

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2005-2007

Final: 9 May 2006

Notes:

The deadline for submitting National Reports is **Friday 15 December 2006**.

BFUG members are encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Your report should not exceed **20 pages in length**, using Times New Roman font size 12. Where appropriate, please include precise web references to legislation or other documentation. For any topic where there has been no change since 2005, please refer to your National Report for the Bergen conference.

Please attach your country's action plan to improve the quality of the process associated with the recognition of foreign qualifications.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in London in May 2007.

This template has three sections:

- A. Background information on your Higher Education system
- B. Main stocktaking questions, including scorecard elements
- C. Current issues in Higher Education.

Elements that will inform the scorecard element of stocktaking are clearly indicated in the template.

Information for the stocktaking, including the scorecard element, will also be drawn from the Eurydice survey "Focus on the Structure of Higher Education in Europe". These elements are also indicated in the template. Please use your National Report to supplement, but not repeat, your country's input to the Eurydice survey.

A. Background information on your Higher Education system

Details

Country	MONTENEGRO
Date	14 December, 2006
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Main achievements since Bergen

<p>1. Describe the important developments relating to the Bologna Process, including legislative reforms, since Bergen.</p> <p>Council for Higher Education as a national accreditation body has started with preparation of standards for reaccreditation of study programmes and HEIs. At the same time the work on norms and standards for QA in higher education will start.</p> <p>In accordance with the new education system Ministry of Education and Science established the Working Group on National Qualification Framework. This Working Group involves the representatives of all relevant institutions- Ministry of Education and Science, Ministry of Labour and Social Welfare, universities, ENIC centres, Employment Bureaus, Schooling Agency...).</p> <p>The objective is to prepare the necessary documentation for national qualification framework. Each member of the Working Group is in charge of a different educational level (secondary, vocational and higher education).</p> <p>Within NQF graded higher education, in accordance with Bologna principles, will be given.</p>

National organisation

<p>2. Describe any changes since Bergen in the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their roles.</p> <p>HEIs are overseen by the Ministry of Education and science, in accordance with the Law, and report to the Ministry of Finance.</p> <p>The Government may ask the allocated resources which it considers have been misused to be returned.</p> <p>Resources allocated from the Budget, which remain unspent at the end of the fiscal year, shall be transferred to the reserved fund for the approved developments.</p> <p>The Managing Board of the public institution is collectively accountable for lawful and purposeful use of resources allocated in accordance with this law.</p> <p>The managing body of a public institution directly reports to the Government any action or omission of the management body of the institution which represent unlawful or improper use of resources.</p> <p>In accordance with Law on Higher Education, public institution is financed by the next financing resources:</p> <ul style="list-style-type: none"> - Budget of the Republic resources allocated for teaching, research and arts - Tuition fees and other fees paid by the students - Intellectual and other services - Donations, presents and legacies

- Projects and contracts with national, international, state and private entities aimed at promoting teaching, research and consulting activities.

Public University is partially financed from the national budget (13 mil of euros/year) while private institution may acquire resources for funding by the Government for teaching and research of public interest, upon the proposal of the Council for Higher Education.

HEI are autonomous and self governing in the next activities:

- (a) shall have property rights in accordance with Law on Higher Education
- (b) shall employ academic and other staff
- (c) shall define its internal organization, in accordance with this law and statute
- (d) shall found special profit making organizational forms for educational and research purposes
- (e) shall conclude contracts with other institutions in Montenegro
- (f) shall conclude contracts also with institutions at international level
- (g) shall have other authorities needed for performing its activities successfully.

3. Describe any changes since Bergen to the institutional structure.

There are two universities in Montenegro, one public named University of Montenegro and one private named University Mediteran, Besides them there are three individual private faculties. University of Montenegro comprises 17 faculties and 4 institutes. Total number of study programmes performed at University of Montenegro is 73 (55 academic study programmes – 75% and 18 applied study programmes- 25%).

University Mediteran comprises 4 faculties. Total number of study programmes performed at University Mediteran is 8 (academic study programmes).

In 2006/07 academic study year number of students enrolled in HEI is:

- 4443 at University of Montenegro
- 500 at University Mediteran
- 300 at three individual private faculties

All HEI in Montenegro are organized in accordance with Bologna principles, and in accordance with the Law on HE.

Partnership

4. Describe the structure which oversees the implementation of the Bologna Process in your country.

Implementation of the Bologna Process is overseen by National Team of Bologna Promoters. It includes Senior Academics, (Vice-)Rectors, Ministry Representative and Student Representatives, who are successful in introducing the Bologna principles in their institutions. They are invited to advise colleagues in their country and occasionally from abroad. In the frame of the Team are set-up Working Groups aimed to provide counselling to higher education institutions on the three Bologna priorities as defined by

Ministers in Berlin:

- Quality Assurance (Internal and External)
- The Three Cycle System (Curricular Reform, Qualification Frameworks, Tuning)
- Recognition (ECTS, Diploma Supplement, EUROPASS, Lisbon Recognition Convention)

In addition, the Promoters should be able to present and explain the other Bologna Action lines.

Montenegrin Ministry of Education and Science already enabled involvement of stakeholder in the implementation of Bologna Process.

At level of university implementation of Bologna Process is overseen by academic bodies.

5. Describe the arrangements for involving students and staff trade union/representative bodies in the governance of HEIs.

Statute of the institution shall ensure establishment of one or more institutions, which represent students and contribute to meeting social, cultural and academic needs and the need for physical recreation of students.

Students parliament is an institutionalized form of students' organizing, which is autonomous in its work and authorized to represent and protect the rights and interests of students.

Students parliament is formed within the institution, and it is made up of students' representatives.

Authority, way of appointment as well as organization of work of Students' parliament is more closely regulated by its statute.

Public institutions may give financial contribution to establishment of students' organizations, including investment and current expenditures for buildings and equipment. (web site www.ucg.cg.ac.yu)

According to the 2003 Law, students are represented in the university Management Board, Senate and Faculty bodies; at least 15 % of each decision-making body consists of student representatives.

In accordance with the Statute, there are representatives of the establishers and the public in the Managing Board of HEIs. They are one of the constituent parts of the body, where also representatives of academic staff, students and non-academic staff are included.

6. Describe the measures in place to ensure the co-operation of business and social partners within the Bologna Process.

- exchange of information between HEIs and companies and firms
- development of presentation system related to important elements of higher education
- (interviews, brochures, contracts with Employers Union and other companies and

firms)

- faculties and universities established by private companies (one private university and some individual private faculties in Montenegro are established by private companies and businessmen)

B. Main stocktaking questions, including scorecard elements

Degree system

(Scorecard and Eurydice)

Stage of implementation of the first and second cycle

7. Describe the progress made towards introducing the first and second cycle.

First three years, organized in accordance with the Bologna principles, attend 12,491 students, i.e. 77% of the total number. At study programmes, where postgraduate studies are organized, almost all students that have completed three year lasting study programmes continue with further education.

(Eurydice)

Stage of implementation of the third cycle

8. Describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Structured doctoral studies are still not organized in that way at the University of Montenegro. At the moment only research doctoral studies are organized. Normal length of doctoral study is three years.

Doctoral study programme is realized through following activities:

- teaching
- research
- creation and defence of doctoral thesis

Doctoral studies at the universities are organized under supervision of mentor, appointed by the Senate. Committee, appointed by the Senate, assess the doctoral thesis and are present at the defence of the thesis.

Doctoral studies are included in NQF, as 8th reference level, and are connected with the learning outcomes.

Credit points are used in measuring workload in doctoral studies, 180 ECTS.

(Scorecard and Eurydice)

Access¹ to the next cycle

9. Describe the arrangements for access between the first and second cycles and second and third cycles.

85% of study programmes organized at HEIs give access to the second cycle.

78.8% study programmes give access to the third cycle.

There are several study programmes that do not give access to the second cycle, e.g. Applied studies of environmental protection.

There are several study programmes that do not give access to the third cycle, e.g. Applied physiotherapy.

(Scorecard and Eurydice)

Implementation of national qualifications framework

10. Describe the stage of implementation of the national qualifications framework to align with the overarching Framework for Qualifications of the EHEA².

Creation of NQF for higher education in Montenegro, defining 6th, 7th and 8th reference levels – knowledge, skills and competences in wider context (personal and professional) is task of high priority.

Creation of a NQF for HE, using the European Qualification Framework as the main reference point and experiences of Germany and Latvia, our partners in TEMPUS project, in the process of creating their NQFs, with the view to ensure quality, validation of informal and non-formal learning, give path to life long learning and facilitate recognition and process of employability. The focus will be on 6th, 7th and 8th reference levels, which are relevant reference levels for higher education.

The national qualification framework will include: overall learning outcomes, student competencies and skills and formal aspects of a given degree.

The result of it will be increased readability and transparency of degrees, provision of information for students, employers, an instrument for curriculum design and quality assurance as well as more transparency for life long learning

Parallel with TEMPUS project Ministry of Education and Science established Working Group which is involved in creation of NQF generally. This Working Group involves the representatives of all relevant institutions- Ministry of Education and Science, Ministry of Labour and Social Welfare, universities, ENIC centres, Employment Bureaus, Schooling Agency...).

The Working Group on National Qualification Framework was established only recently. The objective was to prepare the necessary documentation for national qualification framework. Each member of the Working Group is in charge of a different educational level (secondary, vocational and higher education)

This Working Group delivered draft of NQF in the middle of December 2006. In the next period, it will be the subject of public discussion among all stakeholders and all interested parties.

¹ Access as defined in the Lisbon Recognition Convention. Access: the right of qualified candidates to apply and be considered for admission to higher education.

11. What measures are being taken to increase the employability of graduates with bachelor qualifications?

NQF will precisely define knowledge, skills and competences of Bachelor. Using NQF companies and firms will be able to define possibilities and needs of Bachelor employment.

Quality assurance

(Scorecard and Eurydice)

National implementation of the Standards and Guidelines for QA in the EHEA³

12. To what extent is your national system of QA already in line with the Standards and Guidelines for QA in the EHEA?

Regarding quality assurance, HEIs must conduct self-evaluations, i.e. evaluate and assess the quality of its study courses and work conditions. Self-evaluation is performed continuously, in accordance with the institutional statutes, and must involve stakeholders from the institutional management, academic staff, students, and external experts.

Self-evaluation methods are determined according to curricula, teaching equipment, qualification of academic staff, teaching method, percentage of students who pass exams, percentage of graduates and other necessary indicators of the work of the institution. National guidelines recommend implementing procedures for continuous enhancement. The internal evaluation report is a compulsory part of the accreditation and re-accreditation processes. Students are involved in the self-evaluation procedure (at the Faculty level all students are involved; at the university level, participation is via student representatives). Questionnaires are used as evaluation instruments.

The process of internal, self-evaluation is still relatively new. The current Law on Higher Education prescribes a certain level of the evaluation procedure but additional regulations and existing documents precisely define details of the process. One obstacle, which Montenegro has to overcome in this field, is the current lack of trained professionals in quality assurance.

² A Framework for Qualifications of the EHEA: <http://www.bologna-bergen2005.no/>

³ <http://www.enqa.net/files/BergenReport210205.pdf>

(Scorecard and Eurydice)

Stage of development of external quality assurance system

13. Describe the quality assurance system operating in your country.

Please include:

According to the 2003 Law, the Council for Higher Education functions as an **accreditation body** and conducts external evaluations through its commissions. The Council was nominated by the Government of Montenegro in 2004. The Council is responsible for making its conclusions, recommendations and opinions accessible to the public.

The process of accreditation begins with an external evaluation review. If the institution passes the review, certification for the right to award degrees in education is awarded. Foreign experts may be appointed as members of the external evaluation commissions.

The Ministry responsible for Education and Science has the power to issue the operating license to an institution, as well as to change or revoke the license.

The operating license is an official document granting an institution the right to begin work on the grounds of the accreditation certificate awarded by the external evaluation commission.

Each higher education institution in Montenegro, whether it is newly founded or already in operation, is required to have an operating licence. The license determines the institution type, its accredited study programs, the maximum number of students it can enrol, as well as the degrees and diplomas it can award.

An institution requiring initial accreditation must apply to the Council at least one year in advance of the date that educational operations begin.

Initial accreditation is issued for a maximum of three years. Re-accreditation is based on the report of the external evaluation of the institution and its study programs, in accordance with the standards and procedure stipulated by the Council. Accreditation is valid for up to five years, after which institutions or study programs are required to undergo a re-accreditation. If an institution does not pass the standards for re-accreditation, it can continue to operate for a maximum of one year, but is not allowed to admit any new students during that period. If the institution is not able to achieve re-accreditation standards after the probation year, its license is revoked. Once a license is revoked, it cannot be reinstated.

An institution that obtains a form of accreditation by another state or agency is obliged to submit a certificate of that accreditation to the Council. The Council carries out its assessment of the non-state accreditation in accordance with its statutes.

A private higher education institution is required to submit a guarantee by the founder on its financial standing for a minimum three year period.

The operating license for a private institution also includes a provision in the event that it fails; if the institution ceases operations, it must provide financial support for all students enrolled to continue their studies at another accredited higher education institution.

(Scorecard and Eurydice)

Level of student participation

14. Describe the level of student participation in your national quality assurance system.

Council for Higher Education performs accreditation. Students are not involved in this body.

The students will be involved in the internal evaluation team in the forthcoming process of reaccreditation.

Students also have an active role in QA by conducting students' opinion polls. Students' parliament and students council are involved, as students' bodies, in analyses of teaching and its results, at the level of university and faculties.

(Scorecard and Eurydice)

Level of international participation

15. Describe the level of international participation in your national quality assurance system.

Since there is only one, national accreditation council, which is not member of any of QA networks, so far we have only been recommended by ENQA experts to establish one, on regional level, since the surrounding countries are all in transition, with similar educational and economic systems.

Recognition of degrees and study periods

(Scorecard and Eurydice)

Stage of implementation of Diploma Supplement

16. Describe the stage of implementation of the Diploma Supplement in your country.

The Diploma Supplement (DS) based on the official European model is prescribed by Law on Higher Education. The content of the DS is bilingual, issued in both Montenegrin and English languages. As of the academic year 2006/07, the DS is mandatory for all degree programs, attached to the Diploma and free of charge. Before the introduction of the DS, certificates on passing exams were issued. The certificate included information on the study programme and the completed courses.

Percentage of students who will receive Diploma Supplement in 2007 is about 20 % of total number of students in Montenegro (total number of students – 18.000).

(Scorecard)

National implementation of the principles of the Lisbon Recognition Convention

17. Describe the stage of implementation of the main principles and later supplementary documents⁴ of the Lisbon Recognition Convention.

Through recognition, a foreign diploma is equalled with a diploma acquired in the Republic in view of the right to continue education and of the right to employment.

Through equivalence, a foreign diploma is equalled with an adequate diploma obtained in the Republic in view of the right to continue education in an adequate educational programme.

Recognition, i.e. equivalence of a foreign diploma is done by the university authorized to do so by the Ministry.

A decision shall be made on the recognition i.e. equivalence of a foreign diploma.

In the process of recognition i.e. equivalence procedure, educational system of the country in which the foreign diploma was obtained, educational programme, conditions of admission to the educational programme, rights provided by that diploma in the country in which it was obtained and other circumstances important for recognition i.e. equivalence are considered.

If during validation i.e. equivalence it is determined that the educational system of a foreign institution significantly differs from the educational system of the institution in the Republic, it is concluded additional and exams for students not holding adequate

⁴ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

diplomas shall be taken.

Undergraduate studies diploma may be replaced either by national or international qualifications or by knowledge assessed as adequate by an institution accredited in Montenegro.

In case a certificate of a foreign higher education institution is submitted for assessment, such an institution must be recognized by the European Universities Association or accredited by a national or nationally recognized body.

Content of the decision on recognition i.e. equivalence is written on the back of the original and on the copy of a translation of a foreign certificate.

Decision on validation i.e. equivalence is definite.

During recognition i.e. equivalence procedure, Law on General Administrative Procedure is applied, unless otherwise stipulated by this law.

A register shall be kept on validation i.e. equivalence of foreign diplomas.

The authorized university herein shall keep register.

(Scorecard and Eurydice)

Stage of implementation of ECTS

18. Describe the credit and accumulation system operating in your country.

Since September 2004, the principles of **ECTS** as an accumulation and transfer system for undergraduate, postgraduate (specialist and Master's studies) and doctoral studies are compulsory for all universities and higher education institutions in Montenegro. Courses are limited to one semester and each course is graded in accordance with ECTS points.

19. Has your country produced a national plan to improve the quality of the process associated with the recognition of foreign qualifications⁵? If so, give a brief description of the plan and attach a copy.

Law on Higher Education precisely defines process of diploma recognition. Based on it this procedure is done by the University of Montenegro in accordance with Regulations on recognition and equivalence of foreign diplomas. This Guidelines can be found at web site of University www.ucg.cg.ac.yu
The whole process is done by expert commission, but the final decision is made by University Senate.

⁵ ENIC/NARIC has produced guidelines for National Action Plans for Recognition.

Lifelong Learning

Recognition of prior learning	(Scorecard)
20. Describe the measures in place to recognise prior learning, including non-formal and informal learning. The establishment of legislative concerning prior learning, non formal and informal learning is in procedure.	
21. Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education. Students are eligible for study courses for obtaining applied undergraduate studies diplomas or academic undergraduate studies diplomas in public institutions, on a competitive basis, in accordance with results achieved at secondary school or at the matriculation exam or upon completion of secondary education or equivalent secondary school, in accordance with the statute of the public institution. Additional conditions may be introduced for admission to particular programmes, in accordance with a public institution statute. Students are eligible for study programmes for obtaining specialist studies diplomas in public institutions, on a competitive basis, in accordance with results achieved in exams for obtaining applied undergraduate studies and academic undergraduate studies diplomas, in accordance with the Law. Students are eligible for admission to postgraduate studies on a competitive basis in accordance with results achieved at exams for obtaining academic degree or its equivalent, in accordance with the Law. Competition for admission to studies at a public institution is called for by the university, in accordance with the statute. An institution determines the number of students for admission to study programmes, which must not exceed the number determined in the license. In case the number of qualified candidates for admission is larger than the number of publicly funded places at any course of studies, candidates are enrolled for fee-paying places, according to their success up to the number determined in the license. Tuition fee is 250 to 500 euros per term, which is less than $\frac{1}{2}$, in other words $\frac{1}{4}$ of real costs. A public institution may prescribe circumstances in which students paying fees and achieving excellent results may be awarded a publicly funded place at the second or at the subsequent year of studies. Foreign citizens have the right to be admitted to higher education institutions in Montenegro under the same conditions as the citizens of Montenegro, in accordance with this law and statute of the institution.	

At the undergraduate study most of the programmes are organized in a such way to comprise 4 basic modules of fundamental sciences, scientific base of occupation, occupation subjects and general academic skills and knowledge. Within the subjects of occupation exist some chosen disciplines. There is no possibility for another combination of modules, but that in subject of occupation, possibility of choosing some subjects, so called chosen subjects, is left. At the postgraduate specialist studies as well as at the postgraduate master studies there is possibility of studying at much more areas of occupation, so the number of those programmes are enlarged comparing with the number of study programmes at undergraduate study.

VIII STUDENTS

Joint degree

(Scorecard and Eurydice)

Establishment and recognition of joint degrees

22. Describe the legislative position on joint degrees in your country.

In accordance with the Law, a university may organize studies in cooperation with a domestic or a foreign institution or an international organization. The university has the right to issue double or joint diplomas to a student upon completion of the required studies. The content of the diplomas is determined in accordance with the cooperative agreement between the institutions.

-As above mentioned, national legislative allows JPs, awarding JDs and national recognition of JDs, but HEIs of Montenegro have already not established number of joint programmes.

C. Current issues in Higher Education

Higher education and research

23. Describe the relationship between higher education and research in your country - what percentage of research is carried out in HEIs; are any steps being taken to improve the synergy between HE and other research sectors.

Education combined with research is realized at all academic study programmes within research, which implies working on master and doctoral study. At the state university research is dominantly realized in combination with education, bearing in mind that working on master and doctoral work is organized only at the University. Research is also realized at research institutes. Three of them belong to the university, so research are performed by employees at the institutes. At the institutes, research is realized by the students while working on their magisterial and doctoral work.

24. What percentage of doctoral candidates take up research careers; are any measures being taken to increase the number of doctoral candidates taking up research careers?

Dominantly, they are students who finish their doctoral thesis and continue to work on research.

The social dimension

25. Describe any measures being taken in your country to widen access to quality higher education.

Access to HE has been widened by establishing new study programmes at the public University and by opening private HEIs.

In the last two years, 29 new study programmes have been established.

Recently, new institutions are being established in other centres apart from Podgorica, i.e. in northern and southern regions. That has facilitated access to students from these regions, and promoted the towns themselves.

26. Describe any measures to help students complete their studies without obstacles related to their social or economic background.

There is dual track financing at public University. Of overall number of students some 40 % do not pay tuition fees, while others pay between 250 and 500 EUR per term, depending on the study profile

There is no social policy that could financially support the students from less well off backgrounds. The absence of social policy is not a barrier in introduction of substantial student tuition fees. The current tuition fees at public university are far less than the real costs. The highest tuition fee for self-financing student is 500 EUR per term. There is also a possibility to pay the tuition fee in several instalments.

According to our Law, Ministry of Education and Science is about to prepare draft on regulation of HE financing

Current discussions are oriented towards inclusion of social dimension with regard to tuition fees.

Mobility

27. Describe any measures being taken to remove obstacles to student mobility and promote the full use of mobility programmes.

Inward and outward student mobility are regulated by the Regulations on Undergraduate Studies.

The Senate determines conditions of transfer from one study programme to another,

within the same university, as well as transfer from one university to another within the same country.

Student has right to, during studies, spend a period of time (a term or a study year) at the other HEI, either in country or abroad, within international programmes for exchange (SOCRATES, ERASMUS, DAAD, CEEPUS...), or on the basis of bilateral agreements between universities.

28. Are portable loans and grants available in your country? If not, describe any measures being taken to increase the portability of grants and loans.

Ministry of Education and Science provides loans for students whose studies have been financed by the national budget. The amount depends on average success. Ministry also provides grants for talented students with high achievements and awards.

29. Describe any measures being taken to remove obstacles to staff mobility and promote the full use of mobility programmes.

HEIs, through its cooperation with national and foreign scientific and educational institutions, realize and promote staff mobility.

Cooperation with other countries is provided within international university associations and networks, as well as by bilateral agreements.

The public University has signed agreements with: University in Bari, University `La Sapienza` in Rome, University of Foggia – Italy; University of Warsaw – Poland; State University of Moscow – Russia; University in Shkodra – Albania; University in Bremen – Germany; University in Oslo, University in Bergen – Norway; University in Tour – France; University in Bratislava – Slovakia; University in Granada – Spain and University `Charles Sturt` - Australia.

From 2002, at the University of Montenegro, several programmes supported by EC have been realized: TEMPUS, SOCRATES, ERASMUS-MUNDUS.

University of Montenegro has important cooperation also with UNESCO, European Council, American Council, WUS – Austria, British Council, DAAD, etc.

The attractiveness of the EHEA and cooperation with other parts of the world

30. Describe any measures being taken in your country to promote the attractiveness of the EHEA.

Constituent part of all documents are recommendations and standards of EHEA. In publications, catalogues and guidelines all important elements for higher education development are emphasized with special attention to the timing with EHEA. Also, procedure of application and involving in projects from the field of higher education and research is transparent.

Future challenges

31. Give an indication of the main challenges ahead for your country.

- Strengthen the European dimension of education
- Improvement knowledge of European languages
- Promotion cooperation and mobility
- Encouragement innovation in education
- Improvement quality of training
- Facilitation mutual recognition of qualification
- Improvement transparency and comparability of study programmes and qualification
- Increase participation in international mobility programmes
- Developing cooperation within QA network
- Improvement of academic quality

Completed National Reports should be sent to the Bologna Secretariat by email no later than **Friday 15 December 2006**.

Please remember to attach a copy of your national action plan to improve the quality of the process associated with the recognition of foreign qualifications.

Bologna Secretariat
May 2006