



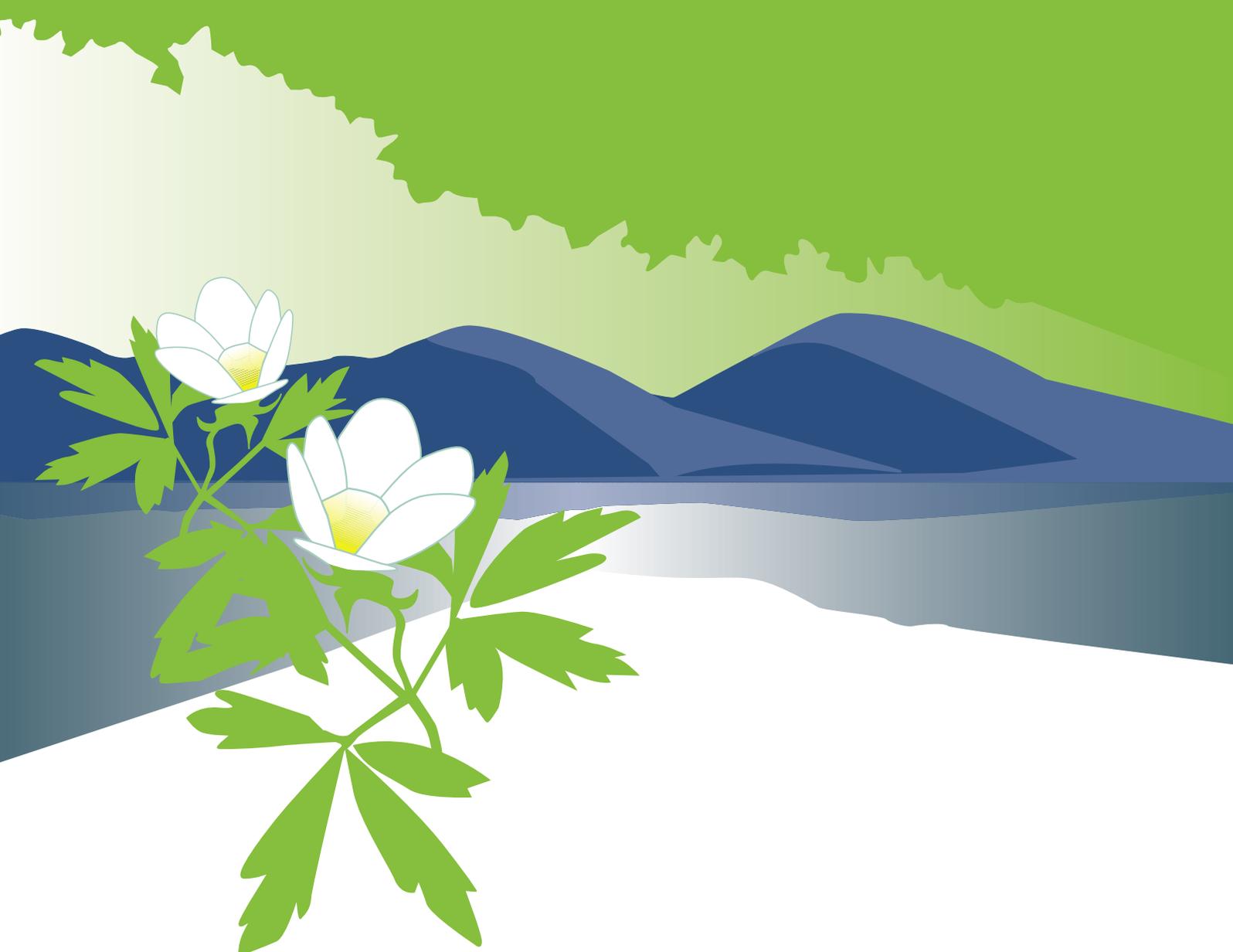
bergen
2005



CONFERENCE PROGRAMME

Conference of European Ministers
Responsible for Higher Education

Bergen, 19-20 May 2005



Présidence luxembourgeoise
du Conseil de l'Union européenne



UTDANNINGS- OG
FORSKNINGSDEPARTEMENTET

Norwegian Ministry of Education and Research



Education and Culture

Socrates

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DEAR COLLEAGUES,
DEAR PARTICIPANTS,

It is with warm feelings that I welcome you to Bergen, the city with its feet in the sea, its head in the sky and its heart in the right place. I especially welcome the countries joining the Bologna Process at this conference, and I am also very pleased that those countries which joined in Berlin are so well represented. On the whole, the attendance at the ministerial conference in 2005 is very good. Most countries send full delegations, and in addition a number of guests and observers have been invited. I am particularly proud that for the first time the sizes of the delegations have been increased in order to include a student representative from each country. I would like the Bergen conference to result in a strengthening of the social dimension of the Bologna Process, and student representatives are a driving force in this regard.

As the host of the conference I would also like to focus on our role in the wider world. The European Higher Education Area needs to strengthen its role globally through internal quality improvement and cooperation. At the same time we must build a European Higher Education Area which does not appear as a fortress, but which can contribute to development in other parts of the world as well.

Halfway in the Bologna Process, we see that the objectives set for 2010 are achievable. The results from the stocktaking show significant progress in the development of degree structures, quality assurance and recognition. The Process has proved effective in promoting change. However, I believe that the Bergen summit will show that from now on we must focus more strongly on implementation. By 2010, we wish to see a substantial strengthening of the quality of European higher education which will make us strong globally. Our national systems should be sufficiently compatible for students and academic staff to be able to move easily between higher education institutions in different countries. Quality assurance systems should be in place in every country. This will mean a big step forward for all the participating countries in the Process.

The question then will be what goals we have for our common Higher Education Area beyond 2010. So far the Bologna Process has not asked that question, and I will therefore invite my ministerial colleagues to start discussing it in Bergen.

I am very proud and glad to be the host of this conference, and I wish you all a successful conference and a pleasant time in Bergen.

KRISTIN CLEMET
Norwegian Minister of Education and Research



1. Hotel Norge - Venue for the Ministerial Conference 19-20 May 2005. 2. Rica Travel Hotel. 3. The barque "Statsraad Lehmkuhl" - Starting point for the excursion on 18 May. 4. Bergen Maritime Museum - Venue for the reception on 18 May. 5. Håkon's Hall - Venue for the conference dinner on 19 May. 6. Royal Hotel - Starting point for the sightseeing tour to Bryggen and Fløien on 20 May. 7. Railway Station - Starting point for the day trip "Norway in a Nutshell" on 21 May

CONFERENCE PROGRAMME

THURSDAY 19 MAY

- 0900-0945: REGISTRATION
- 0945: ALL PARTICIPANTS TO BE SEATED
- 1000-1245: PLENARY SESSION
- 1000-1115: OPENING ADDRESSES:
- Minister Kristin Clemet
 - Minister François Biltgen
 - EU Commissioner Ján Figel
- Decision on the accession of new countries to the Bologna Process
- Presentation of the general report of the Bologna Follow-up Group
- Germain Dondelinger, BFUG Chair
 - Per Nyborg, Head of the Secretariat
- 1115-1145: COFFEE BREAK
- 1145-1245: Presentation of the report from the stocktaking
- Ian McKenna, Chair of the Stocktaking Working Group
 - The Bologna Process as seen by the higher education institutions
 - Georg Winckler, President, European University Association
 - The Bologna Process as seen by the students
 - Vanja Ivosević, Chairperson, ESIB – The National Unions of Students in Europe
- Messages from other Consultative Members
- UNESCO
 - Georges Haddad, Director for Higher Education
 - Council of Europe
 - Gabriele Mazza, Director of School, Out-of-school and Higher Education
 - European Association of Institutions in Higher Education
 - Roland Vermeesch, President
- 1245-1415: LUNCH
- 1415-1730: MINISTERS' MEETING
- Discussion of the reports and messages, the results of the stocktaking, the further development of the Bologna Process and the draft communiqué
- 1415-1730: DISCUSSION GROUPS PARALLEL TO THE MINISTERS' MEETING
(SEE PP. 6-11)
1. Doctoral Studies and the Synergy between Higher Education and Research
(with simultaneous interpretation)
 2. Lifelong Learning
 3. Quality Assurance and Recognition in a Global Perspective
 4. Institutional Autonomy and Governance
- 1735-1800: PLENARY SESSION
- Address by Kjell Magne Bondevik, Prime Minister of Norway
- 1800: END OF THE MEETING
- 2000: CONFERENCE DINNER IN HÅKON'S HALL

FRIDAY 20 MAY

- 0900-1000: (OPTIONAL) MINISTERS' MEETING
- Discussion of the draft communiqué (continued)
- 1000-1200: PLENARY SESSION
- (To start at 0900 if the Ministers' Meeting finishes on 19 May)*
- Reports from the discussion groups
 - Presentation of conclusions from each group
 - Questions and comments
 - Finalisation and adoption of the Bergen Communiqué
 - Closing statements
 - Commissioner Ján Figel
 - Minister François Biltgen
 - Minister Kristin Clemet
- 1200: CLOSING OF THE CONFERENCE
- Minister Kristin Clemet
- 1210-1225: PHOTO CALL FOR MINISTERS AND HEADS OF DELEGATION
- 1230-1330: PRESS CONFERENCE
- 1200-1430: LUNCH

DEPARTURE

The working languages of the conference will be English and French, with simultaneous interpretation in the plenary sessions and in Discussion Group number 1 on 19 May.

SOCIAL PROGRAMME

WEDNESDAY 18 MAY

- 1830-2045 Excursion on the historic three-masted barque "Statsraad Lehmkuhl".
- 2100-2300 Reception hosted by the University of Bergen at the Bergen Maritime Museum.

FRIDAY 20 MAY, AFTERNOON

Optional sightseeing tour to Bryggen and Fløien – approximately 3 hours (1500-1800). See p. 12

SATURDAY 21 MAY

"Norway in a Nutshell" – day trip.

Optional event at participants' own cost.

WORKING GROUPS

In parallel with the Ministers' discussion in the afternoon of 19 May, four thematic working groups will examine topics and issues of relevance to the Bologna Process. The outcome will be reported back to the plenary session the following morning. In addition the results will be fed into the follow-up process after the conference. The themes have been chosen to accord with expected priorities for the period 2005-2007.

I. DOCTORAL STUDIES AND THE SYNERGY BETWEEN HIGHER EDUCATION AND RESEARCH ROOM 6

WORKING LANGUAGES:	English and French, with simultaneous interpretation
CHAIR:	Kirsti Koch Christensen, Rector of the University of Bergen and President of the Norwegian Council for Higher Education
SPEAKERS:	Sigi Gruber, EU Commission, DG Research Debra Stewart, President, Council of Graduate Schools, USA
RAPPORTEUR:	Sybille Reichert, Reichert Consulting, Switzerland, co-author of <i>Trends IV</i>

Higher Education and Research are seen as core elements in the knowledge society. In March 2000, at the Lisbon European Council, the European Union adopted the strategic goal of becoming the most competitive and dynamic knowledge-based economy in the world by 2010, at the same time endorsing the creation of a European Research Area. At the Barcelona Council in March 2002, the EU set the target that investment in research and development in member states should reach 3% of GDP by 2010, and that European education and training systems should become a world quality reference by the same date.

While the Bologna Process spans a wider Europe, it shares a number of goals with these EU processes. In the Berlin Communiqué, Ministers stressed the need to promote closer links between the European Higher Education Area and the European Research Area. Emphasising the doctoral level as the third cycle in the Bologna Process, the Ministers underlined the importance of research and research training for the quality of higher education. Mobility at the doctoral and postdoctoral levels and increased cooperation between institutions were seen as important means to achieve the goals.

To achieve the 3% objective the EU member states will have to recruit an estimated 700,000 new researchers. At the same time the interest in science and technology among students is declining. Highlighting the question of how to make doctoral studies and a career in research attractive, the Bologna Seminar on "Doctoral Programmes for the European Knowledge Society" in Salzburg on 3-5 February 2005 made a series of recommendations for doctoral studies, including the need to meet the requirements of an employment market that is wider than academia through the development of transferable skills, and to further increase mobility.

Against this background participants are invited to discuss the following questions:

1. What can national/regional authorities and higher education institutions respectively do to make doctoral studies more attractive?

2. Should a common core be defined for European doctoral programmes, and if yes, what should it consist of?
3. Within the policy areas of Ministers responsible for higher education, what are the most important obstacles to mobility for doctoral students, and how can these obstacles be overcome?
4. In what ways can the development of transferable skills, and a stronger professional awareness of such skills, be integrated in doctoral programmes as training for the wider society? E.g., should transferable skills be taught separately or through "learning by doing"?

Summing up the discussion: What may be the most important elements to follow up in the Bologna Process in the period leading up to 2007?

2. LIFELONG LEARNING ROOM 4

WORKING LANGUAGE:	English
CHAIR:	Vera Stastna, Chair, Steering Committee for Higher Education and Research, Council of Europe
SPEAKER:	Tom Schuller, Head of the Centre for Educational Research and Innovation, OECD
RAPPORTEUR:	Pavel Zgaga, Professor, Faculty of Education, University of Ljubljana, Slovenia

Lifelong learning was brought into the Bologna Process as an action line through the Prague Communiqué in 2001. It was the topic of a Bologna seminar on "Recognition and Credit Systems in the Context of Lifelong Learning" in Prague in June 2003, but has not been highly profiled in the period between Berlin and Bergen.

The Prague seminar concluded, *inter alia*, that higher education institutions should:

- adopt internal policies to promote the recognition of prior formal, non-formal and informal learning for access and study exemption;
- integrate lifelong learning into their overall strategy, global development plan and mission.

Public authorities responsible for higher education should:

- develop new style national qualifications frameworks that integrate forms of lifelong learning as possible paths leading to higher education qualifications, as well as access qualifications, within this qualifications framework;
- ensure the right to fair recognition of qualifications acquired in different learning environments;
- encourage higher education institutions to develop and implement lifelong learning policies and measures and support them in their endeavours;
- apply appropriate methods for the evaluation and, where appropriate, accreditation of various forms of lifelong learning.

The Berlin Communiqué stated:

Ministers furthermore call those working on qualifications frameworks for the European Higher Education Area to encompass the wide range of flexible learning paths, opportunities and techniques and to make appropriate use of the ECTS credits.

To give the topic of lifelong learning a higher priority and relevance in line with the Berlin Communiqué, it is necessary to identify obstacles to the furtherance of LLL within the European Higher Education Area and to outline means to reach the targets set by the Ministers. One of the dilemmas that need to be addressed is the pressure which the higher education institutions face with regard to increased efficiency, often leading to more closed, structured study programmes, versus the need for flexible and individually tailored programmes to enhance LLL.

1. What are the main barriers to implementation of LLL as an integrated part of policies and practice within the higher education institutions? Attitudes, legal framework, the structure of financial incentives?

The report from the Bologna working group on A Framework for Qualifications of the European Higher Education Area states:

Regarding lifelong learning, any consensus for describing degrees and levels must have beneficial implications for qualification structures, other higher education qualifications, alternative pathways and degrees, and thus all stages and types of learning.

2. How can national qualifications frameworks play a vital role in the furtherance of LLL? What are the most important requirements that such a framework should meet to include relevant qualifications from non-formal and informal learning as elements in higher education programmes?

Most European countries have a legal framework enabling the higher education institutions to allow exemptions from parts of study programmes on the basis of former non- or informal learning. However, many institutions do not make use of this possibility, although the overall gain for the student and for society is obvious.

3. What is needed to encourage higher education institutions to implement means and tools for better assessing possible exemptions for the individual student on the basis of prior non- and informal learning? How can relevant qualifications from non-formal and informal learning become elements in higher education programmes?

One of the conclusions of the Bologna seminar on “The employability and its links to the objectives of the Bologna Process” in Bled, Slovenia, in October 2004 was that the overall cooperation between industry and education in general, and in relation to lifelong learning in particular, is not satisfactory.

4. How can the dialogue between the higher education institutions and industry/employers regarding implementation of lifelong learning be improved?

Summing up the discussion: How should these issues and topics be brought forward for policy implementation, at the national level and at the institutional level?

3. QUALITY ASSURANCE AND RECOGNITION IN A GLOBAL PERSPECTIVE

ROOM 5

WORKING LANGUAGE:	English
CHAIR:	Andrejs Rauhvargers, Chair of the Lisbon Recognition Convention Committee
SPEAKERS:	Maria Jose Lemaitre del Campo, Comision Nacional de Acreditacion de Pregrado, Chile, and Nikki Heerens, ESIB
RAPPORTEUR:	Carolyn Campbell, Assistant Director, Quality Assurance Agency for Higher Education, United Kingdom

Rapid growth and expanding technology in cross-border delivery of education services are widely seen to mandate new efforts in quality assurance and recognition. Inside Europe a common quality base may be described as a prerequisite for the European Higher Education Area. The institutional application of this shared understanding is making great progress, and quality networking is one of the more tangible results of the Bologna Process, building to a large extent on cooperation through ENQA and on the work of UNESCO and the Council of Europe with the ENIC/NARIC network and the Lisbon Convention.

QUALITY ASSURANCE may be described as the ongoing process of monitoring and maintaining the quality and standards we want to apply. This makes it mostly a responsibility for the individual institutions. Quality assurance is the basis for both **recognition** and **accreditation**. RECOGNITION refers to the acceptance of education qualifications from abroad as suitable to replace a domestic qualification in relation to particular further education or employment activities. In other words it deals with individuals and their need for portable qualifications. Accreditation is the process where institutions or the programmes they offer are accepted as adequate according to a common set of norms.

Beyond Europe similar efforts are gaining ground, but the difficulties faced in other regions are sometimes considerable. An important challenge within the global dimension of the Bologna Process would be to engage globally in efforts to expand and facilitate the mobility of learning. Some promising efforts are under way, such as the UNESCO/OECD *Guidelines for Quality Provision in Higher Education*, and regional quality assurance networks are forming global links with great potential.

The working group will be invited to examine and discuss the implications this may have for the future thrust and agenda of the Bologna Process. Possible topics are:

STANDARD-SETTING - Several important international documents attempt to address the need for a quality consensus among countries and stakeholders in cross-border higher education, such as the Council of Europe Code of Good Practice, the draft UNESCO/OECD *Guidelines for Quality Provision in Higher Education* and the statement on *Sharing Quality Higher Education Across Borders* by the International Association of Universities (IAU), the Association of Universities and Colleges of Canada (AUCC), the American Council on Education (ACE) and the Council on Higher Education Accreditation (CHEA).

1. The Bologna Process relies on coherent European standards, and this conference examines frameworks to secure that basis. But is it a suitable paradigm for other regions, too?
2. Obviously, solutions in all regions must reflect their unique needs and conditions. Still – could experience gained e.g. in Europe be of use for other regions and countries?
3. The Bologna Process has initiated a number of reforms in the degree structures of European countries with a view to making degrees more easily recognised across the European Higher Education Area. But how are the new European degrees perceived outside Europe? And how should Europe promote understanding of the ‘Bologna’ degrees?

UNESCO CONVENTIONS – In the European region, the Lisbon Convention on recognition of qualifications has been very important. The regional conventions have met with varying success, and UNESCO is committed to a process of revision and revitalisation.

4. How well may the UNESCO conventions be suited as the framework for a global system of recognition? What could be the European contribution?

CAPACITY BUILDING – For many countries the challenges of managing and protecting national education policies and ensuring sustained quality in education are beyond current capacity. They risk an influx of commercial providers, some of whom may be reluctant to accept a responsibility for the education environment they inhabit, and all of whom are well equipped with legal and negotiating expertise.

5. What contributions can be made, and how should they be made, by the more established education sectors of Europe? Are European developments in the organisation of quality assurance in higher education transferable to other regions?

INTERNATIONAL TRADE – Globalised trade in higher education services already constitutes a significant segment of world trade in services. In the GATS context many are concerned that quality aspects of education will be ignored and marginalised.

6. In this perspective – how could the Bologna Process help safeguard the special quality aspects of education – specifically the interests of the weaker countries that are the potential victims of low-quality and/or for-profit education across borders?

THE ROLE OF INSTITUTIONS AND ACADEMIC STAFF – While governments may regulate for quality and facilitate quality assurance, a culture of quality depends on the actions and attitudes of education practitioners.

7. How can we ensure the full contribution of educational staff and students in securing and developing quality in higher education?
8. What has to be done at the institutional level to fully implement the principles of the Lisbon Convention in the practice of recognition?

Summing up the discussion: How can the efforts to improve quality assurance and recognition in the European Higher Education Area best be linked to the UNESCO/OECD global approach?

4. INSTITUTIONAL AUTONOMY AND GOVERNANCE

ROOM 1

WORKING LANGUAGE:	English
CHAIR:	Toril Johansson, Director General for Higher Education, Norwegian Ministry of Education and Research
SPEAKERS:	Liudmila Verbitskaya, Rector, and Vadim Kasevich, Vice Rector, St. Petersburg State University, Russia
RAPPORTEUR:	Christina Ullenius, Rector, Karlstad University, Sweden, EUA Vice President

Public responsibility for higher education encompasses the structural elements of the Bologna Process such as a national framework, degree structure, quality assurance and recognition. Public responsibility for the structure of higher education is defined in all countries by national legislation. Funding of higher education may also be considered a public responsibility; however, in all systems there is an increasing demand for additional resources.

University autonomy was introduced in the Bologna Declaration with a reference to the 1988 Magna Charta Universitatum, which stated that

The university is an autonomous institution at the heart of societies differently organised because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching. To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and intellectually independent of all political authority and economic power.

An autonomous institution may have the right to determine its organisational and administrative structure, decide its priorities, manage its budget, hire its personnel and admit its students, decide the content and forms of its teaching and research - or at least a number of these rights. The degree of autonomy is usually defined in national legislation. It may be restricted to universities or it may be given to all higher education institutions.

1. How should public responsibility and institutional autonomy be balanced in the Bologna Process for optimal cooperation and division of labour between public authorities and autonomous institutions?
2. Are there elements of institutional autonomy that are essential to the Bologna Process?

Governance of higher education institutions has not been a separate theme for discussion in the Bologna Process (we have discussed students' participation in institutional governance). Governance has, however, been a theme at meetings and seminars organised by partner organisations in the Process, in particular by the Council of Europe and the European University Association (EUA). In this session at the Bergen Conference we propose to discuss consequences of increasing institutional autonomy for institutional governance.

3. Does increasing institutional autonomy imply a stronger and more centralised institutional leadership? (Such as the appointment of a University President by the Executive Board instead of the Academic Senate electing a Rector?)
4. Does increasing institutional autonomy imply a stronger influence from external decision-makers (Ministry of Education) on the composition of the institutional leadership?

Summing up the discussion: Should this theme be brought forward for further discussion in the Bologna Process after Bergen?

THE MANY ATTRACTIONS OF BERGEN



Harbour-front "Bryggen". Photo: Bergen Reiselivslag/Per Eide

Bergen is an international city with a small-town charm and atmosphere. The inhabitants love to show off its beauty and its many attractions. They are proud of Bergen's shipping, trading and cultural traditions. The city with its 235,000 inhabitants is like an amphitheatre climbing up the mountain sides, overlooking the sea. Bergen is said to be the gateway to the wildest and loveliest fjords of Norway.

Bergen was founded in 1070. It is favourably situated in relation to sea trade and was for a long time Norway's most important commercial, shipping and industrial town. Bergen became a commercial and shipping centre of European significance, and for a while, during the Middle Ages, it was the largest town in all the Nordic countries. Its harbour-front, "Bryggen", was a scene of thriving activity for the Hanseatic League up to the 18th century.

Bergen's commerce still thrives, though nowadays much of its economic life is centred on the North Sea oil industry.

MOUNT FLØIEN is situated approximately 320 metres above the city and the sea level. From Fløien one can enjoy the beautiful view, study the cityscape in detail and the seaward approaches and fjords surrounding Bergen. Fløibanen, the funicular railway which runs from the city centre, is one of Norway's most famous attractions and the only one of its kind in Scandinavia. The trip starts just 150 metres from the Fish Market and "Bryggen". The exiting trip up to the mountain is

a magnificent experience in itself. The funicular takes you to a fantastic area of beautiful natural surroundings with innumerable opportunities for walking and hiking. At Fløien there is also a restaurant, cafeteria, souvenir shop and play area.

BRYGGEN is comprised of a maze of characteristic wooden buildings with pointed gables facing onto the harbour. This old Hanseatic wharf is architecturally unique and is included in UNESCO's list of world heritage of history and culture. Its easily recognisable and prominent appearance has given its profile to the Bologna-Bergen 2005 logo.

"**STATSRAAD LEHMKUHL**" is Norway's largest and oldest square-rigged sailing ship. After comprehensive restoration it is today perhaps the world's best-preserved square-rigged ship.

Its history begins in Bremerhaven-Geestemünde, where it was built in 1914 as a school training ship for the German merchant marine under the name "Grossherzog Friedrich August". After WWI, the ship was taken as booty by the British. In 1921 it was brought to Bergen by former cabinet minister Kristofer Lehmkuhl, and was again used as a school training ship from 1923 until the outbreak of WWII. Except for the war years 1940-1945, when the Germans impounded the ship and renamed it "Westwärts", it was operated as a school training ship without interruption until 1966. In 1967 the shipping magnate Hilmar Reksten rescued it from being sold out of the country, and in



View from Fløien. Photo: Bergen Reiselivslag/Per Nybo

1978 he donated the «Statsraad Lehmkuhl» to a foundation which has owned and operated the ship since. Norway's largest sailing ship is today fully restored to its former glory.

THE BERGEN MARITIME MUSEUM presents the history of shipping, its development and importance to Bergen and Norway in the past and today. The exhibitions offer a vast collection of ship models - including Viking ships - paintings, marine archaeological findings and various items related to seamanship and life on board.

THE UNIVERSITY OF BERGEN is hosting the reception for the conference participants at the Bergen Maritime Museum. It is a young, modern university with most of its premises concentrated in the heart of the city. The university has some 17,000 students and 2,500 academic and other staff. It has seven faculties covering most of the traditional university disciplines. The University of Bergen is a centre of marine sciences and research, and is also host to the Holberg International Memorial Prize for outstanding scholarly work in the field of arts and humanities.

HÅKON'S HALL has taken its name from its first builder, King Håkon Håkonsson, and was erected between 1247 and 1261. In the latter year it was in use as the "Stone Hall" at the wedding and coronation of King Magnus Lagabøte (the Lawmender), Håkon's son and co-ruler. The Hall was the largest and most imposing building in the royal residence at "Holmen" (the holm),

the political centre of the 13th-century Norwegian kingdom. It was obviously built for the great occasions in the history of the monarchy and the realm, but also for practical daily use.

From the late Middle Ages onwards, Norway was without a resident monarchy, and the original functions of the Hall lapsed. Around 1520 it was used for storage purposes. It was allowed to stand roofless during part of the 17th century, but sometime around 1680 it was refitted as the storehouse of Bergenhus Castle. It was precisely this storage function which allowed it to survive under various roof-forms until, about 1840, it was rediscovered for what it had originally been.

The Hall was restored in 1880-95 and richly decorated in 1910-16. In 1944 a German ammunition ship exploded in the harbour just below. The Hall caught fire, and was so damaged that only the walls remained. The present interior fittings of the building are the result of the following restoration. The walls are standing much as they stood after the restoration of 1880-95, but the stonework has been relieved of plaster. The Hall is again in ceremonial use on important occasions, and is also used for concerts.

Bergen is also famous for its weather, with the region recording an annual rainfall of up to 3000 mm. However, May is usually a month with comparatively little rainfall, and we trust you will experience a sunny Bergen in spring!



Fløibanen in Bergen.

The barque "Statsraad Lehmkuhl".

Håkon's Hall

Photo: Terje Rakke/Nordic Life/Fjord Norge AS

Photo: Terje Rakke/Nordic Life/Fjord Norge AS

Photo: Bergen Reiselivslag/Oddleiv Apneseth

PRACTICAL INFORMATION

CONFERENCE BADGE

All conference participants are issued with a personal badge showing their name and delegation. **Please observe that for security reasons the badge must be worn at all times during the conference and the social events.** Access may be denied to participants not wearing their badge.

TRANSPORTATION

Transportation will be provided for all participants to and from social events and to Bergen Airport after the conference. **Itineraries will be posted in the lobby of the conference hotels.**

DRESS CODE

EXCURSION ON "STATSRAAD LEMKUH" AND RECEPTION AT THE BERGEN MARITIME MUSEUM

- *casual dress*

For the excursion on the sailing ship "Statsraad Lemkuhl" in the evening of 18 May, casual dress is recommended. There will be no time for change of dress between the boat trip and the following reception at the Bergen Maritime Museum.

CONFERENCE DINNER IN THE 13TH CENTURY HÅKON'S HALL

- *dark suit*

For the conference dinner in Håkon's Hall in the evening of 19 May, please observe that the dress code is dark suit.

MEAL REQUESTS

Participants having indicated special meal requests in the registration form are asked to contact the waiter at the beginning of each meal.

TELEPHONE AND FAX NUMBER FOR MESSAGES

The following telephone and fax numbers should be used for messages to participants:

Telephone: + 47 55 57 30 00

Fax: + 47 55 57 30 01

ACCESS TO PCs AND WIRELESS LAN

A limited number of PCs are provided for the use of participants during the conference. For participants bringing their own PCs, wireless LAN is provided free of charge in the conference hotel. Please contact the reception or the help desk in the conference area to get the access code.

SMOKING BAN

Smoking is prohibited by law in Norway in places that serve food or drink for consumption, such as restaurants, as well as in most public buildings. **Please observe that Hotel Norge, the conference venue, is a non-smoking area.** Participants who have asked for a smoking room, may smoke in their rooms.

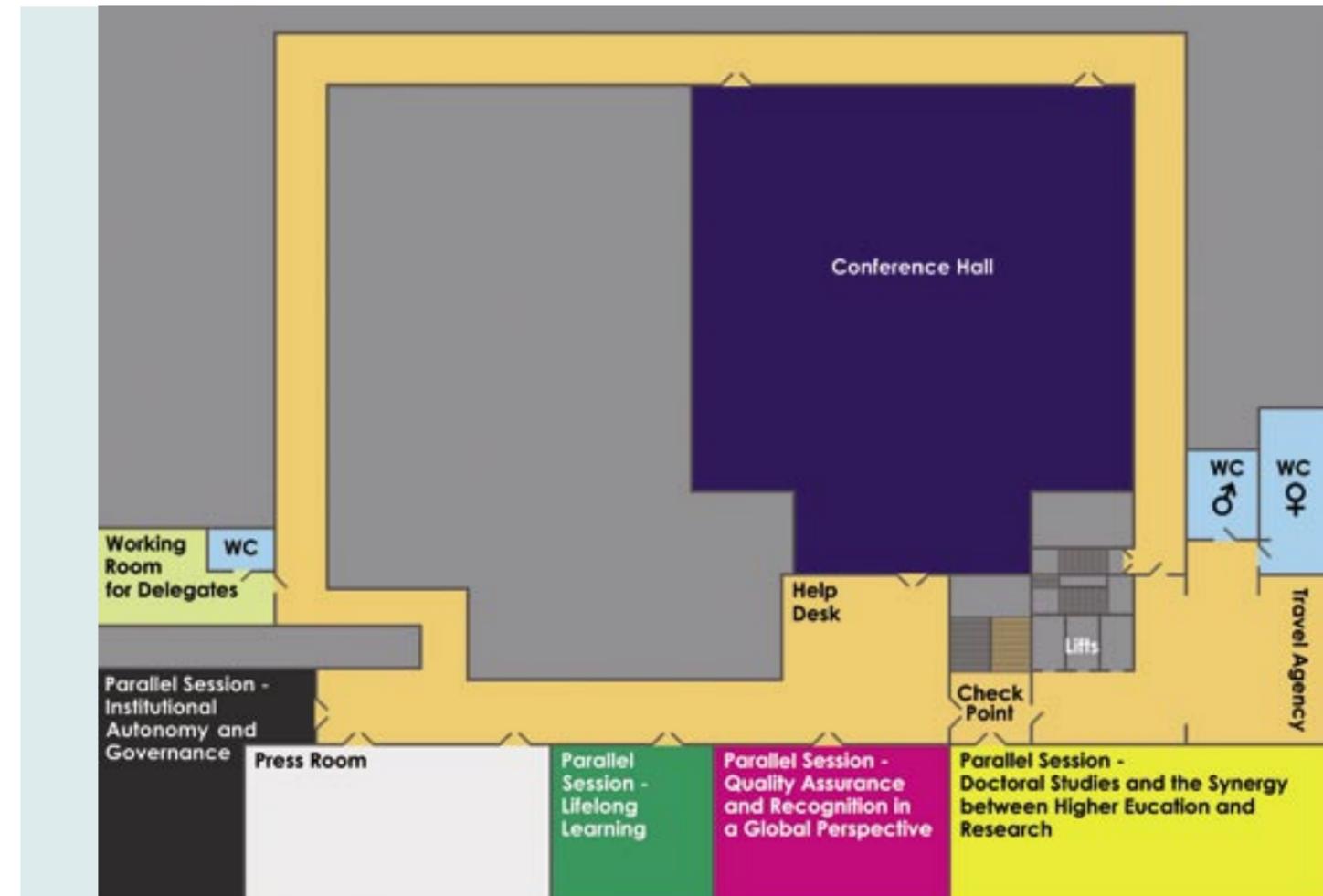
TRAVEL ASSISTANCE

Participants wishing to change bookings or requiring travel information or assistance, should contact the desk operated by VIA Travel immediately outside the conference area, see map on p. 15.

HELP DESK

A help desk for participants will be found immediately outside the main conference hall.

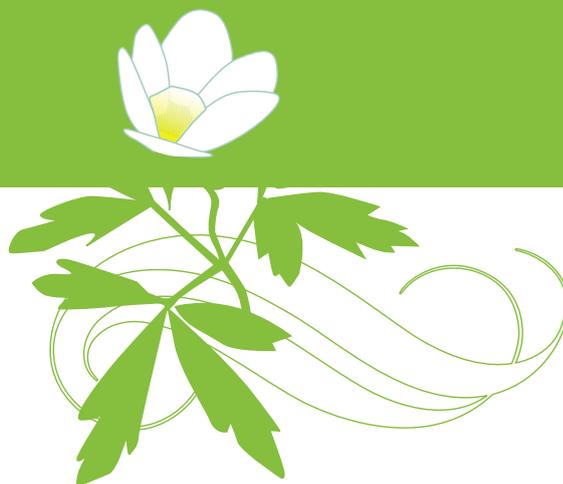
HOTEL NORGE





WWW.BOLOGNA-BERGEN2005.NO

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HVITVEIS (Norwegian)
WOOD ANEMONE (English)
ANEMONE NEMOROSA (Latin)



UNIVERSITETET I BERGEN

