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ARTICLE**Stability, Adaptability, and Consolidation of the Scientific and Educational Space of Eurasia under Global Turbulence****Speranskaya, N. N.**

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Eurasian scientific and educational space, global turbulence, multicultural society, consolidation of Eurasian countries, new education system

**Abstract**

This article examines issues concerning the stability and adaptability of educational programs and scientific projects in the process of forming the educational space of Eurasian countries. The author emphasizes the need to establish a unified networked information and innovation base to facilitate both the adoption of academic programs and the implementation of innovative forms and methods in higher education. The paper identifies challenges that Eurasian countries must address during integration processes, which are further complicated by geopolitical instability. Experts note that the legal framework and scientific justification for the existence of a Eurasian scientific and educational space remain insufficiently developed. As a case study, this article analyzes Russia's cooperation with Belarus, Kazakhstan, Tajikistan, Mongolia, and China, examining prospects for the development of stability and adaptability in the formation of a unified Eurasian scientific and educational space.

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**Introduction**

The creation of a unified educational space in Eurasia is increasingly significant in the contemporary context. Russia's withdrawal from the Bologna Process, the development of a new national education system, the practical orientation of its professional programs, and the consideration of national interests of partner countries collectively form the basis for further consolidation in this domain. However, Eurasian countries face challenges during integration processes, including geopolitical instability, that require careful analysis and strategic planning.

To enhance the resilience and adaptability of educational programs and scientific projects, it is essential to develop a unified approach and strategy for cooperation, as well as a networked information and innovation base to support both academic training and the implementation of innovative educational methods across Eurasia (Medynskaya & Speranskaya, 2023).

Russia, pursuing integration into a multicultural educational system, has established conditions for collaboration with the CIS, the EAEU, the SCO, and BRICS countries. This article examines cooperation with Belarus, Kazakhstan, Tajikistan, Mongolia, and China, selected for their strategic relationships with Russia and their active engagement in Eurasian scientific and educational integration.

**Challenges to Integration**

A primary challenge is that most Eurasian countries, excluding Russia, maintain orientation toward European Union standards, raising questions regarding the feasibility of consolidated scientific and educational integration. Without careful assessment of the specific needs of each country in key scientific and educational domains, and without identifying effective strategies for program adaptability and institutional resilience, meaningful integration will be difficult.

Factors complicating cooperation between Russian and Central Asian educational institutions include:

1. The structure of national higher education subsystems in partner countries;
2. Subsystems emerging through bilateral interstate agreements;
3. Subsystems resulting from the demands of multilateral international cooperation.

Analysis of recent publications and bilateral agreements in the field of education and science highlights trends and strategic priorities for cooperation.

### Country-Specific Cooperation

#### Kazakhstan

Kazakhstan's participation in the Bologna Process necessitated adaptation of its national higher education system to Western standards. The country adopted a long-term strategy in 2014, *Kazakh Way—2050: One Goal, One Interest, One Future*, with quality improvement as a priority. Kazakhstan engages in international scientific and educational cooperation with the United States and Europe to adopt best global practices while maintaining cooperation with Russia. At the 2023 Minsk Summit, President K.-Zh. Tokayev reaffirmed Russian as the language of international communication in Eurasia. Collaborative agreements and joint university branches reflect the expanding cooperation between Kazakhstan and Russia. Between 2021 and 2023, Russia allocated 833 state-funded positions to Kazakh students in Russian universities, particularly in management, economics, medicine, physics, and IT (Savina & Kanarova, 2023; Kremlin, 2025).

#### Tajikistan

Tajikistan actively engages in Eurasian scientific and educational cooperation. Between 2022 and 2023, several agreements were signed, including the Russian-Tajik (Slavic) University cooperation agreement to implement joint scientific, educational, and cultural programs. Tajikistan cooperates with Kazakhstan on academic mobility and with Xinjiang Pedagogical University in China on language and conference programs. The 1995 agreement with Russia ensures exchange of educational experience, mutual recognition of academic qualifications, and professional training (Pirnazarova, 2013; International Treaties Bulletin, 1995). Challenges include a shortage of qualified personnel and limited funding, but prospects for consolidation within the Eurasian educational space remain strong.

#### Belarus

As part of the Union State with Russia, Belarus actively collaborates within the EAEU, CSTO, CIS, SCO, and BRICS frameworks. Over 500 bilateral agreements have been signed to unify standards in higher education. Remaining challenges include underfunding, particularly in academic mobility, and limited standardization of programs. In 2023–2024, a joint plan was implemented to enhance youth patriotic education and professional development of educators (Makareev, 2019; Ministry of Education, 2023).

#### Mongolia

Mongolia faces structural challenges due to the adoption of Western educational models and the absence of a coherent reform strategy. Efforts are underway to restore historical ties in science and education, and Mongolian students study in countries including South Korea, Japan, Australia, the USA, Kazakhstan, Russia, and Turkey. In 2019–2020, 900 Mongolian students studied in Russia. Effective integration requires strengthening institutional cooperation and evaluating previous attempts to establish Russian university branches in Mongolia (Batsengel, 2025).

#### China

China emphasizes education as a foundation for economic stability and human capital development. China has cultivated strong scientific and educational ties with ASEAN countries to promote international

collaboration and global influence. Cooperation with Eurasian countries occurs through UN, WTO, SCO, and BRICS frameworks. Challenges include language barriers, highlighting the need for joint programs, increased funding, and enhanced academic mobility. Russia-China cooperation focuses on engineering, technical, and humanities programs, particularly at the master's level (San, 2019; Efremova, 2017; Zhang, 2022).

## Conclusion

The development of scientific, educational, and cultural cooperation across Eurasia underscores the need for continued research on effective strategies to strengthen collaboration, adaptability, and consolidation of Eurasian countries in the scientific and educational sphere. Strategic planning, legal frameworks, and institutional coordination are critical for realizing a unified and resilient Eurasian educational space.

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