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Abstract

The Bologna Process is an intergovernmental initiative aimed to make higher education degrees compatible in Europe. Previous research into the implementation of the Bologna objectives (or action lines) views the influence of the context as a challenge. This article suggests a different approach for analysing the implementation of the Bologna action lines. By applying the policy layering perspective, this article suggests positioning change in Bologna, and the influence of the context and its established policy conventions as two interconnected potentially productive powers that converge in one policy process. This article invites to view the context not only as a restraining problem but also as a co-moulder of Bologna implementation. To achieve this aim, the article relies on the findings from a case study of one of the Bologna action lines in Ukraine – a system of study credits in Ukraine. (HRK / Abstract übernommen)