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Abstract

The perceptions of the implementation of the Bologna reforms in Armenian higher education were examined in a questionnaire study with 279 university teachers, revealing how eight leading higher education institutions have adapted to the political directive to create alignment with the Bologna principles. The literature on educational change is used to evaluate the diffusion of Western European policies in addition to the perceptions of those university teachers who have actually implemented the reforms. The findings highlight the peculiarities of reform implementation in a post-Soviet country and the urgency of revising the approaches to reform implementation to achieve success. .(HRK / Abstract übernommen)