

# Cooperation in Science and Education to Promote an Innovative Approach to Russia–China Relations

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## Cooperation in Science and Education to Promote an Innovative Approach to Russia–China Relations

*Possessing knowledge as such, ability to learn and contribute to the process of knowledge development is what differentiates developed societies from developing ones. As humanity watches global progress in robotics and artificial intelligence, the start of the Fourth Industrial Revolution was announced at Davos 2016.<sup>1</sup> Innovation was also the focus of the 2016 Boao Forum for Asia.<sup>2</sup> Seeking to keep pace with their peers internationally, Russia and China also prioritize science, education, technology and innovation. The Strategy for Innovative Development of the Russian Federation for the period until 2020, as well as China's official document entitled "Vision and Actions on Jointly Building Silk Road Economic Belt and 21st-Century Maritime Silk Road" list efforts to expand international scientific cooperation and build up innovation capacity as top-priority objectives.<sup>3</sup> Amid the apparent restrictions of extensive development models in both Russia and China, bilateral cooperation in science and education appears to be an increasingly ambitious objective aiming to build up the national innovative capacity of the two countries.*

### Promotion of Academic Cooperation as a Basis for Multi-Track Diplomacy of Russia and China

The promotion of academic cooperation between Russia and China is in line with the strategic goals of the two countries and fits in the agenda for multi-track diplomacy in bilateral relations. History shows that the high mobility of scientists contributes enormously to strengthening mutual understanding and trust, and thus solidifies the basis for interstate relations. It is through the development of cooperation in science and education that a qualitative shift in the situation can be achieved for Russia and China, whose "relations are warm between the governments, but cold between the peoples."<sup>4</sup>

As of today, Russia and China have agreed to establish the joint Shenzhen MSU–BIT University

and the first Russian–Chinese Joint Institute of Arts in Weinan, as well as to launch joint research centres.<sup>5</sup> The number of grant programmes available to students and researchers is increasing, and their quality has improved.<sup>6</sup> New international institutions – BRICS, the Silk Road Fund, the Asian Infrastructure Investment Bank, etc. – have been carrying out new competitions for multilateral projects and research grants. Intensified activities of Russian and Chinese diplomatic offices in this area also evidence the increasing importance of scientific and educational cooperation.<sup>7</sup> With a view to further promoting bilateral cooperation in this domain, the Russian International Affairs Council (RIAC) in cooperation with the Russian–Chinese Committee for Friendship, Peace and Development included collaboration in science and education in the programme of the annual international conference, which focused on the current state of Russian-Chinese relations.<sup>8</sup>

<sup>1</sup> Schwab K. The Fourth Industrial Revolution: What It Means and How to Respond? // Foreign Affairs. 12 January 2015.

URL: <https://www.foreignaffairs.com/articles/2015-12-12/fourth-industrial-revolution>

<sup>2</sup> Boao Forum Opens Tuesday, Focusing on Innovation // China.org.cn. 23 March 2016. URL: [http://www.china.org.cn/video/2016-03/23/content\\_38094079.htm](http://www.china.org.cn/video/2016-03/23/content_38094079.htm)

<sup>3</sup> Strategy for Innovative Development of the Russian Federation for the period until 2020 // Official website of the Ministry of Economic Development of the Russian Federation.

URL: [http://www.economy.gov.ru/minec/activity/sections/innovations/doc20120210\\_04](http://www.economy.gov.ru/minec/activity/sections/innovations/doc20120210_04) (in Russian); Vision and Actions on Jointly Building

Silk Road Economic Belt and 21st-Century Maritime Silk Road // Official website of the Embassy of China in Russia. 23 April 2015.

URL: <http://www.ru.china-embassy.org/rus/ggl/t1257296.htm> (in Russian).

<sup>4</sup> Feng Yujun. Commentary on "Russia–China: 20 Proposals for Economic, Scientific and Humanitarian Partnership". 20 May 2014.

URL: [http://www.russiancouncil.ru/inner/?id\\_4=3720#top-content](http://www.russiancouncil.ru/inner/?id_4=3720#top-content) (in Russian).

<sup>5</sup> Joint MSU–BIT University Elects Rector // RIA Novosti. 11 March 2016. URL: <http://www.m.ria.ru/world/20160311/1388436672.html> (in Russian);

First Russia–China Joint Institute of Arts to Open This Year // Russkiy Mir. 9 April 2016. URL: <http://www.russkiymir.ru/news/205215> (in Russian);

St. Petersburg State University, Renmin University of China Establish Russian Research Centre in Beijing. 2 September 2015.

URL: <http://www.spbu.ru/news-spsu/24263-spbgu-i-kitajskij-narodnyj-universitet-sozdali-v-pekine-tsentr-rossijskikh-issledovanij.html> (in Russian).

<sup>6</sup> Rosstrudnichestvo. Official Website for Foreign Nationals Enrolment for Study in the Russian Federation. URL: <http://www.russia.study>; Academic Olympiad

"Time to Study in Russia!" URL: <http://www.rs.gov.ru/project/2739> (in Russian); Study in China // China's University and College Admission System.

URL: <http://www.cucas.edu.cn; Scholarship // The China Scholarship Council>. URL: <http://www.csc.edu.cn/laihua/scholarshipen.aspx>; RFBF Contests.

URL: [http://www.rfbr.ru/rffi/ru/contests\\_rffi](http://www.rfbr.ru/rffi/ru/contests_rffi) (in Russian); Engaging Leading Scientists in Russian Educational and Research Organizations // Official website of

the Ministry of Education and Science of the Russian Federation. URL: [минобрнауки.рф/проекты/привлечение-ведущих-ученых](http://минобрнауки.рф/проекты/привлечение-ведущих-ученых); International Activities //

National Natural Science Foundation of China. URL: <http://www.nsf.gov.cn/publish/portal1/tab159>; National Social Science Foundation of China.

URL: <http://www.nsf.gov.cn/publish/portal1>

<sup>7</sup> See, for example, Visit of Russian Ambassador to China A. Denisov to Xiamen University (朱崇实会见俄罗斯驻华大使杰尼索夫) // Portal of Xiamen Uni-

versity. 5 December 2015. URL: <http://www.news.xmu.edu.cn/s/13/t/542/a0/bd/info172221.htm>; Visit of Chinese Ambassador to Russia Li Hui to the State Uni-

versity of Management (驻俄罗斯大使李辉访问俄罗斯国立管理大学) // Official website of the Ministry of Foreign Affairs of the People's Republic of China.

27 February 2016. URL: [http://www.fmprc.gov.cn/web/zwbdt\\_673032/nbhd\\_673044/t1343780.shtml](http://www.fmprc.gov.cn/web/zwbdt_673032/nbhd_673044/t1343780.shtml) (in Chinese).

<sup>8</sup> Russia and China: Taking on a New Quality of Bilateral Relations. URL: <http://www.russiancouncil.ru/en/rucn2016>

While this work looks to the future and draws on new positive trends, the track record of cooperation between Russia and China should be analysed as well.

In Russia, people often get the impression that academic cooperation with China is a completely new area of interaction between the two countries. However, China still remembers the ups and downs of its collaboration with the Soviet Union in science and education in the 1950s and 1960s. Back then, Soviet experts offered technical assistance to the People's Republic of China, and Russian was the priority foreign language studied throughout the country, even in the distant southern provinces. The older generation often recalls their Russian classes and can even say a few words in the language. The split between the two nations in the late 1960s encouraged China to turn to English, and Russian-language teachers had to learn English on their own within a very short period of time. Chinese specialists who remained true to Russian for various reasons had no hope of promotion for many years – first because of the sour relations between China and the USSR, and then due to the lengthy transition period in Russia following the dissolution of the Soviet Union.

In order to promote the change to a new phase of cooperation between Russia and China, it is necessary to analyse the objective advantages of each side, identify their unique niches and conduct an expert review to specify and adjust the agenda for bilateral academic cooperation.<sup>9</sup> This work will help avoid situations where projects declared at the top level remain unimplemented, which has become quite characteristic of the current stage of the Russia–China engagement. In the course of the implementation of joint projects both countries frequently come across technical obstacles, such as insufficient understanding and sensitivity to the cultural norms of their partners, systemic bureaucratic restraints, and lack of flexibility in decision-making.

## Attracting Students

### OBJECTIVES

To go beyond the study of respective languages and cultures; expand engagement in non-language professions; focus on the quality of students and programmes, rather than on the number of students and programmes; shift the emphasis from teaching students as such to the improvement of the career prospects of graduates.

### CURRENT STATE

The path towards scientific, technological and innovative cooperation traditionally goes through student exchanges and the mutual study of languages and cultures. Russia and China have made steps in this direction. For instance, in 2009–2010, cross-years of the Russian and Chinese languages were organized. And in 2014–2015, cross-years of youth exchanges were held.

According to recent studies, Russia and China have reached approximate parity in terms of the number of students involved in exchange programmes – around 20,000 students each annually, or a total of 40,000 students during the 2014/2015 academic year (see Figure 1).<sup>10</sup> The trend towards an increase in the number of students involved in exchange programmes still remains: in the 2014/2015 academic year, there were 20,710 Chinese students in Russia.<sup>11</sup> In 2014, China became the world's third largest recipient of foreign students.<sup>12</sup>

About a third of all Chinese students in Russia have studied Russian. Similarly, the majority of Russian students in China have studied Chinese.<sup>13</sup> The choice of majors can be connected both with the interests of students themselves, and with the availability of places for foreign students at universities. Russian universities are generally more willing to involve foreign students in non-language courses, whereas Chinese universities

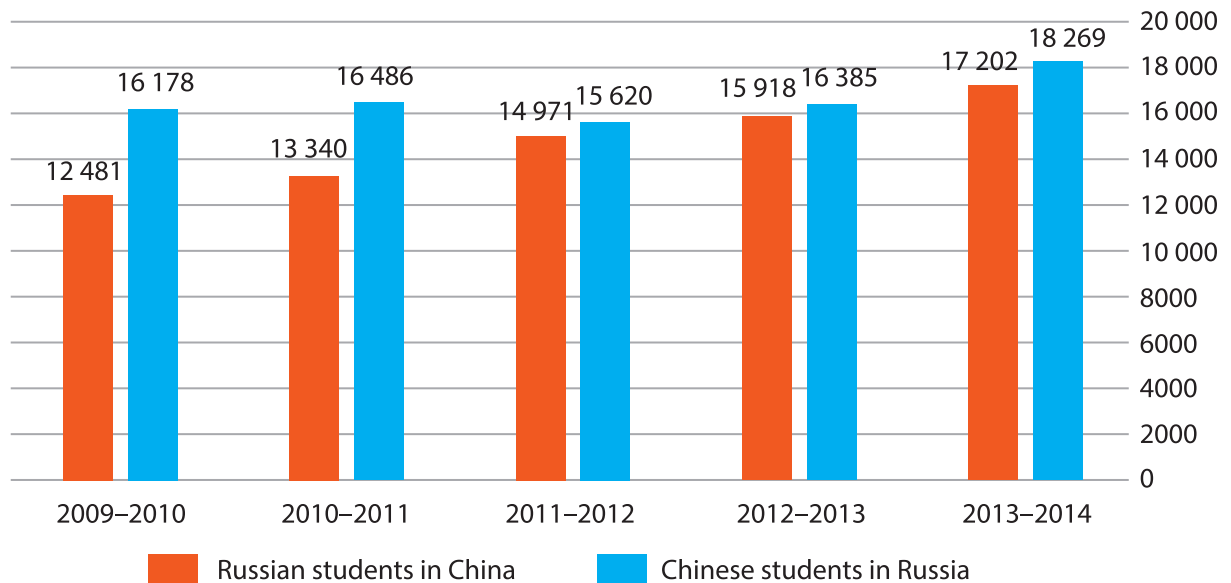
<sup>9</sup> What is meant here is the application of the situational analysis methodology proposed by Y.M. Primakov. Three basic areas of academic cooperation are identified as the three variables: attraction of foreign students, attraction of foreign lecturers and researchers, and establishment of joint universities and centres. A conclusion about the priorities for academic cooperation and objectives in each area (a "hierarchy" of variables) is drawn based upon a comprehensive analysis of the requisite resources and possible effects of each area. For the methodology of situational analysis see Primakov Y.M. *Meetings at Crossroads*. Moscow: Tsentrpolitgraf, 2016, p. 54 (in Russian).

<sup>10</sup> Smirnova L.N. Status and Development Objectives of the Eurasian Higher Education Area // *International Affairs*. 2016. No. 2. URL: <https://www.interaffairs.ru/jauthor/material/1439> (in Russian).

<sup>11</sup> The author is grateful to A.L. Arefyev for information about the number of Chinese students in Russia in 2014–2015.

<sup>12</sup> In 2014, China had 380,000 foreign students. China became the third-largest recipient of foreign students in the world (2014年来华留学生近38万人 中国成第三大留学生输入国) // *Guangming Daily*. 07 April 2015. URL: [http://www.news.gmw.cn/2015-04/07/content\\_15297613.htm](http://www.news.gmw.cn/2015-04/07/content_15297613.htm) (in Chinese).

<sup>13</sup> Arefyev A.L. Training Chinese Citizens in Russia // Presentation at the Embassy of the People's Republic of China in the Russian Federation. 26. January 2016 (in Russian); Smirnova L. Eurasian Students in China: A New Angle in Understanding China's Public Diplomacy? // Pamment J. (ed.) *Intersections between Public Diplomacy & International Development: Case Studies in Converging Fields*. University of Southern California, Center on Public Diplomacy, CPD Perspectives Series, February 2016. URL: [http://www.uspublicdiplomacy.org/sites/uspublicdiplomacy.org/files/useruploads/u35361/Intersections%20Between%20PD%20International%20Development\\_final.pdf](http://www.uspublicdiplomacy.org/sites/uspublicdiplomacy.org/files/useruploads/u35361/Intersections%20Between%20PD%20International%20Development_final.pdf)



**Figure 1.** Russia–China Student Exchanges in 2009–2014

Source: A. L. Arefyev, F. E. Sheregi. *Enrolment of Foreign Citizens in Russian Higher Education Institutions. Statistics Digest, Issue 12.* Ministry of Education and Science of the Russian Federation. Moscow: Centre for Sociological Research, 2015, p. 42 (data for Russia); Ministry of Education of the People's Republic of China. *Statistical Yearbooks 2010–2014* (data for China).

opened their non-language departments to foreign students relatively recently.

#### ANALYZING PROBLEMS AND IDENTIFYING GOALS

If 40,000 interpreters and country specialists graduate from Russian and Chinese universities annually, soon it will be difficult for them to find employment. Empirical study suggests that students from Russia and other Eurasian countries who have completed educational courses in China face “less promising career prospects than they anticipated”.<sup>14</sup> Academic exchanges will only be effective when they focus not only on studying the language and culture of the respective country, but also on the long-term improvement of career prospects of graduates.<sup>15</sup> It is common knowledge that the main reason the Western system of education is so popular now is that degrees from universities in the United States and Europe open excellent employment opportunities.

Both Russian and Chinese students are increasingly interested in the areas that are not connected with the study of foreign languages – the humanities, the natural sciences, and technical and engineering disciplines. These courses can be taught not only in Russian or Chi-

nese, but also in English.<sup>16</sup> This pattern does not contradict the need to learn national languages, but can be regarded as a step forward compared with the simple study of a foreign language. Furthermore, studying a non-language discipline has far greater potential for making progress in research and innovation projects.

#### UPDATED PRIORITIES

**Priority 1.** To focus on involving students in majors that are not connected with the study of a foreign language, including the natural sciences and technical and engineering disciplines. Students can be trained in Russian or Chinese, English, or a combination of these three languages. This practice has been in use for many years at Moscow State Institute of International Relations (MGIMO) under the Ministry of Foreign Affairs of Russia. A Russian–French Master's programme in political science has been in action at the university for more than a decade now for students from Russia, France and third countries. Some disciplines are taught in Russian, and some in French. To maximize the enrolment of foreign students it is possible to combine long- and short-term programmes (the organisation of summer schools in English appears to be less

<sup>14</sup> Smirnova L. *Op. cit.*

<sup>15</sup> Yun S.-H. Does Student Exchange Bring Symmetrical Benefits to Both Countries? An Exploration Case for China and Korea // *International Journal of Communication*. 2015. No. 9, pp. 710–731; Scott-Smith G. *Exchange Programs and Public Diplomacy* // Snow N., Taylor P.M. *Routledge Handbook of Public Diplomacy*. New York, London: Routledge, 2008, pp. 50–56.

<sup>16</sup> *Ibid.*



burdensome than the establishment of a full-scale educational programme).

**Priority 2.** To pay more attention to improving and expanding the career prospects of graduates. This will be facilitated, first of all, by the gradual shift in focus from the number to the quality of enrolled students and programmes offered and, secondly, by the elimination of bureaucratic barriers to their employment. The employment of Chinese graduates in Russia appears to be preferable. Empirical studies show that countries benefit the most from investing in international education when foreign graduates stay in the country where they have taken their training courses, rather than returning home.<sup>17</sup> The university policy of openness to foreign students should therefore be complemented by a policy of labour market openness to graduates.

## Attracting Lecturers and Researchers

### OBJECTIVES

To enable researchers to familiarize themselves with the research and educational systems of the two countries; establish working contacts to conduct joint R&D over the long term; streamline the results of programmes implementation and make them available to an increased number of participants by diversifying qualifications and formats for exchange.

### CURRENT STATE

Attracting foreign lecturers and researchers is a more complicated process than attracting foreign students due to a series of objective and subjective factors: openness of universities to foreign employees; access of foreigners to the labour market; political and geographic priorities of academic cooperation that affect criteria for employment in an educational institution; possible competition between national and international academic staff; and higher cost of grant programmes (compared to grants for students).

In China, foreign lecturers and researchers belong to the category of foreign specialists who need

to have a work permit. According to the State Administration of Foreign Experts Affairs, some 50,000–60,000 foreign specialists are issued permits annually. As of March 2016, there were 961 Russians registered in China as foreign specialists (see Figure 2), of which 810 were involved in projects associated with the humanities and education (mostly Russian language teachers) and 151 were engaged in economics and technical projects.

### ANALYZING PROBLEMS AND IDENTIFYING GOALS

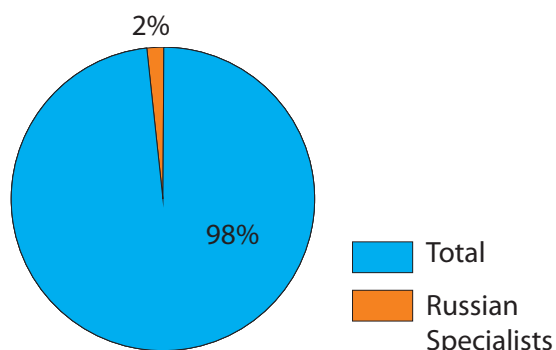
The mechanisms for the competitive recruitment of teaching staff at leading Chinese universities give equal status to Chinese citizens and foreign specialists in terms of full-time faculty. 39 universities from Project 985 that the Chinese government plans to bring to world-class level are among the leading universities.<sup>18</sup> International recruitment criteria are also applied at joint universities that are established as partnerships between Chinese and foreign universities. Despite the high level of openness, few Russians work at Chinese universities due to both the political and geographic orientation of Chinese universities towards the standards of recognized world leaders in research and higher education, and the relative isolation of Russia from the global academic community.

Another problem is the recognition of the Russian Candidate of Sciences degree as an equivalent of the Western Ph.D. or Chinese *boshi* degree. Recognition depends on whether the degree gives access to all titles and positions in the academic hierarchy. In Russia, the Candidate of Sciences degree (unlike a Ph.D. or *boshi*) means that the holder cannot be promoted beyond the title of assistant professor. Therefore, Chinese citizens who obtain a Candidate of Sciences degree from Russian universities often encounter difficulties when seeking promotion in their academic hierarchy, which affects the overall appeal of the Russian education system. It is more practical for Chinese specialists to obtain a Ph.D., which does not envisage any limitations on career development.

Degrees and titles are not the only criteria for employment at Chinese universities. Educational institutions can also rely on other factors and requirements, such as publications in cer-

<sup>17</sup> Bergerhoff J., Borghans L., Seegers P.K., van Veen T. International Education and Economic Growth // IZA Journal of European Labor Studies. 2013. Vol. 2.

<sup>18</sup> For Project 985 and Project 211 see: Internationalization of Russian Universities: The Chinese Vector / [Borevskaya N.Y. et al.]; [chief editor Ivanov I.S.]; RIAC. Moscow: Spetskniga, 2013. URL: [http://www.russiancouncil.ru/en/inner/?id\\_4=3455#top-content](http://www.russiancouncil.ru/en/inner/?id_4=3455#top-content)



**Figure 2.** Foreign Specialists in China

Source: Statistics provided by the State Administration of Foreign Experts Affairs of China

tain journals. The leading Chinese universities automatically recognize publications in scientific journals indexed in the Web of Science, the Chinese Science Citation Database (CSCD) and the Chinese Social Sciences Citation Index (CSSCI). However, there are major difficulties with recognizing publications in Russian journals, even those on the list of the Higher Attestation Commission.

#### UPDATED PRIORITIES

**Priority 3.** To provide for niches for Russian and Chinese specialists at research and educational institutions of Russia and China through extended possibilities for permanent and temporary employment (on a reciprocal basis, where necessary). These include not only long-term employment opportunities, but also long- and short-term academic internships and positions of visiting professor, resident, and non-resident fellow, etc. These training possibilities can be designed for interns to get to know the research and education systems and procedures of a partner country and establish new working contacts.

**Priority 4.** To establish grant-based support for programmes designed for professors and research fellows, while ensuring the necessary institutional flexibility. An academic trip can only be made possible if a researcher is eligible for academic leave domestically, and is advisable only if it can improve career prospects.

## Joint Universities and Research Centres

### OBJECTIVES

To establish stable institutional connections between the educational establishments of the two countries and facilitate the promotion of research and educational integration in Eurasia.<sup>19</sup>

### CURRENT STATE

Establishing foreign campuses of leading global universities, as well as joint universities and research centres, has become a new trend in the internationalization of higher education. This process is led by flagship international universities – Yale University (Yale–NUS College in Singapore) and New York University (New York University Abu Dhabi and New York University Shanghai).<sup>20</sup> In Russia, Lomonosov Moscow State University leads the way, with branches in Armenia, Azerbaijan, Kazakhstan, Tajikistan and Uzbekistan.<sup>21</sup> Moscow State University became the first Russian university to bring its project to China.

The first foreign university to open a joint university in China was the University of Nottingham Ningbo China, and the first Chinese university with a foreign branch was Xiamen University (Xiamen University Malaysia).<sup>22</sup>

Work is currently nearing completion on the establishment of the joint Russian–Chinese University in Shenzhen in the framework of partnership between Moscow State University and Beijing Institute of Technology, which has high-level political support. According to its founders, the first students will be admitted very soon.<sup>23</sup> Other joint university projects include the Russian–Chinese Joint Institute of Arts in Weinan and the Sino–Russian Institute established jointly by Heilongjiang University and Novosibirsk State University in 2011.<sup>24</sup> The latter provides training in biology, mathemat-

<sup>19</sup> Smirnova L.N. Status and Development Objectives of the Eurasian Higher Education Area // *Mezhdunarodnaya Zhizn*. 2016, no. 2.

URL: <https://www.interaffairs.ru/jauthor/material/1439> (in Russian); Smirnova L.N. On the Concept of the Eurasian Higher Education Area // *Gosudarstvennaya Sluzhba*. 2015, no. 6. URL: <http://www.anspa.ru/linkpics/News/gazeta-084-086.pdf> (in Russian); Smirnova L. (苏梦夏). 欧亚高等教育一体化构想 (On the Concept of the Eurasian Higher Education Area) // *欧亚经济* (“Eurasian Economy”, Journal of the Institute of Russia, Eastern Europe and Central Asia of the Chinese Academy of Social Sciences). 2016, no. 1. URL: <http://www.ojj-oys.org/Magazine/?Year=2016&Issue=1> (in Chinese).

<sup>20</sup> Yale–NUS College. URL: <http://www.yale-nus.edu.sg>; New York University Abu Dhabi. URL: <http://www.nyuad.nyu.edu/en>; New York University Shanghai. URL: <http://www.shanghai.nyu.edu>

<sup>21</sup> Addresses of Moscow State University branches. URL: <http://www.msu.ru/address>

<sup>22</sup> The University of Nottingham Ningbo China. URL: <http://www.nottingham.edu.cn>; Xiamen University Malaysia. URL: <http://www.xmu.edu.my>

<sup>23</sup> Sergey Shakhrai: We are Breaking into a Market that is Developing Faster than the Oil and Gas Sector. Moscow State University Pro-Rector Tells Interfax about the Most Ambitious Russian Educational Project in China // *Interfax*. 11 August 2014. URL: <http://www.interfax.ru/interview/390406> (in Russian).

<sup>24</sup> First Russian–Chinese Institute of Arts to Start its Work this Year // *Russkiy Mir*. 9 April 2016. URL: <http://www.russkiymir.ru/en/news/206228>

ics, physics, chemistry, economics and law.<sup>25</sup> In 2015, it was announced that St. Petersburg State University and Renmin University of China had established the Russian Research Center in Beijing.<sup>26</sup> There are also plans to open the V.I. Surikov Art Institute at Harbin Normal University (in partnership with V.I. Surikov Moscow State Academic Art Institute), the Russian–Chinese Test Centre, and Russian–Chinese Higher Translation Institute in the framework of partnership between St. Petersburg State University and Heilongjiang University, as well as the Russian–Chinese Joint Centre of Biomedical Studies in the framework of partnership between St. Petersburg State University and Harbin Medical University.<sup>27</sup>

### ANALYZING PROBLEMS AND IDENTIFYING GOALS

There is a fundamental difference between joint universities and research centres and traditional exchange programmes for students and teaching staff. The former provide graduates with dual degrees and envisage joint research possibilities in the long run. That being said, joint universities and research centres have the potential to become niches for deepening student exchanges and promoting exchanges among researchers and academic staff. However, ambitious projects can run into serious technical difficulties that stem from the peculiarities of the Chinese education system.

First, China's policy with regard to higher education does not provide for the establishment of branches of foreign universities in China, and only joint projects with Chinese institutional partners are allowed. Branches are distinct from joint universities, not only because they have a different name and legal status, but also because they have different curricula. It is highly likely that China will insist on developing specialized curricula for joint university projects.

Second, Russian education is less attractive than both Western education and the leading national universities of China. In China, university admission scores for joint universities, even those established with leading Western universities, are as a rule lower than those applied at major Chinese universities.

Third, joint education projects are challenged by the issue of the language of teaching and communication. Because of the objective difficulty of both Russian and Chinese, it is extremely hard for the majority of people to learn these languages for professional purposes. Since today most scientific information is available in English, students that wish to receive professional training, rather than just knowledge of a foreign language and culture, will ask themselves at some point: is it worth investing the time and effort in studying Russian or Chinese?

Financing is another critical issue when it comes to establishing joint research centres. The most successful research centres established by Western and Chinese institutions include the Carnegie–Tsinghua Center for Global Policy (a result of collaboration between the Carnegie Endowment for International Peace and Tsinghua University), the Brookings–Tsinghua Center for Public Policy (a result of collaboration between the Brookings Institution and Tsinghua University) and the Sino–French Centre at Tsinghua University (a project between the Institut Français des Relations Internationales – IFRI – and Tsinghua University).<sup>28</sup> We should also mention the French Centre for Research on Contemporary China in Hong Kong, where it is less complicated to open such centres in terms of the legal and organizational aspects.<sup>29</sup> Although the financing details of these centres are not disclosed, it is important to keep in mind that the Chinese side will expect at least partial stable co-financing by foreign institutional partners.

### UPDATED PRIORITIES

**Priority 5.** Chinese institutional partners should be selected based upon the following criteria, given limited financing of joint universities and research centres in Russia (listed in order of importance).

The first criterion is the prestige of the partner. Currently, there are numerous players in China, and finding a single prestigious partner appears to be more effective than spending scarce resources on building relationships with several secondary partners. Prestigious Chinese univer-

<sup>25</sup> Russian–Chinese Joint Institute. URL: <http://www.nsu.ru/xmlui/handle/nsu/567> (in Russian).

<sup>26</sup> SPbU and Renmin University of China Establish Russian Research Center in Beijing // St. Petersburg State University Portal. 23 May 2014. URL: [http://en.orient.spbu.ru/news/news\\_668.html](http://en.orient.spbu.ru/news/news_668.html)

<sup>27</sup> The Russian–Chinese Translation Institute and Other University Projects to Open in Harbin This Year // Baikal Media Consulting. 24 February 2016. URL: <http://www.baikal-media.ru/news/silkway/317462> (in Russian).

<sup>28</sup> Carnegie–Tsinghua Center for Global Policy. URL: <http://carnegietsinghua.org>; Brookings–Tsinghua Center for Public Policy. URL: <http://www.brookings.edu/about/centers/brookings-tsinghua>; Le Centre Franco-Chinois en Sciences Sociales de l'Université Tsinghua. URL: <http://www.beijing-cfc.org> (in French).

<sup>29</sup> French Centre for Research on Contemporary China. URL: <http://www.cefc.com.hk>



sities include the Chinese Academy of Sciences, the Chinese Academy of Social Sciences, Peking University, Tsinghua University, Fudan University, Sun Yat-sen University, as well as 39 universities included in Project 985 and about one hundred Project 211 universities.<sup>30</sup>

The second criterion is the interest of the Chinese partner. For instance, the Dalian University of Foreign Languages, where Russian philology experts are traditionally appointed rectors, appears to be quite interested in collaborating with Russia.

The third criterion is the geography of partnership. The Russian–Chinese Shenzhen MSU-BIT University project shows that the geography of cooperation should not be limited to the northeastern part of China, which has the closest ties with Russia, but is considered to be less

economically advanced. A large Russian community has emerged in the developed southern provinces, which will eventually facilitate the recruitment of students and academic professionals in joint educational institutions.

**Priority 6.** The fact that Russian is not a very popular language for study means that a flexible approach to the language of teaching and communication is necessary. A combination of academic communication in Russian, Chinese and English seems to be the most promising option. Since teaching and academic communication in English has evolved as a global trend, it is important to encourage Russian researchers with relevant experience. It is also advisable to engage English-speaking representatives of the Russian academic community abroad in programmes aimed at internationalizing Russian universities.<sup>31</sup>

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<sup>30</sup> Chinese Academy of Sciences (CAS). URL: <http://www.english.cas.cn>; Chinese Academy of Social Sciences (CASS). URL: <http://www.casseng.cssn.cn>; Peking University. URL: <http://www.english.pku.edu.cn>; Tsinghua University. URL: <http://www.tsinghua.edu.cn/publish/newthuen/index.html>; Fudan University. URL: <http://www.fudan.edu.cn/en>; Sun Yat-sen University. URL: <http://www.sysu.edu.cn/2012/en/index.htm>; For Project 985 and Project 211 see: Internationalization of Russian Universities: The Chinese Vector / [Borevskaya N.E. et al.]; [chief editor Ivanov I.S.]; RIAC. Moscow: Spetskniga, 2013. URL: [http://www.russiancouncil.ru/en/inner/?id\\_4=3455#top-content](http://www.russiancouncil.ru/en/inner/?id_4=3455#top-content)

<sup>31</sup> Promoting Cooperation with the Russian-Language Academic Community: Experience, Challenges and Prospects. Report No. 23/2015 / [Dezhina I.G., Kuznetsov Y.N., Korobkov A.V., Vasiliev N.V.]; [editor-in-chief Ivanov I.S.]; RIAC. M.: Spetskniga, 2015. URL: [http://www.russiancouncil.ru/inner/?id\\_4=7090#top-content](http://www.russiancouncil.ru/inner/?id_4=7090#top-content)

## CONCLUSIONS AND RECOMMENDATIONS

1. Amid the apparent limitations of extensive development models in both Russia and China, bilateral cooperation in science and education appears to be an increasingly significant objective in order to build up national innovative capacities. Furthermore, the promotion of academic cooperation between Russia and China is in line with the agenda for multi-track diplomacy between the two countries.
2. In order to boost the status of academic cooperation as a priority sector for collaboration between Russia and China, it would be advisable to declare the next series of cross-years to be “years of science, education and innovation”.
3. In order to attract Chinese students to Russian universities and vice-versa, it would be advisable to:
  - shift the emphasis from the number of students and courses to the quality of students and courses;
  - focus on engaging students in non-language (natural science, technical, engineering, etc.) courses;
  - show flexibility in terms of the languages of teaching – Russian, Chinese and English, or a combination of these;
  - combine long- and short-term educational programmes, including those in English;
  - pay more attention to expanding career opportunities for graduates, gradually opening the labour market to them.
4. In order to attract academic professionals and researchers from China to Russia and vice-versa, it would be advisable to:
  - encourage scientists from the two countries to establish working contacts with a view to conducting joint R&D;
  - expand the possibilities for permanent and temporary employment for Russian and Chinese specialists at scientific and educational institutions of the two countries;
  - organize grant support for programmes for lecturers and researchers;
  - ensure the institutional flexibility required to effectively arrange academic trips (including academic sabbaticals provided domestically) and motivate specialists (trips are advisable only if they can improve career prospects).
5. To develop joint universities and research centres, it is necessary to:
  - support existing projects on a priority basis;
  - identify a single prestigious partner in China instead of spending limited resources on building relations with several secondary players;
  - focus on the status of prospective Chinese partners as the top priority, their proven interest, motivation, and then on the geography factor and the economic situation in the region of cooperation;
  - encourage the use of English in teaching and communication, engage English-speaking Russian and Chinese scientists and representatives of the Russian academic community abroad;
  - show flexibility in terms of curricula and standards given the cultural differences between Russia and China.



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