
This chapter examines the dynamic of the Bologna process across a ‘policy cycle’ (Ball, 1990; Bowe et al., 1992) with the aim of providing insightful elements to outline it within a broader process of policy integration and coordination in the field of higher education. We assume the ‘policy cycle’ as valuable to analyse the articulation of different contexts of policy formulation and implementation. Despite the fact that Bologna has been developing its own ‘policy cycle’ at the European, national and institutional levels, our analysis through the ‘policy cycle’ will underline the interaction between institutions at different levels. This contributes to an integrative approach of policy implementation. The focus on both the formation of policy discourse and the actors’ active interpretation involved in the ‘context of practice’ implies identifying processes of resistance, accommodation, subterfuge and conformity.