

STUDY PROGRAMME ACCREDITATION

INTERNATIONAL PRIVATE LAW

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION «PEOPLES» FRIENDSHIP UNIVERSITY OF RUSSIA ~RUDN UNIVERSITY~

REPORT

16/12/2020

PROGRAMME	MASTER'S DEGREE IN INTERNATIONAL PRIVATE LAW
UNIVERSITY	RUDN UNIVERSITY (RUSSIA)
CENTRE	LAW INSTITUTE OF RUDN UNIVERSITY
VISIT DATE	November 30, 2020 and December 1, 2020

The Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA) has carried out the assessment for the accreditation of this programme under a partnership agreement with Agency for Quality Assurance in Higher Education and Career Development (AKKORK).

After studying the corresponding self-evaluation report and carried out a virtual site visit (due to the situation created by the global pandemic), a draft report was sent to the University with the provisional result of the evaluation.

After the deadline without any allegations having been made to the draft report, this final evaluation report is issued.

This report has followed the European Standards and Guidelines (ESG), compliance with which has been accredited by ACPUA, as it is an agency registered in the European Register (EQAR).

The visit to the programme has been carried out in accordance with the *ACPUA Guide of action for virtual visits* approved by the Commission of Evaluation, Certification and Accreditation of the ACPUA and published on the Agency's website.

The panel of international experts (included in Annex I of this report) issues the following draft report, giving the university 10 days to make the allegations it deems appropriate.

KEY ASPECTS OF THE PROGRAMME

COMMENDATIONS

- Accessibility and up-to-date information on academic regulations allows students to be properly informed about a central issue in their study program. The ease of contact by mail and social media (as Facebook or whatsapps) for potential students of the programme in order to ask for info.
- The academic and pedagogical training of the academic staff, as well as their practical experience is very high. This level of preparation of the teachers participating in the Master, as well as their availability to assist students in their academic needs, was highlighted during the virtual visit by the students. Employers also highlighted the high level of preparation of the Program's academic staff.
- The high level of internationalization of the program is managed in a balanced way, ensuring that, despite its diversity, foreign students are prepared to take advantage of the program from the first moment.
- The teaching coordination mechanism, structured in three levels, guarantees without any doubt the balance between subjects and the coherence of the development of the program. In addition, it also allows an adequate distribution of the workload and a correct combination of theoretical and practical activities.
- The IQAS reserves a role for the different actors involved in the development of the program. In this sense, it stands out that, in addition to students and teachers, there is also a place in this system for employers whose ideas and suggestions are taken regarding the improvement of the Master.
- The panel of experts should highlight the high commitment shown by the different stakeholders concerned. The participation in the virtual visit of both teachers and coordinators as well as students, graduates and employers, shows the firm intention of continuous improvement of a program that already deserves a highly positive global evaluation.

RECOMMENDATIONS

- A Master's-specific web portal should be carried out with all the necessary data to improve transparency about academic information, including comprehensive teaching guides (which may be identical to those in the curriculum development document). This would be very positive not only to ensure that foreign students, who are not required to speak Russian from the start, are properly informed. It would also be useful to attract more foreign candidates by offering them more complete detailed information on the different aspects of the program.
- The IQAS is well designed but it is not perceived with certainty that the information obtained through this system is transformed into initiatives to improve the program.
- Specific information obtained from IQAS regarding the program is not available in English. In this sense, it would be advisable to prepare annual reports, especially pointing out those aspects that can be improved. It should be ensured that, as

already noted, this information is available not only in Russian but also in English and for both students and potential candidates, especially foreigners.

- With regard to language training, it would be recommended that the period currently devoted to learning Russian be extended throughout the program.
- The number of students seems too small, which on the one hand favours personalized teaching but on the other raises doubts about the attractiveness of the program. The University could consider a change of strategy in this regard by expanding, but not excessively, the number of students admitted each year. For example, this goal can be achieved by advertising the degree in social networks, participation in educational exhibitions and attracting recruitment agencies. 2) Information available on the official web-site of the University (in particular, on the page of the degree) could be completed.
- Following suggestion of employers, the organizers of the programme might consider inviting more foreign experts (practitioner and non-practitioners) to teach or intervene in classes and seminars.

EVALUATION CRITERION

DIMENSION 1. DEGREE MANAGEMENT

Criterion 1. ORGANISATION AND DEVELOPMENT

The training programme is up to date and has been implemented in accordance with the conditions set out in the verified report and/or its subsequent amendments.

1.1	The implementation of the curriculum and the organisation of the programme are consistent with the competency profile and objectives of the degree set out in the verification report and/or its subsequent amendments.	B. Achieved
1.2	The defined graduation profile (and its deployment in the curriculum) maintains its relevance and is updated according to the requirements of its academic, scientific or professional environment.	B. Achieved
1.3	The degree has mechanisms for teacher coordination (horizontal and vertical articulation between the different subjects) that allow both an adequate allocation of the student's workload and adequate time planning, ensuring the acquisition of the learning results.	A. Passed with excellence
1.4	The admission criteria applied allow students to have the appropriate entry profile to begin these studies and their application respects the number of places offered in the verified report.	B. Achieved
1.5	The application of the different academic regulations is carried out in an appropriate manner and allows the values of academic performance indicators to be improved.	A. Passed with excellence

Evaluation criterion 1: B. Achieved

1.1.- The implementation of the degree is consistent with the curriculum, as the objectives and competency profile of the degree have been developed. Teaching guides for all subjects are available and the contents are relevant to the subjects to be developed. It would be desirable for teaching guides to be equated in defining skills, abilities and learning outcomes (some are very broad and others more even in the definition). In addition, according to the self-evaluation report connection between disciplines, theory and practice and mainly program structure are consistent with goals proposed. Moreover, surveys of graduates about the structure program shown that structure and program meet expectations of students.

1.2. The program is regularly updated by means of a content review in which both state and commercial organizations (such as the Arbitration Court of Moscow Region, the Moscow City Parliament and Leroy Merlin Vostok LLC) participate. In fact, the opinion of employers is especially taken into consideration in the process of updating the graduation profile.

1.3. The coordination mechanism among the teachers concerned by the program can be considered as one of the program's strengths. This mechanism, divided into three levels (department, Law Institute and University) guarantees coherence in the distribution of contents of the different subjects as well as the balanced nature of the distribution of the workload throughout the program.

1.4. Information on the entry profile and access requirements is public, accessible and detailed. The entry profile of the students is consistent with the planned curriculum, the objectives and the competency profile of the program.

1.5.- Information about academic regulations of both the University itself and the national authorities, is published, being easily accessible and updated. This information is well structured in different sections and special situations are contemplated, including reference to students with disabilities. The various dedication regimens are also reported. Credit recognition and transfer regulations are also available. Furthermore, academic regulation is carried out in an appropriate manner in order to improve current results.

Criterion 2. INFORMATION AND TRANSPARENCY

The institution has mechanisms to adequately communicate to all stakeholders the characteristics of the programme and the processes that guarantee its quality.

2.1	Diploma holders publish appropriate and up-to-date information on the characteristics of the training programme, its development and its results, both in terms of monitoring and accreditation.	C. Partially achieved
2.2	The information needed for decision-making by potential students interested in the degree and other stakeholders in the national and international university system is easily accessible .	B. Achieved
2.3	Students enrolled in the degree have timely access to relevant information on the curriculum and expected learning results .	C. Partially achieved

Evaluation criterion 2: C. Partially achieved

2.1: Although the institutional website contains a great deal of general and specific information in Russian regarding this programme, it is essential that this information is regularly updated to guarantee its relevance and also expanded to make further information available on aspects such as: programme objectives, graduate profile/employment opportunities, subject learning outcomes, teaching staff, programme indicators, external internship opportunities etc.

2.1: It would be positive to observe further hard evidence of the outputs of the quality assurance system on a programme level: action plans, objectives, indicators, survey results, graduate employment data etc. It is essential that the majority of this information be made available to stakeholders – students, lecturers, employers, external reviewers, society in general etc. via appropriate channels including the institutional website, in accordance with the European Standards and Guidelines.

2.2: Given the level of internationalisation of RUDN as a whole and the international nature of this programme, particular attention should be paid to the adequacy and scope of information available in English (aimed at international candidates/students and international universities).

2.2: In order to attract international students, web-based information should not only be standard information translated into English but also specific information for international candidates: life in Russia, accommodation, support mechanisms for international students etc.

2.3: Information is available on the curriculum and course content although specific programme objectives should be included as should learning objectives for each subject.

Criterion 3. INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

The institution has an internal quality assurance system formally established and implemented that effectively ensures the continuous improvement of the degree.

3.1	The IQAS implemented and regularly reviewed ensures the continuous collection and analysis of information and relevant results for the effective management of the diploma, in particular learning results and stakeholder satisfaction.	A. Passed with excellence
3.2	The implemented IQAS facilitates the process of monitoring, modifying and accrediting the degree and guarantees its continuous improvement based on the analysis of objective and verifiable data.	B. Achieved
3.3	The implemented IQAS has procedures that facilitate the evaluation and improvement of the quality of the teaching-learning process.	B. Achieved

Evaluation criterion 3: B. Achieved

3.1: RUDN has a robust and complete quality assurance system designed and implemented in accordance with the European Standards and Guidelines (2015). The system provides for interaction with stakeholders and mechanisms to collect their opinions.

3.1: Leadership of the system is clearly a responsibility of the senior management of the university and the system is deployed down through the organisation to specific programme level where programme leaders coordinate the implantation of institutional guidelines.

3.1: Student representatives have an annual meeting with the Rector's office to discuss student satisfaction with their programmes, a sign of open dialogue and fluid communication between stakeholders and university management.

3.2: As well as surveys, the institution (and programme) also uses face-to-face tools – meetings, round-tables, interviews – to encourage dialogue with and collect information from stakeholders such as students, lecturers, graduates and employers in order to formulate improvements to the programme.

3.2: The programme leaders are responsible for analysing outputs from the quality assurance system. Stakeholders have confirmed that improvements have been implemented in the programme although the panel has seen no evidence of traceability (meeting minutes, survey results etc.) of these actions back to the quality assurance system.

3.3: Although no hard evidence has been provided, programme lecturers have confirmed that through regular meetings improvements are proposed to teaching, learning and assessment methodologies. Likewise, students are able to put forward suggestions both informally, through direct dialogue with the teaching staff, and formally through the mechanisms defined by the quality assurance system.

DIMENSION 2. RESOURCES

Criterion 4. ACADEMIC STAFF

The academic staff that is teaching is sufficient and adequate, according to the characteristics of the degree and the number of students.

4.1	The academic staff of the degree meet the level of academic qualification required for the degree and have adequate teaching and research experience and quality .	A. Passed with excellence
4.2	The academic staff is sufficient and has adequate dedication for the development of their functions and to assist the students.	B. Achieved
4.3	The teaching staff is updated in such a way that, taking into account the characteristics of the degree, they can approach the teaching-learning process in an appropriate manner.	B. Achieved
4.4	(Where applicable) The university has implemented the commitments included in the verification report and the recommendations defined in the verification reports, authorisation, where applicable, and monitoring of the degree relating to the hiring and improvement of the teaching and research qualifications of the teaching staff.	NA - Not Applicable

Evaluation criterion 4: B. Achieved

4.1. The academic staff who teach is sufficient and adequate, according to the characteristics of the degree and the number of students. The academic staff of the degree has an academic qualification according to the specialization requirements pursued by the evaluated degree. Likewise, this staff presents a remarkable practical experience, many of them currently practicing lawyers. They also carry out intense research activity, which includes the publication of more than 80 scientific papers per year.

4.2. The number of professors participating in the Master is sufficient to guarantee its adequate development and due attention to the students. However, in the virtual visit, the employers raised the proposal to invite more practitioners as guest lecturers through activities such as specific seminars.

4.3. The academic staff develop various activities that allow to guarantee their updating (through scientific publications, participation in different national and international conferences, round tables, seminars). It is also must be noted that the administration of the University organizes advances training courses for teachers on a regular basis. Every year employees are trained in the field of inclusive education and receive information about new methods and technologies that can be used in the educational process.

Criterion 5. SUPPORT STAFF, MATERIAL RESOURCES AND SERVICES

The support staff, material resources and services made available for the development of the degree are adequate according to the nature, modality of the degree, number of students enrolled and skills to be acquired by them.

5.1	The support staff involved in the training activities is sufficient and adequately supports the teaching activity of the academic staff associated to the degree.	B. Achieved
5.2	The material resources (classrooms and their equipment, work and study spaces, laboratories, workshops and experimental spaces, libraries, etc.) are adapted to the number of students and the training activities programmed in the degree.	B. Achieved
5.3	In the case of distance/semi-presential learning degrees, the technological infrastructure and associated teaching materials allow for the development of training activities and the acquisition of the skills of the degree.	B. Achieved
5.4	The academic, vocational and mobility support and guidance services made available to students upon enrolment are tailored to the skills and modality of the degree and facilitate the teaching-learning process.	B. Achieved
5.5	In the event that the degree provides for the performance of external internships , these have been planned as that foreseen and are suitable for the acquisition of the skills of the degree.	B. Achieved
5.6	The university has made effective the commitments included in the verification report and the recommendations defined in the verification, authorisation, if any, and degree follow-up reports regarding the support personnel participating in the training activities, the material resources, and the degree support services.	NA - Not Applicable

Evaluation criterion 5: B. Achieved

5.1.- The support staff, material resources and services made available to the development of the degree are adequate depending on the nature, modality of the degree, number of students enrolled and competencies to be acquired by them. Title-related support staff are suitable for the fulfilment of the objectives of the title.

5.2. Both the spaces (lecture-type classes, seminar-type classes, ...) and the computer and audiovisual equipment are very suitable for the correct development of the Master. To this is added that the University makes available to students a very relevant set of legal literature, both printed and electronic. In this second case, the University has access for its students to resources from prestigious legal institutions and publishers.

5.3. The study program was planned as a program with compulsory class attendance. However, during the coronavirus COVID-19 pandemic, it was changed to distance education. According to the self-evaluating report distance education is provided through the tools of

the University electronic educational environments including: TEIS (Telecommunication Educational Information System), Corporate mail, information letters, regulations and video instruction on working with the services.

5.4. University has a special Department of Students Practices and Employment Organization whose main task is the organization of practices as well as assistance to the employment of students and graduates, both in the Russian Federation and abroad. There is also the Center for Active Youth Employment Assistance Programs (CAYEAP) that conducts constant work in support of student entrepreneurship. In addition, every year, students of the program have the opportunity to undergo summer internships in various universities around the world.

5.5. The University and the Law Institute in particular maintain a wide network of cooperation with Universities from different countries (Germany, Austria, Belgium, Spain, Italy, the Netherlands, Portugal, France, Vietnam, India, China, Poland or the Dominican Republic). The program allows you to develop part of the learning (1 semester) in these Universities or within the framework of the Erasmus + Program. The possibility of short-term internships in United Nations organizations such as the High Commissioner for Human Rights or in organizations such as the European Parliament among others. Furthermore, in order to conduct industrial and educational practice, the institute has agreements with state organizations (such as the Arbitration Court of the Moscow Region) whose representatives conduct seminars and trainings for students on the regularly basis.

DIMENSION 3. RESULTS

Criterion 6. LEARNING RESULTS

The learning results achieved by the graduates are consistent with the graduation profile and correspond to the academic level of the degree.

6.1	The training activities , their teaching methodologies and the evaluation systems used are appropriate and reasonably consistent with the objective of acquiring the intended learning results.	B. Achieved
6.2	The learning results achieved meet the objectives of the training programme and are appropriate to the corresponding academic level.	B. Achieved

Evaluation criterion 6: B. Achieved

6.1. The teaching methodology, combining lectures and practical classes, including role playing activities, is appropriate and reasonably consistent with the objectives of the program. In addition to the possibility of complementary training, through internships in national and foreign academic institutions, as well as in other institutions, is adequate to achieve the proposed training objectives. Moreover, the program of subjects seems balanced and coherent and the exam model sufficient to assess the acquisition by the student of the necessary knowledge for their subsequent professional activity.

6.2. Otherwise, the learning results achieved in the revised subjects correspond to those provided for in the training program implemented and consistent with the egress profile of the degree.

Criterion 7. SATISFACTION AND PERFORMANCE INDICATORS

The results of the indicators of the training programme are consistent with the design, management and resources made available for the degree and satisfy the social demands of their environment.

7.1	The evolution of the main data and indicators of the degree (number of new students per academic year, graduation rate, drop-out rate, efficiency rate, performance rate and success rate) is appropriate, according to the thematic area and environment in which the degree is inserted and is consistent with the characteristics of the new students.	B. Achieved
7.2	The satisfaction of the students, faculty, graduates and other stakeholders is adequate.	B. Achieved
7.3	The values of the indicators of labour market insertion of the graduates of the degree are appropriate to the socio-economic and professional context of the degree.	B. Achieved

Evaluation criterion 7: B. Achieved

7.1. In terms of participation, there is a decrease from the first edition, with 14 students, to the current one, with 9 students. However, the short period of development of the program (opened only in 2017) does not allow us to draw too well-founded conclusions regarding this evolution. At the same time, over the entire period of realization of the program the percentage of foreign students did not fall below 80%, which confirms the great interest of foreign applicants. Moreover, the academic performance of students has been always high (the average grade for academic subjects is 91 out of 100, and the average grade for state final examination is 94 out of 100). In addition, about 89% of 2017 program graduates, including foreign students, are employed. It is also must be noted that few students (5) continue their education at this University (they are post-graduate students).

7.2. There are no evidences available on the University website about the satisfaction of professors, students, graduates and employers. In this sense, the Self-Evaluation report only states some indicators and instruments, but any result is indicated. Furthermore, as already noted above, the data resulting from the IQAS in this regard are not accessible in English. However, the Self-Evaluation report itself allows to deduce a high level of satisfaction of all the stakeholders concerned about the development and results of the program and this positive conclusion was confirmed by each of the sectors involved (students, graduates and employers) during the virtual visit. However, it should be added that the additional information in Russian language provided after the visit is complete, and indicates a high level of satisfaction with the quality of teaching level in different subjects of the programme. Nevertheless, some students indicated that they have problems with the search of information on educational resources which do not have English version. So, it would be desirable for IQAS reports and indicators to be accessible on the University website and in English.

7.3. It is a new title, opened in 2017 and lasts two years, so the indicators of insertion in the labour market refer to a limited set of students. There is no systematic study of graduates by

the University, nor of the training program. Individual monitoring, given the low number of persons affected, on the employment of graduates should be carried out. In any case, the evidence indicates a high rate of access to employment among graduate students in 2017, which reached 89%. Moreover, according to the additional information submitted after the visit in Russian language, most of the graduates of the program work in the sphere of private international law (57 %). Non-working graduates (5 students) are mostly post-graduate students of the Law Institute. In addition, as indicated by the students, as stated in the additional information submitted after the visit in Russian language, it is necessary: to strengthen cooperation with the Department of Employment of the University, conclude cooperation agreements with organizations on the question of joint development of the program, practical training etc.

The chair of the international expert panel

Professor Sergio Salinas

ANNEX I

INTERNATIONAL EXPERT PANEL

Sergio SALINAS (Chair): Professor for International Law and International Relations at the University of Zaragoza, where he directs the Office for Cooperation since 2016. Former director of the Office for the Quality of Teaching at the University of Zaragoza. Graduated from The Hague Academy of International Law. Visiting researcher at SOAS (U. of London) and at IREDIES (U. Paris 1 Panthéon-Sorbonne).

Juan Carlos GAVARA (Academic Staff): Law Professor at the Universitat Autònoma de Barcelona (UAB). Former director of the Department for Public Law and Political Sciences (UAB). Graduated in European Studies from the Universität des Saarlandes (Germany). Member of the national evaluation Committee for accreditation of study programmes at ANECA.

Olesia ZASEMKOVA (Academic Staff): Ph.D. in Law; Senior Lecturer, Department of Private International Law; Senior Lecturer, Department of Moot Court Competitions, Kutafin Moscow State Law University (MSAL).

Alexander SAUER (Practitioner): Lawyer. Head of Business Development at Enerparc AG (Hamburg). He holds a Law Degree from the University of Heidelberg and a MBA from Mannheim Business School/ESSEC Paris.

María Jesús BLANCO (Student member): Ph. D. Student at the Institute for Private Law, University Pablo de Olavide. She holds a Law Degree and a MBA Degree from the University Pablo de Olavide. Legal practice at the International Legal Department of Abengoa Company in Seville. Member of the Institutions Evaluation Committee of ACPUA.

AGENDA – VIRTUAL VISIT

Date: 30/11/2020

7:30-7:45: Checking the stability of internet connection

7:45-8:00: Internal meeting of the expert panel

8:00-9:15: Institutional presentation for all panels. Meeting with representatives of the university management and quality assurance department.

- Vorobyova Aalexandra, Head of the Department of Educational Policy.
- Podolko Pavel, Director of the Department for Quality Assurance of Educational Programs.
- Lyubkina Tatyana, Head of the Education Quality Management Sector.
- Ismagilova Anastasia, Specialist in Educational and Methodological Work and Quality of Education.
- Timur Usmanov, Department of Organization of Practices and Employment of Students.

DATE: 01/12/2020

9:00-9:15: Checking the stability of internet connection

9:15-10:00: Coordinators, Academic directors

- Frolova Evgeniya, Program Head, Doctor of Legal Sciences, Head of the Department of Civil Law and Process and International Private Law of RUDN Legal.
- Bezbakh Vitaly, Doctor of Legal Sciences, Professor of the Department of Civil Law and Process and International Private Law of RUDN University Legal Institute.
- Rusakova Ekaterina, PhD in Legal Sciences, Associate Professor of the Department of Civil Law and Process and International Private Law, RUDN Legal Institute.
- Ivanovskaya Natalia, Responsible for Organization of Practice and R&D, PhD in Legal Sciences, Associate Professor of the Department of Civil Law and Process and International Private Law of the RUDN University Legal Institute.
- Zinkovsky Sergey, Acting Director of the RUDN University Legal Institute, Deputy Director for Scientific Work.
- Shakirov Sergey, Deputy Director of RUDN University Legal Institute for Education.
- Chesnokova Natalia Ivanovna, Deputy Director of RUDN University Legal Institute for International Activities and Public Relations.

10:00-10:15: Internal meeting of the expert panel

10:15-10:30: Checking the stability of internet connection

10:30-11:30: Teaching Staff

- Atabekova Anastasia, Doctor of Philological Sciences, Head of Foreign Languages Department of Law Institute.
- Belikova Ksenia, Doctor of Law, Professor of Civil Law and Procedure and International Private Law of the Law Institute.
- Kuznetsov Mikhail, Doctor of Law, Professor of Civil Law and Procedure and International Private Law of the Law Institute.
- Novikova Marina, Doctor of Philology, Professor of the Russian Language Department of Law Institut.

11.30-11:45: Internal meeting of the expert panel

11:45-12:00: Checking the stability of internet connection

12:00-12:45: Meeting with students and graduates of the programme

Students (1-2 Years)

- Benavides Correa Corol Joana. 1st Year.
- Shwani Zryan Hussein Ismail. 1st Year.
- Shipkov Nikita. 2nd Year.

Graduates

- Ojagli Ulvi Agil Oglu. 2019
- Koshelev Anton. 2019
- Yong Dominguez Edgar Hose. 2019
- Luk Thi Li. 2019

12:45-13:00: Internal meeting of the expert panel

13:00-14:00: Lunch time

14:00-14:15: Checking the stability of internet connection

14:15-15:00: Meeting with Employers

- Ksenia Stepanischeva, Counsel, Attorney-At-Law (Moscow Bar Association «Kovalev, Tugushi and Partners»)
- Bashilov Boris, Partner, Lawyer in the Moscow Law Office "Bashilov, Noskov and Partners".
- Kirsanov Alexey, Lawyer of the Rusich Limited Liability Company.
- Trubina Marina, Deputy Head of the Direct Investment Department of Spao Ingosstrakh.

15:00-15:30: Internal meeting of the expert panel

15:30-15:45: Checking the stability of internet connection

15:45-16:15: Open Session

16:15-17:15: Internal meeting of the expert panel

17:15-17:30: Checking the stability of internet connection

17:30-18:15: Final meeting with programme coordinators

- Frolova Evgeniya, Program Head, Doctor of Legal Sciences, Head of the Department of Civil Law and Process and International Private Law of RUDN Legal.
- Zinkovsky Sergey, Acting Director of the RUDN University Legal Institute, Deputy Director for Scientific Work.
- Shakirov Sergey, Deputy Director of RUDN University Legal Institute for Education.
- Chesnokova Natalia Ivanovna, Deputy Director of RUDN University Legal Institute for International Activities and Public Relations.

18:15-18:30: Internal meeting of the expert panel