

**ESCOLA SUPERIOR DE HOTELARIA E TURISMO DO ESTORIL**

***EUA EVALUATION REPORT***

***June 2007***

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## **1. INTRODUCTION**

This report is one of the ten reports of the European Universities Association (EUA) Institutional Evaluation Programme visits carried out in Portugal in 2007 as part of the evaluation project commissioned by the Portuguese Ministry of Science, Technology and Higher Education. The project is being undertaken with a view to restructuring the higher education sector in Portugal in conjunction with the OECD review. The Escola Superior de Hotelaria e Turismo do Estoril (ESHTE) volunteered to participate in this project and, after undergoing a competitive selection procedure, was chosen to be one of the ten higher education institutions to be evaluated this year.

### **Aims and Purposes of the EUA Institutional Evaluation Programme**

A central aim of the EUA Institutional Evaluation Programme is to examine the capacity for change in a higher education institution by studying its decision-making processes and organisational structures. It then assesses the extent to which these processes and structures support academic vitality, innovation and strategic vision. It also explores if the university has developed the processes, tools and structures for an effective internal quality culture. The evaluation only takes place at the request of the higher education institution itself.

The ultimate purpose of the evaluation is to help a higher education institution achieve its desired objectives in teaching and research within the external constraints in which the institution is obliged to operate. It is not its purpose to pass judgements or to assess the merits of one institution relative to others. The programme has been in operation for thirteen years, and has been used by over 170 universities in 38 different countries.

## **General working methods of the EUA evaluation**

Evaluation teams consist of three present or former university leaders from three different European countries. They know about European and international higher education trends, and are experienced in understanding specific challenges faced by institutions in particular national and international contexts. The secretary to each team is from the university staff of a fourth country.

The process begins with the preparation of a self-evaluation report by the university itself - and this is fundamental to the success of the whole exercise. Having read the report, the team then makes a preliminary two-day visit to familiarise themselves with the local context of the university, its overall structure and the key people involved. They also visit a few of the faculties and university services, and meet a selection of students, academic and non-academic staff, as well as some of the external stakeholders. In the light of this experience, the panel usually requests further information and data to supplement the university's self-evaluation report.

The team then makes its later main visit, lasting two days. More detailed discussions take place to clarify and extend the panel's preliminary conclusions, supplemented by further visits and meetings with staff and students.

The four central questions raised by EUA teams are:

- a) what is the institution trying to do?
- b) how is the institution trying to do it?
- c) how does it know it works?
- d) how does the institution change in order to improve?

The answers to these questions are considered in relation to factors such as the mission of the university and the general educational structure of the country in which it is located.

The main visit concludes with an oral report by the Chairman of the team. The detailed conclusions and recommendations are set out in a written report which is first sent to the university for comments and any corrections of errors before it is finally finished.

### **The IEP carried out at the Escola Superior de Hotelaria e Turismo do Estoril**

*The evaluation team consisted of:*

Prof. Régis Ritz (Chairman) Université Michel de Montaigne-Bordeaux 3 (France)

Dr. Luc van der Velde, Vlaamse Hogescholenraad (Belgium)

Prof. Winfried Müller, University of Klagenfurt (Austria)

Liudvika Leišytė (Academic secretary), Centre for Higher Education Policy Studies (CHEPS), University of Twente (The Netherlands)

*Self-evaluation report of the university*

The self-evaluation report was produced by the self-evaluation steering group co-chaired by António Gonçalves and António Fernandes, Liaison person Susana Gonçalves, Head of Public Relations Office, and Ana Gonçalves, Ana Lima and Dulce Sarroeira representing different study areas. The results were used for a SWOT analysis of the self-evaluation report. The team appreciates the high quality of the self-evaluation report. After the preliminary visit the group was asked for additional information which was provided to the EUA team in April 2007.

*The preliminary visit*

The preliminary visit took place on 13-15 December, 2006. The purpose was to get an overall impression of the ESHTE and its local context. During the preliminary visit the EUA evaluation team met with the Director, Vice Director, members of the self-evaluation steering group, external stakeholders, coordinators of study programmes, students and administrative university staff. The EUA evaluation team visited the library,

the school kitchen, and the food hygiene laboratory. All the meetings with the representatives of ESHTE proved to be very useful in identifying the constraints and new initiatives for change that have been undertaken in the past few years. The general atmosphere of the visits was very positive, constructive and welcoming. The practical arrangements during the two visits were perfectly managed (transportation, lunches and dinners, hotel accommodation. Portuguese hospitality, offered by ESHTE, was at its best and very much appreciated by the team which expresses its warmest thanks.

### *The main visit*

The main evaluation visit took place on 2-4 May, 2006. In between the visits ESHTE compiled additional information material and sent it to the evaluation team. During the main visit, the EUA evaluation team had a number of meetings with the school staff and students. In particular the meetings were held with the scientific board, coordinators of different programmes, professors, and administrators from international office. The team also visited the resource centre (e-learning and languages). All the meetings were informative and constructive. At the end of the main visit an oral report to the University was presented by the Chair of the panel, Prof. Ritz, to an audience consisting of the Directive Board, the professors, the self-evaluation steering committee, coordinators of study programmes, and administrative staff.

### *The evaluation team's overall experience of the ESHTE*

The evaluation team wishes to express its deep gratitude to the Director of ESHTE and the President of the Board of Directors Eunice Gonçalves, as well as to the Vice-Director and Vice-President of the Board of Directors, Rita Anselmo, for their help, information and advice during the EUA evaluation team's visits. Particular and special thanks go to the Liaison Person, Susana Gonçalves, and the self-evaluation steering group as well as to the larger community of the staff and students of the school, who provided all the information that was needed in the interviews, and who spoke honestly and frankly about their experiences.

In particular, the EUA evaluation team appreciated the work carried out by the university's self-evaluation steering group, and by the whole school community in contributing to the self-evaluation report. It was also grateful for the additional materials that were needed to clarify certain points after the preliminary visit, and to get a more comprehensive view of the current situation of the ESHTE and the active participation of different study areas in this process. The self-evaluation report served as a reference for this evaluation report. The latter is the result of all the oral interviews at the school and written information that members of the EUA evaluation team received during the two visits.

## **2. THE CONTEXT OF ESHTE**

### **Higher education sector in Portugal**

Portugal has a binary higher education system, which comprises both public and private higher education institutions. Fourteen universities and five other non-integrated university level schools make up the public university sector, while 15 public polytechnic institutes and 16 public non-integrated polytechnic schools make up the polytechnic sector in Portugal. The basis of the binary system was established by e Decree Law 74/2006 which defines a programme distinction between universities and polytechnics in the context of the Bologna three-cycle qualification structure. Both universities and polytechnics offer *licenciado* and master degrees; only universities offer the doctorate. University *licenciado* degrees are 180-240 ECTS while those in polytechnics are 180 except in very specific cases where national or European regulations or practice require this. The focus of polytechnic first degrees must be practice of professional activity. At master's level the polytechnic degrees differ from university master's degrees since they are more practice-oriented and ensure professional specialisation of students. Moreover, there are significant differences in governance structures, levels of autonomy, human resource management and funding arrangements between public universities and polytechnics.

### **Characteristics of ESHTE**

ESHTE belongs to the polytechnic sector of higher education and it is one of the non-integrated schools that traditionally depended on the Ministry of Economy and the Ministry of Science, Technology and Higher Education. As of September 2004, ESHTE has been solely under the jurisdiction of the Ministry of Science, Technology and Higher Education. Besides the obvious constraints of a new institution, such as recruiting new teaching staff, establishing its programmes and contacts with the outside world, ESHTE faced a major problem in 2003. After the promulgation of Law no. 37/2003 budgetary constraints were imposed for higher education institutions under the double jurisdiction of the ministries. As a result, ESHTE could not charge fees to its students and this strained its already limited budget. ESHTE took active steps to improve the situation and in 2004 the government decided to place ESHTE under the sole jurisdiction of the Ministry of Science, Technology and Higher Education. However, one other difficulty remained unsolved, that is the sharing of the school facilities with the professional tourism high school which historically was founded by the Instituto Nacional de Formação Turística (INFT) [National Institute of Tourism Training].

ESHTE was established in 1991 under the auspices of the Instituto Nacional de Formação Turística (INFT) to fill in the gap of preparing professionals for the Portuguese tourism industry. It started its work in 1991/1992 with 49 teaching staff, one administrator and 133 students. Under Law Decree no. 260/95, its major governance structures were created which, in turn, resulted in the appointment of the first director of ESHTE in 1996. The present administrative structure with the leadership of the Directive Board was not in place until 2000 after the publication of new ESHTE status by Decree no. 33/90.

Since its inception ESHTE has been highly dependent on the Ministry of Science, Technology and Higher Education in terms of yearly budget allocations and the release of full time teaching staff posts and the number of student places per study programme. Currently, abiding by governmental regulation, ESHTE has undergone deep changes in programme structures towards two cycle degrees.



The school offers five *licenciado* degrees, namely, Hotel Management, Tourism Information, Leisure Management and Tourism Entertainment, Cookery and Food Production, and Tourism Management with two specialties: Management of Tourism Products and Management of Tourism Companies. Besides the regular courses, ESHTE offers five specialised technology one year courses with 75 ECTS and it grants professional qualification in five areas: Animation and Nature and Adventure Tourism Technician, Gastronomy and Culinary Arts Technician, Reception and Hotel Accommodation Technician, Food and Beverage Technician, Security and Food Hygiene Technician. Finally, ESHTE offers short courses called open courses in the areas of cookery, languages and tourism. Moreover, it offers a summer course for children.

ESHTE shares the building with the professional tourism high school belonging to the Instituto de Formação Turística (INFTUR) since its inception. It has its own separate renovated areas within the building that have been renovated and used for ESHTE purposes. These include the Media Centre, comprised of the library and the Resource centre, Microbiology and Food Chemistry Laboratory. It also shares facilities of training bar and restaurant, kitchen amphitheatre, Oenology Laboratory and individual kitchens.

The ESHTE library hosts a depository of books, newspapers and journals on tourism, hotels and restaurants. The Resource Centre offers two complementary services - the self-training centre for languages and the nucleus for creating and developing e-learning materials.

The enrollments since 2001/2001 have increased from 733 students to 1140 in 2006/2007. The demand for ESHTE programmes has been significantly increasing over the years and it has become more competitive to be accepted by the school as there are a limited number of places determined by the funding received from the Ministry of Science, Technology and Higher Education. The graduates of ESHTE are in high demand on the labour market; ESHTE's graduate employability remarkably reaches 90%.

The school has an important presence in the tourism industry and local community; because all programmes include practical training. The permanent and very good relations with hotels, restaurants, tourist offices and sport associations are a key element. The change in degree structure from Bachelor and Licenciante to Licentiate and Master's has caused a significant shift in curriculum and degree structures. This affected teaching workloads and intensified student workloads as the degrees were compressed from five years to three years due to the implementation of the Bologna degree structures in Portugal. At the Master's degree level, the programme in Food Safety and Quality in Restaurants has been approved by the Ministry of Science, Technology and Higher Education and it is going to start in 2007/2008. Other second cycle degree programmes have not yet been approved by the Ministry of Science, Technology and Higher Education.

In the following comments and remarks the team addresses a number of key points in the development of ESHTE as a polytechnic school, i.e. governance, mission and vision, internationalisation, quality assurance and research.

### **3. GOVERNANCE**

The top management of ESHTE consists of different boards as prescribed by the state regulation. The Directive Board is the top executive body consisting of 2 senior staff members, 1 student and 1 administrative employee elected every three years. The top executive authority is vested in President of the school. The school elected a new President in 2006 and has since been waiting for the confirmation from the Minister of Science, Technology and Higher Education. At the time of EUA visits the former President served as an interim President.

The Scientific Board composed of professors guarantees the school's scientific quality. Many stakeholders (public and associative entities) are represented in the Consulting Board that serves in an advisory role. It ensures among, other things, that the links between the school and the business world are strong and permanent.

Governance differs from government which is authority, strong leadership and pilot responsibility. Governance is the art of governing and it covers the degree of consultation and participation in the management of the institution. Good governance means that all actors (teaching and administrative staff, students, stakeholders, and partners) are associated in the decision-making process. The institution must create the structures and mechanisms that facilitate exchange and dialogue and are respectful of a plurality of opinions. Governance is the child of a democratic life; it helps create consensus, agreements, and tolerance.

In order to encourage good governance the team makes the following recommendations:

1. Ensure that all the different representative bodies, such as the various boards, are regularly convened, that they discuss a clearly defined agenda, and that the decisions made are published.
2. Give the utmost importance to the involvement of all actors in the decision-making process. This includes students in particular as actors inside the school as well as outside partners.
3. Present, discuss and vote the budget as legally and formally required with the responsible persons. This is a key element for good governance.
4. Encourage regular meetings of pedagogical boards at school level and at the level of courses to monitor the evolution of curricula with all the people concerned and not just a few representatives.

Such practices will include more people in the daily management of the school, will open the school to more active participation of stakeholders, such as, for example, the National Tourism Board and other opinion leaders. Such participatory governance will facilitate a bottom-up process and the birth of new ideas and projects.

#### **4. MISSION AND VISION**

No higher education institution can live without a mission statement in which it defines its roles in several contexts: local, national, European, international. Objectives must be defined corresponding to the school desire and will to play its part for the public good, to

train competent students, to propose new projects. The institution must therefore consider its strengths, weaknesses, opportunities and threats – objectively – and more than a mission must also define a vision. Any institution, beyond the various constraints, crises, problems is responsible for its future. Hence there is the need to have a strategic plan, a plan of action in order to make sure that mission and vision, aims and goals defined will be reached in the best conditions, with an operational/strategic policy. ESHTE needs an action plan, not only because all higher education institutions in Europe have one – for the next 5-10 years – but because the context today (legal framework) invites you more than ever to state clearly who you are and what you want to achieve, especially in your sector, since competition is rampant in tourism.

The EUA evaluation team strongly invites ESHTE to work on an effective action plan and define its short and middle term policy for 2008- 2015. The following steps will certainly be helpful:

1. The team advises the creation of a task force – a committee- responsible for proposing a strategic action plan, based on the strengths of the school, with a wide consultation including discussions, exchanges, dialogue, and meetings.
2. Use the dynamism created by the work done for EUA in SER (Self Evaluation Report). The steering group of SER produced a good and comprehensive document which represents a strong basis for a strategic plan (data, statistics, charts).
3. Define very clearly priorities, preferences, objectives, aims and also the mechanisms, steps and actions to reach them which would include the budgeting and human resource development.
4. Make sure the strategic plan is true to the image of the school, that it respects its identity and specificity, that it is ambitious and challenging.
5. Include the quality monitoring and assurance in the strategic plan since changes can lead to unintended effects; the school needs to have a quality assurance system to identify the possible negative effects. For example, serious consideration should be given to the role of languages in different programmes

- before reducing teaching/learning hours so as not to offset the quality of the programme.
6. Improve the communication policy to show who ESHTE is, what it wants to achieve, how confident it is in its future. Be pro-active rather than reactive because of the excellent achievements in producing the graduates so needed on the tourism labour market.
  7. Prepare a plan of action – a written document that is informative, descriptive and prospective that can be presented to outside partners and stakeholders
  8. Be innovative and make sure to underline its specificity, originality and attractiveness. For example, more professionals from outside must be invited to take part in the tuition; a percentage of the total budget should be kept aside every year for new projects in research or the improvement of curricula: seed money can be allocated for the improvement of building, for new facilities (kitchen, computers, sports, dormitories).

If ESHTE achieves this it will ensure a better corporate feeling among colleagues and a stronger sense of belonging. This will in turn bring in a better collegial spirit and a real pride. The team calls for a true participatory governance in ESHTE, where all internal constituents as well as external stakeholders are heard and actively involved. Deciding on school priorities is a bottom-up process that is all inclusive and can help to improve the communication within the school.

Working now on a strategic plan will help ESHTE define a mission statement and state what is the best solution for its institutional future; joining forces with another higher education institution may appear satisfactory providing ESHTE keeps its identity. In order to negotiate an alliance or any form of cooperation the school must state clearly its aims and priorities, in one word its mission. The better the reflection on this mission – and the documents produced and circulated – the better the negotiation. The successful achievements and objectively great potentials of ESHTE are such that the benefits of an alliance will be profitable to both ESHTE and its new partner.

## **5. INTERNATIONALISATION**

Internationally ESHTE has been very active in creating partnerships with many tourism higher education institutions in Europe and other continents. ESHTEinternational is the office responsible for the development of international exchanges. A number of international cooperation agreements have been signed. ESHTE participates in the Socrates/Erasmus and the Leonardo da Vinci programmes. It has also established bilateral agreements with similar institutions in Macao, Brazil and the USA.

ESHTE is doing well in terms of internationalisation and this is very encouraging. The school is well aware that tourism has a strong international flavour, that it is a very open market and that students must be trained in a truly international spirit – open minds, intercultural exchange, foreign language proficiency.

The team wishes to congratulate ESHTE for the work achieved to make sure the Bologna reforms are implemented. Despite the challenging transition period ESHTE conducted this process in a true European dimension, restructuring its courses, adapting the teaching/learning methods. The reforms are student centered; they give priority to learning over teaching in the new pedagogical approaches. The evaluation team invites the school to ensure that the workload of students/classes, assignments, exams is not too heavy and that enough time is allowed for internships, individual training and also for personal work and creativity. This is a strong recommendation.

Moreover, in line with the Bologna process, life long learning is given emphasis in ESHTE as it has developed professional short courses and online courses. Their diversity is a true sign that the European challenge of life long learning is respected. The development of e-learning technology and competences must be strongly encouraged and financed. Finally, employability has been high on ESHTE's agenda, and the courses have been developed in consultation with the professional associations to check that the offer corresponds to the needs of the labour market. And this is again very much in line with the priorities in the Bologna process.

Mobility has been another area of serious consideration at ESHTE. The international office takes the hospitality and welcome of foreign students seriously. Since 2004, the school has provided a crash course in the Portuguese language and has introduced a hospitality programme where every foreign student is assigned a 'Godmother' and 'Godfather' to help to integrate in the local community. The school has also developed a good network of contacts throughout Europe (Erasmus, Leonardo) and also in Africa, the USA and South America. The link with Brazil and the EU is precious for future developments.

However, the increase in student mobility has been rather slow. From 2004/2005 to 2006/2007 a total of 70 foreign students came to ESHTE on the Erasmus programme and 48 ESHTE students went abroad to the European partner schools. ESHTE does not provide matching funds for student mobility and there are no matching funds for Erasmus students at the national level. Although the student mobility numbers - outgoing students - have been increasing, there was a concern voiced that not all places are filled on a yearly basis. This is partly due to the financial constraints, partly to the desire not to leave Portugal for personal reasons and partly to a real anxiety about recognition issues as noted by the students and international officers. The international mobility has been also extending to the other continents. In the same period (from 2004/2005 to 2006/2007) 6 ESHTE students went to the Brazilian partner schools and ESHTE has received 18 students from Brazil. Besides, 41 ESHTE students went to Disney World and 7 will go in October 2007.

Another largely popular European mobility programme is Leonardo. Student mobility has been also increasing for the Leonardo programme. As far as the Leonardo da Vinci programme is concerned, 24 students went to Spain in 2006/2007. Students take apprenticeships abroad in all programmes, and students from Hotel management are most eager to go for practical training abroad. As for international apprenticeships, 14 students went abroad in 2006/2007 academic year.

Finally, staff mobility has also been changing. So far ESHTE has had 22 incoming staff members and 17 outgoing staff members in total in the period of 2000-2006. In the year 2006/07 ESHTE received five Erasmus scholarships for staff exchange.

The evaluation team invites ESHTE to keep this international dimension and try to improve it by taking a series of measures:

1. Invite students and teachers to be more mobile, create more motivation utilising the experience of former Erasmus students and incoming Erasmus students.
2. Develop a systematic policy of information to the university community on European mobility programmes and ECTS.
3. Define an international policy as part of the general strategic plan and define targets to be reached.
4. Offer more foreign language quality training to staff and students and work on the projects for establishing a language and cultural centre to promote language learning within a well-defined language policy. Raise language and cultural awareness.
5. Student representatives should become more involved in European organizations such as ESU (European Student Union) and attend their meetings and take part in their actions and projects.

## **6. QUALITY MONITORING AND EVALUATION**

After approval by the Ministry of Science, Technology and Higher Education, ESHTE study programmes are evaluated by the National Council for Evaluation of Higher Education (CNAVES) on a regular basis. The courses also have been certified by TEDQUAL (Tourism Education Quality), a programme run by WTO.

From the insights gained by the EUA evaluation team it is clear that all programmes have a strong practical training component and these are also evaluated by the external stakeholders. There is currently no system of quality assurance in place in the school, and



students do not evaluate their teachers. However, there is a good personal contact between students and teachers and the quality of programmes has been constantly discussed in the programme committees under the leadership of programme coordinators. The EUA evaluation is the first institutional evaluation for ESHTE.

The EUA team notes with pleasure that the school has recently launched a quality programme under the supervision of a quality management office. Its main aims, as indicated in the SER, are:

1. to group, analyse and make available data about academic affairs, human resources, administration and financing;
2. to manage the observatory that accompanies ESHTE's graduate students in the labour market;
3. to develop and apply tools to evaluate the academic community's satisfaction within the logic of an internal client's satisfaction.

Overall, universities have grown very conscious of the world competition in education. The quality of the training and of the courses they offer to students, the quality of research have become key issues. Hence the necessity to define indicators, to evaluate and benchmark activities, results and achievements of an institution at an international level is of paramount importance. A good reference material could be the ENQA 'Standards and guidelines for Quality Assurance in the European Higher Education Area'. ESHTE could use them as a check list to ensure its efficient quality monitoring system (see ENQA website: [www.enqa.eu](http://www.enqa.eu)).

The team would like to make a few recommendations:

1. Quality is not limited to an office but it is the concern of everyone in the school sharing the common spirit of a quality culture.
2. Guidelines and operational procedures must be agreed at institutional level.
3. All activities must be evaluated – programmes, courses, budget, services, innovation, research, staff development.

4. Results of the evaluation (performance, indicators, and statistics) must be published. All types of evaluation: self-evaluation, peer review, international evaluation, are profitable exercises. The information, recommendations collected must be made available to all for a better general knowledge of the school and serve as an informative log book.
5. The work of the quality office will bring obvious benefits to the process of strategic planning.

Quality assurance concerns, of course, all the school activities: the team wants to underline here three very important issues for ESHTE and therefore recommends:

1. The creation of a staff development programme that would include language/computer training sessions, research sabbaticals and facilitation of PhD degree acquisition among teaching staff.
2. A greater involvement of outside stakeholders in evaluating programmes; the invitation of more external visiting committees (local, national and foreign) to evaluate courses.
3. Use of systematically distributed student questionnaires in order to improve student participation and their involvement in the life of the school. The precious feed-back gained from the exploitation of these questionnaires can help improve courses (contents and pedagogy).

## **7. RESEARCH**

ESHTE is involved in applied research through the Tourism Studies Centre (CESTUR), founded in 2002, which is a separate entity although attached to ESHTE. The research projects carried out in the Centre are oriented towards the practical needs of the community, as for example, the project of “Plan of Valorisation and Tourism Development of the Municipality” of Almada. Besides research projects the Centre also helps in organising conferences and workshops. Another applied research cluster in ESHTE is the Food Security and Quality laboratory. It carries out applied research

projects in the areas of food security in restaurants, cleaning and disinfection operations, risk evaluations. The major function of the laboratory, however, is to provide students with a hands-on experience in laboratory work and applied research in food safety. Moreover, teaching staff also use research components in their teaching with experimental exercises.

The best way for ESHTE teaching staff to improve their scientific knowledge, to create new knowledge and to renew their teaching is through research. The services rendered to the community is the best way to meet people, to work in teams at home and abroad, to make the school known outside.

The EUA evaluation team recommends the following:

1. To work more in collaboration with other institutions, both public and private, faculties, and research centres.
2. To encourage team work and innovation in research by defining a university research plan.
3. To participate in European research projects with clearly defined objectives.
4. To develop the quality of its scientific laboratories in order to offer high level training to students in applied research.
5. To promote and help finance the projects of the Tourism Studies Centre (CESTUR) in offering services to the community through applied research action.

The strength of ESHTE lies in the applied research within the auspices of the CESTUR and its service provision to the community in terms of food safety testing. By investing in that field in order to offer the services needed ESHTE will stress even more its scientific and academic dimensions.

## **8. CONCLUSION**

ESHTE is a school with great potential. It functions within the limits of certain constraints. First of all, it faces a continuously changing higher education policy

environment in Portugal, where the question of the administrative future of the school is at stake.

ESHTE also faces structural limitations of sharing its premises with the professional tourism high school that does not allow it to 'own' the premises. This means ESHTE can hardly make repairs, upgrade common shared areas and expand. Moreover, these limitations limit the ability to train students in cookery and hospitality since they need special equipment and facilities that are not available in the common kitchen. The school can use the kitchen facilities only two days per week. The cooperation with the high school so far has not led to the introduction of the food safety system in the kitchen. A further limitation lies in the sharing of the student dormitories, where ESHTE has a limited number of places and has to follow the common rules with the high school, which can restrict student social activities as noted by the students. Moreover, the limited places in the dormitory constrain the welcome of the international incoming students.

Despite these limitations, ESHTE's capacity for change is real and that means it must be confident in its future. It is a challenge that the school is ready to meet in a true proactive spirit.

At the EU level today four issues seem to be more important than others: employability, governance, quality and internationalisation: these four issues seem to be well-addressed by the school as can be seen from this report. It means ESHTE is very much aware of the priorities it has to define if it wants to prosper and play its role both at national and international level.

ESHTE has very competent administrative staff and young, dynamic and passionate teaching staff. People are motivated and competent and caring for their school. Its courses which have been aligned to the Bologna process have a real European dimension.

The school's graduates are in high demand in the labour market and it has been actively pursuing an international policy in order to expand its networks of partnerships both for student and staff mobility.

Because of all these positive changes the EUA evaluation team is confident in ESHTE's future development; it invites the school to be always very ambitious and innovative; its role in the world of tourism, in Portugal and abroad, is perfectly recognised; more success-stories are expected.