advancement. The Department is aligned to the Faculty of Management and Economics and benefits from course offerings from across the Faculty.
Click to enter text.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	3
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.
1.2.3 The EEC recommends that the department considers the strengths of Cyprus tourism and embeds the regional perspectives in its research and education to extend the societal benefits.

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.3.3. The department has an effective strategy for attracting high level students from Cyprus and Greece, however consideration could be given towards increasing the number from other countries.

1.3.4 Continuous improvement of the quality of the programmes are transparent. For quality, they are adequate for the most part, however there is some inconsistency in the course intended learning outcomes. Whether a lack of resources as a result of funding deficiencies is a factor in this could be considered by the department.

Click to enter text.
Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Expectations should be aligned to the department's capabilities and strategic plan, and there is a clear awareness of this within the department. The EEC recommends that efforts are made towards further internationalisation of student body.

Findings

The profile and academic orientation of the department is based on a sound foundation incorporating research and education. The processes for development are in line with the overall mission and strategic plan, and provide the prerequisites for building further capacity The department is able to attract high level students from Cyprus and Greece, although is constrained from further internationalisation as the programmes are not available in English.

Strengths

The department has a strong profile in terms of its academic staff and clearly has the ability to attract high quality teachers and researchers.

Areas of improvement and recommendations

The orientation towards attracting high quality international students is constrained by the requirement to offer courses and programmes in Greek, however the department/faculty could consider offering a selection of specific courses in English and offer these as part of student mobility opportunities.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

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2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1   System and quality assurance strategy **2.2   Quality assurance for the programmes of study**

Quality indicators/criteria			
2. Quality Assurance			
2.1 System and quality assurance strategy			**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.		4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:		
	2.1.4.1	Teaching and learning	5
	2.1.4.2	Research	5
	2.1.4.3	The connection with society	4
	2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.		5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.			

2. Quality Assurance

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2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	4
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.11	The Department analyses and publishes graduate employment information.	4
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	4
	2.2.12.2 Library	4
	2.2.12.3 Rooms for theoretical, practical and laboratory lessons	4
	2.2.12.4 Technological infrastructure	4
	2.2.12.5 Academic support	5

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2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	4
2.2.19	There is a clear policy on authorship and intellectual property.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

The EEC is assured that appropriate quality mechanisms are in place in the department, and these are supported by the University wide structures and processes. Gaining a sense of the physical buildings and infrastructure presents a challenge with a remote evaluation, however from the materials provided it can be seen that the department has new and modern facilities of a good standard. From our discussions with the students it became apparent that improvements could be made in terms of office space, meeting rooms and teaching equipment (laboratories). Also a dedicated café/restaurant would be seen as a way to facilitate social interaction between the student cohorts. Students also stressed how well the department had responded to suggestions for improvements and incorporated these where possible.

Strengths

Strengths are evident in terms of the coherence of the quality assurance processes. Central services all play an important role to ensure a quality student experience, including student wellbeing and support services. Also noteworthy is the academic support for the students and the willingness to respond to student suggestions for improvements. The students clearly have a voice within the departmental community.

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Areas of improvement and recommendations

To foster a sense of community and a high quality learning environment, to consider the fitness for purpose of the academic and social spaces on an on-going basis.

Please √ what is appropriate for each of the following sub-areas:

Sub-area	*Non-compliant / Partially Compliant / Compliant*
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration
(ESG 1.1, 1.3, 1.6)

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	4
3.10	The Department has appropriate procedures for dealing with students' complaints.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

The EEC found the administration procedures to be highly effective and professional.

Strengths

The coherence of the policies and procedures for admissions are to be commended, as is the competence of the admissions staff.

Areas of improvement and recommendations

As part of quality assurance, to consider if all admissions procedures and decisions are formalised and communicated effectively to departmental staff with admissions responsibilities.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

4.1 Planning the programmes of study
4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	4
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click or tap here to enter text.		
4. Learning and Teaching		
4.2 Organisation of teaching		**1 - 5**
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

The department is effective and professional in its learning and teaching activities. The programmes and courses are well designed in coordination with stakeholders and are effectively monitored through feedback and quality assurance processes. Appropriate assessment strategies are evident, with feedback given to students in a timely and effective manner.

Strengths

A key strength in the departments learning and teaching activities is the academic support given to students throughout their studies. Good practice was also evident in active learning and student engagement.

Areas of improvement and recommendations

From the course documentation there was some instances where intended learning outcomes for courses were not well structured, and the links to assessment not clear. There should be coherent links between courses, programmes and aligning assessment strategies to learning outcomes. This should be the case across the board.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

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5. Teaching Staff *(ESG 1.5)*

<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1 The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2 The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3 The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4 The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7 The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8 Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Click to enter text.	

Also, write the following:
    - Number of teaching staff working full-time and having exclusive work 14
    - Number of special teaching staff working full-time and having exclusive work 0
    - Number of visiting Professors 1
    - Number of special scientists on lease services 4-6	

Click to enter text.	

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Findings

The teaching staff are an asset to the department. They are highly qualified, have a range of expertise and established research profiles. Staff research and/or professional experience is used to underpin teaching specialisms adding credibility to course delivery.

Strengths

The well qualified, dedicated and enthusiastic staff are a key strength in the department.

Areas of improvement and recommendations

As part of the internationalisation strategy, to support international visiting faculty from the region and further afield. Consider opportunities for the continuous professional development of existing teaching staff as part of staff development.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
5. Teaching Staff	Compliant

6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

Quality indicators/criteria		
6. Research		**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which set-out the research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

Findings

The department fosters a strong research environment and supports the research orientation of its staff. International standards are achieved in terms of research, as evidenced by staff publications in high ranking journals and in securing competitive external research funding.

Strengths

The department has a key strength in its academic staff who have considerable research expertise and high ambitions. There is clear capacity to progress and expand in the future.

Areas of improvement and recommendations

To continue to promote the research culture in the department, monitor the opportunities for researchers to engage in research networks both internal and external to the University.   Attention should also be paid to the skill development and mentoring of early career researchers to enable them to effectively contribute towards income generation and publication strategies and training to undertake dissertation supervision.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
6. Research	Compliant

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7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria		
7. Resources		**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

Findings

The department is making good use of the available resources, striving to ensure that is resources are fit for purpose. The department is mindful of the competitive environment in which it operates and the importance of resources to remain competitive and advance in the future.

Strengths

Able to support, efficiently divide resources according to strategic direction.

Areas of improvement and recommendations

For future proofing, to explore alternative/innovative research and educational income sources, possibly arising from collaboration with stakeholders.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	Compliant

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION
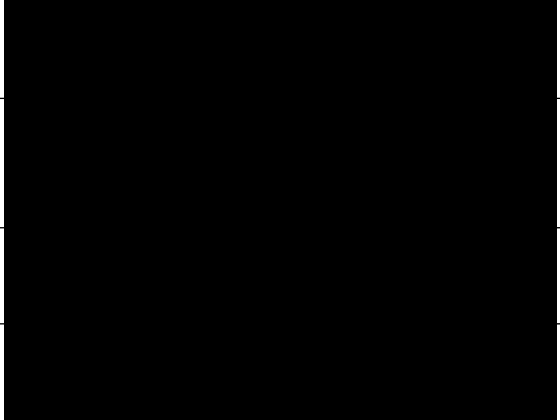
C. Conclusions and final remarks

The EEC are in no doubt that this is a strong department making an important contribution to the portfolio of quality educational and research opportunities at Cyprus University of Technology. The report indicates compliance in each of the sections, with many areas of strengths. A common theme throughout the report is excellence in terms of student support provided by the academic and administrative staff, and the willingness of staff to give freely of their time and expertise. This is to be commended. As is always the case when striving for excellence there are some areas where improvements could be made, primarily focusing on alignment with courses to programmes and the levels of study. These improvements are valuable in short term, but also for expansion of the portfolio and increased internationalisation. With regard to internationalisation, the department operates in a highly competitive market for its programmes, with many of the private sector institutions operating excellent courses with the freedom to offer courses in English. Mindful of the governmental restriction on English language offerings, the EEC encourages the department to explore ways in which internationalisation can be offered for staff and students, perhaps in the form of visiting staff and speakers, field visits, virtual collaborations and funded mobility schemes.

The EEC recommends that the department is ambitious in its future plans and direction of travel. The department is uniquely placed in being the only one of its kind in a public university in Cyprus. It has, as one of its primary assets, a highly qualified staff base who are research active and experts in their fields. The combined research achievements are impressive and they are well placed to lead the development of tourism and hospitality research in Cyprus and beyond.

Cyprus has a long and established successful tourism and hospitality industry, and its importance as an economic sector and generator of employment is perhaps more evident now than before due to the current Covid-19 pandemic. In recognition of the importance of tourism to the Island, we would encourage the department to consider in its future visioning embedding 'Cyprus' at the heart of its tourism and hospitality education and research. There is an opportunity to reposition the tourism discourse from the perspective of the tourism generating countries to those who are primarily the receivers of tourism, and the department could lead the way in this paradigm shift. Additionally, the regional focus could enhance the departments societal impact by offering research and education that speaks directly to the Cypriot communities, many of whom directly experience the effects of tourism in a variety of different ways.

Set in the context of its unique position in the public university system and the value of tourism to Cyprus, to raise its profile the department could follow a path towards achieving Faculty status. There are many strengths in the department to be fostered and clearly the capacity to expand. Tourism and hospitality education across all three levels and a strong research culture are the solid foundations for ambitious plans. We wish you every success for the future.

D.   Signatures of the EEC

Name	Signature
Adele Ladkin	
Nevenka Čavlek	
Carlos Costa	
Nataly Chiridou	

Date: 30.11.2020