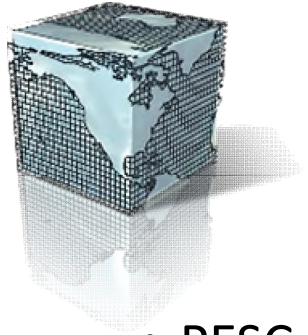


COMMUNITY SOURCED. OPEN DATA STANDARDS.

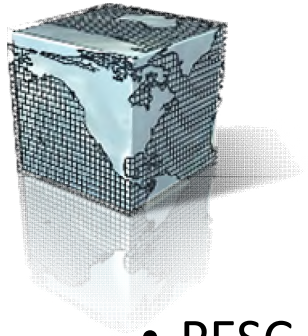
Introduction to ORA

Michael D. Sessa, President & CEO – 28 February 2018



PESC is

- PESC – Postsecondary Electronic Standards Council www.PESC.org
- Non-profit 501c3 (*like charities & churches*) founded 1997 with headquarters in Washington DC
- Member Association – 3 continents (Australia, Europe, North America)
 - Data, Software & Technology Service Providers
 - Schools, Districts, Colleges & Universities
 - College, University & State/Province Systems
 - Local, State/Province & Federal Government Offices
 - Professional, Commercial & Non-Profit Organizations
 - Non-Profit Associations & Foundations
- Funded by: Annual Member Dues, Annual Sponsors, Registration Fees
- 2 full time staff, 150+ Member Volunteers, 15 Groups & Committees



PESC is

- PESC Approved Standards
 - Data Standards-Development Body
 - Data Standards-Setting Body
 - Standards Maintenance and Version Control
- Education & Outreach
 - PESC Spring & PESC Fall Data Summits
 - The STANDARD Newsletter
 - Conferences, Meetings, Speaking Events
 - Annual Best Practices Competition
- Collaboration, Partnerships & Affiliations
 - Events, Exhibits, Pilots & Demos
 - Sponsorship, MOUs & Joint Initiatives
- Neutral, Trusted – The Value of PESC

TRUST

1997 20th 2017
PESC
MULTIPLE STAKEHOLDERS. ONE VISION.

TRUST | THE VALUE OF PESC

COMMUNITY SOURCED OPEN DATA STANDARDS

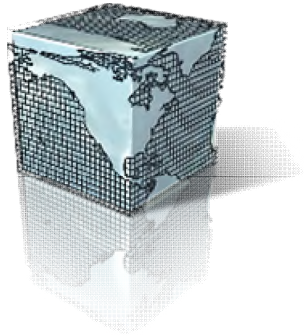
ENABLING COST EFFECTIVE CONNECTIVITY BETWEEN DATA SYSTEMS IN ORDER TO ACCELERATE PERFORMANCE AND SERVICE, TO SIMPLIFY DATA ACCESS AND RESEARCH, AND TO IMPROVE DATA QUALITY ALONG THE LEARNER LIFE-CYCLE.



PESC APPROVED STANDARDS

Academic College Transcript	1.0 - 1.8
Academic ePortfolio	1.0
Academic High School Transcript	1.0 - 1.6
Academic Record	1.0 - 1.12
Admissions Application	1.0 - 1.4
Common Credential	1.0
Core Main	1.0 - 1.19
Data Transport	1.0, 2.0
EDI	
Education Course Inventory	1.0
Education Test Score Reporting	1.0 - 1.1
Functional Acknowledgment	1.0 - 1.2
PDFxml Attachment	1.0
Request - Response	1.0
Student Aid	

Technical Interoperability

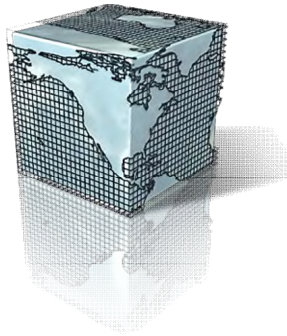


Collaboration, Partnerships & Affiliations

PESC Partnership and Affiliations


- Access 4 Learning (PK12)
- American Association of Collegiate Registrars and Admissions Officers
- APEREO (Open Source)
- Association of Registrars of the Universities and Colleges of Canada
- EMREX (Europe)
- Erasmus Without Paper (Europe)
- Groningen Declaration Network
- HR Open Standards
- Internet2
- State Higher Education Executive Officers
- U.S. Department of Education's Common Education Data Standards Initiative





Education & Outreach


PESC MEMBERS		PESC MEMBERS	
AUSTRALIA		Elucian ELM Resources FSMB Federation of State Medical Boards IERF	
University of Melbourne		International Education Research Foundation IQ4 Jenzabar National Student Clearinghouse Oracle Paradigm Parchment Smart Catalog Student Connections Workday	
CANADA		Arizona State University Brown University California Community College System California State University System Central Connecticut State University Community College of the Air Force Cosumnes River College Elon University Emory University Florida International University Georgetown University Indiana State University Michigan State University Southern Connecticut State University Stanford University University of Arizona University of California at Berkeley University of Chicago University of Colorado Boulder University of Denver University of Idaho University of Louisiana at Lafayette University of Maryland University College University of Michigan University of Mississippi University of Missouri System University of Northern Iowa University of Oregon University of Phoenix University of Puerto Rico System University of Southern California University of Texas at Austin University of Virginia University of Wisconsin at Madison Washington State University Western Governors University	
IRELAND			
Digitary			
NETHERLANDS			
Groningen Declaration Network			
UNITED STATES OF AMERICA			
AACRAO American Association of Collegiate Registrars and Admissions Officers A4L Access4Learning ACE American Council on Education College Board Common Application NASLA National Association of Student Financial Aid Administrators AcademyOne ACT Bardic Systems Credentials Solutions ECE Educational Credential Evaluators Eduventures			




BECOME A DATA ADVOCATE.

JOIN THE EFFORT.
JOIN THE COMMUNITY.
JOIN PESC.

Message brought to you by
Postsecondary Electronic Standards Council, maker of standards.




#CollegeandCareer
www.PESC.org




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EdExchange IS
a data exchange platform
enabling the electronic exchange
of standards-based data
and digital documents
between academic institutions
and their service providers.

Powered through an
open web services architecture
and associated standards,
EdExchange is designed
as a peer-to-peer network
providing a secure, reliable, and
flexible connection between institutions
together direct or through
their service providers,
avoiding file-based technologies.

For more information, see PESC's
COMMON DATA SERVICES (CDS)
Task Force or visit
www.PESC.org.




CONNECTING COLLEGE & CAREER

PESC is the voice for the mutual, efficient and secure real-time exchange of education data from critical areas of the student from high school into the college environment, through successful completion of the admission experience and into the workplace and for all learners seeking an education environment.

PESC enables a seamless, interoperable environment that enables students and learners to successfully progress and transfer through the entire education and learning experience. The goal of efficient, automated interoperability is achievable. We have the ability, we've identified what needs to be done, and we know how to do it.

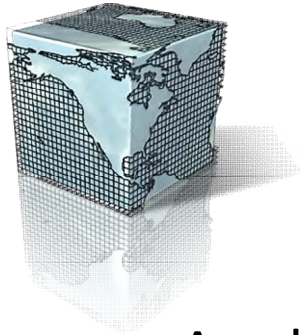
Transparent, open collaboration is our innovative principle. The sharing of ideas and best practices extends us that allows us work in a competitive environment, as stakeholders we must also cooperate and work together for a greater common good. That greater common good is ensuring student and learner achievement and progression along the entire cycle of lifelong learning and building a successful learning experience.

PESC is driving the collaborative development and alignment of data across disparate systems, across sectors and is enabling business that unlocks credit for institutions, students, states, provinces and taxpayers.

JOIN THE COMMUNITY.
JOIN THE EFFORT.
JOIN PESC.

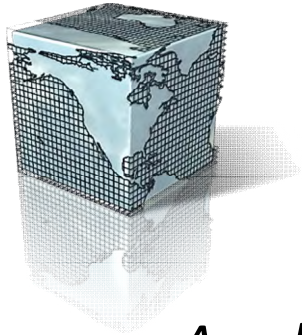


UNLOCK THE MOBILITY OF EDUCATION DATA WITH PESC APPROVED STANDARDS
www.PESC.org



Current Initiatives

- Academic Credentialing & Experiential Learning Task Force*
- Canadian PESC User Group – *ARUCC/GDN Project*
- EdExchange User Group – *California Community Colleges/Parchment Pilot*
- GEO Code User Group – *University of Southern California/IERF Pilot*
- JSON Task Force – *Partnership with elementary/secondary on strategy*
- www.PESC.org



Academic Credentialing*

- *Academic Credentialing & Experiential Learning Task Force*
- *Common Credential for Certificates, Degrees & Diplomas*
PESC Approved XML Standard
- *Empowering the Mobility of Digital Academic Credentials*
Spring 2017 Data Summit
- MOU with HR Open Standards
- Partnership with Credential Engine
- Credential Ecosystem Data Mapping Initiative*
- PESC – EMREX/ELMO Data Mapping Initiative
- www.PESC.org



Credential Ecosystem Data Mapping

Credential Ecosystem Data Mapping Initiative

Transparent, Interoperable Navigation Across Education, Training & Employment

- **VALUE STATEMENT** Educators, employers, students, veterans, policy makers and the economy in general are best served through comprehensive access to and availability of open, linked and discoverable data about credentials, providers of credentials & quality assurance groups.
- **MISSION STATEMENT** To ensure interoperability of data standards across education, training and employment sectors.
- **GOVERNANCE** The mission of the initiative is administered collaboratively by a Delegation of stakeholders in the competency and credential marketplace that develop, set and promote data standards.



Credential Ecosystem Data Mapping

PROJECT GOALS

1. To promote collaboration, transparency, harmonization, data linkages, open communications and overall interoperability among stakeholders in the competency and credential marketplace.
2. To determine levels of compatibility between data standards; identify opportunities for further alignment, convergence and partnerships; and develop better understanding of each stakeholder's role across education, employment and training sectors.
3. To support providers of credentials with guidance on data transformation; open, linked data structures; and nationally and internationally recognized frameworks.
4. To inventory, share, map/crosswalk, data standards, models, taxonomies, vocabularies & schemas.
5. To produce agreed upon documentation, outputs, tools and artifacts for use and adoption.
6. To establish an inclusive approach and process for representation in the Delegation.



Credential Ecosystem Data Mapping

WORKPLAN

1. Begin with Competencies and Competency Frameworks.
2. Determine Project Use Cases and Credential Ecosystem Scope.
3. Reach Out to All Credential-related Domains.
4. Develop Final Report and Action Plan.
5. To ensure resources, guidance, artifacts and tools (e.g. web page, conceptual models, written analysis, and crosswalks) provided remain current and sustainable.
6. Facilitate and support initiatives that improve data integration and data transformations.
7. Identify opportunities for additional partnerships, affiliations, convergence and alignment with new, emerging technologies and future marketplace initiatives

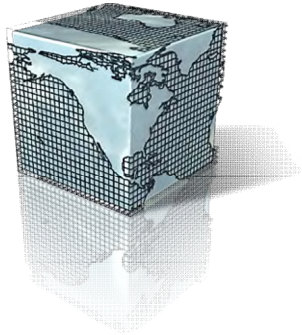


Credential Ecosystem Data Mapping

<http://credreg.net/page/ecosystemcompetencies>

PARTNERS

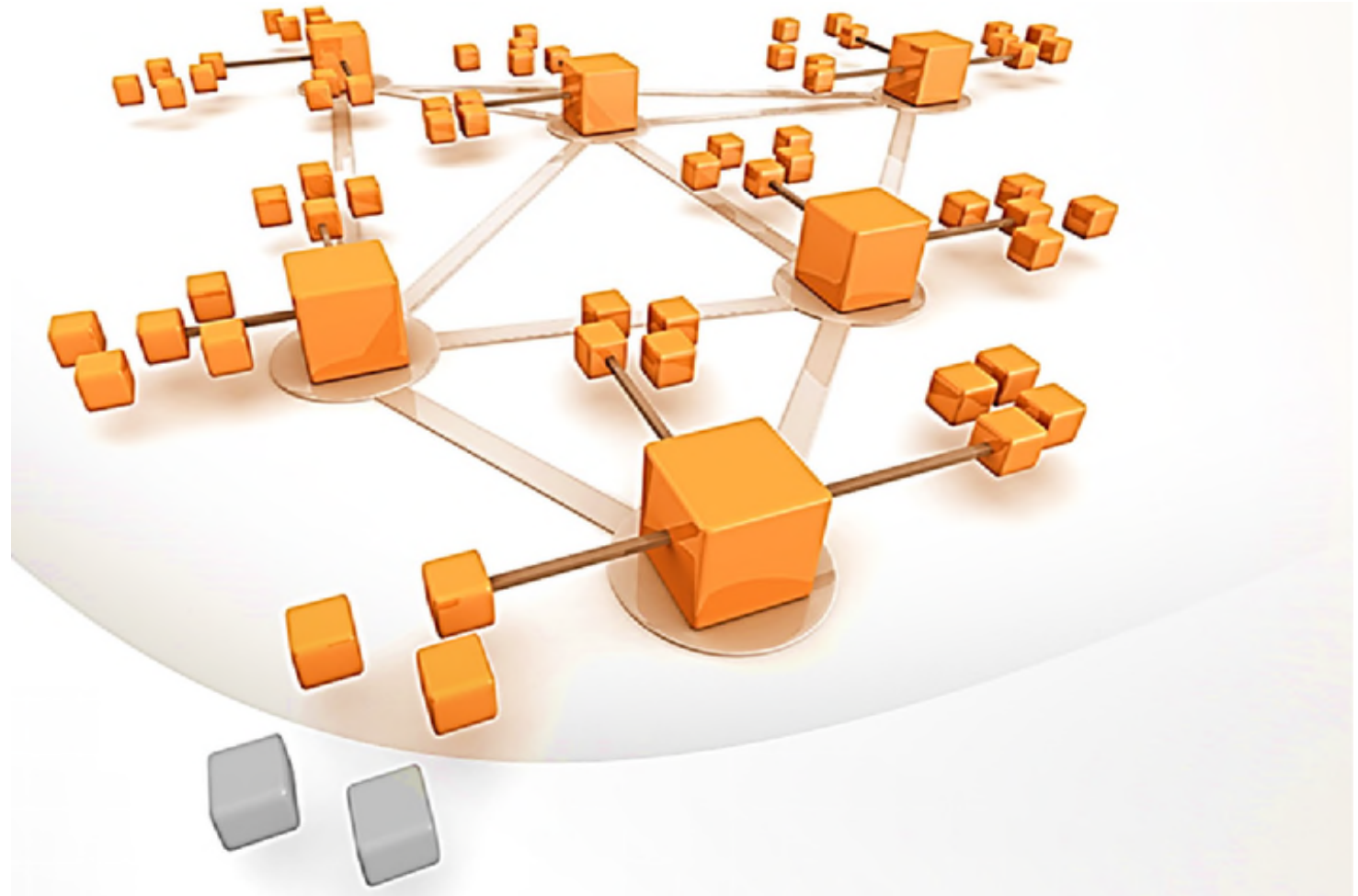
1. Access 4 Learning
2. Advanced Distributed Learning (ADL)
3. Common Education Data Standards (CEDS)
4. Credential Engine
5. HR Open Standards
6. IEEE
7. IMS Global
8. Medbiquitous
9. PESC
10. Schema.org

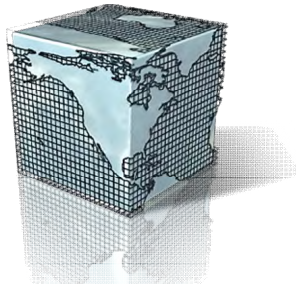


PESC Vision

Global mobility or Interoperability

within the learner domain supported by a trustworthy, inter-connected network built by, for & between communities of trust in which data flows digitally and seamlessly from one community, system or network to another and throughout the entire eco-system when and where needed without compatibility barriers but in a safe, secure, reliable, legal, and efficient manner.





PESC APPROVED STANDARDS

STANFORD UNIVERSITY UNIVERSITY OF MARYLAND UNIVERSITY OF SOUTHERN CALIFORNIA AACRAO

LETTER OF INTENT

COMMON CREDENTIAL FOR CERTIFICATES, DEGREES & DIPLOMAS

March 22, 2016

Michael Sessa
PESC President & CEO
1250 Connecticut Ave NW
Suite 200
Washington, D.C. 20036

We are pleased to submit to PESC this Letter of Intent (LOI) to communicate that Stanford University, the University of Maryland University College, the University of Southern California and AACRAO intend to work openly, transparently and collaboratively with the education community through PESC to develop an XML-based data standard: Common Credential for Certificates, Degrees and Diplomas.

We propose development, submission and consideration of this Common Credential as a PESC Approved Standard. This proposed standard can be used by any organization, school, college and university, district and state and/or service provider to fully communicate degrees, certifications and other similar credentials obtained by the student. Our deliverables will include the XML Schema, an Implementation Guide, and Instance Documentation.

While the traditional transcript contains comprehensive information about a student's educational experience, in some instances only a simple verification of a degree, diploma, certification or other credential is needed. While this standard does not propose to replace the traditional transcript, we look to meet the growing demand, now emerging across the landscape but especially in transfer, labor and workforce sectors, to verify credentials. A brief business case and justification is attached.

We are pleased to collaborate on this Letter of Intent and look forward to preparing and using an international data standard that will greatly enhance the process of communicating and verifying credentials.

Sincerely,

TOM BLACK
ASSOCIATE VICE PRESIDENT
& UNIVERSITY REGISTRAR
STANFORD UNIVERSITY

TUAN ANH DO
PESC BOARD OF DIRECTORS
REPRESENTING THE
AMERICAN ASSOCIATION OF
COLLEGE REGISTRARS &
ADVISORS OFFICERS

PATRICK ELLIOTT
PESC BOARD OF DIRECTORS
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UNIVERSITY OF
SOUTHERN CALIFORNIA



FOR IMMEDIATE RELEASE
April 12, 2016
Contact:
Jennifer Kim
PESC Membership Services Director
+1.202.261.6516

COMMON XML CREDENTIAL DATA STANDARD FOR CERTIFICATES, DEGREES AND DIPLOMAS LAUNCHED BY PESC

(Washington DC) – PESC is pleased to announce that leaders from Stanford University, University of Maryland University College, University of Southern California, and the Association of American Collegiate and Admissions Officers (AACRAO) are collaborating through PESC to develop a **COMMON CREDENTIAL DATA STANDARD** for certificates, degrees and diplomas.

According to the Letter of intent submitted on March 22, 2016, "the proposed standard can be used by any organization, school, college and university, district and state/province and/or service provider to fully communicate degrees, certifications and other similar credentials obtained by the student."

"By creating a standard credential data schema that provides more explicit expression of learning, it is hoped that in addition to helping learners to become more self-aware, third parties with whom the learners share this information could use it to further benefit the learners or the enterprises with which the learners are engaged."

-Tom Black, Associate Vice Provost & University Registrar, Student and Academic Services at Stanford University and Chair of PESC's Academic Credentialing and Experiential Learning Task Force.



FROM THE LETTER OF INTENT: While the traditional transcript contains comprehensive information about a student's educational experience, in some instances only a simple verification of a degree, diploma, certification or other credential is needed. While this standard does not propose to replace the traditional transcript, we look to meet the growing demand, now emerging across the landscape but especially in transfer, labor and workforce sectors, to verify credentials.



FOR IMMEDIATE RELEASE
January 23, 2017
Contact:
Jennifer Kim
PESC Membership Services Director
+1.202.261.6516
jennifer.kim@pesc.org

COMMON CREDENTIAL PROPOSED STANDARD RELEASED FOR 30 DAY PUBLIC COMMENT PERIOD

(Washington DC) – The Board of Directors of PESC is pleased to announce the release of the *Common Credential for Certificates, Degrees and Diplomas*, a proposed standard, for a 30 day public comment period. The XML development work which started in early 2016, has been meticulous, collaborative and transparent, and leaders have worked painstakingly to ensure major stakeholders participated in the development, analyzed and evaluated development work, and contributed to a more robust and usable standard.

"This credential standard will promote interoperability where presently there is none for credentials that serve as alternatives to the academic transcript," states Thomas Black, Associate Vice Provost & University Registrar, Student and Academic Services at Stanford University and Chair of PESC's Academic Credentialing and Experiential Learning Task Force. "There is great potential to innovate using this standard, and now it is time for our respective communities to embrace the ideas and concepts that are incorporated in the standard for the betterment and prosperity of our students and graduates holding these credentials," Mr. Black continues.

The PESC directive that launched this development concluded that while the traditional transcript contains comprehensive information about a student's educational experience, in some instances only a simple verification of a degree, diploma, certification or other credential is needed. While this standard does not propose to replace the traditional transcript, the PESC community looks to meet the growing demand, now emerging across the landscape but especially in transfer, labor and workforce sectors, to verify credentials.

"In true collaboration, PESC's Technical Advisory Board has also released an updated version of PESC's XML Technical Specification, on which the Common Credential is based, and we're asking for public comment on the XML Technical Specification as well," states Michael Sessa, PESC President & CEO. "The XML Technical Specification is the result of merging PESC's original specification with that of the U.S. Department of Education's specification in 2003, a major milestone in the history of PESC, as with a combined, single XML Technical Specification, technical interoperability is now baseline enabling applications and data to flow throughout the education network," Mr. Sessa continued.

LEADING THE ESTABLISHMENT AND ADOPTION OF DATA EXCHANGE STANDARDS IN EDUCATION



FOR IMMEDIATE RELEASE
MARCH 31, 2017
Contact:
JENNIFER KIM
PESC MEMBERSHIP SERVICES DIRECTOR
+1.202.261.6516

COMMON CREDENTIAL FOR CERTIFICATES, DEGREES & DIPLOMAS RATIFIED AS PESC APPROVED STANDARD XML TECHNICAL SPECIFICATION v 2.2 RELEASED

(Washington DC) – The Board of Directors of PESC is pleased to announce the release of the *Common Credential for Certificates, Degrees and Diplomas* as a PESC Approved Standard, ratified through PESC's development, approval & maintenance process. Now approved and released to the general public, this Common Credential XML Data Standard is expected to be used by any organization, college, university, school, district, state, province, and/or service provider to fully communicate degrees, certifications and other similar credentials obtained by the student.

"This standard does not propose to replace the traditional transcript, but to meet the growing demand, now emerging across the landscape, but especially in transfer, labor and workforce sectors, to verify credentials."

-Tom Black and Matt Bemis of Stanford University outlined the efforts and focus regarding the technical development in just 10 months.



Tom Black and Matt Bemis of Stanford University outlined the efforts and focus regarding the technical development in just 10 months.

PESC Members that approved the Common Credential:

- AACRAO
- AcademyOne
- ACT
- Alberta Postsecondary Application System
- Baruch System
- California Community Colleges
- College Board
- Credentials Solution
- ECE
- Ellicott
- Florida International University
- Georgetown University
- IEE
- Indiana State University
- NASLA
- National Student Clearinghouse
- Oracle
- Paradigm
- Parliament
- San Francisco State University
- Standard University
- Student Connections
- University of Denver
- University of Maryland University College
- University of Phoenix
- University of Southern California
- University of Texas at Austin

Documentation for this newly PESC Approved Standard is posted on the PESC website at www.pesc.org. Organizations looking to communicate their use of this or any other PESC Approved Standard should contact the PESC offices at 202.261.6516.

(continues)

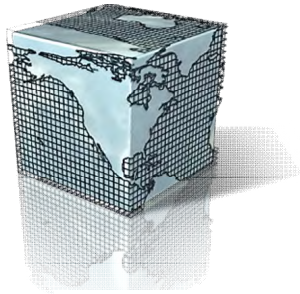
ACTIVATING INTEROPERABILITY ACROSS THE EDUCATION DOMAIN

1. Public Letter of Intent
"Levels the Playing Field"

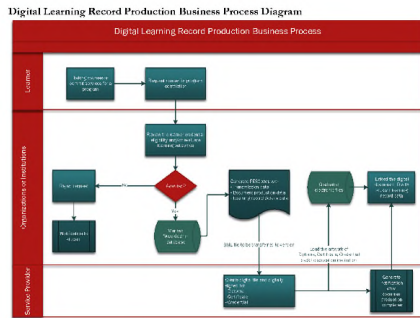
2. Development Group
"Candidate Standard"

3. Public Comment
"Open, Public Crowd-Power"

4. PESC Approved
"Ready to Use"



PESC APPROVED STANDARDS



Planned Collaboration for Developing the Standard

The work group is composed of staff from professional education enterprise system consulting firms, representatives from postsecondary institutions including members of AACRAO, representatives of educational software and service providers, representatives of state and federal agencies interested in credentialing and experiential learning records, and any others interested in the project.

The Business Case for the Development of a PESC Standard in XML for Supporting Credentialing and Experiential Learning Records and for Enhancing Data Exchange Mobility

Overview

The current transcript, designed to record learning in the form of course enrollments, courses credits and grades, is no longer a sufficiently robust approach to satisfy the needs of the modern learner. The current transcript standard was designed to record learning in the form of course enrollments, courses credits and grades. Higher Education institutions have long adopted the Carnegie Unit as policy which specifies that learning be recorded in the form of time. The GPA (grade point average), a calculation based on that standard, was commonly used to demonstrate a student's achievement. While the transcript and the Carnegie Unit have served the academy well for over a hundred years, changes in pedagogy and technology have caused a greater awareness that learning should not be measured just as course credits and grades, but should be more descriptive. Learning outcomes and a variety of other assessment methods are a means to describe learning more in the form of skills, capacities and abilities mastered, in addition to content knowledge acquired.

While there are new ideas about what should be recorded, Higher Education has not coalesced around a single approach, or even a handful of approaches. It will take time to settle on the best way to describe and record the learning that takes place on campuses. Further, non-curricular or experiential learning, arguably counting among the most important activities in which students can engage, is necessarily considered worthy of noting and recording, alongside the curricular learning that leads to majors and minors and ultimately degrees.

Starting over twenty-five years ago, transcript and course inventory standards were promulgated to enable the portability of the established records of the academy as data. EDI, XML and PDF formats have been employed in a variety of use cases to make data exchange quite common at least within Higher Education. Certainly many students benefit from the ease with which courses and credit information have transferred between institutions. And, the use of the PDF format has made it easier for the exchange of student achievement information with third parties outside Higher Education.

It is not too early to think about how to capture and convey learning data that describes experiential learning alongside one of its most common expressions of acknowledgement, the certificate credential. Paper certificate credentials have been in existence for centuries and are used by many organizations and institutions to recognize participation, completion or achievement. However, there is no standard in present enabling the exchange of information related to the certificate credential. Thus, it is

hereby proposed that the following XML standard begin to serve as a means both to create the digital form of the certificate credential and to embed within it the information that the certificate credential recognizes. Certainly this credential standard could be adopted to convey diploma information as well. The principal value proposition for a digital credential is to convey to the learner what s/he has learned or achieved, but it must also provide a standardized form for the learner so that the personal data it contains may be more easily controlled and shared with others using certification and authorization technology commonly available today.

Credentialing and Experiential Learning Records Standard Description

The standard is designed for both electronic certification production and recording credential learning records. The design of new standard incorporates current PESC standards. The new standard composes its 3 main sections:

- 1. Transmission Data Section:** This section uses the existing PESC Request and Response of the XML Transcript standard. It describes the requesting source, i.e., in this use case, the organization or institution, and it also describes the destination, i.e., in this use case, the service provider for credential creation. It serves the same purpose as the PESC PDF (Portable Document Format) attachment standard, which is to make data exchange effective and machine-readable.
- 2. Document Production Section:** This section has information for digital certificate file production. The data is used for presenting a statement of learning achievement levels and learning result recognition. The section also describes the data format requested, such as XML, PDF, or PDF with attachment.
- 3. Credential Learning Record Detail Section:** This section describes acknowledgment of credential learning records and expression of learning that is more explicit in terms of intellectual skills, outcomes, goals or capacities. It adopts PESC Core Main Components, Education Course Inventory and College Transcript standards. This section is used in PDF attachments for better description and for machine-readable learning records.

Business Process Supports the Standard

The new proposed standard supports the following business process scenarios:

Scenario 1:

The organization or institution produces an XML file that follows the standard when a learner participates completes or achieves success in a supervised activity or program.

Scenario 2:

The XML file is transmitted from the organization or institution to a service provider, the destination, for the creation of a digital artifact or credential – usually rendered in PDF format – using information from the Transmission Data Section.

Scenario 3:

The service provider takes information from the Document Production Section to generate a digital artifact (usually per PESC PDF standard) as specified by the organization or institution. Credential Learning Record Detail Section relays comprehensive information about the supervised activity or program that is appended as an attachment file to the PDF artifact.

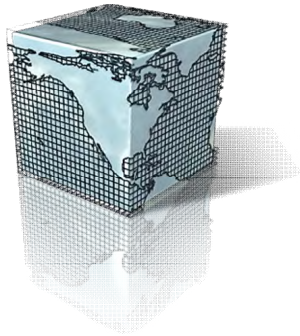
Scenario 4:

The organization or institution provides both digital versions of the artifact file and the appended detailed credential learning records to learners who in turn can make these available to other authorized third parties that request access.

Scenario 5:

The learner also exports such digital artifacts and appended information to a variety of software locally hosted, on mobile devices or in the cloud. Any authorized third parties viewing these data via the Internet can validate the detailed learning records. The new standard can be used for better data presentation in either a contextual or graphical way.

Public Letter of Intent The Business/Use Case “What Are We Trying To Solve & Why”



PESC APPROVED STANDARDS

Academic Credentialing
& Experiential Learning

Canadian PESC User
Group (CanPESC)

Global Education
Organization User Group

JSON
Task Force

PESC APPROVED STANDARDS

Change Control Board
(CCB)

Technical Advisory
Board (TAB)

Education Record User
Group (ERUG)

Seal of Approval Board
(SAB)

EdExchange (CDS)
User Group

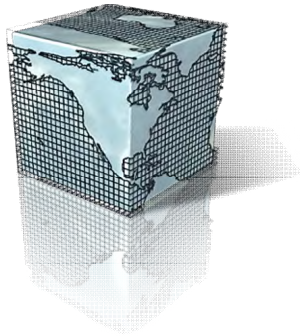
PESC Board
of Directors

PESC MEMBERS

Free & Open

PESC Member

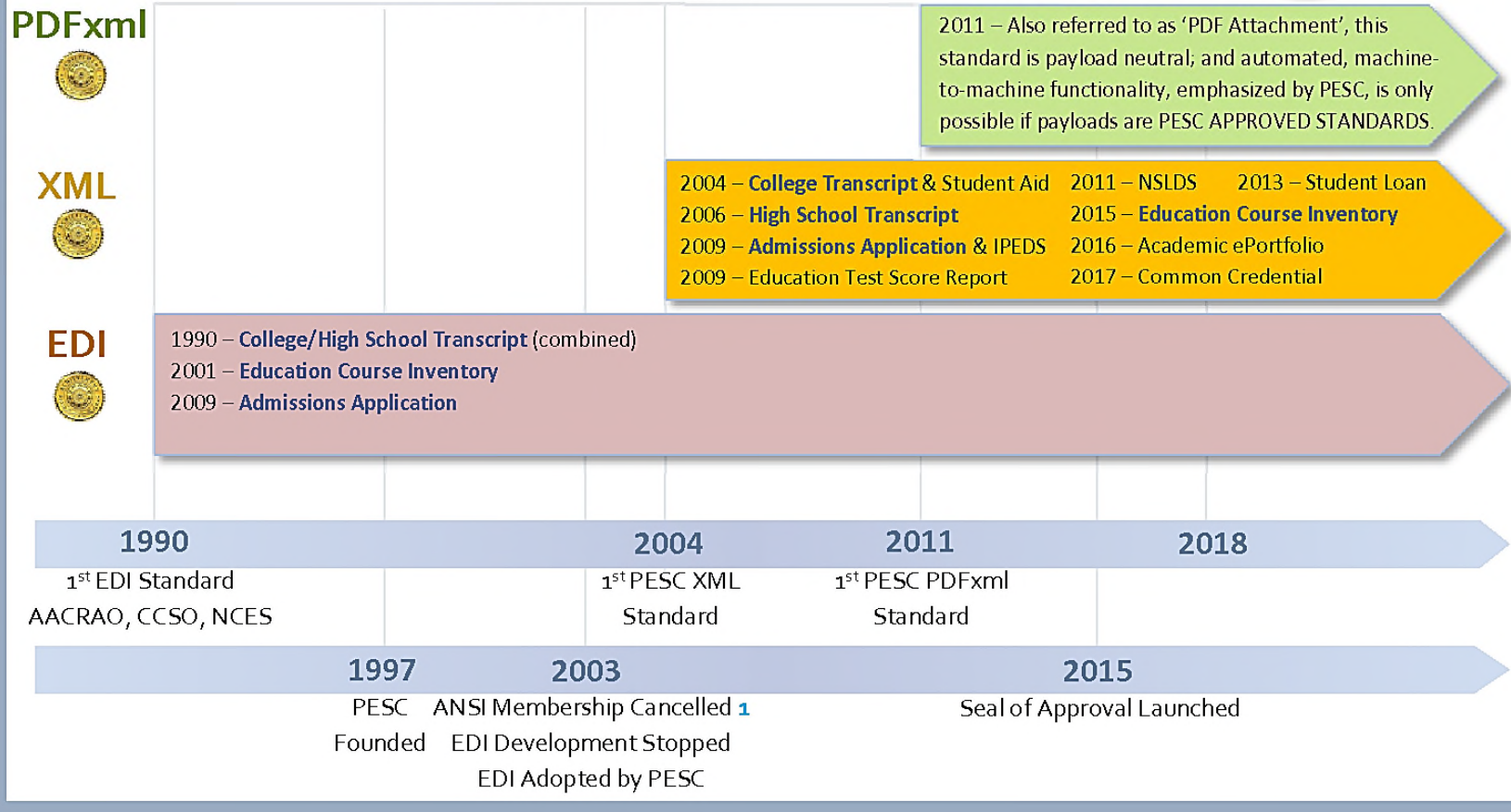
Business Interoperability + Technical Interoperability
Free, Public & Open + PESC Member Driven

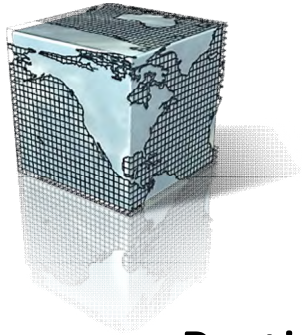


Leading the Establishment & Adoption of Open Data Standards Across the Education Domain

THE EVOLUTION OF PESC APPROVED STANDARDS BY TECHNOLOGY

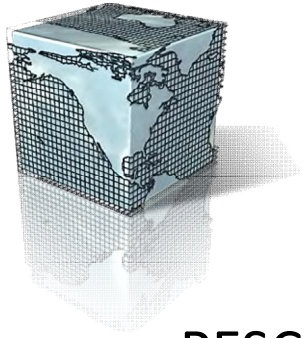
JSON
In Process





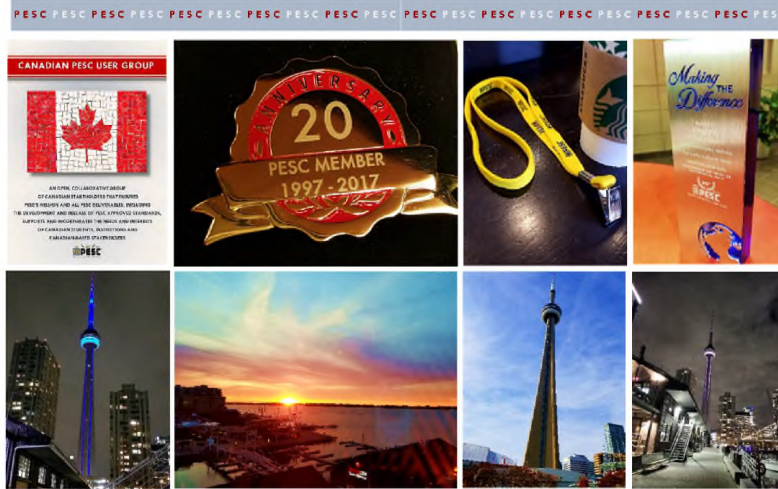
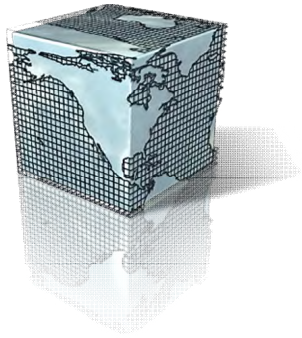
Opportunities for PESC & ORA

- Participate in free and open PESC groups and initiatives:
 - Academic Credentialing & Experiential Learning Task Force
 - Canadian PESC User Group
 - Global Education Organization Code User Group
 - JSON Task Force
 - PESC Approved Standards (public comment process)
- Explore Partnership/Affiliation
- Explore MOU
- Options: Member-based, Data Summits
- Credential Ecosystem Data Mapping Affiliation



Thank You!

- PESC – Postsecondary Electronic Standards Council
- www.PESC.org
- www.facebook.com/pescupdates
- www.twitter.com/pescupdates
- #PESCspring18summit
- #CollegeAndCareer
- Michael Sessa
- michael.sessa@pesc.org



Education & Outreach

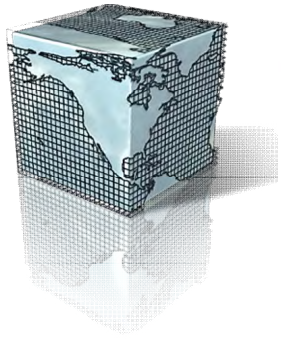


COMMON CREDENTIAL

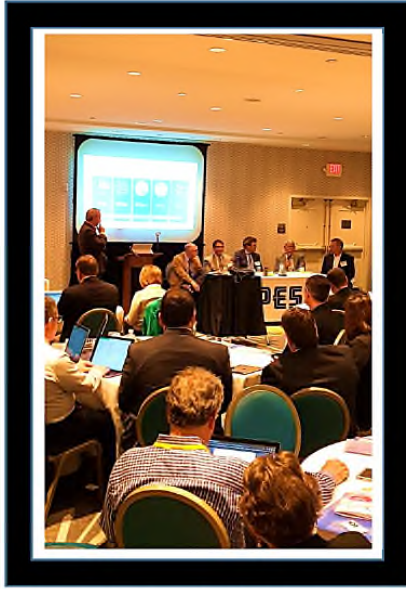
for

CERTIFICATES

DEGREES & DIPLOMAS



Amelia Parnell of introducing NASPA to attendees at the Spring 2016 Data Summit in Dupont Circle.



The Groningen Declaration Network panel discusses in-depth the mission and vision of this expanding global initiative.



PESC's Roots Run Deep
Manuel Dietze and Stephan Velay of unisolution GmbH at the U.S. Briefing on RS3G hosted by PESC on May 28, 2008.
 On November 9, 2007, 40 participants from 13 countries met in Rome, Italy in a workshop to begin discussing how to define electronic standards for the exchange of student data between institutions of higher education. The workshop and the group now referred to as the "Rome Student Systems and Standards Group" ("RS3G") is continuing the initiative. As PESC & U.S. higher education have a vested interest in this initiative, several representatives from PESC attended this first workshop in Rome and continue to participate.

ACTIVATING INTEROPERABILITY ACROSS THE EDUCATION DOMAIN



**Collaboration,
Partnerships &
Affiliations**