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Abstract

Whilst the social dimension has been a main focus for the Bologna Process, at least since it was expressly defined as objective for the European Higher Education Area in 2007, it has been difficult to translate it into a manageable policy agenda. Using findings from surveys of students from the EUROSTUDENT project and the analyses of policy interventions within higher education systems carried out as part of the project Peer Learning for the Social Dimension (PL4SD), the authors of this contribution have tried to seek solutions to this quandary of inaction by proposing a different approach. (HRK / Abstract übernommen)

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