



Eurasian
Development Bank

Academic Mobility Promotion Programme

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CURRENT ACADEMIC MOBILITY TRENDS:

5.7k

decrease in student mobility flows in the EAEU from the 2017–18 academic year to the 2021–22 AY

The current educational exchange trend in the EAEU is slightly negative, and fails to match its potential

83k and 76.5k

increase in the number of students coming to the EAEU from the other CIS countries (excluding the EAEU) and other countries of the world, respectively, from the 2017–18 academic year to the 2021–22 AY

An increase in academic mobility in the EAEU and Greater Eurasia should be encouraged

SYSTEMIC SOLUTION:

Launch of a large-scale Eurasian academic mobility programme

Targets: enrolment of tens and hundreds of thousands of students and researchers in academic mobility activities on an annual basis

Format: short-term grants (1–2 semesters) for education in stakeholder partner countries, mutual recognition of flexible educational exchange programmes, a common digital platform

Financing principles: multi-component financing with education costs allocated among the family, the university, and the state, with financial support by the business community

Geography: the programme's target region is the Eurasian region (EAEU member states, CIS countries), with possible involvement of other stakeholder countries from the Greater Eurasian partnership

Priorities for participation in Eurasian academic mobility: highly skilled engineering personnel (experts in the use of cross-border infrastructure facilities in the sectors that have uniform operational standards, including railway transport, electricity networks, oil and gas sector, machine engineering), and teachers of the Russian language

\$3.9 million (~¥360 million or ₹1.8 billion) — estimated annual budget expenditures per 1,000 students



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External academic mobility and strengthening of international ties in the area of education are important long-term regional development and integration tools. At the same time, the current EAEU academic mobility metrics point to stagnation at best, or a sluggish latent crisis at worst. The future of the Eurasian integration can be secured by setting up a large-scale interstate programme of educational and academic mobility for university students, post-graduates, and professors, as well as schoolchildren and teachers. Geography of the programme could be expanded to include not only the member states of the Eurasian region (EAEU, the CIS), but also the Greater Eurasian Partnership, that is discussed and justified in detail in this working paper.

Keywords: academic mobility, educational exchanges, EAEU, Eurasian region, Eurasian integration, Greater Eurasian Partnership, Erasmus.

JEL: F15, F55, I25, J62, O15.

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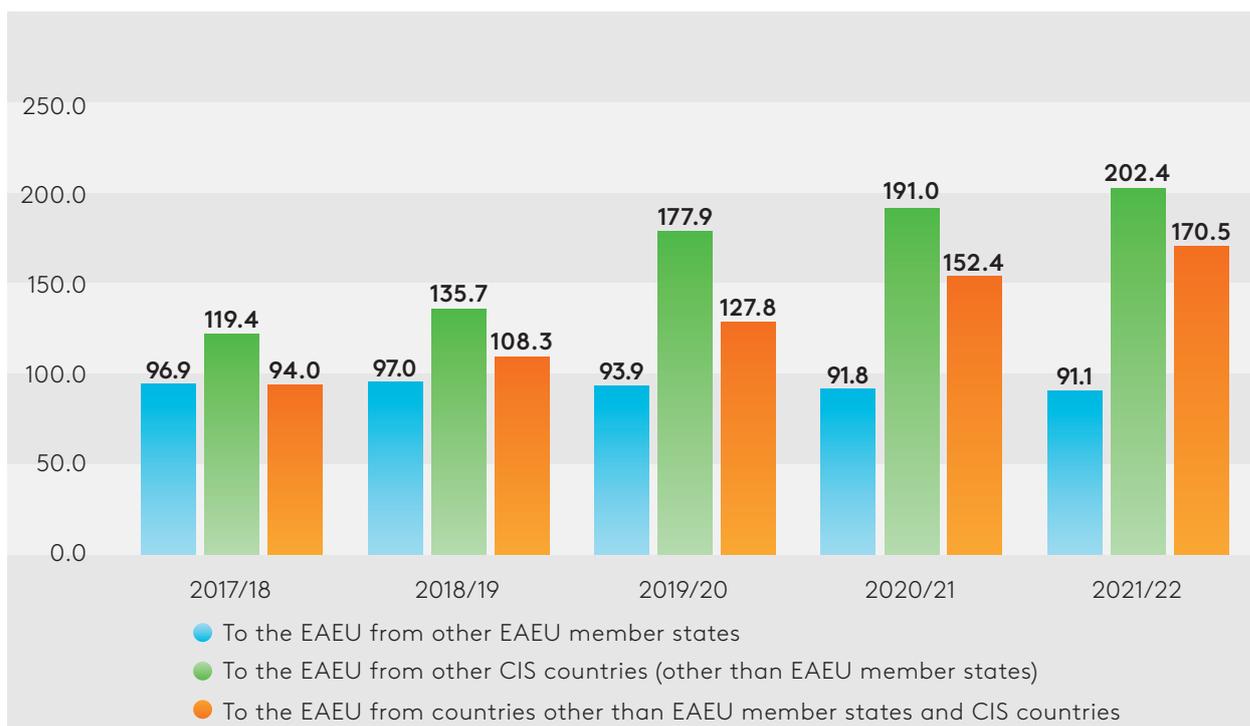
ANALYTICAL SUMMARY

- **The strengthening of mutual educational ties among Eurasian countries**, ranging from exchange of school and university students, post-graduates, and professors, to alignment of curricula and mutual recognition of diplomas, is an essential sustainable development and regional integration tool. In addition, new affordable high-quality educational opportunities contribute to achievement of SDG 4 (“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”) and other Sustainable Development Goals, thereby reducing inequality.
- At this time, there are several ongoing educational exchange projects in the Eurasian region,¹ including the CIS Network University, the SCO University, and the Eurasian Network University. Although the existing **network universities** show some promise and have already produced certain results, they are **not generating statistically meaningful educational exchange traffic** sufficient to meet EAEU strategic talent training needs, in line with regional integration requirements.
- Erasmus+, the European Commission programme promoting education, training, work with youth, and sport projects, partnerships, events, and mobility initiatives, remains the **main example of a best practice** ensuring full-scale academic mobility. The programme offers financing to facilitate co-operation in those areas, both among the EU countries and with partner countries around the world, covering in total 33 countries, including the EAEU member states and the countries of Latin America, Africa, and the Caribbean. A university from a partner country may send its students and post-graduates (for 3–12 months), or its staff members (for up to two months), to a participating university in a programme country. The current Erasmus+ targets are: 30,000 scholarships for university students and staff members under joint master’s programmes; 130,000 individual scholarships to support short-term mobility among universities from partner countries and programme countries; 1,000 higher education enhancement projects; and 2,000 projects under the Jean Monnet Programme (short-term courses on European integration topics).
- **The presidents of the EAEU member states have repeatedly voiced their support for educational exchanges and academic mobility of youth within the Union.** In particular, Vladimir Putin, President of Russia, has noted on many occasions that it is important to help higher education establishments in the EAEU member states build inter-university ties, realise joint educational and research programmes, expand student exchanges, and increase academic mobility. Kasym-Jomart Tokayev, President of Kazakhstan, spoke in favour of expanding the export potential of the EAEU market for educational services and launching an interstate IT and AI educational initiative for school and university students.
- Academic mobility in the EAEU member states is currently showing a **weakly negative** trend. For example, while in 2017–2018 the number of EAEU university students who

¹ The Eurasian region hereafter refers to the following 11 countries: Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Uzbekistan, Ukraine.

had arrived from other member states was 96,900, in 2021–2022 it dropped to 91,100. On the other hand, the **inflow of students from other CIS countries and other countries to EAEU universities gradually increased**, illustrating the excellent prospects for expanding research and academic exchanges and projects to include countries beyond the EAEU perimeter (see Figure A) (EEC, 2022d). There is a good reason why most international programmes run by the leading EAEU universities, as well as some of the best-known scholarship programmes, such as Kazakhstan’s Bolashak, emphasise co-operation mostly with “far-abroad”² countries.

↓ **Figure A. Number of Students of EAEU-Based Universities Arriving from Other Countries, 2017–2022 (as at the beginning of the academic year; thousands of people)**



Source: EEC, authors’ calculations

- To fully realise the academic mobility potential of the Eurasian countries and maximise its contribution to the creation of the Greater Eurasian Partnership (GEP), **it is proposed to launch a large-scale Eurasian interstate academic mobility programme.**
- The programme’s targets can be expressed in terms of annual enrolment figures amounting to **dozens of thousands of students, post-graduates, and professors.**
- The programme can be structured as a **system of grants** that will fully or partially cover education costs (for 1–2 semesters) in the participating country.
- **Funds should be disbursed through multiple channels**, with education costs allocated among the family (for travel), the university, and the state (for study and living) in varying proportions subject to family income and mobility vector — the remoteness of, and cost of living in, the host country. This approach will significantly

² Countries that were never part of the Soviet Union.

reduce budget expenditures. Budget expenditures per 1,000 students are estimated at about USD 3.9 million (RUB 360 million or KZT 1.8 billion at the 2022 year-end exchange rate).

- The priority of the Eurasian academic mobility programme could be **training of qualified engineering personnel** for cutting-edge industries, primarily to support construction, effective operation and security of cross-border infrastructure facilities, especially in the sectors that have uniform standards (railway transport, electricity networks, oil and gas sector, mechanical engineering).
- Another potentially important priority is to **train teachers of the Russian language** as the official language, or one of the official languages, of a number of international organisations. The Russian language is the basis for multicultural communication and co-operation in the Eurasian region, and its use is hampered by a critical shortage of skilled personnel.
- The programme should be structured as a **consortium of the leading member-state universities, receiving support from the business community and making use of innovative academic and corporate infrastructure facilities**. Private and state-owned companies willing to support the programme could be granted special privileges. An option whereby participants could concurrently engage in theoretical studies and on-the-job training could boost the programme's efficiency and provide a strong link to "down-to-earth" economic tasks.
- The optimal legal and regulatory basis for the academic exchange programme could be provided by a **separate intergovernmental agreement going beyond the EAEU framework**, as co-operation in the sphere of education is not subject to supranational regulation in the Eurasian Economic Union. If there is mutual interest, new countries could subsequently accede to the agreement.
- For the success of the proposed programme, it seems extremely important for the partner universities to execute an agreement that will guarantee **recognition of the points (credits)** earned by students during their studies abroad. This could give an additional impetus to alignment of curricula and mutual recognition of diplomas in the participating countries.
- A large-scale Eurasian academic mobility programme **within the geographic boundaries of the Greater Eurasian Partnership** will contribute to establishment of educational exchanges between countries that have concluded free trade and other agreements and memoranda with the EAEU. It could serve as an important structural element for stimulating trade and economic ties, other areas of scientific, technical and humanitarian cooperation, as well as cooperation in the fields of education and science.

1

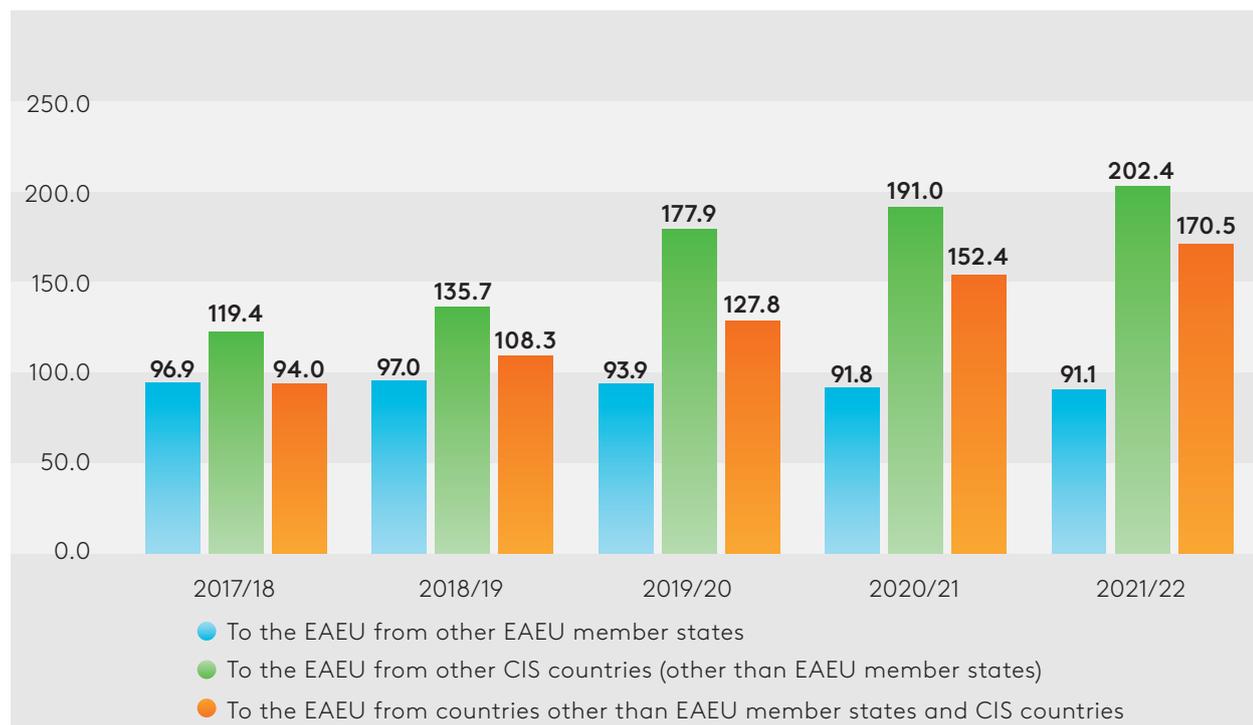
ACADEMIC MOBILITY: THE CURRENT SITUATION

External academic mobility and strengthening of international ties in the area of education are important long-term regional development and integration tools. To put it bluntly, regional integration and co-operation have no future without close ties at the level of higher education and research. Skilled specialists trained in line with the uniform USSR standards are going into retirement, particularly in the infrastructure sectors (transport engineers, road builders, power engineers). At the same time, the number of young people who do not know Russian (or know it much worse than was true in the past, especially at school level) is growing. Meanwhile, the Russian language unites all countries in the post-Soviet area. If no effort is made to train new generations of specialists in the Russian language, it may erect new barriers to economic and industrial co-operation, and will have a negative impact on the Eurasian integration process ([Vinokurov et al., 2017](#)).

The future of the Eurasian integration can be secured by setting up a large-scale interstate programme of educational and academic mobility for university students, post-graduates, and professors. This could be expanded to include the member states of the EAEU, the CIS, and the Greater Eurasian Partnership (if there is mutual interest).

The current EAEU academic mobility metrics point to stagnation at best, or a sluggish latent crisis at worst. According to EEC aggregated data, student mobility within the EAEU has been slowly decreasing from year to year – from 96,900 people at the beginning of the 2017–2018 academic year, to 91,100 people at the beginning of the 2021–2022 academic year ([EEC, 2022d](#)). On the other hand, the inflow of students from other countries of the CIS and beyond to EAEU universities has gradually increased, illustrating the excellent prospects of expanding research and academic exchanges and projects to include countries beyond the EAEU perimeter (see [Figure 1](#)).

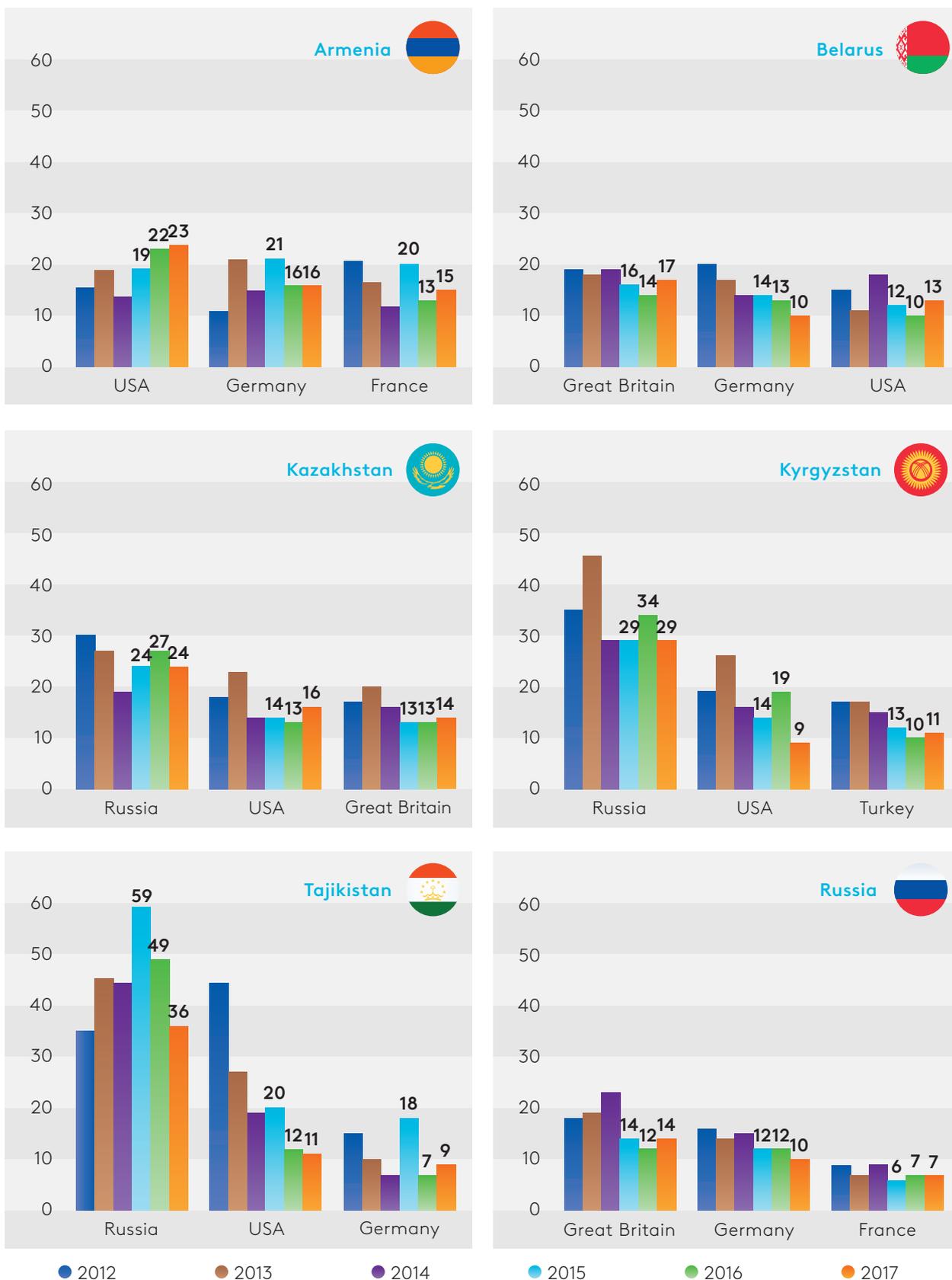
↓ Figure 1. Number of Students of EAEU-Based Universities Arriving from Other Countries, 2017–2022 (as at the beginning of the academic year; thousands of people)



Source: EEC, authors' calculations

As demonstrated by annual EDB Integration Barometer surveys (2012–2017), more often than not people living in the EAEU member states preferred to receive education in various “far-abroad” countries, primarily in the EU. This was typical for Armenia, Belarus, and Russia. On the other hand, a steady majority of residents of those countries was completely disinterested in a foreign education. Thus, in 2015–2017 about 70% of Russians showed no interest in getting a foreign education either for themselves or for their children. Lack of willingness to get a foreign education was also demonstrated by most residents of Belarus (59% in 2017 according to the EDB Integration Barometer) (Zadorin et al., 2017). In Kazakhstan, interest in an education in Russia has gradually declined: while in 2012 about 30% of Kazakhstan residents preferred to get an education in Russia for themselves or for their children, in 2017 their share dropped to 24%. On the other hand, the residents of Kazakhstan show stable interest in getting an education in the US or Germany, and willingness to get an education in China has been steadily growing throughout the period covered by the survey (see Figure 2).

↓ Figure 2. Individual Preferences Regarding Attractiveness of Countries for Getting an Education (question asked: “To which of the countries listed below would you like to go to study, for educational purposes (or send your children to study)?”, top 3 answers in each country in 2015–2017, %



Source: Eurasian Development Bank, EDB Integration Barometer 2017

This points to merely moderate interest of countries in each other in terms of education, due to the limited political and economic investments in Eurasian integration. It is difficult – but not impossible – to reverse this trend. Active expansion of educational exchanges on the basis of new principles and in alignment with international best practices may be one of the best ways to do it.

An analysis of academic mobility programmes run by Russia’s leading universities reveals that they have a strong bias in favour of “far-abroad” countries. References to neighbouring countries are usually limited to a single university in Kazakhstan and Belarus or, in some rare cases, to universities in Armenia and Kyrgyzstan. For example, the M. V. Lomonosov Moscow State University (MSU) has a number of ongoing joint programmes with the Belarus State University (BSU) and the L. N. Gumilyov Eurasian National University (Kazakhstan);³ the Patrice Lumumba Peoples’ Friendship University (RUDN, Russia) – with the Al-Farabi Kazakh National University;⁴ the Saint Petersburg State University (SPbSU) – with the BSU and the Osh State University (Kyrgyzstan).⁵ Most exchange programmes involving EAEU universities are run by Russia’s National Research University of the Higher School of Economics (HSE University), which is working with the Russian–Armenian University and five major universities in Kazakhstan.⁶ However, the overwhelming majority of inter-university exchange programmes involve partners from “far-abroad” countries, mostly from Europe, China, and the US, stressing once again the expediency of further expansion of academic mobility beyond the boundaries of the EAEU.

³ MSU. Academic mobility for MSU students. Available at: <https://international.msu.ru/outgoing-mob>.

⁴ RUDN University. Education Partnerships. Available at: <https://eng.rudn.ru/cooperation/education-partnerships>.

⁵ SPbSU. Competition for participation of SPbU students in academic mobility programmes in the spring semester of the academic year 2023/24. Available at: https://ifea.spbu.ru/images/2023/2023-24_vesna_vuz_partners.xlsx.

⁶ HSE University. Long-term (up to 6 months) academic exchange programs for HSE students within the university-wide agreements. Available at: <https://studyabroad.hse.ru/en/catalogue/>.

2

PREREQUISITES FOR LAUNCHING THE EURASIAN ACADEMIC MOBILITY PROGRAMME

The need to encourage academic exchanges has been repeatedly emphasised at the level of heads of state of the Eurasian countries. In the address to the heads of state of the EAEU member states on the occasion of assumption by the Government of the Russian Federation of chairmanship in the EAEU bodies in 2018, V. V. Putin, President of Russia, noted: “We suggest that more attention be paid to the social and humanitarian domains. It is important to help higher education establishments in our countries build inter-university ties, realise joint educational and research programmes, expand student exchanges, and increase academic mobility” ([Kremlin, 2018](#)). In 2023, V. V. Putin spoke about the need to align EAEU research and educational programmes, including unification of educational standards and creation of independent Eurasian knowledge-intensive systems and libraries that would be made available to researchers from all Union member states ([Kremlin, 2023](#)).

Several other important educational initiatives were proposed by K.-J. K. Tokayev, President of Kazakhstan. For example, in February 2021 he proposed to create an interstate IT and AI educational initiative for school and university students ([Forbes Kazakhstan, 2021](#)). In January 2022, Kazakhstan’s leader voiced his intention to refocus the national Bolashak scholarship programme to ensure a heavier emphasis on technical disciplines, and to send Kazakhstani students to well-known technical universities, “including those in Russia or, possibly, primarily those in Russia” ([Kazinform, 2022](#)). In the past the programme traditionally prioritised education in the West. Finally, the President of Kazakhstan calls for an increase of investment in human capital, education, and science, and expansion of the export potential of the EAEU educational services market. It should be noted, however, that Kazakhstan does not consider education a key area of economic integration within the EAEU.

Box 1. Bolashak Scholarship Programme (Kazakhstan) Milestones

In 2023, Bolashak celebrated its 30th anniversary. More than 12,000 Kazakhstani students graduated from the best foreign universities since the inception of the programme. One of the mandatory scholarship conditions is the obligation of the recipient to work in Kazakhstan for three to five years upon completion of studies. Public funding of the programme has been increasing since 2021, with an accent on training qualified personnel in the fields of natural sciences, mathematics, and engineering.

↓ Public Funding Provided by the Ministry of Education and Science of the Republic of Kazakhstan, KZT billion/year

2016	18.3
2017	13.4
2018	14.3
2019	15.9
2020	14.9
2021	15.4
2022	22.9

Source: Centre for International Programs, 2023.

The document entitled *Strategic Areas of Development of the Eurasian Economic Integration until 2025* lists tasks related to the creation of networks for interaction among the EAEU member states to realise educational programmes and deployment of a uniform educational information system (Supreme Eurasian Economic Council, 2020). In February 2021, the Science and Technology Council under the Chairman of the EEC Board became the venue for the discussion of a proposed academic mobility platform. Taking into consideration the role that the real sector plays in the economies of the Union member states, the initial plan was to prioritise the Agroindustrial Complex and Industry. It was expected that the platform would enable students from the EAEU member states to study at the leading universities in each area of specialisation, making the Union itself more attractive. The EEC intended to establish, as a tool to promote academic mobility, a Eurasian Academic Mobility Fund, which would provide financial support, including grants, to students and professors in the most progressive and in-demand fields (EEC, 2021b). In November 2021, the Deputy Ministers of Education and Science, Agriculture, and Economy of the EAEU member states signed a *Memorandum on the Development of Interaction among the Union Member States in the Area of Training of Personnel for Industry and the Agroindustrial Complex* (EEC, 2021a). The memorandum focused on assuring students' academic mobility; development and deployment of joint educational programmes and online courses for high-demand, high-potential areas of expertise; retraining and advanced training of personnel, etc. Within the framework of that initiative, the Agroindustrial Policy Department is currently carrying out a series of pilot projects related to industry-specific educational programmes, in particular, a joint project by Armenian, Belarusian, and Russian universities to train personnel in the areas of seed selection/production and wine making, and an advanced training course in precision agriculture and sustainable development of food systems (EEC, 2022b).

The first attempts to launch interstate educational exchange mechanisms in the CIS and the EAEU were made rather long ago. To date, the CIS Network University (CIS NU) remains the most noteworthy completed project. Initiated in 2008 with the support of the CIS Interstate Humanitarian Co-operation Fund (IHCF), the CIS NU commenced its operations on the basis of the *Agreement on the Consortium*

for the Establishment of the CIS Network University signed in 2009.⁷ Notably, the *Intergovernmental Agreement on the Establishment and Operation of the CIS NU* was signed at the meeting of the Council of Heads of State of the CIS only on 29 May 2020. The central governance and coordination entity of the Network University is the People's Friendship University of Russia. As an inter-university collaboration system, the Network University is responsible for such tasks as the creation of mechanisms to support academic mobility of students and professors within the framework of the Commonwealth.

The system offers, among other things, intramural master's training in 31 areas of expertise using the "one year in home university + one year in partner university" arrangement, with subsequent joint defence and award of two diplomas. Approved sources of funding include the federal budget of the Russian Federation, *ad hoc* allocations from the budgets of other participating countries; IHCF grants for students enrolled in Russian universities; personal funds of the students, their parents, and sponsors; donations by industrial enterprises and public associations; extrabudgetary funds of CIS NU member universities, etc. The CIS NU Consortium includes 46 universities from nine Commonwealth member states (Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, and Ukraine) (CIS Executive Committee, 2023). However, the scope of exchanges supported by the CIS Network University is still quite modest. According to the CIS NU Coordination Council, from the inception of the project in 2008 to 2021, the number of people whose training at Russian universities was financed from the federal budget of the Russian Federation and IHCF earmarked funds was only about 1,200, while the number of Russian participants in academic exchange programmes was even smaller. Therefore, both network universities play an important role in encouraging educational exchanges in the EAEU member states and the CIS countries, but have so far failed to generate large-scale mobility traffic measured in dozens of thousands of participants per year, as would be consistent with the size of our countries and their needs.

Another large-scale initiative is the Shanghai Co-operation Organisation University (SCOU) proposed by V. V. Putin, President of Russia, at the SCO Summit in Bishkek on 16 August 2007, and officially established on 6 June 2017 on the basis of the *Agreement on the Establishment and Operation of the SCO University*.⁸ The project was devised as a network of universities already operating in the SCO member states and observer states. One of the key tasks of this network university is to the expand scientific and academic co-operation among the member states and the exchange of students, post-graduates, post-doctoral students, researchers, and academics with a view to promote integration in education, science, and technology. The SCOU network comprises 78 universities, including 24 universities from China, 20 from Russia, 14 from Kazakhstan, 11 from Tajikistan, 8 from Kyrgyzstan, and 1 from Belarus (with the status of an observer university). The main focus of the SCOU is the realisation of joint programmes in the areas of expertise which have the most impact on social and economic development of the SCO member states, including energy, nanotechnologies, IT, environment, regional studies, and pedagogy. The network

⁷ CIS Internet Portal. Network University of the Commonwealth of Independent States. Available at: <https://e-cis.info/cooperation/3063/78389/>.

⁸ Shanghai Co-operation Organisation University. Available at: http://rus.sectscsco.org/about_sco/20190716/565375.html.

university is run by special governance bodies, including the Coordination Council, the Board of Trustees, and the SCOU Secretariat (Rectorate), and has an expert team in each relevant area of expertise.

The SCOU offers an opportunity to send students to foreign partner universities for at least one semester on the basis of mutually agreed quotas consistent with the contributions made by the SCO member states to the University's budget. In addition to SCOU budget funding, partner universities may also offer training on a contractual basis to students willing to independently cover their training costs. Upon completion of training, students receive diplomas from the universities where they started their studies or spent the most time (at least 60%), and SCOU certificates; it is expected that in the future the SCOU will start issuing single uniform diplomas.

An initiative envisaging establishment of the Eurasian Network University (ENU) has been under discussion in the CIS and the EAEU since 2016, with a peak in the negotiating activity in 2022. The first *Memorandum of Mutual Understanding on the Establishment of the Eurasian Network University* was signed on 12 April 2016 during the meeting of the Council of the Eurasian Association of Universities (TASS, 2016). The second *Memorandum of Mutual Understanding on the Establishment of the Eurasian Network University* was signed in Bishkek on 26 May 2022 by the rectors of twelve EAEU universities during the Eurasian Economic Forum (EEC, 2022a). On 15 July 2022, fifteen universities approved *Regulations on the Eurasian Network University* (EEC, 2022c). It is suggested that a non-corporate research and education consortium of universities be used as the project implementation mechanism. The consortium currently consists of one university from Armenia, one from Kazakhstan, two from Belarus, four from Kyrgyzstan, and seven from Russia. The ENU Coordination Council is headed by the rector of the State University of Management (Moscow); the Eurasian Centre of Competence under the M. Ryskulbekov Kyrgyz Economic University (Bishkek) is appointed to act as the ENU depositary. The initiative envisages the stage-by-stage creation of a barrier-free educational environment in accordance with the document entitled *Strategic Areas of Development of the Eurasian Economic Integration until 2025*. One of the tasks of the initiative is to organise network-based training of skilled personnel to meet the needs of the EAEU labour market. However, the remote training approach embedded in the ENU architecture is not likely to promote the academic mobility required to weave the fabric of social integration of the participating countries.

The initiatives described above show a lot of promise, and have already produced useful results. Nevertheless, so far they have failed to generate the meaningful traffic in real educational exchanges necessary to meet EAEU strategic needs in the area of skilled personnel training for Eurasian integration.

Accordingly, we suggest the launch of a large-scale academic mobility programme truly consistent with the scope of the tasks faced by the Eurasian Community and the Eurasian Common Market. However, before we proceed to a detailed discussion of the proposed programme, we need to review international experience in educational exchange programmes.

3

EDUCATIONAL PROGRAMMES: INTERNATIONAL BEST PRACTICES

The most progress in large-scale international educational programmes has been achieved by the European Union with the Erasmus+ programme. The programme promotes education, training, work with youth, and sport projects, partnerships, events, and mobility initiatives. It offers financing to facilitate co-operation in those areas both among the EU countries and with partner countries around the world. Programme participants can not only study for one semester (Erasmus+) or complete a master's programme in a European university (Erasmus Mundus; costs covered by the sending university), but also work as interns in European companies or organisations, become volunteers serving in Europe (Erasmus Solidarity Corps), or enrol in short-term workshops and discussions (Erasmus Youth in Action), with bed and board costs and *per diems* paid from programme funds.

Box 2. Erasmus+ Background

Erasmus+ covers 33 countries, including the so-called "programme countries" (all the EU member states, Iceland, Liechtenstein, Norway, North Macedonia, and Turkey), and the "partner countries" divided into 13 geographical areas (including the Western Balkans, Eastern Partnership, South Mediterranean, Russia, Central Asia, Latin America, Africa, and the Caribbean).

In the past, about 2,000 Russian university students and professors participated in the programme every year ([European Commission, 2018](#)).

The programme was developed by the European Commission, and is managed by the European Education and Culture Executive Agency established by EU Council resolution. The programme relies on the experience and success of previous EU higher education programmes (Alfa, Edulink, Erasmus Mundus, and Tempus), and supports the international exchange of students, scholars,

professors, ideas, and best practices among universities.⁹ It also encourages co-operation in innovative domains and exchange of know-how.

A university from a partner country may send its students and post-graduates (for 3–12 months), or its staff members (for up to two months) to a participating university in a programme country. Funding is allocated to support participating universities in their efforts to arrange and plan projects together with universities from one or more partner countries. Visit timeframes (1–2 semesters) used in the EU are also relevant for the future Eurasian programme, as they ensure an optimal price/quality ratio considering the outcomes.

There is also the Erasmus Mundus master's track embracing 1–2-year international educational programmes carried out by international university consortia. Beside universities, any consortium may include academic and/or non-academic partners. Candidate students participating in annual qualification rounds are awarded EU-financed scholarships. Students must study at universities in at least two different programme countries. Funding is also provided to offer grants to invited scholars or lecturers. Such scholarships are intended to upgrade the quality and level of internationalisation of universities, increase the attractiveness of the European higher education space, and improve the competence of master's programme graduates.

Each consortium offering joint master's programmes must comprise universities from at least three Erasmus+ programme countries. It may also include universities from other partner countries and multiple associated partners from the academic and non-academic world. Other organisations, such as industrial enterprises, government agencies, NGOs, and research institutes, may also serve as full-fledged programme partners. Only a programme-country university may file an application on behalf of the consortium offering a master's programme.

The current Erasmus+ targets are: 30,000 scholarships for university students and staff members under joint master's programmes; 130,000 individual scholarships to support short-term mobility among universities from partner countries and programme countries; 1,000 higher education enhancement projects; and 2,000 projects under the Jean Monnet programme.

Erasmus+ participants are paid the following scholarships: students — EUR 800–900 per month, professors — EUR 140–180 per day (depending on the country). Participants also receive a one-off grant to cover their travel costs.

All Erasmus+ partner universities must sign agreements listing available student mobility courses and staff mobility options. Those agreements guarantee that, upon the students' return, the sending university will recognise the points (credits) gained by them while studying abroad, and include these in the final attestation. These arrangements should probably be adopted by the Eurasian programme to ensure proper recognition of exchange students' academic achievements.

⁹ European Commission. Erasmus+ Programme Guide. Available at: <https://erasmus-plus.ec.europa.eu/programme-guide/erasmus-programme-guide/introduction>.

Another well-known example from Europe is Marie Skłodowska-Curie Actions (MSCA), a researcher grant programme financed by the European Commission within the framework of the Horizon 2020 research and innovation funding programme (H2020). The aim of the programme is to enhance the creative and innovative potential of experienced researchers by improving their skills, boosting their international and intersectoral mobility within Europe and beyond its borders, and promoting their professional growth in both academic and non-academic sectors. MSCA comprises multiple narrowly specialised sub-programmes related mostly to natural sciences.¹⁰

The Government of the PRC offers grants to foreign students and young scholars. For example, a Confucius Institute grant covers the full cost of studying and living in China. There is a one-off cost-of-living allowance of RMB 1,500 (~USD 238) per year. The amount of the scholarship depends on the degree selected by the candidate: language programme students are paid RMB 1,400, master's degree students RMB 1,700, etc. We believe these arrangements are less relevant for the future Eurasian programme, with distributed financing being the more expedient option (see [Section 4](#)).

Another good example is the Chinese Luban Workshop, a flagship vocational training program that exists in the form of an international network of “workshops” based on local colleges and universities that work in partnership with the Chinese business community ([Rossiyskaya gazeta, 2023](#)). The program is being realised in the countries of Central Asia with the support of the Government of the PRC which finances faculty educational exchanges, specialist reskilling, and apprenticeships in Chinese companies with subsequent full-scale employment. For example, in Kazakhstan, the Luban Workshop helped to upskill about 12 thousand motor vehicle mechanics and other specialists. In Tajikistan, more than 300 talented specialists, including geodesists and heat supply engineers, completed training under the program over the course of merely one year. There is a plan to launch a similar “workshop” in Turkmenistan, while Uzbekistan uses the program format to offer IT and logistical management training.

Other notable programmes include the German Academic Exchange Service (Deutscher Akademischer Austauschdienst, or DAAD), the Campus France Scholarship Programme, the Mevlana Exchange Programme in Turkey, as well as dozens of other programmes around the world ([BSU, 2016](#)). They are designed to support talented young people in the host country, attract them from abroad for learning and research, and spark interest in national languages and cultures with a view to eventually shaping a generation ready for systemic co-operation with the host country, and for expansion of international co-operation in the broad sense of the word.

Notably, all the national programmes listed above use budget funding to support a one-way inflow of students. Conversely, the proposed large-scale integration programme for academic mobility envisages a significant expansion of educational exchange traffic without a massive increase of budget expenditures. That implies an allocation of programme costs, and in the following sections we propose a mechanism for such allocation, taking into consideration the course of integration of the countries involved.

¹⁰ European Commission. Marie Skłodowska-Curie Actions. Available at: <https://ec.europa.eu/research/mariecurieactions/about-msca>.

4

GEP ACADEMIC MOBILITY PROGRAMME: PROPOSAL SUMMARY AND STRUCTURE

A large-scale international academic mobility programme could become a constituent element of the co-operation architecture in the Eurasian space. It needs to be structured by adapting the international best practices described above to the educational space in the Eurasian region and the Greater Eurasian Partnership (GEP).

Experts maintain that creation of an international education network comprising the leading universities of the GEP countries may have special significance in terms of assuring gainful employment and realising human potential in the course of a structural transformation of the global economy on the basis of a new technological paradigm. Creation of such a network could be instrumental both to provision of educational services to people in the emerging economies and realisation of programmes designed to retrain the unemployed to meet new qualification requirements (Glazyev et al., 2023).

In the EU, academic mobility programmes enjoy high demand because students are interested in visiting other EU countries, and enrolment in educational programmes provides additional opportunities for that. In that regard, the prestige of an educational institution is not the determining factor, but a secondary one. However, the situation in the EAEU and the GEP will not necessarily be the same. It is quite likely that it will be necessary to provide educational establishments with additional material and non-material incentives to bolster their participation in the programme, and to develop additional tools to encourage students and post-graduates from prestigious universities to travel to lesser known schools.

The proposed Eurasian interstate academic mobility programme can be structured as a system of grants that will fully or partially cover educational costs abroad (for 1–2 semesters, or for the duration of a series of short-term modules). It is expedient to spread programme-related costs among the family, the university, and the state by using multi-channel or multi-component financing. The share and amount of financing may differ depending on family income and the mobility vector — the remoteness of, and cost of living in, the host country. Allocation of costs is the pivotal

issue for two reasons. First, the need to comply with strict budget constraints. Second, the relatively high living standards already achieved in Russia and Kazakhstan. Many families with above-average income may co-finance their children's foreign studies for one or two semesters (or for the duration of a series of short-term modules), for example, by covering 50–100% of living expenses, provided that they are not required to pay tuition fees.

One of the key issues is the amount of possible budget expenditures that may be incurred by the proposed programme. The budget of the European programme Erasmus+ for 2022 amounted to EUR 3.9 billion ([European Commission, 2021](#)). The experience of Erasmus+ can be used to estimate the costs of the proposed academic mobility programme.

The seven-year Erasmus+ programme (2021–2027) has a budget of EUR 26.2 billion, yielding an annual average of EUR 3.7 billion. The 2022 budget amounted to EUR 3.9 billion. The number of participants was 4 million. Therefore, the average cost per student per year is EUR 6,500.

The EAEU educational programme costs should be lower, as EAEU prices are lower than comparable EU prices. GDP (PPP) per capita can be used as the benchmark indicator. Its average values for 2022 were USD 45,712.80 for the EU, and USD 25,996.30 for the EAEU. Therefore, GDP (PPP) per capita values in the EAEU and the EU differ by a factor of 1.8.

Adjusting for this difference, the cost per student per year may be as high as USD 3,900, for 1,000 students — USD 3.9 million, or about RUB 360 million or KZT 1.8 billion at the 2022 year-end exchange rate.

It should be noted that in Russia, students attending bachelor's and specialist courses pay, on the average, USD 3,430–3,715 per year, while students attending master's courses pay USD 3,715–4,000 per year ([Russian Foreign Trade Academy, 2021](#)). The cost of a one-year preparatory course for foreign students is USD 2,285. Annual tuition fees charged by Russian universities for bachelor's courses range from USD 1,750 to USD 12,570. Foreign students attending master's courses pay from USD 2,100 to USD 6,570 per year. Prices may vary from university to university.

The proposed approach to the financing of academic exchange will considerably reduce the necessary budget expenditures. No extra educational costs emerge due to the use of multi-channel or multi-component financing, where the costs are allocated among the students (their families), the university, and the state. An additional side effect is that the students and their parents/guardians have stronger motivation to complete training under the academic exchange programme with a better outcome.

Participants may optionally supplement their theoretical studies with concurrent on-the-job training. Such training can be provided by external partners, such as technoparks, engineering centres, technology transfer centres, technology platforms, business incubators, production clusters, and industrial enterprises. This format will maximise

realisation of the internal educational, scientific, and technological potential of the Eurasian region – of the EAEU member states, the CIS countries, and subsequently also the Eurasian associations and countries involved in the GEP initiative.

The most leverage can be gained by focusing on specific national and international development priorities, and by giving Eurasian countries and GEP member states an opportunity to flexibly structure programme priorities subject to their strategic objectives. In particular, the programme can, from the very start, be geared to train **engineers and qualified technical specialists**, primarily those responsible for **construction, effective operation and security of infrastructure facilities using uniform technical standards**, such as railways, electric networks, oil and gas sector, mechanical engineering.

Training of teachers of the Russian language could become a separate programme priority, as it would boost proficiency of faculty members, eliminate the shortage of Russian-speaking personnel in the Eurasian region, and preserve the shared language space. It is worthwhile noting that the Russian language is the official working language of the governing bodies of the Eurasian Economic Union, the Commonwealth of Independent States, and the Collective Security Treaty Organisation, and one of the official languages of the UN, the Shanghai Co-operation Organisation, BRICS institutions, and a number of regional specialised organisations, such as the Intergovernmental Council of Road Workers, the Interstate Aviation Committee, and the Organisation for Co-operation of Railways.

Involvement of the business community would give the programme a substantial competitive edge and, indeed, assure its practical success. Private and state-owned companies willing to support the programme could be granted special privileges, for example, priority use by the participating educational establishments of technologies and services offered by specific companies (particularly with respect to digital transformation of the educational process), consideration of special interests and talent needs of particular companies at the programme design stage, etc. It is also expedient to apply the principles governing the operation of public-private partnerships to the challenges associated with costly modernisation of the science and technology infrastructure used by educational establishments. The programme may ensure effective realisation of the tasks and co-operative potential of innovative infrastructure facilities of the participating countries (technoparks, engineering centres, technology platforms, technology transfer centres, business incubators run by major universities, large company accelerators, etc.).

Involvement of the business community may become one of the key priorities of the programme, as it will make the participating educational establishments and donor companies more competitive and attractive, and boost their ratings. Finally, by lending their support to the proposed interstate academic exchange programme, companies will not only earn special trust from the participating countries, but also gain access to advanced specialists who have intimate knowledge of the business environment of those countries where they had completed their training. For example, Kazakhstani or Russian companies willing to expand into the markets of the participating countries may place an “order” for graduates of specific Kazakhstani or Russian universities who are concurrently getting priority sectoral training in the target countries, and have the required sets of knowledge, competencies, and skills.

The educational and academic mobility programme for the Eurasian region and the GEP may have additional modules, such as international school exchanges and summer training camps, including those operating under the auspices of related university programmes; career guidance diagnostics; professional mentoring; social lifts and professional trajectory plotting mechanisms for students; and professional testing for children and adolescents. It would also be useful to conduct international competitions for individual students, student teams headed by professional tutors, and papers presented by students from the GEP countries, which is particularly relevant in the context of joint sectoral training programmes, and would encourage international collaboration between students and professors.

In addition to intramural programmes, it would be advisable to use hybrid joint educational formats based on modern online platforms or, possibly, a proprietary platform designed for online training and consolidation of knowledge. This can be done, among other ways, through integration with existing programmes, such as the *Development Knowledge Platform* jointly promoted by Russia and the World Bank ([World Bank, 2021](#)), taking into consideration successful global practices, such as the European Digital Education Hub and the information and communication platforms for schools and adult training initiated by the European Commission (see [Box 3](#)).

Box 3. European Digital Education Platforms in the Erasmus+ Ecosystem

In line with the strategic priorities of the EU Digital Education Action Plan (2021–2027), the Erasmus+ programme aims to support the endeavour to engage learners, educators, youth workers, young people, and organisations on the path to digital transformation.¹¹

The programme envisages the development of a high-performing digital education ecosystem. This is to be done, first, by enhancing the potential of training and learning digital technologies at all levels and for all sectors and organisations, and by developing and deployment of plans for digital transformation of educational establishments, and, second, through improvement of digital skills and digital literacy at all levels of society.

Pursuant to the Digital Education Action Plan, a European Digital Education Hub was created within the European Education Area to strengthen co-operation and promote exchange of best practices.¹² The hub will bring together the national government bodies, the private sector, experts, researchers, providers of educational services, and civil society.

Additional integration tools in the European Education Area are information and communication platforms, such as the European School Education Platform (including eTwinning, the European school community initiated by the European

¹¹ European Commission. Erasmus+ Programme Guide. Available at: <https://erasmus-plus.ec.europa.eu/programme-guide/erasmus-programme-guide/introduction>.

¹² European Commission. European Digital Education Hub. Available at: <https://education.ec.europa.eu/focus-topics/digital-education/action-plan/action-14-european-digital-education-hub>.

Commission) and EPALE, or Electronic Platform for Adult Learning in Europe, an open-membership European multilingual community comprising professionals in the field of adult learning with the participation of researchers, scholars, and politicians.

The Erasmus+ programme is also used by the European Commission as a tool for interaction with a broad range of European society members (schools, universities, service providers, youth and sport organisations, NGOs, local and regional government bodies, civil society organisations, etc.) which may become actively involved in the transition to climate neutrality by 2050. In particular, the above digital platforms publish auxiliary materials, and promote exchange of effective educational practices and policies in the area of environmental sustainability.

We suggest that the Eurasian interstate academic mobility programme be named after **Shoqan Walikhanov, the famous Kazakh geographer and researcher** who received his education in Omsk, the great-grandson of the famous Abylai Khan. In the middle of the 19th century, he conducted a series of significant studies of Central Asia, encouraging enlightenment and promoting mutual understanding between Russians and Kazakhs.

Box 4. Shoqan Walikhanov: Biographical Sketch

Shoqan Walikhanov (1835–1865) was a famous scholar, historian, ethnographer, folklorist, traveller, and educator. An ethnic Kazakh, and a great-grandson of Abylai Khan, Shoqan Walikhanov received his education in Omsk. He explored and described previously unknown localities in Central Asia, made a substantial contribution to the scientific examination of East Turkestan, provided a description of the local residents, Kyrgyz and Kazakh people, their history, folklore, thoughts, and feelings. In particular, he introduced Russia to the famous Kyrgyz Epic of Manas, performed its historical and literary analysis, and partially translated it into Russian. In 1857, Shoqan Walikhanov was elected to the Russian Geographical Society. There he participated in preparations for the publication of scientific treatises, compiled materials on geography and ethnography of Kazakhstan and Central Asia, read lectures for the members of the Society on East Turkestan, Tian-Shan, and Kyrgyz lands. During his rather short life, Shoqan Walikhanov performed an important mission in science and education.

Development and implementation of the educational and academic mobility programme is **not a supranational competence as defined by the EAEU Treaty**. Accordingly, the optimal legal and regulatory basis for the interaction among the Eurasian countries could be provided by a separate intergovernmental agreement going beyond the EAEU framework. If there is mutual interest, other countries could subsequently accede to the agreement. The agreement will become an element of multi-level and multi-speed integration which, we believe, represents the correct and most appropriate Eurasian integration development strategy. It could be of interest to review the knowledge accumulated within the framework of *Agreement*

on Co-operation between the Eurasian Economic Community (EurAsEC) Member States in the Area of Education dated 11 December 2009, which was originally designed to create a shared educational space and to promote academic mobility within the EurAsEC (Kodeks, 2009).

The programme may use, as its institutional framework, a **network structure** in the form of a consortium of universities, with the possible participation of external partners seeking access to qualified personnel. It is possible to establish a single operator of the programme which would be responsible for its development, launch, coordination, and systemic improvement in conjunction with the EEC and other stakeholders. One of the possible options is the creation, based on an appropriate resolution of EAEU bodies or GEP governing bodies, of a specialised executive agency similar to its European counterpart and performing similar functions (in the EU, the Erasmus+ programme developed by the European Commission is managed by the European Education and Culture Executive Agency established by EU Council resolution).

To launch the proposed programme, it is critical that the partner universities execute an agreement that will guarantee recognition of the **points (credits)** received by students during their foreign studies. This would give an additional impetus to the harmonisation of educational programmes and mutual recognition of university diplomas by the participating countries, which is consistent with the provisions of the document entitled *Strategic Areas of Development of the Eurasian Economic Integration until 2025 and Implementation Action Plan* (Supreme Eurasian Economic Council, 2020). In particular, paragraph 10.2 of this document envisages the need to analyse the compatibility of educational systems and programmes used in the EAEU member states, in order to develop recommendations for the optimal ways to improve the situation in the labour and service markets. In that context, galvanising educational exchanges would render educational policies more effective, ensuring that personnel training programmes are designed so as to meet the actual labour market needs, deal with the brain-drain problem, and improve the situation in the high-potential sectors of the economy of the countries participating in the proposed programme, which is particularly relevant for Central Asia (Karabchuk et al., 2015).

5

EDUCATIONAL EXCHANGES: STRATEGIC PRIORITIES

The Eurasian academic mobility programme does not necessarily have to be geographically linked to the EAEU or the CIS, especially because, as noted above, education remains outside the scope of supranational regulation within the Union. Therefore, the programme may be offered to all countries in Eurasia and beyond, provided that it is strategically beneficial for the EAEU, as the nucleus of the initiative, to expand such an exchange with any such country. It is critically important, however, to resist the temptation to maximise the number of participating countries, focusing instead on those countries that have a mutual interest in promoting co-operation in the area of research and education. Accordingly, the programme components should be capable of being flexibly adjusted to match the goals and priorities of specific donor countries.

The proposed programme could become an organic part and important structural component of the Greater Eurasian Partnership, stitching it together and filling it with a network of educational and scientific partnerships and actions on the basis of a single interstate academic mobility programme. This will strengthen the synergies produced by trading, economic, scientific, and technological co-operation among the GEP countries, by attracting young specialists and researchers, leading universities, research centres, technoparks, business incubators, tech companies, and the largest TNCs across the continent. That will enable the proposed Eurasian academic mobility programme to provide high-potential cross-border Eurasian megaprojects with top talent in key co-operation areas, and contribute to further expansion of continental co-operative ties among the member states.

New educational and research links to other countries within the framework of the proposed programme would also extend the contour of the Greater Eurasian Partnership through establishment and expansion of business contacts among programme participants. Expansion of the GEP would also stimulate an automatic extension of the Eurasian academic mobility programme to all GEP participants, both individual nations and their associations, including BRICS, SCO, ASEAN, and other potential GEP participants.

Over the long term, it will be expedient to forge a connection between this programme and the key EU educational programmes, if and when it becomes politically feasible ([Kabat et al., 2016](#)), and to connect to international and national educational initiatives launched by the associations and countries with which the EAEU has or will have trade and economic co-operation agreements.



CONCLUSION

The Eurasian academic mobility programme basically envisages creation of a large-scale educational exchange system within the Eurasian region and the Greater Eurasian Partnership. The aim of the programme is to expand the mutual ties among the participating countries in all educational spheres, through a rapid expansion of academic exchanges to cover dozens of thousands of people per year. The direct participants of the programme will be school students and teachers; university students, post-graduates, and professors; and researchers.

The top priority of the programme is to train (1) engineering personnel to support uninterrupted effective operation of cross-border infrastructure facilities and critical integration megaprojects, and (2) teachers of the Russian language. Other priorities are also possible where dictated by the goals of the participating countries. The programme is structured so as to spread out the costs, and avoid imposing a significant additional burden on national budgets.

Possible arguments against the large-scale academic mobility programme are mostly related to legal problems (scope of competence of supranational bodies), financial problems (scope of budget funding), and the problem of compatibility of educational standards. Those problems are, however, not insurmountable. For example, the financing problem can be resolved (as discussed above) by spreading programme costs among the state, students (their families), and the university, and by obtaining co-financing from interested businesses. The problem related to the differences between educational standards used in various countries of the region can be resolved by providing a legal and regulatory basis in the form of an international agreement among the participating countries, such agreement being open for accession by new countries. It may also be necessary to design a separate agreement for the consortium of educational and research institutions participating in the programme, such agreement to guarantee mutual recognition of the points (credits) used to rate students' academic proficiency, conduct their attestation, calculate and pay scholarships and other academic benefits. That will enable the programme to successfully harmonise educational programmes and systems used

by the GEP associations and participating countries, simplify mutual diploma recognition procedures, and deal with other co-operation tasks in the area of education and science.

Therefore, the proposed academic mobility programme will be instrumental to improving the quality of, and increasing the demand for, educational services in the GEP countries and associations, creating a shared intellectual space, and training qualified personnel for the EAEU and the GEP. The programme will make it possible to strengthen humanitarian and educational links among the EAEU member states and the key partner countries, to harmonise educational standards, to furnish infrastructure facilities with skilled personnel, and to increase the relevance of the Russian language in the Eurasian space.

The proposed educational and academic exchange programme will make an effective contribution to securing long-term global competitiveness of the EAEU member states and the GEP. The Eurasian academic mobility programme would add a much needed "human" dimension to co-operation in the Eurasian space.

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ACRONYMS AND ABBREVIATIONS

ASEAN — Association of Southeast Asian Nations

BRICS — informal association of five leading emerging economies: Brazil, Russia, India, China, and South Africa. In 2023, Argentina, Egypt, Ethiopia, Iran, Saudi Arabia and the UAE were also invited to join the BRICS in 2024.

CIS — Commonwealth of Independent States

CIS NU — CIS Network University

DAAD — German Academic Exchange Service (Deutscher Akademischer Austauschdienst)

EAEU — Eurasian Economic Union (“Union” and “EAEU” are used interchangeably)

EDB — Eurasian Development Bank

EEC — Eurasian Economic Commission

ENU — Eurasian Network University

EU — European Union

GEP — Greater Eurasian Partnership

IHCF — CIS Interstate Humanitarian Co-operation Fund

MSCA — Marie Skłodowska-Curie Actions, a researcher grants programme

SCO — Shanghai Co-operation Organisation

SCOU — SCO University

SDG — sustainable development goal

USA, US — United States of America, United States

USD — US dollar

USSR — Union of Soviet Socialist Republics



RESEARCH AT THE EDB WEBSITE



Macroeconomic Review (RU)

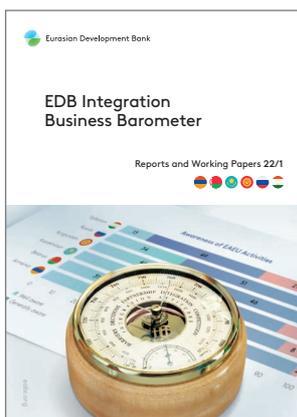
The region's economies are growing steadily, with a 2.8% year-on-year increase in their aggregate GDP in January–August, compared to 2% in the first half of 2023.



Macroeconomic Outlook (RU/EN)

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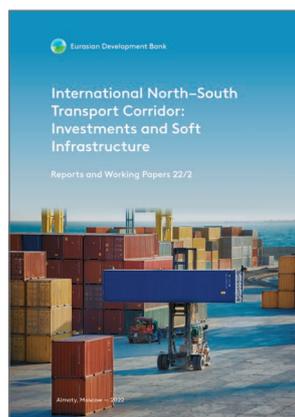
Macroeconomic Outlook presents a preliminary overview of economic developments in the EDB's member states for 2023, along with key macroeconomic projections for 2024, as well as 2025 and 2026.



Report 22/1 (RU/EN)

EDB Integration Business Barometer

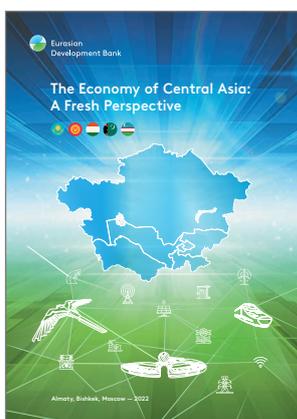
About 73% of companies feel positive about the EAEU and say it makes doing business easier.



Report 22/2 (RU/EN)

International North–South Transport Corridor: Investments and Soft Infrastructure

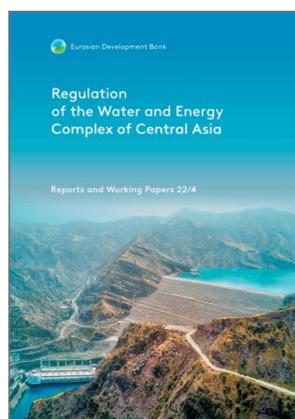
EDB research presents a database of INSTC investment projects. The database comprises more than 100 investment projects that are currently ongoing or being planned for implementation before 2030, for a total of over US \$38 billion.



Report 22/3 (RU/EN)

The Economy of Central Asia: A Fresh Perspective

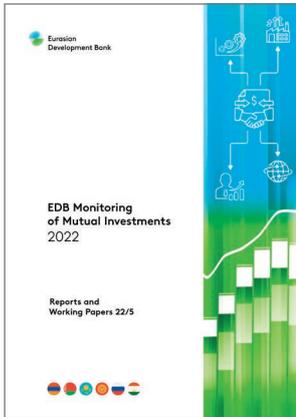
Central Asia is a large, dynamic and promising economic region. Over the past 20 years, Central Asian countries' GDP has grown more than sevenfold, and at an average rate of 6.2%, which is faster than in developing countries and more than twice as fast as the world as a whole.



Report 22/4 (RU/EN)

Regulation of the Water and Energy Complex of Central Asia

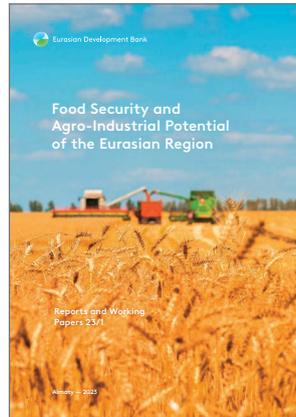
Effective water and energy resources management in the Aral Sea basin is of strategic importance to the Central Asian countries. 81% of the region's population lives within the basin. Water stress continues to strengthen and will increase by 2.8 times by 2040 in some regions.



Report 22/5 (RU/EN)

EDB Monitoring of Mutual Investments – 2022

The mutual FDI stock in Eurasia (CIS countries and Georgia) totalled US \$44.6 billion by mid-2022. Foreign direct investments between CIS countries and China, Iran, Arab states exceed US \$75 billion. The mutual FDI stock in EAEU countries amounted to US \$24.5 billion.



Report 23/1 (RU/EN)

Food Security and Agro-Industrial Potential of the Eurasian Region

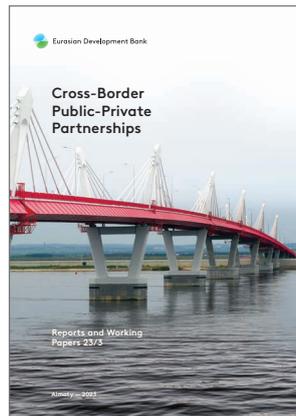
Calculations in the EDB's new analytical report demonstrate that the region not only guarantees its own food security, but by 2035, it will also be able to fully provide food for 600 million people.



Report 23/2 (RU/EN)

Global Green Agenda in the Eurasian Region. Eurasian Region on the Global Green Agenda

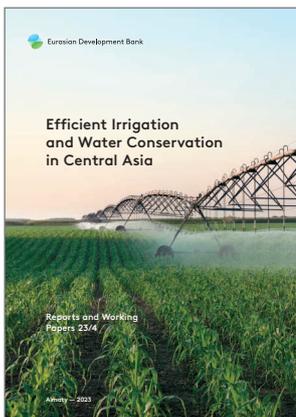
The report provides a comprehensive analysis of the challenges and prospects for low-carbon transition in Eurasia, covering EAEU countries, Tajikistan, and Uzbekistan.



Report 23/3 (RU/EN)

Cross-Border Public-Private Partnerships

To ensure the successful execution of cross-border PPP projects in the region, the EDB has developed guidelines based on international best practices in cross-border infrastructure development.



Report 23/4 (RU/EN)

Efficient Irrigation and Water Conservation in Central Asia

A new EDB study outlines ten practical steps for preserving irrigated land potential and promoting water conservation. The list includes four recommendations for adoption at the regional level and six at the national level.



Report 23/5 (RU/EN)

EDB Monitoring of Mutual Investments – 2023

Eurasian countries' FDI stock reached \$48.8 billion by mid-2023, following a 5.4% increase in 2022 and with continued growth in 2023.



**RESEARCH DEPARTMENT
EURASIAN DEVELOPMENT BANK**

Your comments and suggestions
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