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Abstract

This article analyzes the ways in which the implementation of the Bologna principles has transformed the system of Russian higher education. The transformational trends caused by the Bologna Process within pan-Europa are typical for the Russian context and include institutional differentiation and other changes in relation to higher education and its wider environment. But, given national peculiarities and traditions, the manifestation and development of these trends have their own special characteristics and limitations. Due to their institutional features, Russian higher education institutions responded to these trends in different ways. This article considers four models of institutional development that have formed in Russian higher education in recent years. (HRK / Abstract übernommen)