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Abstract

Since 1999, the Bologna Process has been suggesting a series of reforms relating to structural and normative aspects of higher education, one of which is the social dimension. The social dimension entered into the Bologna Process as an ambiguous action area in 2001 and has remained so in terms of its policy measures. Despite this ambiguity and lack of action, the social dimension has not dropped off the Bologna Process agenda. The contribution addresses this curious situation and claims that the social dimension is a policy item that found a way into the Bologna Process agenda, but could not grow into an implementable policy. This claim is explained with the help of Multiple Streams Framework, a theoretical framework from policy process studies. (HRK / Abstract übernommen)