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Abstract

Although there is a growing interest of policy makers in higher education issues (especially on an international scale), there is still a lack of theoretically well-grounded comparative analyses of higher education policy. Even broadly discussed topics in higher education research like the potential convergence of European higher education systems in the course of the Bologna Process suffer from a thin empirical and comparative basis. This paper aims to deal with these problems by addressing theoretical questions concerning the domestic impact of the Bologna Process and the role national factors play in determining its effects on cross-national policy convergence. It develops a distinct theoretical approach for the systematic and comparative analysis of cross-national policy convergence. In doing so, it relies upon insights from related research areas?namely literature on Europeanization as well as studies dealing with cross-national policy convergence. (HRK / Abstract übernommen) Heinze, Torben, E-Mail: torben.heinze@fu-berlin.de