

Topic		2009 Louvain	2010 Vienna	2012 Bucharest	2015 Yerevan*
Knowledge society / Knowledge economy		X			X
Values	Democracy, human rights	X shared values and principles		X	X
	Institutions autonomy			X	X
	Academic freedom				X
Participation of academic community to governance				X	
Global Student Dialogue				X	
Flexible access to University				X	
Taking into account diversity					X
Students & Staff Mobility / « Brain circulation »		X	X must be balanced	X reducing obstacles to	X
Structural reforms	Recognition	X	<i>New wording:</i> building a Community of Practice	X	X
	Qualifications Frameworks	X		X	X
	Quality Assurance	X		X	X
	Developing and implementing ECTS				X
Employability				X	X especially young people and young women
EHEA			X creation of		

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Knowledge society / Knowledge economy		"We consider that higher education constitutes an exceptionally rich and diverse cultural and scientific asset for both individuals and society."	"We [...] held a dialogue on systemic and institutional changes in HE in the developing global knowledge society"		Reforms of higher education should further the development of democratic culture and equip our societies with the knowledge, understanding, and skills to help address the challenges we face.
Values	Democracy, human rights	"There are shared values and principles underpinning higher education and a common understanding that it is fundamental to achieving human, social and economic development"		"International cooperation in the field of HE has a vital role to play in developing and maintaining cohesive, sustainable and open societies. This includes a strong commitment to HE as a key contributor to the development of democracy, human rights protection and sustainable growth necessary for global recovery from the economic crisis."	"We, the Ministers responsible for HE and the Heads of delegations to the Fourth BPF met in Yerevan to reaffirm and further our cooperation in developing HE whose public authorities, HE institutions, students and staff are committed to democracy, human rights, and the rule of law."
	Institutions autonomy			" Public responsibility for and of HE within national and regional context. This refers <i>inter alia</i> [...] to setting in place the regulatory framework and policy environment for autonomous HE institutions to fulfill their diverse missions."	Protecting staff and students in ensuring the academic freedom, integrity and autonomy of higher education institutions is a key to achieving this.
	Academic freedom				
	Participation of academic community to governance			"We acknowledge the importance of active participation of the academic community -students, faculty, staff and institutional leadership- in the governance and development of HE responsive to societal change and economic needs."	
Global Student/Academic Staff/ Dialogue				"We also reiterate our support for global student and academic staff dialogue"	
Flexible access to University				"we stress the importance of creating open and flexible pathways so that citizens with varied educational and social backgrounds can access and successfully complete HE."	
Taking into account diversity					Thus the policy dialogue and cooperation between the EHEA and the countries of the Middle East (ME), North Africa (NA), Asia (AS) (MENAAS) need to be continued and strengthened, taking due account of the diverse higher education systems as well as political, economic and cultural landscapes of our regions and countries.
Students & Staff Mobility / « Brain circulation »		"we advocate a balanced exchange of teachers, researchers and students between our countries and promote fair and fruitful <i>brain circulation</i> "	"[We] discussed mobility of staff and students, including the challenges and opportunities of "brain circulation", and the balance between cooperation and competition in international higher education"	"we aim to continue working towards reducing the diverse obstacles for mobility between our education areas" "We will continue to support, fund and promote academic mobility"	"mobility of students and staff facilitates exchanges and creation of new knowledge and helps to build mutual trust and understanding."

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Structural reforms	Recognition	"fair recognition of studies and qualifications is a key element for promoting mobility"	"To address the great societal challenges, we need more cooperation among the higher education and research systems of the different regions. [...]. We will [...] engage in building a community of practice from which all may draw inspiration and to which all can contribute."	"we aim to [reduce] lack of transparency of qualifications, [...] problems with academic and professional recognition, as well as administrative hurdles."	The EHEA structural reforms and transparency instruments as well as similar initiatives in other regions should serve as a basis to further regional cooperation, building on the results of current projects implemented by the different international organisations, national authorities and higher education institutions. These include the use of learning outcomes and of common reference points in the design and delivery of study programmes, quality assurance capacity building, the development of qualifications frameworks, mobility and recognition as well as credit systems, joint degrees, doctoral education.
	Qualifications Frameworks	"[we will] explore the various qualifications frameworks in order to further mutual recognition of qualifications"		"We also stress the important role of qualification frameworks and quality assurance in facilitating the recognition of qualifications and international mobility."	In our further cooperation, we will in particular give priority to: -Developing national qualifications frameworks, including developing methodologies to establish compatibility between national frameworks within the EHEA – aligned with the QF-EHEA – and national frameworks developed by MEENAS countries.
	Quality Assurance	"We seek to establish concrete cooperation activities [to] contribute to better understanding and long-term collaboration by organizing joint seminars on specific topics, like on quality assurance for example."		"We will further strive to the implementation of the UNESCO/OECD Guidelines for Quality Provision in Cross-Border HE and the meaningful role they give to all actors in HE for quality assurance." "In the current international context, we particularly underline the importance of quality assurance." "We aim to further develop robust and functional quality assurance systems and to promote cooperation between them."	In our further cooperation, we will in particular give priority to: -Developing cooperation in quality assurance, with a view to further developing mutual trust in our education systems and their qualifications. We will encourage quality assurance agencies from participating countries to work towards inclusion in the European Quality Assurance Register (EQAR).
	Developing and implementing ECTS				Cooperating in developing and implementing credit transfer system, taking due account of ECTS and its recently revised Users' Guide.
Employability				"One of the essential missions of HE systems is to foster long term employability of graduates."	"The reforms of HE will improve quality of HE and will help to tackle unemployment especially among young people and especially young women."
EHEA			"Today, the European Higher Education Area has officially been launched"		

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