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Author

PAPATSIBA, Vassiliki

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Abstract

This study examines policy goals pertaining to joint Master's in Europe as presented in Bologna-related and Erasmus Mundus (EM) policy texts. The profile of joint programmes has risen in the aftermath of the Bologna Process (BP), together with the launch of the EU EM. Despite a European policy tradition of cooperation in higher education (HE), degree developments were usually left outside the scope of policy declarations and did not have an explicit 'agenda status'. If so, what makes these degree developments 'worthy' of political attention in recent years? The paper shows that joint Master's developments have been represented as appropriate action for furthering integration and convergence, as well as for improving competitiveness. It examines the ways in which joint Master's developments have been framed within and by these policy goals. It finally questions drivers of competitiveness and considers their deeper implications for the aims of and practice in HE. (HRK / Abstract übernommen)