EUROPEAN
Higher Education Area

bologna process

MAPPING DIGITAL TOOLS FOR RECOGNITION IN THE EHEA

Practices from peer support approach

CIMEA
THE ART OF CONNECTING ACADEMIA
SINCE 1984

Co-funded by the European Union

This document was developed within the TPG-LRC Constructing Recognition in the EHEA (TPG-LRC CoRE) project, which aims to support the implementation of the Bologna Process focusing on its key commitment 2 on national legislation and procedures compliant with the Lisbon Recognition Convention in the countries of the Thematic Peer Group B (TPG B).
Within the project, a working group on digital solutions was established to develop a document presenting experiences gathered from within EHEA through the Peer Learning Activities, to support digitalisation in line with the Lisbon Recognition Convention.

PROJECT PARTNERS
Italy – CIMEA (coordinator)
Albania – Prime Minister Office (associated partner)
Estonia – Education and Youth Board (HARNO)
France – France Éducation International (FEI)
Netherlands – Stichting Nuffic (Nuffic)
Sweden – Swedish Council for Higher Education (UHR)
European Quality Assurance Register for Higher Education (EQAR)
European Students' Union (ESU)
European Universities Association (EUA)

AUTHORS
TPG-LRC CoRE working group
Italy – CIMEA (project coordinator)
Luca Lantero, Chiara Finocchietti, Elisa Petrucci, Emanuela Gitto

Netherlands – Stichting Nuffic (Nuffic)
Jenneke Lokhoff, Evelien Willems

European Quality Assurance Register (EQAR)
Aleksandra Zhivkovikj

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Date of publication: March 2025

EUROPEAN
Higher Education Area

bologna process

MAPPING DIGITAL TOOLS FOR RECOGNITION IN THE EHEA

Practices from peer support approach

CIMEA
THE ART OF CONNECTING ACADEMIA
SINCE 1984

/ TABLE OF CONTENTS

/ INTRODUCTION

The digitalisation of recognition processes and learner data can contribute to faster, more transparent and consistent decision-making, reduce the administrative burden for the students and recognition officers, lead to more accessible services, lower the costs and support the prevention of fraud. Consequently, digitalisation is high on the policy agenda as well as in the strategic planning of the higher education institutions in the European Higher Education Area (EHEA). The topics of digitalisation and digital skills were first mentioned in the 2018 EHEA Paris Communiqué, and from that moment on, Ministries in charge of higher education have committed to keep working to make EHEA more interconnected (Rome Communiqué, 2020) and adaptable to welcome the digital transition (Tirana Communiqué, 2024). In its European Strategy for Universities (2022), the European Commission has also underlined the value of supporting higher education institutions in driving digital transformation across the European Union (EU).

The potential of digital solutions to enhance the recognition process is gaining momentum in an increasingly interconnected world, particularly with the aim of improving transparency, information sharing, and the efficiency of recognition. However, the use of digital tools alone is not sufficient to digitalise the recognition workflow. Instead, it is fundamental to rethink the entire workflow to transpose analogic processes into digital ones, keeping in mind that the holistic approach to the use of digitalisation is as a support to quality and efficiency of the recognition process, in line with the Bologna needs and principles. Within this background, the process of change management related to implementing digital solutions implies: considering the governance of the recognition process, including data management, privacy and cybersecurity, and involving relevant actors in a systemic approach, as well as conducting a detailed analysis of internal strategies, objectives and processes to identify the most appropriate tools to be used, and ensuring alignment with EU, international and national policies.

/ CONTEXT

Over the past years, multiple instruments, including legal frameworks, strategies, financial support and projects have been developed in the EHEA, allowing students to digitally communicate the outcomes of their studies and to engage in mobility and/or full study periods. One recent example is the Interoperable Europe Act (European Commission, 2024) which introduces a cooperation framework for public administrations across the EU that would help in building a secure cross-border exchange of data and agree on shared digital solutions, such as open-source software, guidelines, checklists, frameworks, and IT tools. The act singles out the cross-border exchanges of data allowing mutual recognition of academic diplomas as use cases for trans-European digital public services[1]. Other initiatives that offer practical solutions for enabling smoother exchange of data and recognition on a European level include the European Student Card Initiative – which can be integrated within the Erasmus without papers and EMREX initiative, the European Digital Credentials Initiative and the European Blockchain Services Infrastructure (EBSI). Further details are presented in the paragraph "European Union Digital Tools" below.

Recent efforts have been also aimed towards digitizing the Diploma Supplement through the European Digital Credentials for Learning (EDC). Namely, the European Learning Model (ELM) integrates the standard elements of the Diploma Supplement and enables institutions to issue Diploma Supplements as digital credentials. The structured, machine-readable data of EDCs, combined with eIDAS compliant electronic seals, can streamline recognition processes by ensuring credential authenticity and origin[2]. Furthermore, the ongoing DigiLink project, coordinated by ENIC-NARIC Netherlands (Nuffic), is aimed at identifying the minimum requirements for recognition statements to be issued as standardised EDCs, starting from an analysis of common data elements on recognition statements issued by a handful of ENIC-NARIC centres.

Other examples include national system focused solutions. For example, the Strategy for digital transformation in the higher education sector of the Ministry of Research and Higher Education of Norway promotes more data sharing between the existing systems (including the one dealing with approval of foreign education)[3].

[1] https://ec.europa.eu/commission/presscorner/detail/%20en/ip_22_6907
[2] https://europass.europa.eu/en/news/digitalising-diploma-supplement-new-step-aiding-recognition
[3] https://www.regjeringen.no/en/dokumenter/strategy-for-digital-transformation-in-the-higher-education-sector/id2870981/

European Union Digital Tools

In the context of this publication, it is worth mentioning the digital tools developed at the European level, upon the European Commission's initiative, to contribute to the European Union's Digital Strategy, as supranational and open-access tools supporting the aims of the European Skills Agenda (European Commission, 2020) and the Digital Education Action Plan (European Commission, 2020).

Whereas the digital solutions for the recognition agenda presented in the following section provide the national perspective of the EHEA members, the EU initiatives outlined below have been developed to favour the matching between skills and job market's needs, as well as to support portability and data ownership of digital credentials.

Initiative	Developer	Description
European Digital Credentials Initiative (EDCI)	European Commission	The EDCI allows institutions or organisations to issue digital credentials directly to a learner's wallet, a personal online space for storing credentials, such as the one available in the My Library section of a person's Europass account. As integral part of EDCI, European tool helps to manage induviduals' skills and to support them in planning their further studies and career. As a framework of online tools and information it supports people to communicate their skills, qualifications and experiences.
Futurium	European Commission	Futurium is a platform dedicated to Europeans discussing EU policies. Feel free to join any – or many of the groups of this platform. The platform is initially developed for digital topics.
EMREX	Emrex User Group (EUG)	The purpose of EMREX, with its electronic data exchange solution, is to empower individuals to control their own student data and exchange throughout lifespan, across borders for various purposes.
European Digital Education Hub (EDEH)	European Commission	The European Digital Education Hub is an online community that connects school educators, teacher trainers, policy makers and school representatives to share digital education policy, research and implementation practices at European level.
European Blockchain Services Infrastructure (EBSI)	European Commission/ European Blockchain Partnership	EBSI is a public-driven blockchain infrastructure, aimed at supporting better public service across Europe. The blockchain ledger can be used to store information in a trusted, decentralised way, allowing for new forms of verification, traceability and transparency for citizens.
European Learning Model	European Commission	ELM is a multilingual data model for learning, which promotes up/ reskilling and lifelong learning, by providing tools to support the recognition of qualifications.
The European Higher Education Interoperability Framework	European Commission/ European Digital Education Hub (EDEH)	The framework is aimed at European University Alliances. It aims to enhance interoperability through a reference architecture (covering recognition purposes too), implementation guidelines and tools, like a self-assessment tool, for key use cases such as credential recognition, alongside a governance model to support policy-level coordination.

/ OBJECTIVE AND METHODOLOGY

This document, targeted at relevant national authorities and policy makers, members of the Bologna Follow-Up Group (BFUG), recognition and IT managers and officers at ENIC-NARICs and higher education institutions, collects information about the different initiatives that have been shared in the framework of the Peer Learning Activities (PLAs) organised within the TPG-LRC CoRE project.
The PLAs, organised in 2023, focused on the **use of digital tools** in the **different phases of the recognition process: input, throughput and output**, based on the methodological framework suggested by the publication "Digital Student Data & Recognition", produced in the framework of the DigiRec project, co-funded by the European Union under the Erasmus + programme and coordinated by Nuffic.

In the context of this publication, **digitalisation** is understood as the process of using digital technologies to improve processes and operations, such as automating or standardising (part of) recognition workflow with help of a software application or enhancing the applicant's experience with a digital platform (Gartner Information Technology Glossary, 2025). On the other hand, **digitisation** is understood as the process of changing an analogue process into a digital form, without any different in-kind changes to the process itself (Gartner Information Technology Glossary, 2025).
The focus of this publication is on initiatives that embody high digital maturity, implying use of structured data, standardization and automatization that enable advanced features for information sharing between organisations.

In order to provide a more comprehensive view on the state of the art, the publication also employs examples from previous studies and offers an overview of current European initiatives.

A series of three PLAs was organised in the framework of the TPG-LRC CoRE project and targeted at the members of the Thematic Peer Group B on the Lisbon Recognition Convention (TPG B on LRC), the BFUG peer learning support group aimed to foster the implementation of the Lisbon Recognition Convention at the national level. The aim of these PLAs was to

- gather useful inputs and experiences developed in the 39 countries participating in the TPG B regarding the use of digital solutions supporting the recognition process in line with the LRC;
- offer TPG B members an opportunity for exchange and dialogue on their national-level experiences, in the spirit of the peer support approach.

The **First PLA**[4] addressed the **input phase**, understood as data submitted by applicants. The first part of the PLA was devoted to an overview of how digitalisation and digital solutions can generally support the recognition process. The focus was on the meaning of input, throughput, output phases and the concept of data maturity levels (Nuffic, 2020) – ranging from simple digital images of documents to fully structured, standardised and comparable data. The PLA also explored the distinction between two types of trust in digital credentials: trust in verification as the act of checking and confirming a credential's authenticity, versus trust in delivery, as the act of ensuring authenticity through secure transmission of learner data directly from a trusted source (Johansson & Finocchietti, 2023). The second part was focused on experiences at national level, paying particular attention to the process carried out to identify the most effective digital solutions, starting from the needs identified both at national and institutional level.

The **Second PLA**[5] addressed the **throughput phase**, understood as the phase in which applicant data is processed. The first part of the PLA was devoted to exploring the state of the art of interoperability of databases in the EHEA. The second part focused on experiences at national level, paying particular attention to the phases of establishing a database, including the identification of needs, planning the procedural steps, implementing and maintaining the system; and at European level, with focus on the process of expanding a database following a needs analysis.

The **Third PLA**[6] examined the **output phase** of the recognition process, specifically focusing on the issuance and delivery of recognition statements to applicants and other stakeholders. Following a brief introduction, the PLA's initial focus shifted to national experiences related to issuing recognition statements, particularly the processes involved in identifying and implementing effective digital solutions for the output phase. This included a presentation by two national information centres on recognition (ENIC-NARICs) about their systems and recognition statements, examining how their digital tools further export data into other systems and workflows.

The three PLAs were aimed at providing participants with practical experiences and the theoretical basis to identify the most suitable digital solutions supporting the recognition process at national level and in line with the LRC. A participatory approach was used, to allow participants to discuss possible solutions on common challenges.

[4] Held online on 19 September 2023.
[5] Held online on 19 October 2023.
[6] Held online on 7 December 2023.

/ EXAMPLES FROM PEER LEARNING ACTIVITIES

Recent initiatives were shared in the Peer Learning Activities carried out in the framework of the TPG-LRC CoRE project. A selection of them is outlined below.

/ INPUT PHASE

The "input" phase consists of receiving digital learner data and credentials and also includes their verification. According to UNESCO, a **credential** can be defined as an "electronic or paper-based representation of the different types of learning acquired by an individual" (UNESCO, 2018), while, according to the European Commission, a **digital credential** is a "natively digital presentation of a traditional credential (which can be a learning credential such as a diploma or training certificate, or training certificate, a driver's license or a social security document). This means that the digital credential, contrary to, for instance, a scanned copy of a diploma, is an original document"[7].

The examples shown below, from Italy and Ukraine, illustrate digital solutions to support the collection and verification of data and credentials in the input phase. These efforts outlined in the examples are grounded in a comprehensive understanding of needs assessed at both national and institutional levels. As presented during the first PLA, Italy's journey highlights how the use of artificial intelligence can support the enhancement of recognition processes and CIMEA's initiatives emphasize the importance of collaborative efforts with various stakeholders. In Ukraine, the Diia portal facilitates the secure storage and retrieval of digital educational credentials.

[7] European Commission, European Digital Credentials. URL: https://europass.europa.eu/en/stakeholders/european-digital-credentials

ITALY | Exploring the use of Artificial Intelligence in the recognition process

CIMEA, the Italian ENIC-NARIC centre, has started to research the use of technologies of artificial intelligence in the recognition processes, especially for the recognition workflow and verification of authenticity.

The choice to explore the use of AI technologies in recognition originated from a needs analysis on the functioning of internal recognition procedures. While recognizing the irreplaceable role of human expertise in some tasks, the implementation of AI in recognition was explored in compliance with the data policy in place at national level.

CIMEA's experience shows that the process of integrating new technologies comes together with a shift in the procedures, to go beyond digitisation and fully digitalise the processes.

CIMEA collected its reflections about the risks and opportunities linked to the use of artificial intelligence in recognition processes in the document "Artificial intelligence and recognition of qualifications: opportunities and risks from an ENIC-NARIC perspective", published in November 2023.

UKRAINE | Ensuring portability of digital educational credentials and the Diia portal

The Diia system of the Ukrainian government is a digital platform designed to centralize public services, including those related to higher education and the exchange of educational documents. Diia provides access to over 70 services and stores digital versions of various personal documents, including academic records.

In the context of higher education, the Diia system facilitates the digitalisation and exchange of documents. For example, it enables students to access and share their diplomas, transcripts, and certificates electronically, thereby streamlining administrative processes. This is particularly useful for Ukrainian students applying to universities abroad or participating in international academic exchanges.

Diia is an open-sourced application allowing reviews and edits by third parties[8].

[8] The open code is available at GitHub's initiative available here: https://github.com/diia-open-source.

/ THROUGHPUT PHASE

The "throughput" phase is understood as the process of evaluating applicant data. Key topics around the use of digital solutions in this stage of recognition procedures include the management of data in a secure and transparent way, the use of databases and the possibility to connect them and to support interoperability.

The examples presented below include the update of the DEQAR database, with a new section on alternative providers and micro-credentials, compliant with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The second example presents a case study from ENIC-NARIC Poland, offering firsthand insights into the challenges and opportunities of establishing an interoperable system and database. PLA participants gained insights into the meticulous phases of database development, from needs identification to system implementation and maintenance.

EQAR | Alternative providers and micro-credentials in DEQAR

Database of External Quality Assurance Results (DEQAR) is an online platform developed by the European Quality Assurance Register for Higher Education (EQAR). It provides centralized access to reports and decisions on external quality assurance reviews (i.e. accreditations and evaluations) conducted by registered quality assurance agencies across the EHEA).

The database imports the list of higher education institutions from the European Tertiary Education Register (ETER/OrgReg)[9], and exports data on accredited institutions and/or programmes to the workflows of two ENIC-NARICs at the given time. In addition, DEQAR data can be used for demonstrating a positive accreditation status in the EDCI and EBSI.

Recently, EQAR expanded the data model to accommodate information on micro-credentials and alternative/other providers, i.e. an entity that provides learning opportunities at higher education level but that does not have full recognised degree awarding powers. DEQAR's open API endpoints enable use of all data stored in the database, including information on accredited higher education providers and programmes, list of quality assurance agencies operating in the each of the EHEA countries, list of known identifier resource tags (e.g. Erasmus, EU-PIC) per institution, list of programme-level reports within specified institution etc. The access to the API and the details of the DEQAR data model are publicly available in the DEQAR's Handbook[10].

[9] https://national-policies.eacea.ec.europa.eu/eheso
[10] https://docs.deqar.eu/stable/

POLAND | Managing the evaluation process: the example of SYRENA

The SYRENA system, developed by the Polish ENIC NARIC (Poland's National Agency for Academic Exchange, NAWA), is designed to support the recognition of foreign diplomas, qualifications, and academic credits in Poland. It assists institutions, credential evaluators, and other stakeholders in evaluating international educational documents to determine their equivalence within the Polish education system. The SYRENA system integrates with other key platforms to streamline the recognition and verification of qualifications. It connects with DEQAR (Database of External Quality Assurance Results), to access reliable information about higher education institutions and their accredited programs across the European Higher Education Area. It also interfaces with KWALIFIKATOR[11], a Polish system that aids in evaluating and comparing qualifications based on the Polish Qualifications Framework (PQF) and European Qualifications Framework (EQF). In 2025, NAWA plans to extend the connection to a database which provides information concerning foreign education systems. Further updates will include a module for assessment of school leaving certificates.

[11] https://kwalifikator.nawa.gov.pl/

/ OUTPUT PHASE

The "output" phase refers to the final stage of the credential evaluation process where the output of the evaluation process, i.e. the recognition statement, is delivered. As recognition statements increasingly serve as input for other processes – such as admissions, student financing, or employment – there is growing attention for delivering these outputs as structured digital data rather than just digital documents.

The examples below illustrate different approaches to digitalising recognition outputs. The Norwegian case demonstrates how recognition statements can be integrated into national data exchange infrastructures through their eSam system. The Dutch example shows how an ENIC-NARIC centre is working to enhance the interoperability of recognition outputs by providing structured data to different stakeholders and exploring the potential of verifiable credentials.

NORWAY | Issuing and sharing recognition output through eSam

The Case Handling System – eSam is an application portal developed by the Norwegian Directorate for Higher Education and Skills (HK-dir) to manage the recognition of foreign higher education qualifications in Norway. This system performs daily transfer of recognized qualifications, academic results and assessments made by the Directorate to the GAUS database[12]. eSam also plays a role in reporting data every two years to Statistics Norway, providing insights into recognized qualifications obtained outside of Norway. Additionally, the Directorate administers a test system that shares results with the Diploma Registry, further supporting the integration of recognized foreign qualifications within the Norwegian higher education framework.

[12] GAUS serves as a central repository, accessible to employees within Norway's higher education sector, offering information about the assessment of foreign qualifications and credits by different institutions. See more at: https://www.fellesstudentsystem.no/FS-produkt/gaus/gaus-eng.html

NETHERLANDS | Recognition statements as structured data

Nuffic, the Dutch ENIC-NARIC, is working to enhance the maturity level and interoperability of its recognition outputs through various initiatives. As part of a complete redevelopment of its application systems, Nuffic is building on several digital improvements already implemented.

One key development is the provision of structured recognition data to Studielink, the central Dutch admissions portal, which serves both domestic and international students applying to Dutch higher education institutions. For applications forwarded through the portal, Nuffic automatically supplies structured data about the generic assessment of the applicant's foreign diploma type directly to the receiving institution. This recognition data is then imported into the institution's student information system, where it appears alongside the applicant's other data. This integration eliminates the need for admission officers to separately check Nuffic's database for generic recognition information, thereby streamlining the evaluation process. In the future, Nuffic and Studielink aim to further optimise this data exchange through an API connection with the admissions portal.

Another example is Nuffic's digital data exchange with DUO (the executive agency of the Dutch Ministry of Education) regarding applications for Dutch student financing for full degree studies abroad. Through an API connection between their systems, Nuffic and DUO can exchange structured data about qualifications and recognition decisions. These national implementations complement Nuffic's involvement in international initiatives like the DigiLink project, supporting the development of recognition statements as verifiable digital credentials, increasing the digital maturity of recognition statements and enabling better interoperability across different systems and stakeholders.

/ CONCLUSIONS

This publication was conceived to present practical examples of ongoing initiatives on digital solutions for the recognition agenda, targeted at staff of higher education institutions, recognition centres, competent recognition authorities and other relevant stakeholders in higher education.

The experiences presented have been collected from within the European Higher Education Area and represent examples of diverse approaches to digitalising the recognition process, both in terms of level implementation (institutional/national), as well as in terms of the recognition process phase to which digital tools are applied (input - throughput - output individually, or to the whole procedure). The findings demonstrate a dynamic and evolving environment, with significant activity at the system, HEIs, and ENIC-NARIC Networks levels.

The examples provided in this publication show that digitalisation takes place both at institutional level - see CIMEA's experience in applying artificial intelligence in the recognition procedures - as well as at national level - see Ukraine with the Diia system. While the former could result from the need of changing the internal procedures, in full compliance with national and European legislation in place, the latter can be considered as result of a systemic change of recognition processes and legislations linked to them. In both cases, the solutions described have been conceived because of a clear needs analysis.

While many tools remain focused inward, serving domestic evaluators and admissions processes, there is a trend towards the development of solutions with a broader scope enabling connectivity on a European level. These efforts reflect the interest in fostering interoperability and alignment across borders.

The specific data standards, models and elements underpinning the current systems were beyond the scope of this analysis. Future research could delve into the use of data models employed by countries, ENIC-NARICs and HEIs to understand how recognition systems can be better connected across the EHEA on a technical level.

In this perspective, the accelerating evolution of artificial intelligence technologies undoubtedly poses some questions to consider, regarding risks and opportunities linked to application of such technologies in the recognition field, starting with the five dimensions of equity, recognition workflow, learning outcomes, European frameworks and regulations and international academic mobility (CIMEA, 2023).

The experience of the three PLAs, and the examples collected through them, demonstrate the role of peer support in sharing best practices and experience among different institutions, as well as the importance of the holistic approach to promote digitalisation, including the skills of staff involved, data management, privacy and cybersecurity, with an active involvement of relevant actors. Also, in the case of digitalisation processes, cooperation could be a game-changer in fostering a systemic approach towards the use of digital tools in supporting fair recognition.

/ REFERENCES

/ LEGAL TEXTS

European Commission (2022), *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a European strategy for universities.*
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2022%3A16%3AFIN

European Commission (2020), *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions. Digital Education Action Plan 2021-2027. Resetting education and training for the digital age.*
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0624

European Commission (2020), *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions. European Skills Agenda for sustainable competitiveness, social fairness and resilience.*
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52020DC0274

European Parliament, Council of the European Union (2024), *Regulation (EU) 2024/903 of the European Parliament and of the Council of 13 March 2024 laying down measures for a high level of public sector interoperability across the Union (Interoperable Europe Act).*
https://eur-lex.europa.eu/legal-content/en/ALL/?uri=CELEX:32024R0903

/ DOCUMENTS AND PUBLICATIONS

CIMEA (2023), *Artificial intelligence and recognition of qualifications: opportunities and risks from an ENIC-NARIC perspective*.
https://www.cimea.it/Upload/Documenti/Artificial_Intelligence_and_Recognition_of_Qualifications.pdf

Tirana Ministerial Communiqué (2024).
https://ehea.info/Download/Tirana-Communique.pdf

Rome Ministerial Communiqué (2020).
https://ehea.info/Upload/Rome_Ministerial_Communique.pdf

Johansson E. & Finocchietti C. (2023), *The digital alternative, in Council of Europe, ETINED – Volume 7 – Means to counter education fraud: Legislation, practices and instruments*.
https://rm.coe.int/prems-023823-gbr-2512-etined-vol-7-16x24-web-4-/1680addf63

Nuffic (2023), *Digitalisation of credential evaluation workflows. Practical guidelines for the ENIC-NARIC Networks*.
https://www.nuffic.nl/sites/default/files/2023-09/digitalisation-of-credential-evaluation-workflows.pdf

Nuffic (2020), *Digital Student Data & Recognition. A White Paper for the ENIC-NARIC Networks*.
https://www.nuffic.nl/sites/default/files/2020-08/digital-student-data-and-recognition.pdf

UNESCO (2018), *Digital Credentialing. Implications for the recognition of learning across borders*.
https://unesdoc.unesco.org/ark:/48223/pf0000264428

EUROPEAN
Higher Education Area

bologna process

CIMEA
THE ART OF CONNECTING ACADEMIA
SINCE 1984

Co-funded by
the European Union