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**EDUCATIONAL MIGRATION:
THE EXPERIENCE OF CHINA**

Migration or movement of people from one region to another has been going on for centuries. However, educational migration is a relatively new form of migration, which dates back to the time when the countries of Asia and Africa were under colonial domination. A limited number of young people were selected to study in the higher education institutions of the cities of the Empire, with a view to their further work in the administrative centers of the colonies. Young people, students and graduates are an intellectual potential and an important component in the development of society, a special group with a good level of mobility, intellectual activity and health, which give them an advantage over other categories of the population, represent the economic and demographic potential of the country, so the migration losses of students are undesirable in the country. Often, studying abroad is considered as a step towards future migration. International students, especially from developing countries, often stay in the host country after graduation. A foreign diploma is often viewed as an investment in finding a job after graduation, either in the host country or in the home country. Many host countries are interested in hiring talented foreign young people who have graduated from their universities.

Key words: migration, student migration, youth, China, higher education institution.

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Білім көші-қоны: Қытай тәжірибесі

Адамдардың бір аймақтан екінші аймаққа қоныс аударуы немесе жылжуы ғасырлар бойы орын алады. Сонымен қатар, білім көші-қонының салыстырмалы түрде жаңа түрі болып табылады, оның тамыры Азия мен Африка елдері отарлық үстемдіктің астында болған кезде кетеді. Империя қалаларының жоғары оқу орындарында оқу үшін олардың одан әрі колониялардың әкімшілік орталықтарында жұмыс істеу мақсатында жастардың шектеулі саны іріктелді. Жастар, студенттер және түлектер зияткерлік әлеует және қоғамның дамуындағы маңызды құрамдас бөлігі, ұтқырлықтың, зияткерлік белсенділік пен денсаулықтың жақсы деңгейі бар ерекше топ болып табылады, осылар оларға халықтың басқа санаттарынан артықшылық береді, елдің экономикалық және демографиялық әлеуетін көрсетеді, сондықтан елде студенттердің көші-қон шығындары қажет емес. Көбінесе шетелде оқыту болашақта көші-қонға қадам ретінде қарастырылады. Шетелдік студенттер, әсіресе дамушы елдерден, оқуды аяқтағаннан кейін қабылдаушы елде жиі қалады. Шетел дипломы оқуды аяқтағаннан кейін немесе қабылдаушы елде немесе Отанда жұмыс іздеуде инвестиция ретінде қарастырылады. Көптеген қабылдаушы елдер жоғары оқу орындарын бітірген талантты шетелдік жастарды жұмысқа алуға мүдделі.

Түйін сөздер: көші-қон, студенттік көші-қон, жастар, Қытай, жоғары оқу орны.

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Образовательная миграция: опыт Китая

Миграция или перемещение людей из одного региона в другой происходит веками. Вместе с тем образовательная миграция является относительно новой формой миграции, корни которой уходят в те времена, когда страны Азии и Африки находились под колониальным господством. Для обучения в высших учебных заведениях городов Империи отбиралось ограниченное число молодых людей, с целью их дальнейшей работы в административных центрах колоний. Молодежь, студенты и выпускники являются интеллектуальным потенциалом и важной составляющей в развитии общества, особой группой с хорошим уровнем мобильности, интеллектуальной активности и здоровья, которые дают им преимущество перед другими категориями населения, представляют экономический и демографический потенциал страны, поэтому в стране нежелательны миграционные потери студентов. Зачастую обучение за рубежом рассматривается как шаг к миграции в будущем. Иностранцы студенты, особенно из развивающихся стран, часто остаются в принимающей стране после окончания учебы. Иностранный диплом часто рассматривается как инвестиция в поиске работы после окончания учебы либо в принимающей стране, либо на родине. Многие принимающие страны заинтересованы в найме на работу талантливых иностранных молодых людей, окончивших их вузы.

Ключевые слова: миграция, студенческая миграция, молодежь, Китай, высшее учебное заведение.

Introduction

An integral part of the global processes taking place simultaneously with transition to an information society is the movement of intellectual resources: information, scientific ideas, technologies and qualified manpower. Educational migration is relocation of people with a view to receiving education at various levels and for various periods of time. A component of educational migration may be said to be the flow of learning migrants oriented to educational institutions.

All countries of the world identify the increasing level of education of their citizens as a priority area of social-economic development, as one of the major means of maintaining competitiveness of the state and personality and ensuring national security. The growing internationalization of continuing education and expansion of services in this sphere are accompanied by a growing activity of educational migration. Educational migration has steadily taken the third position in the migration flow in terms of significance after labour migration and relocation of compatriots. Participants of educational migration may be considered to be one of the most desirable categories of migrants; they are generally young and enterprising people distinguished by their openness and willingness to assimilate new knowledge and technologies.

Educational migration, as well as labour migration, is an important link in the entire migration process. Its main difference from intellectual migration is that educational migration precedes the process of «brain drain». Intellectual migration emigration of scientific, technical and other highly qualified specialists for permanent or temporary residence; a kind of international migration. «Brain drain» goes mainly to economically developed countries such as the US, China and the UK.

One of the most important types of migration mobility is international educational (training) migration, which is the movement of people between countries for the purpose of obtaining education at different levels and for different periods. «In the international practice of migration accounting, the movement of students and trainees is singled out as an independent category, since this migration performs a well-defined social function associated with the internationalization of education and the development of highly professional resources, which in fact represent the intellectual global capital of society» (Ryazancev S.V.: 2010). This type of migration includes the movement of students of different levels of training: schoolchildren, students of secondary special and higher educational institutions, graduate students, doctoral students, trainees, professionals who improve their skills in various educational institutions, structures and

companies. According to «Migration: dictionary of basic terms» (Yudina T. N.:2007, p.241) these risks «lie in the fact that those who leave their countries are often the most capable and talented, reducing the country's potential for long-term economic growth. For countries that have lost a significant portion of their skilled labour force, this process could have reduced returns on capital. Local firms that invest in employee training will also find it difficult to compensate for their investment if these trained workers leave the country on a regular basis. The emigration of highly skilled professionals, especially when it becomes cumulative, can greatly complicate the task of creating the critical mass of scientific and technological knowledge and experience needed to develop new products or to adapt imported production technologies to local conditions. The history of industrialization shows the importance of technological learning and capacity-building at the enterprise level for the development of innovative processes and products.»

In the era of globalization, higher education was largely internationalized and developed on a market basis. The rapid growth of international education has led to an increasing number of students wishing to pursue higher education abroad, often considering studying abroad as a step towards permanent residence in the country of study (Gribble, C.: 2008, pp. 25-39). Both the cultural and economic contribution that foreign students make to the economies of host countries has led major international players to make greater efforts to facilitate the entry and integration of foreign students into the country. Among the measures taken, even such significant as amendments to the migration legislation and changes in visa policy and procedures.

International students bring significant profit to the national economies of the countries actively developing the industry of education. In addition to the financial benefits, education – exporting countries receive a number of advantages:

1) In order to ensure the continuity of education for international students, universities in these countries bring in the necessary compliance curricula and programs. They also transfer the learning process to distance learning or open campuses in other countries.

2) It is the development of partnerships between universities. At this stage of development, many universities are developing a system of double diplomas.

3) It is a constant improvement of the scientific base – otherwise not to attract young promising

scientists, namely in terms of the quality of research work is measured by the activities of universities in most countries. The world University rankings are also based on these data.

4) It is an opportunity for the citizens of developing countries to acquire a huge social capital, to get good contacts and connections around the world, as well as cross-cultural communication.

As you can see, the intensity of international educational migration is caused by quite objective reasons, the effect of which is unlikely to weaken in the near future. At the moment, the situation is estimated as follows (Vyhovanec O.D.: 2011) the leader in the world educational market (whose capacity is estimated by the WTO – 50-60 billion dollars) – the United States, which controls almost a third of the world financial educational turnover. According to UNESCO (UNESCO: 2018), in 2013, about half of the total number of foreign students accounted for only six leading countries: the United States (19%), the United Kingdom (10%), Australia (6%), France (6%), Germany (6%), the Russian Federation (3%). It is necessary to take into account not only the total number of foreign students, but also their share in relation to the total number of students. Thus, in Russia this indicator in 2013 was 3.6%, in 2014-4.3% (Gromova E.A., Boyarkin G.N.: 2011, pp. 105–113), in 2015 – 6% (Komrakov A.:2016), while, for example, in Switzerland the share of foreign students in 2011 was 38% (Oko planety: razdel politiki). In addition, according to experts (Aref'ev A.L.: 2012), the increase in the share of foreign students in Russian universities is caused, among other things, by the reduction in the number of Russian students. In addition, experts note (UNESCO: 2018) that the «newcomers» – China, Malaysia, Singapore, Egypt, Saudi Arabia, the United Arab Emirates-begin to compete quite successfully with the leading countries in the field of educational migration.

Globally, competition for foreign students is projected to intensify, and many countries see them as the most desirable category of migrants. The world market of educational services is estimated at \$ 50-60 billion. Economically developed countries (for example, USA, Switzerland, Great Britain, Germany, France, etc.) actively attract students. In particular, the U.S. state Department for several years, providing substantial funding for the implementation of overseas programs for the development of student exchanges and attracting international students and faculty for study and internships in the United States.

Currently, the competition of education exporting countries is entering a new round, new players are emerging, and in the next decade the educational redistribution of the world is quite likely. By 2025, the total number of students in the world will increase from today's 97 to 260 million people. According to UNESCO, foreign students will be 5-7 million by that time, two-thirds of them will be from Asia. The leadership in the supply of students will be for India and China, therefore, the struggle will unfold for these regions (Ryazancev S.V.: 2010).

At present, most developed countries face problems of shortage of highly skilled labour resources in the labour market. According to existing estimates, at the turn of the XX-XXI centuries, lack of specialists in the field of information technologies in the United States was about 850 thousand people in Europe - 2 million people. As practice shows, only at the expense of internal reserves (in particular, the development of relevant areas in education and retraining) the problem of meeting the high demand for professionals can not be solved. Modern systems of public education are inertial, they do not have time to immediately respond to the ever-changing needs of the labor market.

In this regard, the competition for the involvement of certain categories of specialists and students is becoming increasingly intense in the world. The international migration of skilled workers in developed countries is associated with the real benefits of knowledge dissemination and the demand for human resources in the fast-growing advanced sectors of the economy. What unites developed countries today is the high demand for specialists in the field of information technology, space and aviation technology, health, education, etc.

The governments of a number of countries (Australia, Canada, the USA, Great Britain) in order to attract qualified labor force began to actively stimulate temporary migration of both existing specialists and students.

Literature review

The paper deals with the research of Russian and foreign researchers, as well as the research of the world organization in the field of educational migration and the world labor market. For the definition of «educational migration», we reviewed works of C Gribble, O.D. Vykhovanets, S.V. Ryazantsev, E.A. Gromova, G.N. Boyarkin. Their works define the concept of «educational migration»

and the causes of educational migration. In the study of the global trend of educational migration, the statistical data of UNESCO and the work of A. Matt, A. Komrakov, A.L. Arefyev were studied.

Studying the experience of educational migration in China, in the publications of scientific journals specializing in world education (the times higher education, Journal of International Students, World Education News & Reviews), the main reasons for the migration of Chinese students to foreign universities were identified. The dynamics of educational migration of Chinese students was analyzed by studying the UNESCO database and statistics of the official website of the Ministry of education of China. Scholarship programs for study abroad (state and international) for students and young scientists of China were also studied.

An important component of the study is the analysis of the Chinese raft in the field of encouraging Chinese students who have received education abroad to return back to China.

Main part

In 1978, on the approaches to the policy of reforms and openness, Deng Xiaoping made a fundamentally important decision: to send three thousand students and scientists to study abroad every year. He believed that if at least 15% of them return – it will be a big win for the country (Zweig D., Rosen S.: 2003). Currently, China has become the world leader in the number of students studying abroad, and the share of return has reached about a third of their number. From 1978 to 2009, about 1.62 million people left China for study abroad (China study: 2010). First and foremost, Chinese youth are attracted to the United States and England, that is the same countries where our compatriots leave, as well as Australia and Japan. These are the countries that are at the forefront of technological progress and, therefore, are able to provide the entering into working life generation with ample opportunities for entrepreneurial, teaching, scientific, etc. Career at the same time with a high quality of life. A young person who has come from abroad has a chance to integrate into this life or, having acquired the appropriate professional baggage, to find a worthy place at home in the advanced segments of the economy, updated with the help of technologies from the same countries.

By the end of the last decade, the number of Chinese students abroad had become the largest group of international students in the US. In fact, China is still one of the leading countries sending

students to study abroad, and this demand for foreign education remains strong. The main reasons why Chinese students choose to pursue higher education abroad are as follows:

1. Chinese students rated future employment prospects as one of the main reasons for studying abroad. There is a strong belief among Chinese students and their parents that foreign education will improve employment prospects and career development.

2. The intention to move to the country of study is an important reason for choosing a foreign education. Chinese young people believe that studying abroad will make it easier for them to move to another country.

3. By studying a new cultural environment and learning in a different educational system, many students believe that they will have a richer experience than if they were studying in their home country.

4. A very important reason is the entrance exam in China (Gaokao)- one of the most stressful periods of time for Chinese students and their parents. In China, it is the most important exam for all high school graduates who want to get higher education. Therefore, many parents try to avoid psychological stress for their children and make a choice in favor of foreign universities. It should be noted that parents have a great influence on their children when choosing a profession and country of study.

5. The motivational attitudes of Chinese youth are also influenced by their friends who study in another country. This is not always the main factor, but it can be one of the reasons that encourage the student to travel abroad. In their opinion, the trip foreign training opens up new opportunities to establish personal and professional relationships with people from all over the world.

6. Chinese students also believe that studying abroad gives them a quality education. This is because foreign schools offer a more flexible learning environment, with more emphasis on improving the student's mental skills such as leadership, teamwork, and decision-making. Studying in an English-speaking country, students can learn and improve their language skills (The times higher education: 2018; Journal of International Students: 2017; World Education News & Reviews: 2017).

Chinese parents note that the main factors influencing the decision to teach a child abroad are (in percentage): comprehensive education and development, high quality education, creativity of the educational process,, impartiality of education, personalized learning, the importance of obtaining fundamental knowledge.

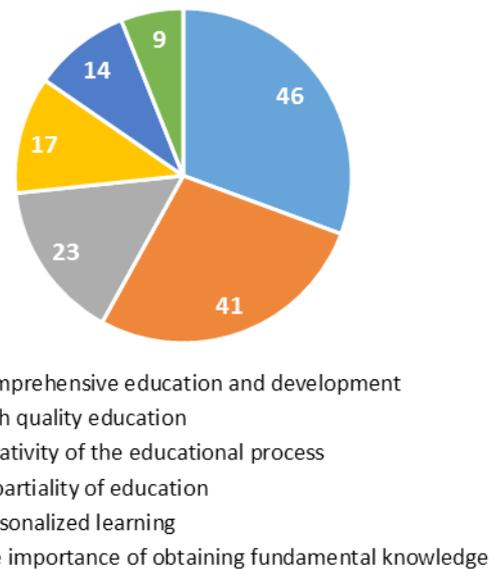


Figure 1 – The main factors influencing the decision to study abroad (Krasnov G. A., Belous V. V.: 2016)

According to the Statistical Institute of UNESCO, of the 10 countries that educate the majority of students from China.

The People's Republic of China is one of the countries that understands that education is the key to its development and global competitiveness. For more than a decade, public spending on education has increased by more than 20 percent per year and now stands at more than \$ 250 billion per year (UNESCO: 2018).

According to a recent online survey of the Daily Chinese youth newspaper, which was attended by 1621 respondents (both students and their parents), it turned out that most young people go abroad to obtain a diploma and improve their social status. The survey also highlighted other factors that influence the decision to study abroad. Thus, 47 percent of students believe that foreign education will allow them to gain advantages in employment, 43 percent go abroad for better education, 39 percent believe that foreign education will allow them to broaden their horizons, 29 percent are looking for opportunities to get rid of parental care, 28 percent are looking for opportunities to avoid the pressure of the Chinese examination system, 22 percent – go to study abroad without any clear (Yibada: 2015).

China is the number one country for sending its citizens to study abroad. Recently, there has been a tendency to send children to study abroad at an earlier school age.

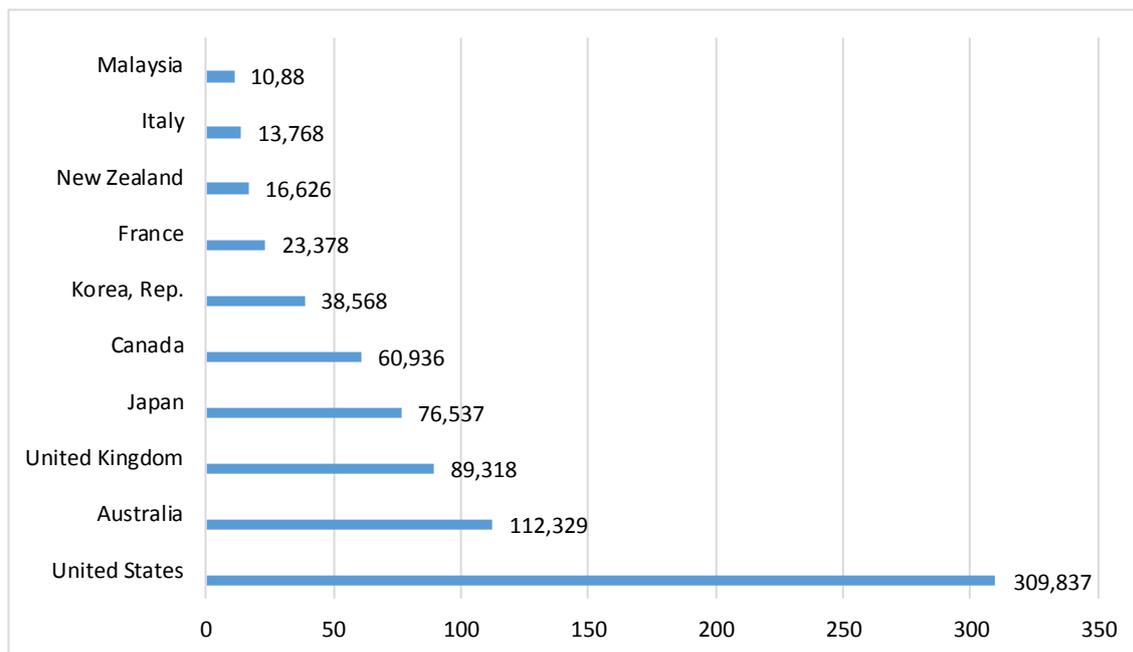


Figure 2 – Number of Chinese students studying abroad in 2016 (UNESCO: 2016)

Since the beginning of the XXI century, China has been funding scholarships for young people in foreign universities. The structure and scope of these programmes have evolved over time to reflect national interests. Early programs were focused primarily on the sending of Chinese experts in the centers of education abroad to receive professional training, the scholarship holders themselves chose universities learning (*The New York Times: 2013*).

The priorities of China's future economic competitiveness were identified as improving the level of training in science and technology, as well as the development of a more innovative workforce. This was followed by the creation of several new scholarship programmes. Unlike previous programs, they are aimed at obtaining a degree in priority areas and require that scholarship recipients return to China after graduation. These programmes are more closely linked to China's efforts to establish world-class higher education institutions. They also represent a significant increase in the number of scholarships awarded each year.

National scholarship «The National Merit Scholarship» is the first student scholarship program in China for students who pay for their studies abroad. Founded in 2003 and operating to the present day, it offers up to 500 scholarships per year to Chinese students who are already studying in doctoral studies abroad (*China Daily: 2017*).

Founded in 2007, the «Elite Doctoral scholarship» is designed to help the best students and universities in China. The aim of the program is to train leading specialists in the field of science and technology, who, after returning to China, will help to improve and reform the country's higher education system. The scholarship was created to solve the problems associated with the fact that without the active development of professional specialists, the future innovative and research potential of the country will continue to lag behind other countries, thereby reducing China's global competitiveness.

China scholarship for master's degree students funded by the state, was founded in 2009. It also funds research in areas that are critical to national development and competitiveness. Its objectives are the development of higher education institutions and academic disciplines, promoting international cooperation in the field of higher education, improving the quality of teaching and research in Chinese universities, and immigrants in the development of global skills and perspectives. The program is aimed at employees of state institutions and vocational schools (*British Council: 2014*).

In 2012, the first in China scholarship program in the field of external mobility for undergraduate students «the International Exchange Schemes for Elite Undergraduate Students» was launched. The

program funds approximately 3,000 students a year, most of whom are going abroad in their final year. The objectives of the programme are to promote inter-Agency cooperation and cultural exchange, and to improve the intercultural skills and abilities of returnees. Like the «Elite Doctoral scholarship», this program is aimed at students from the best universities in China, although training in specific areas is not required.

According to CSC statistics, less than 3,000 Chinese received government-funded scholarships to study at foreign universities in 2003. In 2010, their number exceeded 13,000. Such figures show a significantly increased commitment of the country to the development of human resources and are a sign that the intellectual capital of the country is really growing (China Scholarship Council: 2013).

It is also important to note that several academic reviews of scholarship programs have revealed a number of positive results in the development of China's national education. For example, universities benefit from closer interdisciplinary cooperation between University departments and the expansion of partnerships with foreign institutions. Perhaps the most significant are the changes in the provision and quality of higher education (Shen, R: 2013, pp. 14-16). Repatriates who have graduated from foreign universities also note improved communication skills and understanding of different cultures, as well as improved employment prospects. (Zhou, Y., Zhang, H.: 2009, pp. 10–15).

The leading exporting countries actively use the opportunities of the two largest exhibitions in the country to promote educational services: the Chinese educational exhibition and the Chinese international educational exhibition tour.

The Chinese educational exhibition, which began its work in 2000, annually presents the national pavilions of Argentina, Australia, Canada, Chile, Cyprus, Denmark, Estonia, Finland, France, Germany, Ireland, Israel, Italy, Japan, the Republic of Korea, Malaysia, New Zealand and the Philippines. The organizers from foreign countries are diplomatic missions accredited in China, national profile ministries and agencies for the promotion of higher education.

Chinese international exhibition tour organized by Beijing, Shanghai, Hangzhou, Guangzhou, Nanjing, Hefei, Shenyang cities is held annually in spring and summer time. Foreign educational organizations actively participate in it. So in 2015, the US was represented by 51 participants (and it was not only universities, but also high schools), Canada – 49, UK – 47, Japan – 37, Australia – 34, France – 29, New Zealand – 24, the Republic of

Korea – 13. The Russian Federation was represented by 4 universities: far Eastern Federal University, national research UNIVERSITY «Higher school of Economics», Moscow state Institute of international relations and St. Petersburg state marine technical University (China Digital Landscape: 2014).

Among the tools of recruiting the important role played by the Internet platform, promoting the network training abroad. Internet platform «Education in the UK» provides information about learning in the UK in 36 languages, including Chinese. Official site of the Australian government «Study in Australia» distributes information about educational opportunities in Australia in 18 languages, including Chinese. It should be noted that education in Australia is promoted not only through the national website, but also through the websites of individual Australian cities in Chinese.

In 14 languages of the world, including Chinese, the Internet portal «Learn in the USA». The website of the Centre for the promotion of studies and academic orientation in Italy (Italian) is available in 6 languages, including Chinese. – Centro di promozione accademica per l'orientamento allo Studio in Italia). Portal for the promotion of higher education in the Republic of Korea «Study in Korea» provides information about learning opportunities in Korea in Chinese and 3 other languages (ASEM: 2009).

If we consider the problem of the return of Chinese students after graduation, according to the statistics of the Ministry of human resources and social welfare of China, in 2016 the rate of «repatriates» reached a record level – 432,500 students. Over the past four years, the return rate has increased by about 10 percent, from 72.38 per cent in 2012 to 82.23 percent in 2016.

According to the latest research of the Beijing analytical center «Center of China and Globalization»(CCG), the main reasons for the return of Chinese with a foreign diploma are:

1. China's growing economy is one of the factors driving Chinese students to return home after graduating from foreign universities. Especially if their skills match the demands of China's high-tech industry, which grew by about 10% between 2015 and 2016. (China Daily: 2017).

2. Another factor is career prospects, higher compensation, and the removal of immigration restrictions. China can provide better paying jobs and better career prospects. To date, the social status and wages in China are not inferior to foreign ones. Wages in the Chinese technology sector are rising along with the expansion of the sector. Particularly impressive is the salaries of professionals in the field

of artificial intelligence: team leaders in this area, with experience of three to five years, can receive more than 1.5 million yuan (about \$ 237,000 us annually.) (Japan times: 2018).

3. For many Chinese, life within the country is more familiar and convenient. The lack of a language barrier, a better understanding of culture, and closer social connections are also important factors in encouraging Chinese students to return home.

4. Raising the prestige of major Chinese companies such as Tencent Holdings, the e-Commerce giant Alibaba Group, the media aggregator Toutiao, the AI Cloudminds startup and the Baidu search engine is without a doubt the main factor driving young Chinese professionals back home. Moreover, there are many examples when Chinese students with foreign diplomas have achieved great success as entrepreneurs and innovators after returning to China.

5. By the end of 2014, there were 305 business incubators in China designed specifically for

students returning from abroad. In these centres was 22 000 new enterprises, involving 63 000 returnees. By the end of 2016, the number of such «pioneer parks» for students who graduated from foreign universities increased to 347, and the number of companies in which they are located increased to 27 thousand. (The Center for China and Globalization: 2016).

6. Another factor in the return of Chinese students is the so-called «bamboo ceiling». This is a theory that claims that Chinese graduates can expect to work in technology companies abroad, but rarely move up the career ladder. This theory, first put forward by Jane Hyun in her book published in 2015, «Overcoming the bamboo ceiling: a career strategy for Asians,» is provable. A 2015 study by the nonprofit research Agency Ascend Foundation found that among the five major technology companies (Google HP, Intel, LinkedIn, and Yahoo), the ratio of professional Asian and Asian Americans is 27%, but only half of them hold senior positions (The Ascend Foundation: 2013).

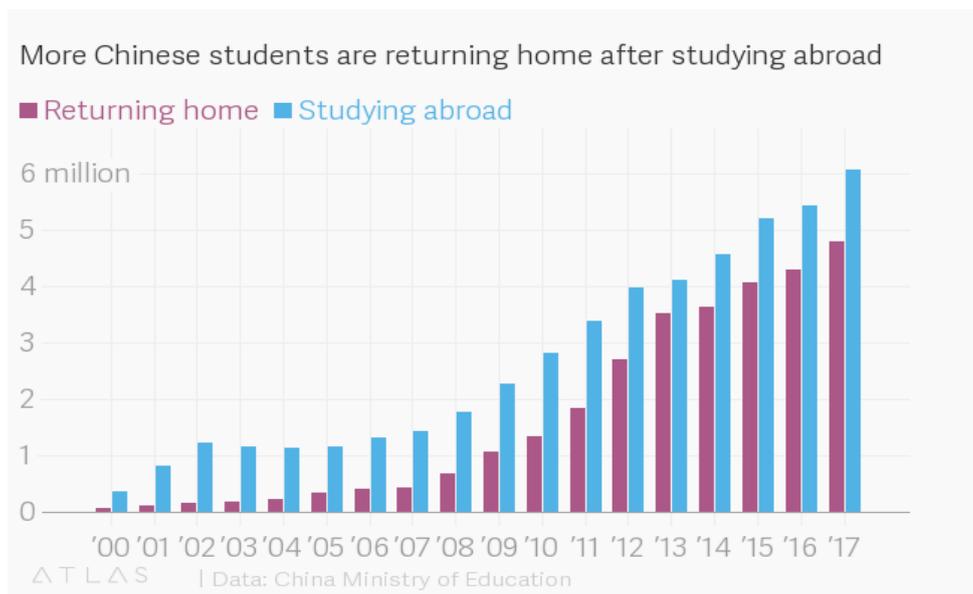


Figure 3 – Number of students who returned to China after completing their education (Statistics from the Ministry of education of China: 2018)

The MTSP study also highlighted some of the consistent benefits and challenges faced by Chinese graduates of foreign universities (The Center for China and Globalization: 2016):

* Almost 86% of respondents felt more competitive due to international perspectives gained from studying abroad;

* 82% believe their language skills give them an advantage;

* 79% assessed the possibilities of intercultural communication received while studying abroad.

Almost seven out of ten students felt unclaimed in the labor market due to lack of understanding of the internal situation in the field of employment;

* 47% said they were concerned about the lack of better employment opportunities;

* 45% could not get used to the home environment, including due to the fact that they used the wrong strategies in the work.

* 41% believe that they are not familiar with the domestic market.

Conclusion

After analyzing the research of world organizations studying the problem of education and migration, we came to the conclusion that China's experience in the field of educational migration can be called positive. The Chinese government is making efforts to make foreign education more accessible to talented Chinese. In accordance with the developed national plan for medium-and long-term educational reform and development for the period 2010-2020) Chinese scholarship Council annually allocates several thousand scholarships for young Chinese

to study abroad. In addition to these scholarships, a number of universities and companies also provide scholarships to employees to study abroad (usually in graduate and post-graduate studies). The Chinese government enables its students to get quality education in various universities of the world, as well as creates conditions for their subsequent employment (Nuffic: 2015). The most important factor in choosing a University to study abroad is the reputation of the University, its position in the world University and subject rankings.

It is also important to note that China is actively developing its own education system. China supports the education of foreign students. In the period from 1978 to 2009, Chinese educational institutions accepted a total of 1.69 million foreigners from 190 countries and regions of the world to study (China study: 2010). According to the World Rating Agency QS for 2018, 6 universities in China entered the top 100 best universities in the world (Quacquarelli Symonds: 2018).

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