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Author

LANGAN, Elise

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Abstract

The United States and France have actively implemented higher education policies to attract foreign students. In the case of France, European Union educational initiatives are often a means to further policies that are already in place. This article focuses on the response of two diverse French higher education institutions to the EU's Bologna Declaration and its call for standardized matriculation time for degrees, private-sector intervention, external evaluations, and possible entry into GATS. The article also considers the tension between the Bologna Declaration and the French notion of le service public. (HRK / Abstract übernommen)