

## IMPLEMENTATION OF EDUCATIONAL POLICY IN THE SPHERE OF HIGHER LEGAL EDUCATION IN RUSSIA AND ARMENIA WITHIN THE FRAMEWORK OF FORMING THE COMMON EDUCATIONAL STANDARD OF THE EAEU\*\*

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### **Article info**

Received –

2025 October 07

Received after revision –

2026 February 22

Accepted –

2026 June 20

Available online –

2026 September 20

### **Keywords**

Higher legal education, integration law, EAEU, Eurasian integration, EAEU single market, common educational standard

The subject of the article is the process of educational integration within the EAEU. In particular, the author examines educational integration in the field of higher legal education. The purpose of the article is to test the hypothesis regarding the possibility of establishing a common educational standard in the field of higher legal education within the EAEU. To achieve this, the author identifies the current model of cooperation in higher legal education across the EAEU, and between the Russian Federation and the Republic of Armenia in particular.

The methodology. The author used general scientific dialectical method of scientific knowledge, the formal-logical method, systematic method and a simulation method.

The main results. The author of the article analyzes the existing mechanisms of educational integration. The well-known problems of cross-border educational cooperation in the EU are described, and gaps in the legal formalization of a potential standardization process for higher legal education within the EAEU are identified. The author concludes that educational integration and standardization in the field of higher legal education within the EAEU is possible but will require adjustments to education legislation.

Conclusions. Based on our research, the EAEU member states' pursuit of a common standard in higher legal education is achievable. However, this process requires overcoming significant barriers and improving existing legislation, both at the integration level and through potential adjustments to national educational legislation. This can be done via direct norms or secondary acts, creating a "second regime" of regulation. Historically inherited Soviet education system of the EAEU states, which underwent transformation through the Bologna Process, may serve as a foundation for further educational integration. However, diverged Russia's recent pilot project to abandon the Bologna Process in favor of a national model (per Presidential Decree No. 343) highlights the challenge of reconciling such national specificities within common EAEU integration standards, a task applicable to all member states' unique legal frameworks.

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\*\* The article was prepared as part of a state assignment to the university for conducting fundamental scientific research on the topic "Convergence of Legal Education and Science as a Tool for the Solidary Development of States in the Eurasian Space", code (cipher) of the research topic: FEUW-2025-0006.

## 1. Introduction

Every regional integration entity, based on the experience of its creation and development, undergoes a path of formation from a typically economic beginning (with the declaration of freedom of movement of capital, goods, services, and labor resources) toward the formation of various vectors of interaction, among which the educational vector may also be singled out. The pursuit of integration in the sphere of education under conditions of strengthening economic ties appears to be a natural phenomenon, since education is one of the foundations for creating qualified personnel who influence the development and strengthening of economic interaction within the integration entity.

In confirmation of the above and relying on the provisions of Article 4 of the Treaty on the Eurasian Economic Union<sup>1</sup> (hereinafter – the EAEU Treaty), it can be asserted that Eurasian integration, setting itself the goal of striving to form a single market of goods, services, capital, and labor resources, will inevitably encounter the necessity of integration in the sphere of education as well.

The conclusions of specialists are justified, according to which the educational environment is a strategic point of growth, owing to which human potential is created, and higher education becomes a powerful factor in economic development, ensuring the reproduction of human capital [1].

The purpose of the present work is to study the current level of interaction within the EAEU between the Russian Federation and the Republic of Armenia in the sphere of higher legal education, and the prospects for its improvement under conditions of Eurasian integration. Within the framework of comparative-legal analysis, we have also studied the relevant experience of educational integration in the European Union, and examined

the main problems of such processes at the level of interstate interaction.

## 2. The necessity of educational integration

Since the signing of the EAEU Treaty, publications on the formation of a unified educational space of the EAEU have consistently and repeatedly appeared, and continue to appear, in the scholarly literature. At the same time, individual authors rightly note such aspects of regional integration within the EAEU, significant in contemporary conditions, as:

- 1) the development of the world economy is based on the formation of the scientific-educational and innovation potential of countries, investments in the development of human resources, as well as the modernization of educational systems [2];
- 2) economic integration consistently leads to the necessity of a certain unification of the personnel support of this process and, accordingly, the convergence of national systems of professional education [3];
- 3) the deepening of cooperation between the EAEU member states may be facilitated by the unification of the resource and scientific-research potential of the EAEU member states [4];
- 4) at the present stage of development of the EAEU, the legal consolidation of educational integration is fragmentary in character [5];
- 5) the resolution of integration tasks concerning the formation of a common labor market, the mutual interpenetration of values and ideas, and the ensuring of mutual understanding and trust among peoples requires the creation of a unified educational space on the territory of the Eurasian Economic Union (EAEU), the convergence of educational and professional standards, and the mutual

<sup>1</sup> Treaty on the Eurasian Economic Union (Signed in Astana on 29.05.2014)

recognition of diplomas, academic degrees, and titles [6].

- 6) differences in education systems, in the quality of the competencies formed, and the difficult comparability of educational standards lead to the situation in which “the EAEU labor market consists of an aggregate of qualitatively and quantitatively unequal personnel potential of the member states” [7].

Individual authors have also prepared dissertation studies on the said subject matter, in which a structure of interaction among the EAEU member states in the sphere of education is proposed [8].

It is noteworthy that the standardization of education was already declared in the Declaration of 18.11.2011 “On Eurasian Economic Integration”. According to the Declaration, the main content of further integration will be the full realization of the potential of the Customs Union and the Common Economic Space, the improvement and further development of the treaty-legal framework, institutions, and practical interaction, including in the direction of ensuring the compatibility of education standards.

Studies previously conducted by us on the subject of interaction among the EAEU member states in the field of the humanities [9] confirm that, notwithstanding the existence of a substantive equivalence of regulation established by the Eurasian Economic Commission in the R&D services sectors in all EAEU member states, the EAEU Treaty and the Protocol on Trade in Services, Establishment, Activity, and Investment (Annex No. 16 to the EAEU Treaty) refer participants in scientific activity to national legislation and regulation, which may contain certain barriers and restrictions. That is, within the EAEU there exist basic framework provisions that make it possible to further develop and establish interaction along the directions chosen by the integration entity.

Certain problems may be resolved at the level

of bilateral agreements between the EAEU member states; however, systemic work on multilateral scientific and educational cooperation within the EAEU, as well as information exchange, either are absent or are at an embryonic stage [10].

Under current conditions, attempts are being made within the EAEU to establish precisely multilateral interaction in the field of higher legal education. Thus, on the platform of the Ural State Law University (USLU) named after V.F. Yakovlev, a memorandum was signed on the establishment of the consortium “European-Asian Law University”<sup>2</sup>. At the same time, the work of the consortium since its formation has been conducted quite actively both in terms of current educational cooperation using various programs for the exchange of students and instructors<sup>3</sup>, and in terms of the standardization of the educational sphere in the EAEU<sup>4</sup>.

The deepening of integration in education and the implementation of interstate programs will make it possible to increase the mobility of teaching staff and students, and to increase flows of educational tourism by 25–50% [11]. Along with this, the authors note that the training of legal personnel in the EAEU member states is oriented toward the requirements of national legislation and concepts determining the priority directions for the development of the country’s legal system and system of state bodies, as well as toward state

<sup>2</sup> See the portal of the Ministry of Science and Higher Education of the Russian Federation, News and Announcements section: “At USLU, a memorandum was signed on the establishment of the consortium ‘European-Asian Law University,’” URL: <https://minobrnauki.gov.ru/press-center/news/mezhdunarodnoe-sotrudnichestvo/52484/> (accessed 07.09.2025)

<sup>3</sup> See Interfax, Education / News section: “Universities of Central Asian countries plan to expand the exchange program with USLU” URL: <https://www.interfax-russia.ru/academia/news/vuzy-stran-centralnoy-azii-planiruyut-rasshirit-programmu-obmenov-s-urguyu> (accessed 07.09.2025)

<sup>4</sup> See TASS, “A unified educational standard for construction specialties will appear in the EAEU” URL: <https://tass.ru/obschestvo/17968009> (accessed 07.09.2025)

educational standards of higher education [12]. That is, the regulation is not fixed at the level of integration law.

In light of the foregoing, it appears to us important that the bodies of the integration entity work toward forming a legal basis for regulating the standardization of higher legal education in the EAEU. Specialists note that economic integration is effective only on the basis of the formation of a special legal system – the integration law of the EAEU [13], the sources of which are subdivided into system-forming acts and acts of a secondary order [14].

Given that the EAEU Treaty, as a system-forming document, allows the EAEU member states to pursue a coordinated policy, including in the field of higher education, we believe that it is precisely the above-mentioned acts of a secondary order that can ensure effective legal regulation.

### **3. The experience of European educational integration**

Perhaps the most well-known historical example of the pursuit of educational integration is the Bologna Process, the basis of which is formed by such directions as: educational mobility, cross-border academic cooperation and exchange, as well as the mutual recognition within the European Union of periods of study and qualifications obtained in EU member states. An important component of the Bologna Process is the creation, on its basis, of strategic programs for the development of education in the EU.

In 2017, in the Rome Declaration<sup>5</sup>, the EU member states recorded the idea of a social Europe, in which youth receive education and vocational training and can study across the entire continent. In the same year, the European Commission issued a communication stating that

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<sup>5</sup> See Declaration of the leaders of 27 member states and of the European Council, the European Parliament and the European Commission. URL: <https://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf#:~:text=1.,2.> (accessed 07.09.2025)

competence in the field of education belongs to the member states at the national, regional, and local levels. The competence of the EU, however, is limited to encouraging cooperation, and supporting and supplementing the actions of the member states. At the same time, the European Commission confirms the existence of such problems as: obstacles to student mobility, and non-recognition of higher education diplomas notwithstanding the Bologna Process and other frameworks of cooperation within the Council of Europe<sup>6</sup>.

The above indicates that the process, known to us, of prolonged and, to a certain degree, successful educational integration is not devoid of its own flaws, and encounters difficulties notwithstanding the already existing instruments and mechanisms of joint work in individual fields. In this connection, the European Commission, in the communication, indicated the necessity of creating a European Education Area, with a number of steps for implementing this idea:

- mutual recognition of diplomas;
- strengthening of academic mobility programs.
- launch of the EU student card project for storing information on academic achievements.
- work on creating truly cross-border European universities (the “European Universities” program).

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<sup>6</sup> See COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Strengthening European Identity through Education and Culture The European Commission’s contribution to the Leaders’ meeting in Gothenburg, 17 November 2017. URL: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2017:673:FIN> (accessed 07.09.2025).

The creation of university consortia in the EAEU has a nature similar to the “European Universities” program and is aimed at the cooperation of various specialized universities.

In addition, by resolution of the Council of Europe of 22.05.2025 No. C/2025/2939, provisions were adopted on the possibility of issuing a single European EU diploma.

#### **4. Current educational interaction within the EAEU**

In developing standards in the field of higher legal education within the EAEU, careful attention should be paid to the particularities of the various levels of governance (the EAEU, national, regional, local, sectoral, etc.), and the risks of the formation of barriers that would impede the achievement of the desired result should be minimized.

As an effective example of overcoming such barriers, the experience of teaching disciplines that may be characterized as forming a regional (national) component is of interest. For instance, at the Russian-Armenian University, higher legal education at the bachelor's level is conducted within the framework of two sectors: the Russian and the Armenian. The Armenian sector is based on the educational standard of the Republic of Armenia and presupposes training in the specialization 042101.01.6 – jurisprudence; the Russian sector fully corresponds to the Russian Federal State Educational Standard in the field “Jurisprudence” (40.03.01). This guarantees that the level and content of the training are identical to the programs of universities in Russia, and the educational process is conducted in Russian. A particularity in this regard is the introduction, into the program of the Russian sector, of a regional (national) component, which includes the study of the history of Armenia, the Armenian language, and national legal specifics: History of the State and Law of Armenia (108 academic hours), Particularities of the Criminal Law of the Republic of Armenia (72 academic hours), and others.

The principle of integration into national legal

systems means that the norms of EAEU law are incorporated into the national legal systems of the member states and are applied by their authorities and courts in exactly the same way as the norms of their own national law [15]. In this connection, it is important to emphasize the principle of the direct effect of the EAEU Treaty, which was confirmed in the Advisory Opinion of the Court of the Eurasian Economic Union of 07.12.2018 No. CE-2-2/5-18-БК. The Court noted that the wording of paragraphs 1 and 2 of Article 97 of the Treaty does not require implementation into national legislation, which makes it possible to state that they possess the properties of direct effect and direct application.

As already indicated earlier, it appears to us that it is precisely the acts of a secondary order that should ensure successful educational integration. At the present stage, however, we observe the absence of such acts, and, as a consequence, the disunited position of the EAEU member states. Taking into account the above-stated principle of the direct effect of the norms of the EAEU Treaty, the absence of norms on cooperation in the field of education in the EAEU Treaty creates a situation in which the question of developing multilateral cooperation in the sphere of education within the EAEU is rather a subject of political negotiations than of normative regulation [16]. In studying the single market of the EAEU, specialists note that the decisions of the Supreme Eurasian Economic Council possess binding legal force but are not acts of direct effect; they are executed in the member states in the manner established by their national legislation, while at the same time such a manner has not been established in the member states [17].

In this connection, it is also worth mentioning an alternative model of the system of legal regulation in the EAEU, which has been examined by certain authors. For example, Professor A.O. Chetverikov states that the acceleration of the realization of the goals of integration in the EAEU, while respecting the distinctiveness of the legal systems and traditions of the EAEU member states,

could be assisted by the “second regime” method, which supplements but does not replace the “first regimes” under the legislation of these states [18].

### **5. The role of universities in educational integration**

Researchers of the necessity of educational integration note that the role of universities as “laboratories,” “centers,” in which new ideas in various spheres are developed and implemented, is increasing [19]. In this sense, law schools as centers of competence can contribute to the development of legal norms aimed at achieving the unified educational space of the EAEU.

At the same time, the overcoming of existing barriers is also required at the intra-state level. For example, individual authors note that the rules of interaction between state universities necessary for systemic coexistence have not been formed [20]. Taking into account the aspects set out above concerning the necessity of legal regulation of the coexistence of universities at the state level, one cannot fail to mention the problematics, important from our point of view, of the so-called university autonomy. In this sense, it appears to us that the task of educational integration in the EAEU, on the one hand, can be independently supported by university autonomy in the absence of developed special regulation. And this, in our opinion, is confirmed by the creation of university consortia. However, on the other hand, as researchers of this problematics rightly note, universities do not in any way develop the theme of their own autonomy [21]. Let us recall that, in accordance with Part 1 of Article 28 of Federal Law No. 273-FZ of 29.12.2012 “On Education in the Russian Federation,” an educational organization possesses autonomy, understood as independence in carrying out educational, scientific, administrative, and financial-economic activity, and in developing and adopting local normative acts.

### **6. Certain law-enforcement aspects of educational integration**

Another important thesis in the educational integration of the EAEU, from our point of view, is

that, as a socio-cultural phenomenon, educational integration is impossible without the development of language competencies. For effective regional integration, it will be significant to introduce into the standards of higher education the study of several languages of the EAEU member states.

In light of the legal profession, this aspect also has important practical significance. National legal orders, as a rule, have a requirement for conducting judicial proceedings in the national language. Thus, Article 12 of the Judicial Code of the Republic of Armenia (Constitutional Law No. 3095-1) establishes that: the language of judicial proceedings in the Republic of Armenia is the Armenian language; all documents are submitted to the court in the Armenian language or in a proper translation into the Armenian language, except for cases established by law; every person has the right to participate in judicial proceedings in the language of his preference, if he ensures a proper translation into the Armenian language. Analogous requirements are also imposed in the Russian Federation, namely, Article 10 of Federal Constitutional Law No. 1-FKZ of 31.12.1996 “On the Judicial System of the Russian Federation” establishes that: judicial proceedings and record-keeping in the courts of the Russian Federation are conducted in the Russian language or in the state language of the republic on whose territory the court is located; persons participating in a case who do not have command of the language of the judicial proceedings are guaranteed the right to speak and give explanations in their native language or in any freely chosen language of communication, as well as to use the services of an interpreter.

The above-mentioned requirements of the legislation of Armenia and Russia oblige a lawyer to know the language of judicial proceedings of the jurisdiction in which he intends to conduct his practical activity. Along with this, it appears that a practicing lawyer, in his activity, relies both on the norms of current legislation and on judicial practice; consequently, knowledge of the national

language of judicial proceedings and of national judicial practice is an important competency of a practicing lawyer.

In addition, as a further argument regarding the importance of language competencies in obtaining higher legal education, mention may be made of the provisions of the legislation of the Republic of Armenia concerning the requirements for candidates for the office of judge, established by Article 97 of the Judicial Code of the Republic of Armenia (Constitutional Law No. 3095-1). Thus, persons may participate in qualification examinations for inclusion in the list of applicants for candidates for judges if they have command of the Armenian language and possess knowledge of not less than two languages out of English, German, Russian, and French, at a level of language knowledge verified by the standardized testing systems in force, established by the Supreme Judicial Council.

In the context of the office of judge, we would like to draw certain parallels between the process of educational integration and the process of law enforcement. The authors note that the main burden of determining the content of the norms of foreign law is placed upon the judge, and a fair conclusion is drawn to the effect that judges' knowledge of the particularities of legal systems can guarantee a more balanced approach to the resolution of a case [22].

In our view, the translation of the entire array of laws and by-laws into some single language for the purposes of its effective application appears to be objectively impossible. At the same time, the development of language competencies on the part of a court, as a law-enforcement body, may have a positive effect in the resolution of a specific dispute. This effect may be even more noticeable in the activity of the EAEU Court, notwithstanding the fact that, in accordance with Article 2 of the Rules of Procedure of the EAEU Court, judicial proceedings are conducted in the Russian language.

## **7. Contemporary realities of educational**

### **integration**

The last matter that, in our view, is worth mentioning within the framework of this study is the process of digitalization, which undoubtedly also affects the educational sphere. As the authors note, notwithstanding the fact that a government resolution regarding digitalization processes has been adopted in the Republic of Armenia, it appears expedient to them to adopt a separate decision (concept/strategy) in the field of digitalization and a specific plan of action for the introduction of digital technologies into the system of higher education, in which, as a structural element, it is necessary to single out a roadmap for the digitalization of legal education in the Republic of Armenia [23]. The authors also note that it is important to develop an integrated system for the resolution of digital disputes and, in general, to introduce digital standards into the administration of justice at the regional level of the Union [17].

Educational integration and its legal regulation, in our view, should occur simultaneously along three directions: education, science, personnel. In this regard, such mechanisms of interaction as the following may be used:

- Joint educational programs (dual-degree programs);
- Short-term courses or internships to fill in knowledge on the regional (national) component;
- The possibility of transferring to a foreign university with credit for previously mastered disciplines.

Also of no small importance, in our view, will be the standardization of the process of selecting applicants and the determination of a possible list of entrance examinations. We have in mind that the establishment of equivalent selection criteria will make it possible, among other things, to reduce the possible risks of academic underperformance among students studying under

exchange programs or who have chosen a foreign university. The problem of the presence of basic legal competencies for obtaining education at the master's level is noted by individual authors [23], which, in the context of the question under consideration concerning the selection process, may also be extended to the bachelor's level.

The known problems that slow down the process of integration do not remain without attention. For example, the authors note that: 1) among all the EAEU countries, Russia objectively remains the most attractive for obtaining education for citizens of neighboring countries, which inevitably determines an asymmetry of educational integration; 2) insufficient harmonization of national legislation and regulatory practice in the field of education indicates the presence of certain problems among the EAEU member countries [24].

#### **8. Conclusion.**

On the basis of the research we have conducted, it may be concluded that the pursuit by the EAEU member states of the achievement of a common educational standard in the field of higher legal education is an achievable task; at the same time, this process requires overcoming a number of barriers in improving the current legislation both of the integration entity itself and through possible adjustment of the national legal regulation of the

educational sector. This is possible both by way of the introduction of direct norms that will regulate the corresponding legal relations, and through the use of acts of a secondary order, which may become the basis for a "second regime" of regulation.

It is worth agreeing with the assertion that the CIS countries inherited a unified system of education and unified educational standards; however, the transformation of the Soviet educational system was carried out at different levels and under different conditions, including reforms to ensure the Bologna Process [25]. As is known, in the Russian Federation, in accordance with Decree of the President of the Russian Federation No. 343 of 12.05.2023 "On Certain Issues of Improving the System of Higher Education," a pilot project is being implemented, aimed at changing the levels of professional education and abandoning the Bologna system in favor of a national system of higher education. The said changes, in case of their full-fledged introduction on the territory of the Russian Federation, present the EAEU member states with the task of taking into account such national particularities of legal regulation in forming unified integration standards of education. This, however, applies to any national particularities of the legal regulation of the sphere of education.

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