**Annex 1: The Early Phase (1998-2001): Implicit Rather than explicit “Principles and Objectives”**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Common denominators* | | Sorbonne 1998 | | Bologna 1999 | | Prague 2001 | |
| A | Respecting cultural, linguistic, HE etc. diversities; democratic values | \_ | Europe is not only that of the Euro; it must be a Europe of Knowledge as well | C | Fundamental principles laid down in the Bologna Magna Charta Universitatum of 1988 | A | Democratic values, diversity of cultures languages and HE |
| B | HE is a public good and a public responsibility | E | Intellectual, cultural, social and technical dimensions; universities play a private role | \_ | General principles laid down  In the Sorbonne Declaration | B | HE should be considered a public good and a public responsibility |
| C | Institutional autonomy (and academic freedom); academic values | A | Respecting our diversities; efforts to remove barriers | \_ | The importance of educational  Co-operation in the strengthening stable, peaceful and democratic societies | G | Academic and professional recognition |
| D | Responsiveness to the needs of society; accountability | H | Enhance mobility and ever closer co-operation; one semester outside one’s own country | D | Changing needs, society’s demands | D | Accommodating the diversity of individual, academic and labour market needs |
| E | HE, innovation,competitiveness, employability, LLL | N | International recognition and attractive potential of our systems | E | International competitiveness  of the European systems of HE | F | Common cornerstone of qualifications |
| F | Compatibility and common cornerstone qualifications | F | Two main cycles; international comparison and equivalence | N | To promote the European system  of higher education worldwide | E | Compatibility, attractiveness and competitiveness |
| G | Recognition of HE qualifications, periods of study and prior learning | E  M | Initial or continuing education in different European universities; LLL | E  F | *Objective1:* a system of easily  readable and comparable degrees;  employability; competitiveness | I | Mutually recognized quality assurance systems |
| H | Educational co-operation in enhanced mobility  of students and staff | G | Mutual recognition in the EU; the Lisbon recognition Convention | E  F | *Obj. 2:* two main cycles, relevant  to the European labour market | H | The objective of improving mobility of the utmost importance |

**Annex 1** (continued)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Common denominators* | | Sorbonne 1998 | | Bologna 1999 | | Prague 2001 | |
| I | Co-operation in quality assurance; European  QA register | F | Harmonization of the overall framework of our degrees | H | *Obj. 3*: system of credits, promoting widespread mobility | M | European dimensions in HE; courses with a “European” content |
| J | Working in partnerships; HE stakeholders | H E | Recognition vs. facilitating student mobility as well as employability | GH | *Obj. 4*: free movement, mobility, recognition and valorisation | E | *Obj. 7*: LLL as an essential element of the EHEA |
| K | Linking HE research;  Doctoral programmes; research capacity | \_ | National identities and common interests can strengthen each other | I | *Obj. 5*: European co-operation in quality assurance | J | *Obj. 8*: involvement of HEIs students as partners |
| L | The social dimension | N | Europe’s standing in the world | M | *Obj.* 6: European dimensions in HE (integrated programmes etc.) | L | The social dimension of the BP |
| M | The European dimension: joint programmes and degrees etc. |  |  | A | Full respect of diversity | E | Combining academic quality with relevance to lasting employability |
| N | The global dimension: attractiveness, competitiveness, co-operation |  |  | C | University autonomy | N | *Obj. 9*: promoting the attractiveness  Of the EHEA |
| O | HEIs continue to fulfill their full range of purposes |  |  |  |  |  |  |