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**DREPT INTERNAȚIONAL PUBLIC  
PUBLIC INTERNATIONAL LAW  
МЕЖДУНАРОДНОЕ ПУБЛИЧНОЕ ПРАВО**

**TRANSFORMATION OF INTERNATIONAL LEGAL REGULATION OF HIGHER  
EDUCATION: FROM RECOGNITION OF QUALIFICATIONS TO MANAGEMENT  
OF EDUCATIONAL ECOSYSTEMS**

**TRANSFORMAREA REGLEMENTĂRII JURIDICE INTERNAȚIONALE  
A ÎNVĂȚĂMÎNTULUI SUPERIOR: DE LA RECUNOAȘTEREA CALIFICĂRILOR  
LA MANAGEMENTUL ECOSISTEMELOR EDUCAȚIONALE**

**ТРАНСФОРМАЦИЯ МЕЖДУНАРОДНО-ПРАВОВОГО РЕГУЛИРОВАНИЯ  
ВЫСШЕГО ОБРАЗОВАНИЯ: ОТ ПРИЗНАНИЯ КВАЛИФИКАЦИЙ  
К УПРАВЛЕНИЮ ОБРАЗОВАТЕЛЬНЫМИ ЭКОСИСТЕМАМИ**

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**ABSTRACT:**

**TRANSFORMATION OF INTERNATIONAL LEGAL REGULATION OF HIGHER  
EDUCATION: FROM RECOGNITION OF QUALIFICATIONS TO MANAGEMENT  
OF EDUCATIONAL ECOSYSTEMS**

This article examines the transformation of international legal regulation of higher education in the context of globalization, digitalization, and increased transnational interaction. It examines the transition from formal recognition of qualifications to a competency-based model, as well as the changing role of universities as centers of knowledge generation and transfer.

The influence of international organizations and academic mobility programs on the formation of a unified educational space is analyzed, including the development of network and project-based forms of cooperation. Particular attention is paid to the Erasmus+ program as a tool for the internationalization of higher education, including the example of the Republic of Moldova, whose participation has been accompanied by increased academic mobility and institutional interaction.

Issues of digitalization and distance education, as well as legal challenges related to the quality and recognition of learning outcomes, are addressed. A conclusion is drawn about the formation of a multi-level system of international educational regulation.

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РЕЗУМАТ:

**TRANSFORMAREA REGLEMENTĂRII JURIDICE INTERNAȚIONALE  
A ÎNVĂȚĂMÂNTULUI SUPERIOR: DE LA RECUNOAȘTEREA CALIFICĂRILOR  
LA MANAGEMENTUL ECOSISTEMELOR EDUCAȚIONALE**

Acest articol examinează transformarea reglementării juridice internaționale a învățământului superior în contextul globalizării, digitalizării și interacțiunii transnaționale sporite. Examinează tranziția de la recunoașterea formală a calificărilor la un model bazat pe competențe, precum și rolul în schimbare al universităților ca centre de generare și transfer de cunoștințe.

Se analizează influența organizațiilor internaționale și a programelor de mobilitate academică asupra formării unui spațiu educațional unificat, inclusiv dezvoltarea formelor de cooperare bazate pe rețele și proiecte. Se acordă o atenție deosebită programului Erasmus+ ca instrument pentru internaționalizarea învățământului superior, inclusiv exemplul Republicii Moldova, a cărei participare a fost însoțită de o mobilitate academică sporită și de interacțiune instituțională.

Sunt abordate problemele digitalizării și ale învățământului la distanță, precum și provocările juridice legate de calitatea și recunoașterea rezultatelor învățării. Se trage o concluzie cu privire la formarea unui sistem multinivel de reglementare educațională internațională.

**Cuvinte cheie:** drept internațional al educației, învățământ superior, globalizare, digitalizarea educației, mobilitate academică, internaționalizarea educației, ecosisteme educaționale, inteligență artificială

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РЕЗЮМЕ:

**ТРАНСФОРМАЦИЯ МЕЖДУНАРОДНО-ПРАВОВОГО РЕГУЛИРОВАНИЯ ВЫСШЕГО  
ОБРАЗОВАНИЯ: ОТ ПРИЗНАНИЯ КВАЛИФИКАЦИЙ  
К УПРАВЛЕНИЮ ОБРАЗОВАТЕЛЬНЫМИ ЭКОСИСТЕМАМИ**

Статья исследует трансформацию международно-правового регулирования высшего образования в условиях глобализации, цифровизации и усиления транснационального взаимодействия. Рассматривается переход от формального признания квалификаций к компетентностно-ориентированной модели, а также изменение роли университетов как центров генерации и трансфера знаний.

Анализируется влияние международных организаций и программ академической мобильности на формирование единого образовательного пространства, включая развитие сетевых и проектных форм сотрудничества. Особое внимание уделяется программе Erasmus+ как инструменту интернационализации высшего образования, в том числе на примере Республики Молдова, участие которой сопровождается ростом академической мобильности и институционального взаимодействия.

Задаются вопросы цифровизации и дистанционного образования, а также правовые вызовы, связанные с качеством и признанием результатов обучения. Делается вывод о формировании многоуровневой системы международного образовательного регулирования.

**Ключевые слова:** международное образовательное право, высшее образование, глобализация, цифровизация образования, академическая мобильность, интернационализация образования, образовательные экосистемы, искусственный интеллект

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## Introduction

In the context of rapidly advancing globalization and digitalization, modern higher education is undergoing fundamental changes, affecting not only institutional forms and methods of teaching, but also the fundamental principles of international legal regulation in this area. The traditional model, which viewed education as a primarily national competence, is giving way to a more complex and multi-layered system of transnational interaction, in which international organizations, supranational associations, networks, and private educational providers are beginning to play a key role.

Historically, international cooperation in higher education has revolved around the recognition of qualifications and academic mobility. Primary efforts have focused on creating mechanisms of mutual trust between states, enabling the recognition of diplomas and other educational documents obtained in different national systems. In this context, initiatives by UNESCO and the Council of Europe aimed at establishing a regulatory framework for the recognition of qualifications have played a particularly important role. This process culminated in the adoption of the 1997 Lisbon Convention, which enshrined the principles of fair recognition and non-discrimination<sup>1</sup>.

### Transformation of international legal regulation of higher education

However, this model was inherently limited, as it focused primarily on formal qualifications whilst ignoring the substantive aspects of the educational process and the actual competencies of graduates. In an industrial economy characterized by relatively stable career paths, such an approach was justified. Nevertheless, the transition to a post-industrial society based on knowledge and innovation has revealed its significant shortcomings.

However, by the beginning of the 21st century, it became clear that the traditional model was losing its effectiveness. The gap between formal education and labor market demands has become a key challenge, as the pace of skill renewal significantly outpaces the transformation of educational programs. As the OECD notes, “skills are becoming obsolete faster than ever before, making lifelong learning not an option but a necessity” (OECD, 2023, p. 45)<sup>2</sup>, which undermines the sustainability of a model based solely on the recognition of diplomas.

One of the key problems was the discrepancy between formally recognized qualifications and the actual requirements of the labor market. Having a diploma, even an internationally recognized one, does not guarantee a graduate's ability to function effectively in a professional environment. This fact undermines the very logic of legal regulation based on the recognition of documents rather than on the assessment of competencies.

The Bologna process was an attempt to overcome these contradictions by creating a single European higher education area. The introduction of a three-tier training system, a system of credits, as well as quality assurance mechanisms has increased the transparency of educational systems and facilitated academic mobility. At the same time, the Bologna process did not eliminate the structural imbalances associated with the mismatch of education with the needs of the economy.

A significant limitation of the Bologna model is its institutional orientation. Regulation continues to focus on universities as the main subjects of educational activity, as well as on educational programs and diplomas as the final learning outcomes. At the same time, the dynamics of the modern labor market requires a different logic — focused on flexibility, interdisciplinarity and the ability to continuous learning.

Against this background, the programs of the European Union aimed at the development of education and vocational training are of particular importance. Unlike traditional legal instruments, they are complex mechanisms combining regulatory, financial and organizational elements. The Socrates, Leonardo, Tempus, and PHARE programs have contributed to the formation of new forms of cooperation between universities, businesses, and government agencies.

An analysis of these programs suggests a gradual shift in emphasis from the formal recognition of qualifications to the development of competencies and practice-oriented skills. In this context,

<sup>1</sup>de Wit, H. (2019). Internationalization in Higher Education, a Critical Review. *SFU Educational Review*, 12(3), 9–17. <https://doi.org/10.21810/sfuer.v12i3.1036>

<sup>2</sup>OECD. (2023). *Education at a Glance 2023*. Paris: OECD Publishing.

education is increasingly viewed not as an end in itself, but as a tool for ensuring economic growth, enhancing the competitiveness of the workforce, and strengthening social resilience. Universities, accordingly, are transforming from traditional educational institutions into multifunctional centers that also perform research and innovation functions, serving as key players in the generation and transfer of knowledge to the economy and society.

The Erasmus+ program occupies a special place in this transformation system, serving as a key instrument for the internationalization of higher education and the development of unified educational standards through academic mobility and project-based collaboration. This program not only facilitates student and faculty exchanges but also creates sustainable networks of institutional interaction between universities across borders, stimulating the modernization of educational programs, the implementation of innovative teaching practices, and the development of joint research initiatives. Erasmus+ is thus becoming an important mechanism for the practical implementation of the transition to a competency-based education model focused on global challenges and labor market needs.

The Republic of Moldova's participation in the Erasmus+ programme demonstrates the country's sustainable integration into the international educational space and the gradual expansion of academic mobility, despite its status as a non-EU member state.<sup>1</sup> Within the framework of international credit mobility, 1,016 cases of Moldovan universities participating in cooperation projects were recorded from 2021 to 2024, with approximately 1,980 students and staff members sent to universities in Erasmus+33 countries, while 794 participants arrived in Moldova. Recent years' dynamics show a gradual increase in incoming mobility—from 171 individuals in 2022 to 227 in 2023 and 199 in 2024, demonstrating the recovery and expansion of international academic exchanges following the pandemic. At the same time, there has been sustained interest from European universities in collaborating with Moldovan institutions, including 537 student and faculty placements to Moldova under the supplementary mobility mechanism.

Of particular importance for the internationalization of higher education are the Erasmus Mundus Joint Masters programs, where Moldova has had limited but positive participation. Of the 166 Master's programs selected for the 2021–2024 period, Moldovan participation was recorded in three projects, with an increase in participation—from no applications in the initial years to five proposals and one approved project in 2024. A total of nine students from Moldova received Erasmus Mundus scholarships during the period under review, reflecting the country's sporadic but expanding participation in elite global Master's programs.

The most extensive area of cooperation is Capacity Building in Higher Education projects, where Moldova demonstrates significantly greater participation. Of the 636 international projects selected for 2021–2024, 19 are being implemented with the participation of Moldovan universities, with Moldova acting as coordinator in seven of them. The total number of Moldovan institutions participating in the selected projects reaches 68, demonstrating the universities' systematic engagement in the modernization of educational programs, management, and academic interaction with international partners.

Moldova is also included in several other Erasmus+ areas, including vocational education and training (CBVET), youth initiatives, virtual exchanges, and sports projects. Specifically, 16 projects involving Moldovan organizations were recorded in CBVET, while 14 projects were recorded in youth initiatives, reflecting the program's expanding impact beyond higher education to include related educational and social sectors. Eight projects were also recorded in virtual exchanges, demonstrating Moldovan participants' adaptation to digital formats for international interaction<sup>2</sup>.

In general, the data presented indicate the gradual but steady integration of the Republic of Moldova into the multi-level Erasmus+ system, where the most active participation is observed in institutional development and academic cooperation projects, while elite mobility and joint master's degree programs remain limited, but show an upward trend.

This trend logically fits into the broader context of the transformation of the European and global educational space, within which the role of flexible network forms of international interaction is

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<sup>1</sup>Erasmus+ in Moldova, 2025. <https://www.erasmusplus.md/erasmus-moldova-2025>

<sup>2</sup> Erasmus+ in Moldova, 2025. <https://www.erasmusplus.md/erasmus-moldova-2025>

increasing. The expansion of project cooperation and the development of academic networks are gradually forming a multi-layered model of internationalization of education, in which traditional forms of academic mobility are complemented by alternative formats of interaction that provide broader coverage of participants and reduce barriers to access to educational opportunities.

The development of open and distance education is particularly important in the process of transforming educational systems, as the use of information and communication technologies significantly expands access to education, reduces costs, and increases the flexibility of educational programs. In Central and Eastern European countries, these forms of education are viewed as an important tool for modernizing educational infrastructure in resource-constrained settings, as well as a mechanism for increasing the inclusiveness and adaptability of educational systems to modern socioeconomic challenges.

In this context, the Republic of Moldova, an active member of the UNESCO international system since 1992, is integrating into the global agenda in education, science, and culture and is participating in the implementation of Sustainable Development Goal 4 (SDG 4), which focuses on ensuring quality and inclusive education. Particular attention is being paid to the development of educational reforms aimed at increasing access to education for various social groups, expanding the participation of children with special educational needs in the general education system, and modernizing the educational environment in line with international standards, which, taken together, is consistent with global trends of digitalization and the expansion of open educational formats<sup>1</sup>.

The Republic of Moldova also acceded to the UNESCO Global Convention on the Recognition of Qualifications (Higher Education) (GRC), marking a significant step toward the internationalization of the national higher education system. Participation in this international mechanism ensures the legal and academic recognition of Moldovan diplomas abroad, facilitates the academic mobility of students and faculty, and enhances the integration of the country's universities into the global educational space. This process has a direct impact on enhancing the competitiveness of graduates and expanding their opportunities to participate in the international labor market<sup>2</sup>.

The World Bank plays a significant role in modernizing Moldova's education system, implementing projects aimed at improving the quality and relevance of higher education. One of the key projects is the Higher Education Modernization Project, with a total funding of approximately \$39.4 million, covering tens of thousands of students and faculty. These initiatives include upgrading educational infrastructure, developing digital competencies, and strengthening the connection between the education system and the labor market, thereby facilitating the development of modern professional skills among graduates<sup>3</sup>.

A separate area of international cooperation is related to programs of the United Nations and its agencies, particularly UNICEF, which support reforms in inclusive and school education in Moldova. These initiatives aim to expand access to education for vulnerable groups, implement modern pedagogical approaches, and develop a support system for children with special educational needs. These programs have resulted in increased inclusive education coverage and strengthened institutional mechanisms for educational support at the national level.

Overall, the Republic of Moldova's participation in international global educational projects is characterized by increased integration into the global educational space through UNESCO mechanisms, the UN system, and cooperation with international financial institutions. This is reflected in expanded academic mobility, international recognition of educational qualifications, and the modernization of the national education system in line with global standards of quality and inclusiveness.

At the same time, digitalization and the introduction of distance learning have revealed a number of regulatory and institutional challenges related to educational quality assurance, accreditation

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<sup>1</sup>UNESCO. Republic of Moldova. 2026 GEM Report: Access and equity <https://www.unesco.org/gem-report/en/2026-gem-report-country-case-studies/republic-moldova>

<sup>2</sup>IPN press agency. Moldova joins Global Convention on Higher Education. [https://www.old.ipn.md/en/moldova-joins-global-convention-on-higher-education-7967\\_1100219.html](https://www.old.ipn.md/en/moldova-joins-global-convention-on-higher-education-7967_1100219.html)

<sup>3</sup>World Bank. Moldova Higher Education Project. <https://www.worldbank.org/en/news/loans-credits/2020/03/05/moldova-higher-education-project>

procedures, and mechanisms for recognizing learning outcomes. The lack of unified international and national standards for evaluating distance education programs creates potential risks of declining educational standards and weakening trust in new learning formats. This, in turn, highlights the need to develop adaptive legal regulatory mechanisms that take into account the specifics of the digital educational environment and the transnational nature of modern educational processes.

The globalization of educational processes is leading to the formation of transnational educational spaces in which traditional boundaries between national systems are losing their significance. In this context, the role of international organizations such as UNESCO, as well as various networks and university associations, is increasing. Academic mobility is becoming not only a tool for knowledge exchange but also a factor in shaping the global market for educational services.

At the same time, we are seeing an increasing role for non-state actors, including private educational platforms and technology companies. Their activities significantly influence the content and forms of education, as well as the methods of assessing learning outcomes. A new configuration of the educational space is emerging, in which the state is no longer the sole regulator.

In this context, the digitalization of education and the introduction of artificial intelligence technologies are particularly relevant. Education is no longer a linear process limited to the confines of an educational institution, but is becoming a continuous, personalized trajectory. Modern educational platforms are capable of adapting learning content to the individual needs of students by analyzing large amounts of data and using machine learning algorithms. This not only increases the effectiveness of education but also changes its legal nature.

These conditions raise fundamentally new legal challenges. First and foremost, there's the question of accountability: if educational decisions are made by algorithms, who is responsible for their consequences? Equally significant is the issue of transparency: algorithmic systems often operate as a “black box,” making their legal assessment and oversight difficult. Furthermore, the use of digital technologies impacts fundamental human rights, including the right to education, the right to equal access, and the right to personal data protection (Council of Europe, 2023).<sup>1</sup>

Under these conditions, international education law must undergo a significant transformation. The traditional model based on the coordination of national systems is proving insufficient to regulate complex transnational processes. A shift to more flexible and adaptive forms of regulation is necessary, taking into account the diversity of actors and forms of educational activity.

One of the key areas of this transformation is the shift from the regulation of institutions to the regulation of educational ecosystems. An educational ecosystem is defined as a set of interconnected elements, including universities, educational platforms, employers, governmental and non-governmental organizations, and learners themselves. Within such a system, not only the content of education but also the mechanisms of interaction between its participants becomes important. Education is no longer limited to the university as the primary actor, but includes a wide range of actors—from digital platforms and technology companies to employers and international organizations. In this new configuration, the diploma loses its monopoly role, giving way to more flexible forms of competency verification, such as micro-qualifications and digital certificates. This shift reflects a deeper transformation in the very logic of learning recognition: as emphasized in international approaches, “recognition should be based on knowledge, skills, and competencies, and not solely on formal qualifications”<sup>2</sup>.(UNESCO, 2019, p. 5).

This transformation is particularly evident in a comparison of various regulatory models, among which the European Union has developed the most comprehensive and normatively rich approach, combined elements of soft and hard law and focusing on the systemic regulation of digital education.

This model enshrines a fundamentally new approach to the use of artificial intelligence technologies. As emphasized in EU regulations, “artificial intelligence systems used in education are considered high-risk if they determine access to education or assess learning outcomes” (European Commission, 2024, p. 67). The adopted AI Act institutionalizes this logic by introducing for the first time a classification of AI systems and classifying educational solutions as “high-risk” when they: evaluate students; affect access to education; determine or adjust educational trajectories.

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<sup>1</sup>Council of Europe. (2023). *Artificial Intelligence and Education: Challenges and Opportunities*. Strasbourg.

<sup>2</sup>UNESCO. *Global Convention on the Recognition of Qualifications concerning Higher Education*, 2019.

Classification into this category entails the application of increased regulatory requirements, including obligations to ensure the transparency of algorithms, the reliability of operation, risk management, and the accountability of entities implementing such technologies.

A complementary element is the personal data protection regime enshrined in the GDPR, which significantly limits the use of student data. Specifically, it prohibits fully automated decision-making without proper explanation, establishes the requirement for informed consent, and strengthens the protection of sensitive data.

Taken together, these instruments form a multi-layered regulatory framework in which the digitalization of education is subject to the logic of legal precaution. Analytically, this indicates the emergence of a preventive regulatory model in the EU, where fundamental human rights are the key object of protection, and technological development is viewed through the prism of managed risks. This approach ensures a high level of trust in digital educational systems and their legitimacy, but at the same time, it can slow the pace of innovation and increase the regulatory burden on market participants.

On the one hand, the Bologna architecture and mobility programs such as Erasmus+ are being maintained, while on the other, new regulatory frameworks are being developed, including the regulation of artificial intelligence within the framework of the AI Act.

The European approach focuses on a balance between innovation and the protection of human rights, reflecting its normative nature.

Unlike the European Union, the United States is developing a decentralized and market-oriented regulatory model that prioritizes innovation and institutional flexibility over preventative legal control. The lack of a unified federal law similar to the AI Act predetermines a fragmented nature of regulation, implemented through a combination of industry regulations, policy recommendations, and self-regulatory mechanisms.

The key elements of this architecture are: FERPA, which ensures the protection of students' educational records; recommendations from the executive branch (including the White House) on the development and application of artificial intelligence; self-regulation practices formed by the market participants themselves, primarily large technological and educational platforms.

A structural feature of the American model is the dominance of private actors—universities and EdTech companies such as Coursera, edX, and Google Education—which not only implement technological solutions but also effectively set the standards for digital education. Under these conditions, the educational process transcends traditional institutional frameworks, acquiring a platform-based and networked nature. Legal regulation, in turn, is adaptive and reactive, aligning with established technological practices.

It is precisely this institutional flexibility that ensures the rapid implementation of innovation and allows the United States to maintain its leading position in educational technology. However, it also creates risks of regulatory fragmentation, uneven standards for protecting student rights, and a dependence on market mechanisms for the quality of education.

Analytically, this model can be characterized as innovation-driven: the market and technology act as the primary drivers of development, while law plays a catch-up and corrective role. The United States is creating a system in which regulation does not impose rigid boundaries but evolves in line with technological change, striving to maintain a balance between freedom of innovation and the need for minimal legal protection.

China, for its part, is developing a centralized regulatory model, in which the state is the key actor governing the development of education and digital technologies. Unlike decentralized and market-based approaches, the integration of artificial intelligence into the education system is being implemented at a strategic level through government programs and national priorities, ensuring rapid implementation and scaling of innovations.

Control over algorithms and data as key resources for digital education is of particular importance in this model. In this regard, the following are established: mandatory registration of algorithms; control of educational content; systemic government supervision of digital platforms and their operators.

This architecture ensures the manageability of the educational environment, minimizes technological and social risks, and establishes uniform standards for the operation of digital services. However, increased control is accompanied by a decrease in the autonomy of educational participants and a lesser emphasis on individual rights, creating a legal paradigm distinct from Western systems.

The Chinese model can be characterized as state-led and strategically oriented: priority is given to scalability, efficiency, and technological sovereignty. Legal regulation in this case does not follow the market or restrict it, but is integrated from the outset into the logic of centralized governance, ensuring the coordinated development of digital education in line with national goals.

A comparison of these models shows that international legal regulation of education can no longer be one-size-fits-all. It must accommodate the diversity of approaches and ensure their interaction within the global educational space. In this context, the coordinating and conceptual role of international organizations, particularly UNESCO, is growing. UNESCO promotes the idea of education as a global public good and emphasizes the need for a human-centered approach. This position is particularly significant in the context of rapid technological development: as the organization notes in its reports, “generative artificial intelligence is transforming education systems at an unprecedented rate, raising fundamental questions about ethics, governance, and quality assurance” (UNESCO, 2023, p. 12).<sup>1</sup>

From a legal perspective, this necessitates the development of new categories and regulatory instruments. Specifically, the concept of qualifications must be reconsidered, encompassing not only formal documents but also a set of competencies validated in various ways. There is also a need to create mechanisms for recognizing non-formal and informal education, which is particularly important in the context of digitalization and the expansion of educational pathways beyond traditional institutions. In this context, the regulatory requirement that “the use of artificial intelligence systems in education must respect human rights, democracy, and the rule of law” is of fundamental importance.<sup>2</sup>(Council of Europe, 2023, p. 8), which sets the framework for the permissible development of new technological and legal solutions.

Looking ahead, we can expect the further development of hybrid forms of education, combining elements of traditional and distance learning. Universities will increasingly integrate into global educational networks, and their role will shift from knowledge transfer to the organization of educational processes. At the same time, partnerships with businesses and other external actors will become increasingly important.

Thus, the transformation of international legal regulation of higher education is a complex and multifaceted process driven by changes in the economy, technology, and social structure of society. The shift from a model based on the recognition of qualifications to the governance of educational ecosystems reflects a broader trend toward decentralization and digitalization of global governance. This shift is also reflected in expert assessments by international organizations, which emphasize that “the future of education lies in flexible, technologically supported educational ecosystems, rather than traditional institutional models”<sup>3</sup>(World Bank, 2022, p. 103).

### **Conclusion**

In conclusion, it should be noted that the effectiveness of the new regulatory model will depend on the international community's ability to ensure a balance between innovation and maintaining the quality of education, and between openness and protecting the rights of educational participants. In the context of global competition for human capital, education is becoming a key development resource, and its legal regulation is one of the most important tools for shaping the future knowledge society.

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<sup>1</sup>UNESCO. (2023). *Guidance for Generative AI in Education and Research*. Paris.

<sup>2</sup>Council of Europe. *Regulating AI Systems in Education*, 2023.

<sup>3</sup>World Bank, *Digital Pathways for Education: Enabling Greater Impact for All*, 2022.

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