

**CHINA ON THE INTERNATIONAL  
EDUCATION SERVICES MARKET:  
SPECIFICS OF RECRUITMENT OF  
RUSSIAN STUDENTS AND THEIR ADJUSTMENT  
IN THE PRC**

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**ABSTRACT**

**T**he article examines the main characteristics and features of modern educational migration to China. It determines the current trends in the main directions of higher education migration, in particular, the change of the classic East-to-West direction to East-to-East and West-to-East directions. It also investigates the characteristics of China's migration attractiveness in the global educational services market, and certain changes in PRC's migration policy in this context. The article presents the main quantitative indicators, directions and preferences of educational immigrants to China at the present stage. The geographic centers of attraction for foreign applicants are identified along with the

countries of origin of the majority of foreign students studying in China. It highlights the attracting factors, the goals pursued by Russian students in their migration to the People's Republic of China and their general attitudes along with certain adaptive capabilities of Russian students in the host country. The article also analyzes the degree and effectiveness of interaction and cooperation between the Russian Federation and the People's Republic of China in the field of education. It emphasizes the importance of elaborating a clearly conceived migration policy in both countries that would aim to further high-quality mutual progressive development both in the educational, and in the economic sphere.

**KEYWORDS:** *migration, education, educational migration, academic mobility, students, Russian Federation, People's Republic of China, Russian-Chinese cooperation.*

*Introduction*

The phenomenon of China's rapid political and economic development over the past several decades has been actively drawing the attention of people all over the world. The interest in the Chinese education system is also mounting. Today, PRC occupies the leading position in terms of economic growth, which is why students from many countries and regions strive to get a higher education in the Middle Kingdom. The trends in the higher education sphere are shifting. The countries of conventional immigration, as well as the countries that are the most popular among potential educational migrants, namely, the U.S., Canada, Great Britain, Australia, France and Germany, are increasingly less attractive to students from the CIS countries, Asia, Africa, Europe and even America. The vector is gradually shifting towards the East. In the case of China, this trend is explained by the high interest in the Chinese language among young people, a significant number of scholarships for foreign students, the widespread knowledge of the prospects of Chinese diplomas, which are highly valued in almost every country, and the relatively acceptable cost of educational services and accommodation in the PRC.

For many years Russia and China have been successfully and closely cooperating in the economic, international, military-technical, scientific, cultural and educational spheres. Cooperation in the educational sphere has been continuously developing over the past 20 years. The popularity of the PRC among Russian youth continues to gain momentum—even the country's geographical remoteness is not an obstacle. Previously, the majority of students who went to study in China hailed from Russia's eastern regions, while today the geographical origins of Russian students does not play a decisive role. In turn, China, relishes the opportunity to establish a mutually beneficial educational migration flow with Russia.

## PRC on the International Educational Services Market

China is currently the leader not only in the number of students studying abroad, but also one of the frontrunners in the field of international education. Since 1978, the number of foreign students in China has increased 400-fold. To stimulate the influx of foreign students to national higher education institutions, the Chinese government annually allocates thousands of scholarships for their free education. These tools are highly effective, and the People's Republic of China is currently among the most popular destinations for educational migration in the world, ahead of France, Germany and Australia, ranking third after the United States and Great Britain. In 2018, China accounted for about 10% of the total international student market.<sup>1</sup>

The rapid and systematic development of both the import and export of education helps China keep up with the successful international economic activity trend.

According to the statistics published by the Ministry of Education of the PRC, in 2016 the number of foreign students studying in Chinese universities reached 443,000 people, in 2017—489,200, in 2018—492,200 people,<sup>2</sup> 0.6% up from last year. Stable annual growth suggests that China is likely to achieve its goal of attracting half a million overseas educational migrants to the country by the end of 2020.

Foreigners currently studying in China hail from over 200 countries and regions of the world. The first place in China is held by foreign students from various Asian countries (see Table 1).

Table 1

Number of International Students in the PRC, 2018

Continent	Number of Students	Share, %
Asia	295,043	59.95
Africa	81,562	16.57
Europe	73,618	14.96
America	35,733	7.26
Oceania	6,229	1.27

*Source:* Ministry of Education of the PRC.

In 2018, the main student donor countries in China included South Korea (50,600), Thailand (28,600), Pakistan (28,000), India (23,200) and the United States (21,000). Russia ranks sixth with 19,200 students (see Fig. 1).

Large cities—Beijing, Shanghai, Tianjin, and Jiangsu, Zhejiang, Liaoning, Guangdong, Hubei, Yunnan, Shandong provinces are the traditional centers of attraction for educational migrants (see Fig. 2).

There are currently over 2,000 higher educational institutions and 11 million students in the PRC.<sup>3</sup> More than 500 universities, many of which are included in international rankings, are available

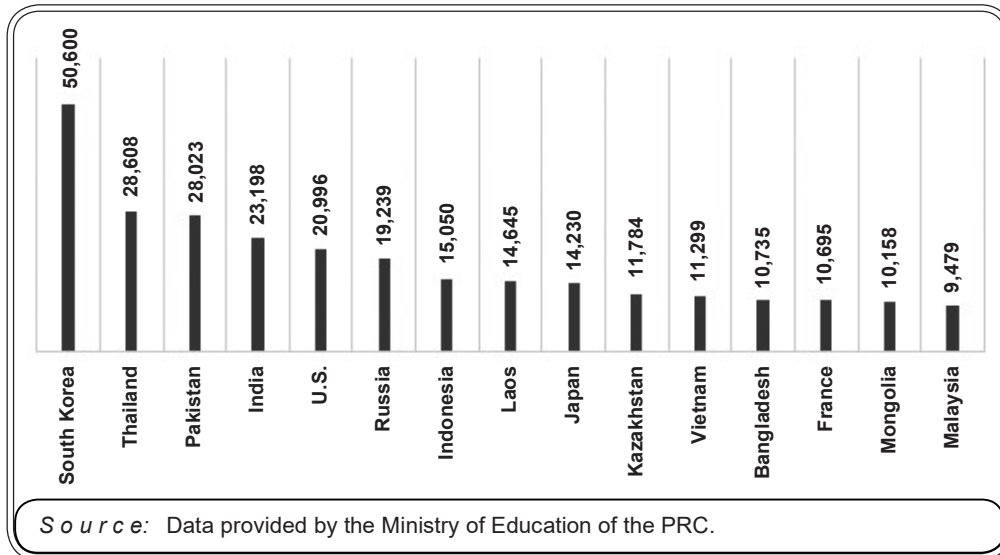
<sup>1</sup> See: S.V. Ryazantsev, S.M. Shakhrya, A.A. Yanik, S.M. Popova, "Rossiisko-kitaiskaia akademicheskaia mobilnost kak konkurentnoe partnerstvo," *Bulletin of the Russian Academy of Sciences*, Vol. 90, No. 1, 2020, pp. 3-14.

<sup>2</sup> Official website of the Ministry of Education of the People's Republic of China, available at [<http://en.moe.gov.cn/documents/statistics/2018/national/>].

<sup>3</sup> See: A. Smirnova, "Milliony siadut za partu," *Rossiiskaya Gazeta / Spetsvyypusk—dykhaniye Kitaia*, No. 6501, 8 October, 2014, available at [<https://rg.ru/2014/10/08/obrazovanie.html>].

Figure 1

Number of Foreign Students in the PRC by Country of Origin (people)



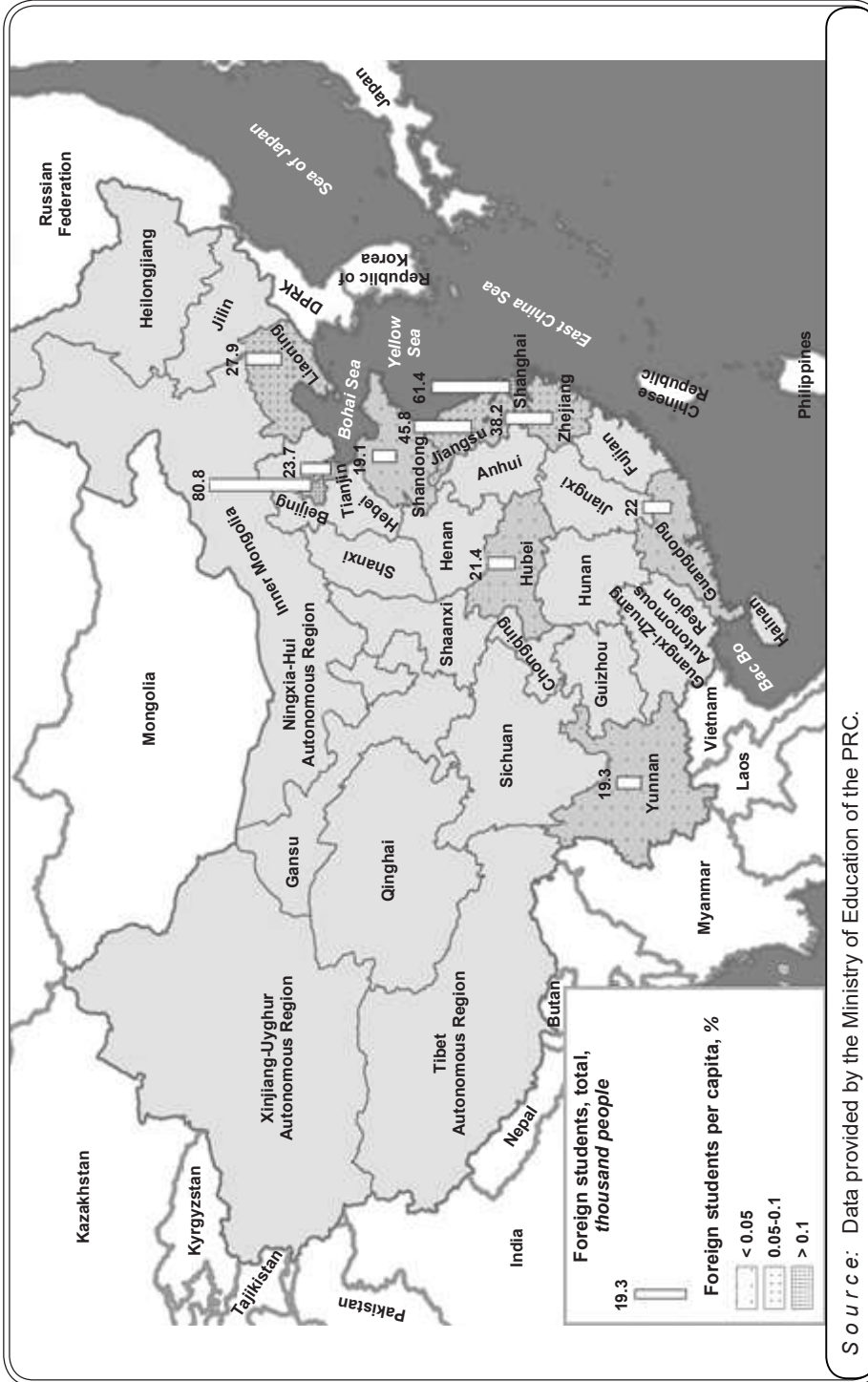
to foreign students. Also, China has its own methods and criteria for assessing the effectiveness of universities and the quality of higher education. Top universities in China include Beijing University (北京大学), Tsinghua University (清华大学), Wuhan University (武汉大学), Zhejiang University (浙江大学), Fudan University (复旦大学), Huazhong University of Science and Technology (华中科技大学), Shanghai Jiao Tong University (上海交通大学), Harbin Institute of Technology (哈尔滨工业大学), Central China Normal University (华中师范大学), Hunan University (湖南大学), Northwestern Polytechnic University (西北工业大学), Tianjin University (天津大学), Sun Yatsen University (中山大学), Beijing Institute of Technology (北京理工大学), South China University of Technology (华南理工大学), East China University of Science and Technology (华东理工大学).

The main specializations of the PRC higher educational institutions are engineering, agronomy, history, philosophy, pedagogy, linguistics, military affairs, medicine, natural sciences and mathematics, as well as economics, business, management, and law. China is one of the leaders in the following specializations, which are gaining popularity: computer technology, artificial intelligence, robotics, e-commerce, fintech, international economics, and logistics. However, the number of liberal arts students in China is still the greatest, accounting for about 49% of the total; the number of students studying engineering, management, business, art and agronomy has increased significantly, with annual growth in excess of 20%.

The education system in China is almost identical to the European system. Pre-university training is initially offered to foreign students, including Chinese language courses that last from three months to over a year, if necessary. Subsequently, the student transitions to a bachelor degree program (4 to 5 years), a master degree program (2 to 3 years), or doctoral studies. Internships and postgraduate practices are also available in some specialties. Experts predict a further increase in China's popularity in the global educational services market, explaining this by the attractiveness of a lower education cost in comparison with the U.S., EU countries and the Russian Federation, while the quality of educational services provided already meets the established international standards.

Figure 2

Provinces and Cities of the PRC with the Most Foreign Students



Source: Data provided by the Ministry of Education of the PRC.

## Russian Students in the PRC

Today, increasingly more students from the CIS countries, including Russia, are interested in obtaining higher education in the PRC. This trend is primarily associated with the phenomenal growth of the Chinese economy, as a result of which there is a growing interest among the younger generation in learning the Chinese language and culture. In addition, a Chinese diploma practically guarantees excellent career development opportunities, and knowledge of the Chinese language is likely to increase one's labor market competitiveness. Students are also attracted by the abundance of international companies in China; there is the prospect of subsequent employment and migration to Western countries. The following associated factors are also important: every year the Chinese government increases scholarship quotas for foreign students, there is a good chance of admission to state-funded programs, and the cost of tuition and living is much lower than in other countries. The expectations of Russian students to easily adapt to Chinese society, given the enthusiastic interest of the Chinese in people with European and Slavic appearance, are another noteworthy factor.

Between 2007 and 2009, the number of Russian students in Chinese universities increased sharply. The number of Russian students increased by 44% between 2006/2007 and 2007/2008 academic years. In 2008, the PRC Government allocated 614, or about 5% of their total state scholarships to Russia.<sup>4</sup> According to the Ministry of Education of the PRC in 2012, there were under 10,000 Russian students obtaining a higher education in China.<sup>5</sup> Director of the Center for Sociological Research A.L. Arefiev notes the following trends: "The number of Russian students in China is growing faster than the number of Chinese students in Russia. At the present time (2014) these numbers are approximately equal (16,000)."<sup>6</sup> The number of students from Russia in the PRC is increasing year to year. In 2016, over 17,000 Russians studied in China,<sup>7</sup> 2,000 of whom received a state scholarship from the Government of the PRC, which is 31% more than was allocated to Russians in 2008.<sup>8</sup> According to the statements of the representative of the Ministry of Science and Higher Education of the Russian Federation Igor Pozdnyakov, who is also the First Secretary of the Embassy of the Russian Federation in the PRC, approximately 18,000 students from Russia were studying in China in late 2017-early 2018,<sup>9</sup> which indicates a stable increase in the number of Russian students attracted to China.

The majority of educational migrants from Russia come to the PRC to study the Chinese language, culture and traditions. Some of them enter pedagogical universities, but the chances of finding a teaching job in a Chinese higher educational institution are poor. About 4-5% of Russian students in China study law, medicine, banking, the humanities, or receive a degree in civil engineering. Basically, "these are future specialists in the field of business management, business administration and Chinese culture, with knowledge of the Chinese language."<sup>10</sup>

<sup>4</sup> See: A.L. Arefiev, "Rossiiskie studenty v kitaiskikh vuzakh," *Demoskop Weekly*, No. 441-442, 14 November, 2010, available at [<http://www.demoscope.ru/weekly/2010/0441/analit03.php>].

<sup>5</sup> Official website of the Ministry of Education of the People's Republic of China.

<sup>6</sup> Interview with the magazine of the Ministry of Education of the People's Republic of China *World Education* by the deputy director of the Center for Sociological Research A.L. Arefiev "On Russian-Chinese Cooperation in Education," Center for Social Forecasting and Marketing, 2014, available in Russian at [[http://socioprognoz-ru.lgb.ru/files/File/2014/interview\\_arefev\(1\).pdf](http://socioprognoz-ru.lgb.ru/files/File/2014/interview_arefev(1).pdf)].

<sup>7</sup> See: I. Pozdnyakov, "Prodvizhenie rossiiskogo obrazovaniya v Kitae: vyzovy i perspektivy," *Mezhdunarodnaya zhizn*, No. 11, 2017, available at [<https://interaffairs.ru/jauthor/material/1941>].

<sup>8</sup> See: A.L. Arefiev, K.A. Lubskaia, "Rossiiskie studenty v Kitae," *Demoskop Weekly*, No. 7015-716, 2017, available at [<http://demoscope.ru/weekly/2017/0715/tema01.php>].

<sup>9</sup> See: 截至2018年初俄罗斯在中国留学生达1.8万人.- «每日经济», 2018年2月22日, available at [<http://cn.dailyeconomic.com/2018/02/22/28472.html>].

<sup>10</sup> "Russkie studenty v Kitae. Tsena voprosa," Blog "Dao vyrazhennoye slovami," 21 February, 2012, available at [<http://www.daokedao.ru/2012/02/21/russkie-studenty-v-kitae-cena-voprosa/>].



Students come to study in China from all over Russia: from Moscow, St. Petersburg, Ryazan, Kaliningrad, Daghestan, Chechnia, Khabarovsk Territory, Amur Region, etc. However, there are more people from the Far East, the Urals and Siberia. Within China itself, educational migrants are attracted mainly by the universities located in large cities—Beijing, Shanghai, Harbin, Guangzhou, Nanjing and Chongqing, as well as in the northeastern provinces of Heilongjiang and Liaoning. An interesting fact is that, unlike Chinese students who migrate to Russia, the majority, or 62% of Russian students studying in China are women, and 38% are men, with the average age of 17-20 years.<sup>11</sup>

Like many Chinese students in Russia, Russian students in China pay for their studies from the family budget, participate in interuniversity exchange or study under intergovernmental agreements between the PRC and the Russian Federation. Also, Russian students attempt to earn money in China, despite the fact that foreign students are prohibited from working in the PRC, and a student visa does not provide for an official employment permit. The most common of these part-time jobs are translation, tutoring (mainly teaching English), working in commercials and modeling business, etc.

Unlike the Chinese students, Russians tend to integrate into the host society.<sup>12</sup> The level of Chinese language proficiency can serve as a determining indicator of the degree of Russian students' adjustment to the PRC. Knowledge of the language not only increases the chances of establishing contacts and connections in everyday life, but also directly affects the successful absorption of new material in their specialization and, in general, subsequent university studies.

According to a sociological survey conducted in 2016 among Russian educational migrants who were studying in Chinese higher educational institutions, over half of the respondents (55%) spoke Chinese well enough to fully acquire knowledge during their studies, 33% experienced minor difficulties, 8% had problems due to the low level of language proficiency, 4% did not provide a response.<sup>13</sup>

Despite the fact that at the very beginning, Russian students faced certain adaptation problems: the problem of language and cultural barriers, manifestations of nationalism, unusual schedule, unfamiliar customs, dress code in some of the higher educational institutions, issues with access to familiar Internet resources and social networks (Google, Facebook, WhatsApp, Viber, Instagram and many other resources are blocked), most of them subsequently do their best to stay in China: to find a job, settle down, start a family, get married.<sup>14</sup> This is due precisely to the fact that the majority of Russians do not seek to return to their homeland. Experts believe that the essential reason for this is the lack of employment opportunities at home. There are many cases in which skilled professionals trained abroad have been refused employment.

In recent years, China's migration policy has tightened. The government revised its position and decided to regulate aspects of the migration policy, so that only "needed" and "useful" migrants remained in the country.<sup>15</sup> The question of the demand for Russian specialists who graduated from Chinese universities in the PRC's labor market remains open.

<sup>11</sup> See: A.L. Arefiev, op. cit.

<sup>12</sup> See: Van Xiaoju, S.V. Ryazantsev, R.V. Manshin, "'Russkogovoriashchie' obshchiny i 'russkogovoriashchaia' ekonomika v Kitae: istoria i sovremennost,'" *Nauchnoe obozrenie*, Series 2, *Gumanitarnye nauki*, No. 6, 2016, pp. 61-68.

<sup>13</sup> See: A.L. Arefiev, K.A. Lubskaia, op. cit.

<sup>14</sup> See: V.A. Medved, "Migratsionnye protsessy v kontekste rossiisko-kitaiskikh otnosheniy: sovremennye trendy," in: *Migratsionnye mosty v Evrazii: modeli effektivnogo upravleniya migratsiy v usloviakh razvitiya evraziiskogo integratsionnogo proekta: Materialy IX mezhdunarodnogo nauchno-prakticheskogo Foruma (Moskva, 28-29 noiabria 2017 g.)*. In two vols., Vol. 2, ed. by S.V. Ryazantsev, M.N. Khramova, *Ekonomicheskoe obrazovanie*, Moscow, 2017.

<sup>15</sup> See: S.V. Ryazantsev, Van Xiaoju, V.A. Medved, I.A. Filatov, "Russkogovoriashchie soobshchestva v Kitae: rasselenie, sotsialno-demograficheskaya struktura," *Nauchnoe obozrenie*, Series 2, *Gumanitarnye nauki*, No. 6, 2017, pp. 23-34.

## Russian-Chinese Cooperation in the Educational Sphere

The history of Russian-Chinese relations is rich and diverse in terms of spheres of cooperation. Humanitarian contacts in the educational sphere (primarily student exchange programs) play an important role among the political, diplomatic and economic ties. Cooperation between China and Russia (the R.S.F.S.R. was part of the U.S.S.R. at that time) in this sphere dates back to 1949, since the formation of the PRC. As early as in 1950, the U.S.S.R. and the PRC signed the Treaty of Friendship, Alliance and Mutual Assistance,<sup>16</sup> which launched an active mutual exchange of students and employees of higher educational institutions in the years that followed. The sharp increase in the interest of the Chinese in the Russian language during those years is remarkable. Russian language institutes, departments and courses were launched; Russian language was included in the curriculum in secondary schools in Northeast China.<sup>17</sup> Thus, the Soviet Union played a significant role in the development of the higher education system in China in the 1950s.

A new stage in the development of bilateral relations between China and Russia in the field of education has begun in the 1990s and continues today. An intergovernmental legal framework is being developed during this period, including the main provisions that contribute to reaching a qualitatively new level of cooperation. For example, the number of quotas allocated for student and teaching exchanges at the state level has significantly increased.

The signing of the historic Treaty on Good Neighborliness, Friendship and Cooperation between the Russian Federation and the PRC in 2001 marked a new stage in the formation of an interstate system for regulating migration flows, which is characterized by the intensification of political, trade, economic, social and cultural ties between countries. Within the framework of the Treaty, the parties committed themselves to promoting “the development of exchanges and cooperation in the fields of culture, education, health care, information, tourism, sports and law” (Art 16).<sup>18</sup>

“The legal framework of modern Russian-Chinese cooperation in the field of education is based on the following intergovernmental agreements: On Cultural Cooperation (18 December, 1992), On Mutual Recognition and Equivalence of Educational Documents and Academic Degrees (26 June, 1995), On the Study of the Russian Language in China and Chinese in Russia (3 November, 2005), as well as On Cooperation in the field of Education (9 November, 2006), an agreement between the Ministry of Education and Science of Russia and the Ministry of Education of China.”<sup>19</sup>

The agreement between the Ministry of Education and Science of the Russian Federation and the Ministry of Education of the PRC (On Cooperation in the Field of Education<sup>20</sup>) is the most important in the context of subsequent development of bilateral mutually beneficial cooperation in this area—the following are the first points to be emphasized: “exchanges of students, postgraduates and scientific teaching staff; promoting the development of direct cooperation between educational insti-

<sup>16</sup> See: “Sotrudnichestvo mezhdru SSSR i KNR v kontse 1940-kh-nachale 1950-kh gg.,” Asia Pacific International Relations Study Center, 3 November, 2012, available at [<http://ru.apircenter.org/archives/1561>].

<sup>17</sup> See: O.B. Borisov, B.T. Kolosov, *Sovetsko-kitaiskie otnosheniia 1945-1980-e gg.*, Mysl Publishers, Moscow, 1980.

<sup>18</sup> *Treaty on Good-Neighborliness, Friendship and Cooperation between the Russian Federation and the People's Republic of China*, Official website of the Russian Ministry of Foreign Affairs, 18 July, 2001, available in Russian at [[http://www.mid.ru/ru/maps/cn/-/asset\\_publisher/WhKWb5DVBqKA/content/id/576870](http://www.mid.ru/ru/maps/cn/-/asset_publisher/WhKWb5DVBqKA/content/id/576870)].

<sup>19</sup> See: “Sotrudnichestvo Rossii i Kitaia v oblasti obrazovania,” Press-sluzhba Minobrnauki Rossii, 3 June, 2015, available at [<http://минобрнауки.рф/новости/5691>].

<sup>20</sup> See: “Agreement between the Ministry of Education and Science of the Russian Federation and the Ministry of Education of the People's Republic of China on Cooperation in the Field of Education,” in: *International Agreements on Cooperation in the Field of Education*, Department of International Cooperation in Education and Science of the Ministry of Education and Science of Russia, Moscow, 2009, pp. 328-332, available in Russian at [[http://минобрнауки.рф/министерство/68/файл/914/МС\\_Образование.pdf](http://минобрнауки.рф/министерство/68/файл/914/МС_Образование.pdf)].



tutions; deepening cooperation in organizing the study and teaching of the Russian and Chinese languages in both states...”<sup>21</sup>

The Russian-Chinese Commission on Humanitarian Cooperation was established in 2002, with a separate Sub-Commission on Education. Since its inception, the commission has held annual meetings aimed at promoting the settlement, improvement and development of Russian-Chinese cooperation in the humanitarian and educational fields, the protocols of which are also work documents on cooperation. “Within the framework of the Sub-Commission on Cooperation in Education, there is a Working Group on interaction in the study and teaching of Russian and Chinese languages, the development of bilateral academic exchanges and scientific cooperation of universities, the main content of which is monitoring bilateral cooperation in the field of education, practical development of recommendations for this Subcommittee and universities... In order to maintain a high level of interaction and wider involvement of young people in the study of the Russian and Chinese languages, Years of National Languages (2009-2010) were conducted... An agreement was reached with China to develop an interdepartmental memorandum on supporting the activities of Russian Language Centers in China and Confucius Institutes and Classes in Russia.”<sup>22</sup> To date, 22 Confucius Institutes and 22 centers have been opened in Russia.<sup>23</sup>

During a regular meeting of the Russian-Chinese Commission on Humanitarian Cooperation in September 2014, the Sub-Commission in Education developed a plan for implementing an initiative to increase the exchange of students and graduate students to 100,000 people by 2020.<sup>24</sup>

On 5 July, 2016, the Forum of Rectors of Russian and Chinese Universities was held in Moscow, during which the “Declaration on the establishment of the Association of Universities of the Russian Federation and the People’s Republic of China was signed, along with agreements between specialized educational institutions of Russia and China, defining the strategy of long-term Russian-Chinese scientific and educational cooperation... A total of 15 agreements were signed between universities and scientific and educational organizations of the two countries.”<sup>25</sup>

An important event in the framework of Russian-Chinese cooperation in the field of education is the establishment of the first Russian-Chinese University, MSU-BIT, in Shenzhen in September 2017, cofounded by Lomonosov Moscow State University and the Beijing Institute of Technology.<sup>26</sup> The development of the joint university provides for continuous working interaction of Moscow State University with the Ministry of Education of the People’s Republic of China and other departments, which is carried out with the support of the Ministry of Education and Science of the Russian Federation and the Embassy of the Russian Federation in the People’s Republic of China.

Also, the grand opening of the Don Institute of DSTU-SHTU, established by joint efforts of the Don State Technical University and Shandong Transport University, took place on 18 June, 2019 in the city of Jinan, Shandong province.<sup>27</sup>

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<sup>21</sup> *Agreement between the Ministry of Education and Science of the Russian Federation and the Ministry of Education of the People’s Republic of China on Cooperation in the Field of Education dated 9 November, 2006*, FSBI “Main State Expert Center for Education Assessment,” available in Russian at [[http://nic.gov.ru/ru/docs/foreign/collaboration/agreem\\_coop\\_China\\_2006](http://nic.gov.ru/ru/docs/foreign/collaboration/agreem_coop_China_2006)].

<sup>22</sup> “Sotrudnichestvo Rossii i Kitaia v oblasti obrazovania,” Press-sluzhba Minobrnauki Rossii, 3 June, 2015.

<sup>23</sup> See: *Ibidem*.

<sup>24</sup> See: “Namecheny prioritnyye napravleniia dvustoronnego vzaimodeystviia Rossii i Kitaia v oblasti obrazovaniia na 2014-2015 gody,” The Embassy of the Russian Federation in the People’s Republic of China, 8 October, 2014, available at [<https://www.russia.org.cn/ru/news/namecheny-prioritnyye-napravleniya-dvustoronnego-vzaimodeystviya-rossii-i-kitaya-v-oblasti-obrazovaniya-na-2014-2015-gody/>].

<sup>25</sup> “V Moskve podpisali Deklaratsiu o sozdanii Assotsiatsii universitetov Rossii i Kitaia,” Press-sluzhba Minobrnauki Rossii, 8 July, 2016 [<http://минобрнауки.рф/новости/8526>].

<sup>26</sup> Official site of the Joint Russian-Chinese University (MSU-PPI), available at [<http://msuinchina.org/>].

<sup>27</sup> See: “V Tszinane otkrylsia sovmestnyi rossiiko-kitaiskiy institut DGTU-SHTU,” Official website of the Embassy of the Russian Federation in the People’s Republic of China, 20 June, 2019, available at [[http://www.russia.org.cn/ru/russia\\_china/v-tszinane-otkrylsya-sovmestnyj-rossijsko-kitajskij-institut-dgtu-shtu/](http://www.russia.org.cn/ru/russia_china/v-tszinane-otkrylsya-sovmestnyj-rossijsko-kitajskij-institut-dgtu-shtu/)].

There are other joint projects: the China-Russian Institute (CRI) of the NSU cofounded by Heilongjiang University and Novosibirsk State University,<sup>28</sup> the Moscow Institute of the Arts (MIA) cofounded by Weinan Normal University, established jointly with the Moscow State Pedagogical University.<sup>29</sup> Some higher educational institutions carry out joint activities based on bilateral agreements.<sup>30</sup> For instance, the M.K. Ammosov Northeastern Federal University and Heilongjiang Eastern University carry out joint work that engage several faculties and open language and cultural centers.<sup>31</sup>

All of the above contributed to an increase in the number of university students in both countries. According to the latest data, on 16 September, 2019, during the 20th meeting of the Russian-Chinese Commission on Humanitarian Cooperation, Tatiana Golikova, Deputy Prime Minister of the Russian Federation for Education, Health and Social Policy, said: "...the total number of students involved in bilateral educational exchanges, including those in short-term educational programs, exceeded 90,000 people,"<sup>32</sup> which indicates the practical implementation of the previously set goals and agreements.

## *Conclusion*

Educational migration is one of the most expedient forms of migration, since it can bring substantial mutual benefits to both the donor and recipient countries. At the present stage, China is positioning itself as a country with impressive economic growth, due to which educational immigration to the PRC appears to be quite promising for both Russian students and students from other, mostly Asian, states. Despite the difficulties of language studies and cultural differences, the number of educational immigrants from Russia is increasing in China every year. Educational migration between Russian and Chinese students enhances the rapidly developing relations between the Russian Federation and the PRC. China has shown a strong desire to develop and establish educational ties with Russia, hoping that as a result it will support the development of Russian-Chinese economic cooperation.<sup>33</sup>

It is therefore desirable and even essential for countries to develop and foster the most suitable and extensive policy in the field of educational migration. Indeed, this type of migration processes positively affects the growing numbers of highly qualified specialists and the working-age population, activates cultural exchange and the progress of the educational system.

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<sup>28</sup> Official website of the China-Russian Institute, available at [<https://www.nsu.ru/n/sino-russian-institute/>].

<sup>29</sup> See: "Opening of the Moscow Institute of Arts on the basis of Weinan Pedagogical University," Official site of the Moscow State Pedagogical University, available in Russian at [<http://mpgu.su/novosti/otkrytie-moskovskogo-institutaiskusstv-na-baze-veynanskogo-pedagogicheskogo-universiteta-kitay/>].

<sup>30</sup> See: A. Sukhoretzkaya, "Gumanitarnoe sotrudnichestvo igraet vazhnuu rol v rossiisko-kitaiskikh otnosheniakh," Internet portal "Rossiiskaia Gazeta" / Project "Russia-China: Events and Comments," 28 September, 2019, available at [<https://rg.ru/2019/09/28/gumanitarnoe-sotrudnichestvo-igraet-vazhnuu-rol-v-rossiisko-kitajskih-otnosheniakh.html>].

<sup>31</sup> See: "SVFU i Kheyluntszyanskiy Vostochnyy universitet opredelili napravleniia partnerstva," Official site of the North-Eastern Federal University named after M.K. Ammosov, 11 December, 2018, available at [[https://www.s-vfu.ru/news/detail.php?SECTION\\_ID=4228&ELEMENT\\_ID=111626](https://www.s-vfu.ru/news/detail.php?SECTION_ID=4228&ELEMENT_ID=111626)].

<sup>32</sup> "20-e zasiedanie Rossiisko-Kitaiskoy komissii po gumanitarnomu sotrudnichestvu," Official website of the Government of the Russian Federation, 16 September, 2019, available at [<http://government.ru/news/37873/#>].

<sup>33</sup> See: S.V. Ryazantsev, U Qionglan, "Emigratsiia iz Rossii v Kitay: trendy, formy, formirovanie russkogovoriashchikh obshchin," *Nauchnoe obozrenie*, Series 1, *Ekonomika i pravo*, No. 6, 2016, pp. 15-23.