EFMD Quality Services

Top quality benchmarks for international business schools, programmes, corporate universities and online courses
EFMD is a global, membership-driven organisation, based in Brussels, Belgium, with offices in Asia and the Americas. As the largest international association in the field of management development, the EFMD network includes over 900 institutional members and reaches more than 30,000 management development professionals from academia, business, public service and consultancy across 88 countries worldwide.

The different services EFMD offers include conferences and events around the world that address key issues for the industry, surveys and the dissemination of knowledge, quality improvement and accreditation via EQUIS, EPAS, EOCCS and CLIP as well as the EFMD GN Deans Across Frontiers mentoring programme (EDAF) and Business School Impact System (BSIS).
An accreditation from EFMD is one of the best and most complete ways to certify the actual quality of a business school or a corporate university. The accreditation processes lead to improvement through the necessity for organisations to meet internationally agreed quality standards. The quality is assessed by Peer Review, which is a form of international benchmarking. Recognition comes through the award of an EFMD accreditation, acknowledged worldwide by potential students, employers, clients and the media.
EFMD Quality Services

Quality Services provide the accreditation, certification and development services with the aim of improving management and of gaining recognition for the accredited entities.

EFMD offers three accreditation systems, one for schools (EQUIS), one for programmes (EPAS), one for corporate learning organisations (CLIP) and a certification system for online courses (EOCCS). In addition, EFMD offers a mentoring system (EDAF) which is designed to assist schools in their future development or improvement.

The accreditation and certification processes lead to improvement through the necessity to meet internationally agreed quality standards. However, such improvements may take time to develop. The quality is assessed by Peer Review, which is a form of international benchmarking. Recognition comes through the award of an EFMD accreditation or certification which is recognised worldwide by potential students, employers, clients, and the media (often being a pre-requisite for entry to rankings).

Peer Review is based on utilising the expertise and wisdom of senior staff of the member institutions. These experts give their time to the process and share their knowledge with the institutions under review.

This leads to mutual learning and sometimes to the development of partnerships. In turn, this strengthens the EFMD network and the management education sector.
EQUIS, EPAS and EDAF are designed as a portfolio. Each of them is a free-standing quality improvement process dealing with different aspects of an institution. They are also linked as a potential pathway between the systems.

For example, an institution entering EDAF may either use it as part of its development trajectory or to aim in the long term for EPAS accreditation of one or more of its programmes, or perhaps to achieve EQUIS.

On request, EFMD provides a gap analysis on the key areas requiring improvement in order to achieve an accreditation.

An institution entering EPAS may be seeking a programme accreditation or it may use it to develop its programme portfolio before aiming for EQUIS. A School can receive advice on its readiness for EQUIS as part of the EPAS process (EQUIS gap analysis).

EOCCS provides an international quality benchmark in diverse education landscapes in which digital technology is applied to teaching and learning.

In addition, EFMD offers CLIP, which is a unique accreditation system for corporate universities and learning organisations.
EFMD’s international accreditations and certification can be earned by institutions, programmes, corporate universities and learning organisations, HE institutions and public agencies.

**EFMD Quality Improvement System (EQUIS)**

The leading international system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration.

The fundamental objective of EQUIS, linked to the mission of EFMD, is to raise the standard of management education worldwide. Its scope covers all programmes offered by an institution from the first degree up to the PhD, including non-degree programmes. EQUIS accreditation ensures a rigorous quality improvement process, benchmarking the School against a set of international standards in terms of governance, programmes, students, faculty, research, and foremost, internationalisation, ethics, responsibility and sustainability, as well as corporate connections.

EQUIS has established its prestige and recognition worldwide and has accredited over 170 institutions in 42 countries since its launch in 1997.

**EFMD Programme Accreditation System (EPAS)**

An international programme accreditation system that aims to evaluate the quality of business and/or management degree programmes that have an international perspective.

The process involves an in-depth review of individual programmes through international comparison and benchmarking, considering a wide range of programme aspects including its design, delivery and operations, programme outcomes and quality assurance as well as the institutional context.

Currently, more than 110 programmes in 35 countries are accredited by EPAS.
EFMD GN Deans Across Frontiers (EDAF)

Designed to improve the quality of business schools through assessment and mentoring.

EDAF first assesses where the Institution is currently positioned, helps in defining its key strategic objectives and then offers a three-year mentoring process to assist the Institution’s management to achieve them. The Mentor is mutually selected from within EFMD Global Network’s large pool of experienced deans or associate deans.

EDAF also offers a “gap analysis” to help define the developments required to reach either EPAS or EQUIS accreditation in the future.

Seventeen institutions on all the five continents have benefited from the EDAF system since its launch in 2011.

Corporate Learning Improvement Process (CLIP)

A unique accreditation that focuses on identifying the key factors that determine quality in the design and operation of corporate universities and learning organisations.

Internal self-assessment against a comprehensive set of rigorous criteria is combined with external review by experienced peers who themselves head corporate learning functions. CLIP is an instrument for strategic quality management, mutual learning and sharing of best practice. CLIP has established its prestige and recognition worldwide and has accredited about 30 corporate learning organisations since its launch in 2002.

Online Course Certification System (EOCCS)

First of its kind in the world, EOCCS is designed as a quality-driven international certification system, firmly embedded in the general philosophy of EFMD accreditations, namely internationalisation, practical relevance and quality improvement.

EOCCS gives online courses within universities, business schools, corporate learning organisations and public agencies a top quality benchmark in the diverse education landscape where digital technology is used for teaching and learning.

The system is open to any institution delivering online business and/or management-related courses that are stand-alone or constitute part of a certificate or a programme. Since its launch in 2016, 35 courses from 11 institutions have been certified by EOCCS.
EQUIS is designed to provide international recognition and advice to institutions such as business schools and university faculties of business and management.

It evaluates all the activities of the Institution including degree programmes, research, e-learning units, executive education provision and its approach to ethics, responsibility and sustainability. It also evaluates the quality of resources available such as the faculty and support staff, and the learning infrastructure provided for students such as teaching accommodation and IT/library support.

Since EQUIS looks for a balance between high academic quality and professional relevance, a strong interface with the world of business is as much an expectation as a strong research focus. Furthermore, as an international accrediting body, EQUIS seeks to identify institutions that are distinguished by an added international dimension in their programmes, students and faculty. All of this is evaluated within the context of the governance and management systems.

The evaluation is the basis for a decision on whether the Institution will be accredited by EQUIS, which provides international recognition. It is also the basis for advice, given by the evaluation team, on further development of the Institution.
The benefits of the EQUIS system to the Institution are:

- international recognition of excellence for the whole business school
- international comparison and benchmarking through the process of evaluation by an international Peer Review Team
- guidance for quality improvement and development of the Institution for all its activities based on a robust strategy
- sharing of good practice and mutual learning leading to acceleration of quality improvement in international management education

“We are delighted to join the elite list of EQUIS accredited schools. The accreditation process provided us with a structured approach to reflect on our unique strategy of being a business school "embedded in Oxford University." The review panel’s insightful perspective was useful to me and my team and we will integrate these perspectives into our discussions and planning for the future. We are delighted to have this recognition of the work we are doing here at the School.”

Peter Tufano, Peter Moores Dean of Said Business School, University of Oxford, UK

The EQUIS process is based upon a conceptual framework of quality criteria that have been agreed by an international committee of EFMD members and which are reviewed continuously.

This framework has Context and Strategy at its heart. A business school should have a clear vision for its future direction and from which its medium term objectives are derived. The School will have a strategic plan to guide it towards achieving these objectives but the plan has to be developed within the School’s environmental context including identifying its potential markets. It should also take account of a realistic assessment of its current and future resources (faculty, administrative, physical and financial). Finally, the external governance and internal management structures and
processes are vital to ensure successful implementation of the strategic plan.

The School’s activities and resources link to its strategy. A key resource is the Faculty who should be well qualified and should be active in knowledge creation (e.g. research) and in knowledge transmission (teaching).

The output from their Research & Development is an important contribution towards knowledge transmission and to advancing the practice of management, ultimately leading to enhancing the School’s reputation.

The Programmes will be designed partly based on the expertise of Faculty and partly on the needs of the market as expressed by students and the corporate world. The School will aim to recruit high quality students with diverse backgrounds and to produce high quality graduates who are sought after by employers. Both to enhance employability and to develop their life skills. Personal Development is a key linkage between Students and Programmes.

“We are honoured to be awarded EQUIS accreditation – we are the first and, for the time being, the only business school in Russia and CIS to receive it. We achieved EPAS accreditation of our Bachelor programme and used this as a base for systemic improvement of the whole school.”

Andrey L. Kostin, Director General of Graduate School of Management, St. Petersburg University, Russia

While not all business schools carry out Executive Education (and it is not a requirement for EQUIS), this activity should largely be delivered by the School’s own faculty since it can provide a direct link between knowledge creation and the educational needs of employers. As such, it should be an integral part of the School’s strategy. The School also needs to have sufficient resources, including administration, to be able to fulfill its operational commitments and to achieve its objectives.
The framework is completed by the School’s activities being placed within the transversal issues of Corporate Connections, Internationalisation and Ethics, Responsibility and Sustainability. EFMD views business schools as analogous to medical or law schools in which it is necessary not only to teach the theories of the disciplines but also to teach and develop skills in their practice. Business schools therefore need to be closely connected to the corporate world, widely defined as private and public sector, which represent the end users of their output of graduates and of knowledge created by the School. Business and public affairs are now globally interconnected and it is vital that the School’s graduates (and faculty) have an understanding and empathy with different international cultures and practices and acquire the skills to operate effectively in an international environment. Finally, the School is expected to emphasise the development of “responsible management” in most if not all of its activities.

The EQUIS evaluation considers each component of the framework and the inter-relationships between them. Standards have been developed for each component (available on www.efmd.org/equis) and Schools that meet these quality standards are awarded EQUIS accreditation.

“The gold standard for business school accreditation is a 5-year accreditation from EQUIS.”

Della Bradshaw, Former FT Business Education Editor
EPAS is designed as a quality enhancement process for particular programmes within an institution. It achieves this by evaluating the quality of any business and/or management degree programme that has an international perspective.

The process involves a review in depth of individual programmes through international comparison and benchmarking. The evaluation against the standards is the basis for a decision on whether the programme will be accredited by EPAS. It also is the basis for advice, given by the evaluation team, on further development of the programme.

The benefits of the EPAS system to the Institution are:

• international market recognition of a high quality programme
• a process of reflection by the programme team on the key attributes of the programme according to a defined framework
• international benchmarking and comparison, including advice on quality improvement from an international Peer Review Team
• potentially cross border recognition by national quality agencies
• continuous strategic development for the programme by setting and achieving agreed objectives

The EPAS process is based upon a conceptual framework of quality standards that have been agreed by an international committee of EFMD members and which are continuously reviewed. The EPAS standards ensure that programmes are designed and delivered so that they are both academically rigorous and have practical relevance. These are explained in the diagram on the next page.

The framework considers the EPAS Accreditation Model as an input-output model moving from programme design to programme delivery and finally to programme outcomes. However, programmes are not delivered in isolation from their parent institutions and therefore the framework also considers the institutional and wider context, and the institutional and programme quality assurance processes.
**The Institutional Context**
The Institutional Context reviews the extent to which the programme is an integral part of the Institution’s strategy and therefore the extent to which it is supported by the management, the faculty and the other resources necessary for its successful delivery. It should also meet the requirements of national regulations and international norms. The quality of faculty, including their intellectual activities such as research, and their ability to deliver the programme are of paramount importance.

**Programme Design**
Programme Design covers an assessment of the likely market for this area of study and clear objectives should be specified for the programme linked to market needs. The target entry profile of students should be specified and also the target exit profile to ensure achievement of these goals. Intended Learning Outcomes (ILOs) should be specified for the programme as a whole and for its component courses. In turn, the assessment regime should clearly specify how achievement of the ILOs will be measured. The programme objectives and ILOs should lead to the detailed design of programme coverage and content, its delivery and the assessment methods.

**Programme Delivery & Operations**
Programme Delivery starts with specifying the student entry criteria necessary to attract the required entry profile and also the selection methods to be utilised. This should lead to an appropriate quality of student intake. Teaching should be of high quality and of appropriate academic depth. A variety of teaching methods should be utilised, supported by quality teaching materials. Acquisition of knowledge should be supported by the development of personal skills to enhance their future life and employment. The latter is likely to require the students being able to interact with the corporate world and they should also gain an international perspective to enable them to understand global business and international affairs.

“The EPAS accreditation is an important commendation of the quality of the programme and it reflects our commitment to internationalisation, corporate engagement and continuous improvement. It also endorses the strong vision that we have within our Business School.”

Donna Whitehead, Pro-Vice Chancellor and Executive Dean at the Faculty of Business and Law, University of the West of England, UK
Programme Outcomes
Programme Outcomes is concerned with evaluating the quality of the student outputs in terms of assessed work. It also evaluates whether the programme ILOs have been achieved and if the programme actually delivers the previously specified target graduate profile. To this end, opinion is sought from alumni and employers and the programme reputation in the market place is also assessed.

Quality Assurance
Finally, there should be robust Quality Assurance processes which should cover the design and review processes including approvals, maintenance of teaching quality, and rigour of the assessment processes. There should be mechanisms not only for annual review but also for periodic fundamental review of the programme.

Institutional Improvement
Although a maximum of two programme sets may be assessed in any review cycle, institutions frequently bring forward more programmes for review subsequently. This enables them to progressively strengthen their programme portfolio and, at the same time, to strengthen other aspects of their resources and activities such as the quality of the faculty and consequently the quality of intellectual or research output. This enhancement process should lead to the holistic improvement of the Institution. Some institutions may request additional advice during the EPAS process on what other improvements are required to work towards the EQUIS standards and EPAS offers a gap analysis.

“We consider the achievement of EPAS accreditation not only as an acknowledgement of our teaching and learning excellence, but also as a statement of our commitment to ongoing improvement. We shall consider this accreditation as the beginning of an ongoing, continuous improvement process.”

Wen Hai, Dean of Peking University HSBC Business School, Vice President Peking University, China
EDAF

EDAF is designed to help business schools further their development.

The quality of business schools impacts directly on the quality of management in any economic region.

Many business schools in both developed and developing countries struggle to fully achieve their potential because of their challenging environment. In such circumstances, it is sometimes difficult to appreciate the factors necessary to raise their quality profile. External guidance or advice of a strategic nature may be beneficial not only to the business school but also to the parent institution or university. EFMD GN Deans Across Frontiers (EDAF) is designed to assist business schools at any stage of their evolution to develop further. It aims to achieve this through a system of mentoring of the School’s senior management team based on a prior evaluation of the School against agreed criteria.

The benefits of undergoing the EDAF process are:

- thorough evaluation and context based analysis of the whole business school by a high level Peer Advisory Team using defined evaluation criteria
- access to a highly experienced pool of advisors/mentors and expertise in the EFMD network
- an advisory report which is used as the starting point for the mentoring process
• systematic approach to mentoring overseen by the EDAF Committee for quality assurance and progress tracking
• possibility of financial support for the evaluation and mentoring process
• possibility of achieving EFMD membership for non-members

EFMD GN Deans Across Frontiers Framework
The EDAF process is based upon a conceptual framework of quality criteria that have been agreed by an international committee of EFMD members and which are continuously reviewed. These are explained in the following diagram.
The framework views a business school as a wheel with a number of activity spokes which interlink and together are located within its environmental context. The Business School senior management are at the hub of the wheel. The School’s activities are the spokes of the wheel and each must have an equally supportive role or else the wheel is unbalanced and therefore less effective. They make the vital link between the senior management hub and the environmental rim. How can senior management best manage and influence these activities?

The environmental context must be taken as a given set of variables. These must be fully understood by the School’s senior management team but are not part of the quality assessment process. The six activity spokes can be influenced by senior management decision making and actions. The quality status of these activities is assessable and links ultimately to the overall perceived quality of the Business School. The assessment of the quality of these activity spokes will be made available to all of the School’s stakeholders so that any improvements necessary may be clear to them. Senior management at the hub will also be appraised but, since EDAF is a mentoring system, it would not be appropriate to make the findings on this aspect public. Therefore, that part of the EDAF report would remain confidential to the senior management team of the Business School and to the parent institution (e.g. University), if appropriate.

The wheel structure is designed to be flexible and not to constrain a school to any particular portfolio of activities or organisational structure. It therefore allows for diversity between schools, countries, cultures, etc. However, it is difficult to see how any institution can reach its potential as a business school without these aspects. The components of the wheel are explained and defined in the EDAF Assessment Criteria.

**Mentoring of the Senior Management Team**

Following the evaluation visit and production of the Advisory Report, a Mentor will be appointed from the membership of the Advisory Team and will work with the senior management of the School for a period of 3 years in order to guide the School towards the achievement of its development objectives. These may include progression towards an international accreditation. The extent of advisory activity is a matter for mutual agreement between the Dean/Head of School and the Mentor. The Mentor will be able to advise on:
• The development of various activity areas within the School
• The senior management structure, style and culture
• The personal development of the senior management team

The mentoring role should also have a networking perspective to make available contacts in other business schools, perhaps using the EFMD network. Ideally, a formal link or partnership would be formed with the Mentor’s own Institution to facilitate faculty and student exchanges.

At the end of the mentoring period, the School will have options within the EFMD structure to apply for a new Advisory Visit / evaluation and perhaps further mentoring, to apply to join EFMD if not already a member, or indeed to apply for an accreditation.

“What has pleased us most about the EDAF mentorship is that the process is a collective one, directed towards the needs of the Institution. Our experience has been one of unity and collaboration across departments and teams looking to improve our processes of internationalisation, research and teaching”

Gisele Becerra, Undergraduate Programmes Director, CESA, Colombia
All three systems (EQUIS, EPAS and EDAF) have a similar approach to the evaluation process albeit with potentially different outcomes. In principle the process steps are described in the following diagram and any variations between systems are explained in the system specific Process Manuals on www.efmd.org.

If the application is unsuccessful at this stage, the Institution can reapply after two years.
CLIP is designed as a strategic development tool for corporate learning organisations.

Companies are under ever-greater pressure to manage their learning and people development processes strategically. If done well, companies can leverage people as the single most important driver of competitive advantage. Attracting and retaining the best talent; building capabilities critical for effective strategy execution; sharing knowledge and expertise throughout the organisation; driving corporate transformation and culture change; integrating the learning function with talent and other HR processes; and shifting the emphasis from training to learning and performance improvement are among the main challenges.

To meet these challenges, the learning and talent development function in many firms has been centralised at group level and assigned a strategic role in the form of corporate universities, corporate academies, management institutes, among others.

CLIP is an instrument to understand where a corporate learning organisation stands in its evolution and where it could and should stand in the future.

The benefits of the CLIP accreditation are:

**International recognition**: the process raises the level of confidence of top management in the effectiveness of its own learning function, and its own commitment to learning; and it can raise the confidence of staff in the availability of a quality learning environment.
**External recognition:** the CLIP label can add nicely to the employer brand, signaling to potential future employees an environment that supports the realisation of their potential.

**Strategic development:** CLIP is a powerful tool to engage all stakeholders in a strategic dialog about the role of the learning function, its current standing and how to bring it to the next level.

The CLIP assessment process covers all the essential dimensions of the corporate university’s deployment within the company: the alignment of its mission and operational objectives with corporate strategy, the effectiveness of its governance and internal management systems, its ability to address key issues of concern to the business units, the programme design process, the overall coherence of the programme portfolio, the quality of delivery and the impact of the corporate university’s activities upon individual and organisational learning, and upon sustainable performance and transformational change.

Internal self-assessment against a set of rigorous standards drawn up by leading members of the corporate learning community is combined with an external review by experienced peers.

CLIP is most relevant for corporate learning organisations that have achieved a decent level of maturity and strive for excellence in all they do. CLIP accreditation will help to define their next level of development with a tested, inclusive and unbiased process. Accredited companies form the CLIP Steering Committee that meets twice a year to share best practices and look into the future of the profession.

"The scrutiny of the EFMD as a benchmarking authority made up of learning experts has enabled us to take a neutral yet professional perspective regarding our activities."

Kai-Holger Liebert, Head of Global Learning Campus at Siemens AG, Germany

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**CLIP Quality Framework**

- **Strategic Positioning**
  - Strategic view
- **Client view**
  - Target Markets, Marketing & Participant Management
  - Programmes, Services & Activities
- **Innovation view**
  - Innovation & Development
  - Global Outreach
- **Process view**
  - External Suppliers
  - Corporate Learning Team
  - Physical Resources & Administration
EOCCS is a pioneering international online course certification system firmly embedded in the general philosophy of EFMD accreditations, namely internationalisation, practical relevance and quality improvement.

EOCCS is open to any institution delivering online business or management-related courses that may stand-alone or constitute part of a certificate or a programme. It provides a thorough review of individual courses through self and peer assessment, and international benchmarking. EOCCS allows for different approaches and diversity in designing and implementing online courses.

EOCCS can be considered as an add-on to EQUIS, EPAS and CLIP, where online provisioning is not a mandatory feature. The intended impact of EOCCS to institutions, and to the business and management education field, is high-quality online courses and the recognition of online provisions as an effective and flexible way of learning.

“The online course landscape is extremely competitive and EOCCS is a strong guiding light. We are very proud that the courses of our online Master in Management have been awarded this certification.”

Johan Roos, Chief Academic Officer at Hult International Business School, UK
The benefits of EOCCS are:

**International Quality Benchmark:**
- showcasing quality online learning, determined by rigorous standards and peer review for higher education, corporate institutions and public agencies
- indication of quality which can be used as part of marketing for specific courses to potential learners

**Continuous Improvement:**
- opportunity for an institution to reflect on best practices and innovative solutions in online learning for their own development
- constructive feedback, suggestions for improvement and future growth
- sustainability of an institution’s online learning offering

**Community and Peer-to-Peer Learning:**
- engagement with a community of experts in the field during the Peer Reviews
- being part of an Annual Symposium and Community of Practice reporting on new practices, sharing experiences and exploring collective capabilities and future direction as a community
- potential for international online collaborations and partnerships
- mutual learning opportunities and insights into the “best practices” of EFMD members

The EOCCS Framework considers a wide range of aspects where the process involves an in-depth review of individual courses through exemplary and contemporary comparison and international benchmarking. The all-encompassing nature of EOCCS also includes MOOCs, SPOCs, blended learning courses, suites of courses/modules and other course formats. The fundamental objective of EOCCS is to raise the standard of these courses so as to ensure these are exemplary and contemporary courses.

The **Institutional Context** situates the type of institution and the environment in which it operates, its identity and its strategic objective for online learning within its market positioning. The online course must be sustainable regarding the qualifications and experiences of the teachers and the technical infrastructure of the Institution including an IT strategy which describes the technology currently used and its sustainability.

**Course Composition** examines whether the course is meaningful, of high intellectual quality and up-to-date. It draws on a variety of issues which are of
significance regarding the composition of the course, specifically drawing on conditions which are inherent in online learning. The Intended Learning Outcomes (ILOs) must be aligned with the content of the course, delivery and assessment methods.

**Course Delivery and Operations** assesses the procedure and sequence of course delivery from start to finish, particularly on the support and feedback which is given to participants. Course participants must be provided with comprehensive and sound information about the course objectives, assignments and assessment methods.

**Quality Assurance** looks into an institution’s policies and processes by drawing on the review of the course and assessments of course participants, as well as the monitoring of teaching and learning. The Institution must show sound and effective assessment methods and demonstrate reliably how the course’s ILOs are achieved; at the same time, the quality of the assessed participants’ work must reflect the ILOs.

“Online teaching is an important part of IE’s DNA, so participating in the certification process is not only an honor but a catalyst to continuing striving to shape the future of online education.”

Martin Rodriguez, Director of IE Publishing, IE, Spain

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**EOCCS Framework**

**Course Composition**
- Target Groups
- Design for Learning
- Design of Course Layout
- Design of Course Content
- Design of Course Delivery
- Applied Technology
- Qualification

**Institutional Context**
- Environment
- Strategic Planning
- Resources and Facilities
- Course Team

**Quality Assurance**
- Institutional Quality Assurance System
- Course Review
- Assessment Methods
- Monitoring Teaching Quality
- Monitoring Learning

**Course Delivery & Operations**
- Participants
- Course Presentation
- Corporate Interactions
The documentation which fully explains these five systems is available either in electronic form on the EFMD website (www.efmd.org) or in hard copy from the EFMD Office.

In all cases the documentation consists of:

1. Application form and datasheet
2. Standards and Criteria (EQUIS, EPAS, CLIP and EOCCS) or Assessment Criteria (EDAF)

These documents may refer to other related documents which are also available on the website.

Other enquiries should be made to:

**EQUIS**
equis@efmd.org

**EPAS**
epas@efmd.org

**EDAF**
edaf@efmdglobal.org

**CLIP**
clip@efmd.org

**EOCCS**
eoccs@efmdglobal.org

If you wish to become a member of EFMD, please visit our website for more information:
www.efmd.org