**Annex 2: The Advanced Phase (2003-2009): “The EHEA Is Based on Principles of …”**

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| Berlin 2003 | | Bergen 2005 | | London 2007 | | Leuven 2009 | |
| L | [1] the social dimension | I | [1] the principle of a European register of QAA based on national reviews | C D | [1] institutional autonomy, academic freedom; strong HEIs, diverse, adequately funded, accountable | B | [1] HE is a public responsibility |
| E | [2] to increase competitiveness | G | [2] implementing the LRC principles; recognition of degrees and periods of study | AL | [2] equal opportunities and democratic principles; respecting diversities; non-discrimination equitable access | D | [2] HEI responsive to the needs of society; diversity of missions; HE has a key role to play [vs.] the development of our societies |
| L | [3] strengthening social cohesion and reducing inequalities | K | [3] basic principles for doctoral programmes [Salzburg Principles] | HE | [3] facilitate mobility, increase employability; strengthen Europe’s attractiveness and competitiveness | B | [3] HEIs have necessary resources to fulfill their full range of purposes |
| B | [4] HE is a public good and public responsibility | N | [4] principles of sustainable development; the EHEA open and attractive | E | [4] the EHEA remains competitive and can respond effectively to the challenges of globalisation | O.1 | [4] preparing students for life as active citizens in a democratic society |
| C | [5] academic values in international co-operation and exchange | I | [5] quality and transparency; standards and guidelines; for QA | J | [5] commitment of all partners in the process; working in partnership | O.2 | [5] preparing students for their future careeers |
| K | [6] *Obj. 10*: links between higher education and research | A | [6] rich heritage and cultural diversity in contributing to a knowledge-based society | F | [6] increasing the compatibility of our HE systems | O.3 | [6] enabling their personal development |
| A | [7] Europe’s cultural richness the heritage of diversified traditions | B | [7] public responsibility for HE | D | [7] the influence HEIs exert on developing our societies | O.4  E | [7] creating and maintaining a broad knowledge base and stimulating research and innovation |

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| Berlin 2003 | | Bergen 2005 | | London 2007 | | Leuven 2009 | |
| E | [8] to foster its potential for innovation and social/economic development | E  K | [8] crossroads of research, education and innovation; the key to Europe’s competitiveness | O.1 | [8] preparing students for life as active citizens in a democratic society | C  L | [8] European values of institutional autonomy, academic freedom and social equity |
| J | [9] The role of HEIs and student organisations | C  B | [9] the necessary institutional autonomy; sustainable funding | O.2 | [9] preparing students for their future careers | J | [9] participation of students and staff |
| N | [10] the interests shown by other regions of the world | F | [10] the EHEA is structured around three cycles; qualifications framework | O.3 | [10] enabling their personal development | B | [10] LLL is subject to the principle of public responsibility |
| C | [11] the principle of institutional autonomy | O | [11] preparing the student for the labour market, further competence building and active citizenship | O.4  E | [11] creating and maintaining a broad knowledge base and stimulating research and innovation | G | [11] basic principles and procedures for the recognition of prior learning |
| D  I | [12] quality assurance, accountability |  |  | G | [12] fair recognition of qualifications, periods of study and prior learning | I  G | [12] principles of the Bologna Process in particular QA and recognition |

**Annex 2** (continued)