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**EDUCATIONAL MIGRATION
FROM THE REPUBLIC OF KAZAKHSTAN
TO THE PEOPLE'S REPUBLIC OF CHINA
AS ONE OF THE ASPECTS OF STRATEGIC
COOPERATION BETWEEN COUNTRIES**

(Results of sociological research)

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The publication was prepared on the basis of the results of a comprehensive sociological research, consisting of quantitative (407 interviewed Kazakhstani students studying in the People's Republic of China) and qualitative methods of information acquisition (survey, conducted among 60 experts, statistical data analysis, mass media content analysis). In the course of the research, interviews were conducted with teachers, employees of international departments of universities in Kazakhstan and China, diplomats supervising education and culture of bilateral relations, citizens of Kazakhstan graduated from universities in China and working both in their homeland and in other countries. The picture emerged from the interviews and surveys was completed by the analysis of the speeches of the officials from both countries, articles in the press, statistical data of the Embassy of the Republic of Kazakhstan in the People's Republic of China and the Embassy of the People's Republic of China in the Republic of Kazakhstan, the Ministry of Education and Science of the Republic of Kazakhstan, and the Ministry of Education of the People's Republic of China. The research was carried out from June till December 2015.

The sociological research, conducted in 14 cities of China (Xian, Beijing, Shanghai, Guangzhou, Lanzhou, Urumqi, Dalian, Qingdao, Nanjing, Wuhan, Guilin, Xiamen, Zhengzhou, and Hangzhou) among Kazakhstani students from 49 universities, reveals various aspects of educational migration. On the basis of a multilateral study of this topic, the research showed the importance of a continuous monitoring of the intentions of students, as well as the need for timely measures that will significantly strengthen the intellectual potential of Kazakhstan.

The book is intended for a wide audience.

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— INTRODUCTION

Since the establishment of diplomatic relations between the Republic of Kazakhstan (further – Kazakhstan) and the People’s Republic of China (further PRC) in 1992, two countries has obtained considerable experience of interaction in many directions along with a huge potential for development. The cultural and humanitarian cooperation represents one of the most important areas of interstate interaction. Partnership in the sphere of education is a key direction in development of cultural and humanitarian cooperation.

The legal and regulatory framework of this area of interaction between Kazakhstan and PRC is based on the following contracts and agreements:

- The agreement between the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Education of PRC of June 3, 2003;
- The agreement between the Governments of the Republic of Kazakhstan and PRC on mutual recognition of qualifications and academic degrees of December 20, 2006;
- The protocol on amendments (of April 16, 2009) to the Agreement between the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Education of PRC on cooperation in the field of education of June 3, 2003 (provides increasing number of exchange students up to 100 people);
- The agreement between the Ministry of Education and Science of the Republic of Kazakhstan and the China *National Petroleum Corporation* on cooperation in the field of education of June 15, 2011 (CNPC allocates 15 grants for the Master’s program);
- The agreement between the Government of the Republic of Kazakhstan and the Government of PRC on cultural and humanitarian cooperation of August 31, 2015, etc.

Educational grants in China are allocated not only under the agreements mentioned above. At the SCO Summit in 2014, China announced the decision to train 1500 specialists from the SCO member states at the Chinese universities within the period of three years¹.

In September, 2013 during the first state visit to Kazakhstan, Chinese President Xi Jinping, speaking in the Nazarbayev University, declared provision of 30 000 state educational grants by the Chinese party for teaching and advanced training of 10 000 students and teachers of the Confucius Institutes within the next ten years². Currently, there are four functioning Confucius Institutes in four cities of Kazakhstan: Astana, Almaty, Aktobe and Karaganda. The agreement on establishment of the Kazakhstan’s first Confucius Institute at L.N. Gumilyov Eurasian National University was signed during the visit of the President of Kazakhstan Nursultan Nazarbayev to Beijing in December 20, 2006. Xi’an University of foreign languages was determined as the partner higher education institution in China³. The Confucius Institute at Al-Farabi Kazakh National University (KazNU) was opened in February 2009 in collaboration with Lanzhou University within this project. In June and February 2011, ceremonial openings of two more Confucius Institutes took place at Aktobe Regional University and Karaganda State

¹ <http://www.scosummit2012.org> (accessed date:19.03.16)

² <http://kz.chineseembassy.org/rus/zhgx/t1077192.htm> (accessed date:19.03.16)

³ www.ic.enu.kz (accessed date:19.03.16)

Technical University respectively. Their partner higher education institutions are Xinjian Financial University and Shihezi University⁴.

One of the spheres of cooperation, gathering momentum, is the development of initiatives within Network University of the Shanghai Cooperation Organization (USCO), established in 2008. The primary mission of the University lies in implementation of joint training of highly qualified personnel on the basis of approved innovative educational programs in the specialties of priority interest for economic and social development of the SCO member states. Functioning as a network of already existing higher education institutions, USCO trains specialists in priority areas of scientific-educational and economic cooperation of member states: regional studies, ecology, energy engineering, IT technologies and nanotechnologies. The student, having intention to study at this educational institution, undergoes standard procedure of entering the Master's programs in one of main universities at his or her country or abroad. Further, the Master's program student has two educational "flight" paths: it is possible to complete a training course in the chosen higher education institution, as well as in its partner higher education institution, and receive two diplomas upon graduation⁵.

The students of the Bolashak Presidential Scholarship also choose universities of China. The Chinese higher education institutions became popular not only among those students who receive grants but also among those who pay for education.

Foreign citizens, studying in China

Globalization of higher education is inconceivable without ample opportunities of studying abroad. Foreign citizens began to give preference to education in higher education institutions in China with increasing frequency. According to the Ministry of Education of the People's Republic of China, students from 203 countries of the world study in the country. China takes the third place in the world after the US and Great Britain on the number of foreign students studying in the country.

As of 2014, 377 054 foreign students studied in the People's Republic of China. The greatest number of students are from the Republic of Korea (62 923 people), then from the USA (24 203), Thailand (21 296), Russia (17 202), Japan (15 057), Indonesia (13 689), India (13 578), Pakistan (13 360), Kazakhstan (11 764) (the ninth place), France (10 729), Vietnam (10 658), Germany (8193), Mongolia (7920), Malaysia (6645) and Great Britain (5920).

Most of foreign students study in humanitarian specialties, mostly in the faculty of the Chinese language, but not in technical specialties. Only 44% of them get higher education, other 56% take short-term courses and training programs⁶.

The State Council of the People's Republic of China plans to increase number of foreign students to 500 000 people by 2020. The Confucius Institutes and classes play an important role in achievement of this purpose, being a network of the international cultural and educational centers created by the State Council with the aim of the Chinese language promotion abroad, affiliated with the Ministry of Education of the People's Republic of China (Hanban) in cooperation with foreign universities. The

⁴ *Data of the Embassy of the People's Republic of China in the Republic of Kazakhstan*

⁵ <http://uni-sco.ru> (accessed date:19.03.16)

⁶ <http://www.iie.org/Services/Project-Atlas/China/International-Students-In-China> (accessed date:19.03.16)

mission of the Confucius Institutes is to raise interest to China and promote knowledge of the Chinese culture around the world, to develop China's friendly relations with other countries. Education in these institutions is oriented to specifics of cooperation with China, moreover, the institutes fulfill the following tasks: organization of courses in the Chinese language and culture, holding scientific conferences, cultural activities and competitions, preparation and publication of educational literature on the Chinese language, organization of training for students and teachers in China⁷. According to the Ministry of Education of the People's Republic of China, by the beginning of October 2015, there were 476 Confucius Institutes at universities and 850 classes at schools in 127 countries of the world. Giving an official speech at the Annual World Conference of Institutes in December 2015, the Chairman of Hanban Sui Ling noticed that it is planned to increase the number of the Confucius Institutes to 1000 by 2020.

Citizens of Kazakhstan, studying in China

As of the beginning of August 2014, more than 45 000 citizens of Kazakhstan studied abroad: there are 26 600 citizens of Kazakhstan in higher education institutions of Russia, in the People's Republic of China – 9 670 (628 of them are owners of various grants), in Great Britain - about 4000, in the USA and the Czech Republic – about 1000, in Malaysia – about 1500, in the United Arab Emirates – 715, in Turkey – 783 and in other countries⁸.

According to official data of the Ministry of Education of the People's Republic of China, in 2007 the number of students from Kazakhstan in the Chinese higher education institutions constituted 3 000 people, including those who won educational grants and those who paid for education. In 2008, 3 750 compatriots studied at universities in China on a contractual basis, 70 - on grants. In 2010, the number of students reached 7 874 people. In 2011, 8 287 Kazakhstani citizens studied in China, among them 40 owners of the Bolashak Presidential Scholarship, some of them studied on the state exchange basis and got grants of the Chinese government, some were owners of the SCO grants.

In 2013, the number of the Kazakhstani students constituted 9 657 people, including 37 owners of the Bolashak Presidential Scholarship (17 - bachelors, 8 - masters, 12 - trainees).

In the beginning of 2014 - 2015 academic years, about 4 000 Kazakhstan citizens studied in Beijing, 1 250 in Urumqi, 800 in Shanghai, 700 in Xian, 500 in Guangzhou, 400 in Wuhan, 150 people per region in Nanjing, Lanzhou, Harbin, about 100 in Qingdao, 150 in Kuldzha, about 100 in Shihezi, 25 people in Xiamen.

During the period from 2004 to 2014, about 2 000 citizens of Kazakhstan graduated higher education institutions in China. Moreover, the number considerably increased - whereas there were 8 Kazakhstani citizens among university graduates of the People's Republic of China in 2003, there were already 700 students graduated from higher education institutions in China in 2013.

As of February 2016, the number of Kazakhstani students in the People's Republic of China constituted 11 764 people, including 763 who studied on the state exchange program under international treaties, the others paid for education or had municipal

⁷ www.hanban.org (accessed date:19.03.16)

⁸ https://tengrinews.kz/kazakhstan_news/45-tyisyach-kazahstanskih-studentov-obuchayutsya-rubejom-259529/(accessed date:19.03.16)

grants. According to official information of the Representative office of JSC "Center for International Programs" in Shanghai, 188 owners of the Bolashak Presidential Scholarship got their education in the Chinese higher education institutions, 24 are studying now. The number of the Kazakhstani students in higher education institutions in China increased by 14 times within the last decade.⁹

Thus, according to official data, educational migration from Kazakhstan to China demonstrates continuous growth dynamics. However, the aim of our research is to analyze a great number of questions: What is behind the figures of official statistics? What are the priorities for young citizens of Kazakhstan in choosing the universities in China? What difficulties do they face in the process of studying and living in a neighboring country? How is the situation with interethnic relations? What is their civic position? What plans do they have for the future? The multifaceted study of the educational migration process (interviews, official data of the Embassy of the Republic of Kazakhstan in the People's Republic of China and the Embassy of the People's Republic of China in the Republic of Kazakhstan, the Ministry of Education and Science of the Republic of Kazakhstan, the Ministry of Education of the People's Republic of China) gives an opportunity to develop recommendations for solving emerging problems, predict the consequences of educational migration and plan new directions of cooperation in order to deepen the Kazakhstan-China relations in the sphere of education.

METHODOLOGY OF SOCIOLOGICAL RESEARCH

Aim of the project:

To identify problems and opportunities in development of a strategic cooperation between Kazakhstan and China through stimulation of educational migration and strengthening of interstate cooperation between two countries in the educational sphere.

Educational migration is meant to be a study in the highest or secondary educational professional institution abroad with the purpose of receiving specialty, including training language courses to enter higher education institutions.

Objectives of the project:

To study the prerequisites and trends of educational migration from the Republic of Kazakhstan to the People's Republic of China;

To identify the identification structure of Kazakhstani students studying in China (language, religious, ethnic, cultural, civic);

To study basic social and economic problems arising in the process of studying and living in the People's Republic of China, determine the level of social adaptation and social sentiment;

To identify the presence of cultural centers, student associations and forms of their work;

To assess the interethnic situation in the cities where Kazakhstani students use to study;

⁹ According to the official data of the Ministry of Education of the PRC

To study the intellectual potential of young people from Kazakhstan studying in China;

To determine the measures to support Kazakhstani students in China.

The cities covered by the research: 14 cities of China (Xian, Beijing, Shanghai, Guangzhou, Lanzhou, Urumqi, Dalian, Qingdao, Nanjing, Wuhan, Guilin, Xiamen, Zhengzhou, Hangzhou).

Timing of the research: June - December 2015.

The methodology of the research is based on the complex use of quantitative and qualitative methods of information acquisition.

Quantitative method: survey of the citizens of Kazakhstan, studying in China: in total 407 interviewed Kazakhstani students (from 16 to 34 years old; middle age - 21 years)

Qualitative method: expert survey, supervision: in total, the survey was conducted among 60 experts.

Selection of respondents: carried out by a "snowball" method. Selected respondents are the citizens of Kazakhstan, studying in China and getting bachelor, master and doctoral degrees, as well as attending training courses to enter higher education institutions.

Survey method: combined (Face-to-Face — interview), a telephone survey and mail survey.

It should be noted, that the survey does not provide representativeness of samples, but together with the research qualitative methods (supervision, expert survey), allows studying the subject thoroughly. The research also covered the surveys of teachers, employees of international departments of higher education institutions in Kazakhstan and China, diplomats supervising education and culture of bilateral relations, citizens of Kazakhstan, graduated from higher education institutions in China and who are working in their homeland and in other countries. The picture emerged from the interviews and surveys was completed by the analysis of the speeches of the officials from both countries, articles in the press, statistical data of the Embassy of the Republic of Kazakhstan in PRC and the Embassy of the PRC in the Republic of Kazakhstan, the Ministry of Education and Science of the Republic of Kazakhstan, and the Ministry of Education of the People's Republic of China.

Social and demographic profile of the respondents taking part in the survey

Among respondents of the survey - the citizens of Kazakhstan, studying in China, 50.6% are women and 49.4% are men (Table 1).

Respondents, taking part in the survey, are representatives of various nationalities where the overwhelming majority are Kazakhs - 97.1%, Russians - 2.5%, Tatars - 0.2%, Poles - 0.2% (Table 2).

Average age of the respondents is 21, the youngest of the respondents is 16 years old, and the oldest is 34 years old (Table 3).

Table 1

GENDER OF RESPONDENTS

Answer option	Quantity	Percent
Men	201	49.4
Women	206	50.6
Total	407	100.0

Table 2

ETHNICITY OF RESPONDENTS

Answer option	Quantity	Percent
Kazakh	395	97.1
Russian	10	2.5
Tatar	1	0.2
Polish	1	0.2
Total	407	100.0

Table 3

AGE OF RESPONDENTS

Answer option	Quantity	Percent
16	1	0.2
17	1	0.2
18	13	3.2
19	56	13.8
20	123	30.2
21	65	16.0
22	57	14.0
23	22	5.4
24	25	6.1
25	17	4.2
26	10	2.5
27	2	0.5
28	13	3.2
30	1	0.2
34	1	0.2
Total	407	100.0

RESULTS OF SOCIOLOGICAL SURVEY OF CITIZENS OF KAZAKHSTAN STUDYING IN CHINA

Section 1. PREREQUISITES AND TRENDS OF EDUCATIONAL MIGRATION FROM THE REPUBLIC OF KAZAKHSTAN TO THE PEOPLE'S REPUBLIC OF CHINA

49.6% of the respondents explained that they had chosen the universities in China for the reason that this country is foreign students-oriented (visa support, good dormitories, extracurricular support in emergencies, medical care, etc.). According to 45% of the students, the second important reason was low fees for education and accommodation. 41.8% of the students considered that education in China is of a higher quality, 39.1% of the respondents noted prestige of education, 29.5% won educational grants. 26.5% of the students explained the decision to study in higher education institutions in China in line with a cultural factor (from interview: "it is interesting to live in China: there are a lot of entertainments, interesting places", etc.), 25.6% of Kazakhstani citizens got recommendations from friends and acquaintances. The significant place in hierarchy of answers is taken by safety — 24.3% of respondents consider that there is a low level of racism and nationalism in China (from interview: "It is safe to live here, there are no skinheads as in the Russian Federation, there is no bad attitude towards people from other countries, people of other nationalities or races"). The geographical proximity to Kazakhstan also played a great role in making education in China more preferable for the Kazakhstanis - 23.8% of the students chose this option. The other answers were as follows: *parents influenced the choice and decision making (5.2%), the choice of the country was accidental (2.9%), high competition to enter higher education institutions in Kazakhstan (2.0%), because of plans for moving to China for permanent residence (1.2%), they like the Chinese language (0.7%)* (Table 4).

Table 4

WHY DID YOU DECIDE TO GET EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA (HEREINAFTER- CHINA)?

Answer option	Quantity	Percent*
China is a foreign students-oriented country (visa support, good dormitories, extracurricular support in emergencies, medical care, etc.)	202	49.6
Low fees for education and accommodation than in other countries I was considering	183	45.0
Education in China is of a higher quality	170	41.8
I decided to increase prestige of my education	159	39.1
Won a grant to study in China	120	29.5
It is interesting to live here: there is a lot of entertainments, interesting places, etc. (cultural factor)	108	26.5
Got recommendations from friends and acquaintances	104	25.6
It is safe to live here, there are no skinheads as in the Russian Federation, there is no bad attitude towards people from other countries, people of other nationalities or races (low level of racism, nationalism)	99	24.3

Answer option	Quantity	Percent*
Geographical proximity to motherland (Kazakhstan)	97	23.8
Parents insisted on this decision	21	5.2
Incidental selection of the country	12	2.9
High completion to enter higher education institutions in Kazakhstan	10	2.5
There is no my specialty in Kazakhstan	8	2.0
Plans to move to China for permanent residence	5	1.2
Like the Chinese language	3	0,7
Not sure	2	0.5

* the sum is not equal to 100 because the respondents could choose several options.

The first place among the answers about assistance in selection of a place to get education is taken by the advice of friends and acquaintances - 76.8%, 12.5% of respondents found information in the Internet, 9.1% of respondents received data from the mass media in Kazakhstan (Table 5).

The high rate of the first option indicates that the Kazakhstani citizens graduated from the Chinese higher education institutions are generally satisfied with the quality of education, conditions of accommodation and recommend compatriots to choose getting education in China.

Table 5

HOW DID YOU KNOW ABOUT POSSIBILITIES OF GETTING EDUCATION IN CHINA?

Answer option	Quantity	Percent
From friends	312	76.8
From the Internet	51	12.5
From mass media in Kazakhstan	22	5.4
The Confucius Institute at L.N. Gumilyov Eurasian National University	15	3.7
From foreign mass media or NGO	2	0.5
At university	1	0.2
The Petro Kazakhstan Scholarship Program	1	0.2
Not sure	3	0.7
Total	407	100.0

The majority of young people from Kazakhstan study at universities of large cities: Beijing, Shanghai, Xian, etc. The respondents of our research represented 14 cities of China. The main part of our compatriots study in higher education institutions in Xian (32.2% of the respondents), Beijing (20.9%), Shanghai (7.4%), Guangzhou (4.3%), Lanzhou (3.1%), Urumqi (2.9%), Dalian (2.2%), Qingdao (1.2%), etc. 16.2% of respondents did not indicate their university (Table 6).

Speaking about the Kazakhstani students' preferences regarding the choice of educational institutions it should be noted that they often choose regional universities that are territorially close to Kazakhstan, and higher education institutions where

requirements to foreign students are not very high, rather than leading top-rated universities of China.

Table 6

IN WHAT UNIVERSITY ARE YOU STUDYING NOW?

Answer option (written from the words of the respondents)	Quantity	Percent
Xi'an International Studies University - Xi'an	56	13.7
Beijing University of Foreign Languages - Beijing	23	5.6
Tianjin University, College - Tianjin	19	4.7
Xi'an Shiyou University - Xi'an	18	4.4
Northwest University - Xi'an	23	5.6
Xi'an University of Transport and Communications - Xi'an	13	3.2
Lanzhou University - Lanzhou	13	3.1
Guangzhou University - Guangzhou	11	2.7
Renmin University of China - Beijing	9	2.2
Dalian University of Foreign Languages - Dalian	8	2.0
Shanghai International Studies University - Shanghai	8	2.0
Beijing Language and Culture University - Beijing	10	2.4
Central University of Finance and Economics - Beijing	7	1.7
Tongji University - Shanghai	7	1.7
Xi'an University of Finance and Economics - Xi'an	7	1.7
Xinjiang Agricultural University - Urumqi	6	1.5
Donghua University - Shanghai	6	1.5
University of International Business and Economics - Beijing	5	1.2
Qingdao Technological University - Qingdao	5	1.2
Beijing University of Commerce - Beijing	5	1.2
Shanghai University - Shanghai	5	1.2
Beijing University of Civil Engineering and Architecture - Beijing	4	1.0
Beijing Normal University - Beijing	4	1.0
Diplomatic Academy - Beijing	4	1.0
Beihang University - Beijing	5	1.2
Shanghai University of Transport and Communications - Shanghai	4	1.0
Shaanxi Normal University - Xi'an	4	1.0
Nanjing University - Nanjing	4	1.0
Wuhan University - Wuhan	4	1.0
Xinjiang University of Finance and Economics - Urumqi	4	1.0
Guilin University - Guilin	4	1.0
Beijing Jiaotong University - Beijing	3	0.7
Tsinghua University - Beijing	3	0.7
Chang'an University - Xi'an	3	0.7
Xi'an University of Technology - Xi'an	3	0.7
Henan University - Zhengzhou	3	0.7

Answer option (written from the words of the respondents)	Quantity	Percent
Fourth Military Medical University - Xi'an	3	0.7
Guangzhou Medical University - Guangzhou	4	0.9
Xiamen University - Xiamen	3	0.7
Zhejiang University - Hangzhou	2	0.5
Xi'an University of Architecture and Technology - Xi'an	2	0.5
South China Normal University - Guangzhou	2	0.5
Beijing University of Aeronautics and Astronautics - Beijing	1	0.2
Medical University - Beijing	1	0.2
Xinjiang Normal University - Urumqi	1	0.2
Dalian University of Technology - Dalian	1	0.2
Xinjiang Medical University - Urumqi	1	0.2
Beijing University - Beijing	3	0.6
South China University of Technology - Guangzhou	1	0.2
No answer	62	16.2
Total	407	100.0

According to information of the Ministry of Education of the People's Republic of China, about 90% of young people from Kazakhstan, studying in China, give preference to humanitarian specialties: international relations, world trade, economics, business, etc.

Most of the respondents in our research are studying on specialty "The Chinese language and culture" and attending language courses - representation makes 36.9% of the students. The economic direction ("international trade", "management", "world economy and trade", "finance", "business administration", etc.) was chosen by 32.6% of the respondents. The law profile ("legal studies", "law"), "international relations", "oriental studies" are chosen by 10.7% of the citizens of Kazakhstan. Our compatriots prefer "oil engineering", "architecture", "industrial design", etc. (9.4%) among technical specialties. "Chinese medicine" is studied by 2.0% of the respondents. 8.4% of the respondents did not answer the question (Table 7).

Table 7

SPECIFY THE SPECIALTY YOU ARE STUDYING IN:

Answer option (written from the words of the respondents)	Quantity	Percent
The Chinese language and culture	122	30.0
Finance	33	8.1
Economics	31	7.6
International Economics and Trade	30	7.4
International Law	16	3.9
Philology	13	3.2
Logistics	12	2.9
International Relations	12	2.9
Business Administration	10	2.5
Management	9	2.2

Answer option (written from the words of the respondents)	Quantity	Percent
Language courses	8	2.0
Chinese Medicine	8	2.0
Oil refining	8	2.0
Regional Studies	7	1.7
Legal studies	6	1.5
Architecture	4	1.0
Industrial Design	4	1.0
Foreign languages	4	1.0
Chinese Language Teacher	3	0.7
Hotel Management	3	0.7
Automation	3	0.7
Transport technology	3	0.7
Insurance Risk Management	2	0.5
Orientalist	2	0.5
Physics	2	0.5
Telecommunications	2	0.5
Technical specialization	2	0.5
Information Technology	2	0.5
Engineering	2	0.5
Accounting	1	0.2
Tourism and marketing	1	0.2
Design	1	0.2
Public administration	1	0.2
Political science	1	0.2
Telecommunication	1	0.2
Radioelectronics	1	0.2
Biotechnology	1	0.2
Ecology	1	0.2
Producer	1	0.2
Geodesy	1	0.2
Noanswer	32	8.4
Total	407	100.0

For 85.3% of the respondents studying in China it is the first experience of getting education and/or living abroad for a long time. 14.7% of students answered that they had already had such an experience (Table 8).

Table 8

IS THE STUDY IN THIS HIGHER EDUCATION INSTITUTION YOUR FIRST EXPERIENCE OF STUDYING AND/OR LIVING ABROAD FOR A LONG TIME?

Answer option	Quantity	Percent
Yes	347	85.3
No	60	14.7
Total	407	100.0

Conclusions on the section:

- Universities in China attract young people from Kazakhstan by the conditions of education and living, quality of education.
- Foreigners feel safe in China; the country represents a low level of racism and nationalism.
- Overwhelming majority of the Kazakhstani graduates of universities in China are satisfied with the received education and actively recommend compatriots to make a choice in favor of studying in China.
- When choosing a university, young people from Kazakhstan mainly focus on regional universities located geographically close to Kazakhstan, as well as universities, where the requirements for foreign students are not so high.
- The main part of students is studying in humanitarian specialties. According to the experience of a large number of Kazakhstan is who have already received such diplomas, we can assume that after graduation the respondents will have problems with employment.

Section 2. STUDYING IN A HIGHER EDUCATION INSTITUTION, SOCIO-ECONOMIC SITUATION

The prevailing majority of the respondents (94.7%) answered that they like studying at the higher education institution, however 5.1% of the respondents gave negative answers (Table 9).

Quality of teaching at higher education institutions in China meets expectations of the prevailing majority of Kazakhstani students, paying for education. They are satisfied with the "the price - quality" ratio.

Even those citizens of Kazakhstan, who are rarely satisfied with quality of education, assume that it will be easy for them to get a job in the homeland because of prestige of foreign education. The only problem can be ignorance of the Kazakh language at the professional level, which could be obtained while studying at the Kazakhstan's higher education institutions.

Table 9

DO YOU LIKE STUDYING AT YOUR HIGHER EDUCATION INSTITUTION?

Answer option	Quantity	Percent
Yes	251	61.8
Rather yes, than no	134	32.9
Rather no, than yes	18	4.4
No	3	0.7
Not sure	1	0.2
Total	407	100.0

97.3% of the respondents estimated the level of complexity of getting education at their higher education institution as "difficult", 2.7% of students consider educational process to be easy (Table 10).

The respondents who had already have experience of studying at universities of Kazakhstan say that requirements to students in the Chinese higher education institutions are higher.

Table 10

HOW DO YOU ESTIMATE THE LEVEL OF COMPLEXITY OF GETTING EDUCATION AT YOUR HIGHER EDUCATION INSTITUTION?

Answer option	Quantity	Percent
Moderately difficult	242	59.5
Very difficult	154	37.8
Quite easy	10	2.5
Very easy	1	0.2
Total	407	100.0

65.8% and 21.2% of the respondents marked their progress at higher education institution as good and excellent respectively. 10.8% are studying satisfactorily (Table 11).

Considering the fact that at least 167 people (data of Table 15), taking part in the research, are studying on grants, we should note increasing requirements of higher education institutions in China to the owners of the grants allocated from the Chinese side in recent years. For example, foreign students of the "Chinese language" specialty, in case of untimely passing of the regular HSK examination (an international examination on determination of the level of proficiency in the Chinese language), lose their monthly scholarship.

Table 11

WHAT IS YOUR CURRENT PROGRESS AT UNIVERSITY?

Answer option	Quantity	Percent
Good	268	65.8
Excellent	86	21.2
Satisfactory	44	10.8
Non-satisfactory	2	0.5
Refuse to answer	7	1.7
Total	407	100.0

Majority of the respondents estimate the level of knowledge of the Chinese language as "good" – 80.6%, and "bad" – 18.1% (Table 12).

Majority of the students from Kazakhstan, getting education in the most popular humanitarian specialties, designated above, study in the groups for foreigners where requirements are slightly lower, than in the groups with native speakers. The respondents who chose technical specialties generally study with the Chinese students. Compatriots from this category treat the level of their proficiency in the Chinese language more critically, considering it to be insufficiently high.

Table 12

HOW WELL DO YOU KNOW THE CHINESE LANGUAGE?

Answer option	Quantity	Percent
Rather good	252	61.9
Very good	76	18.7
Rather bad	71	17.4
Very bad	3	0.7
Not sure	5	1.2
Total	407	100.0

Among the positive moments regarding arrival to China, 67.3% of citizens of Kazakhstan consider *new acquaintances*, 58.2% - *presence of compatriots*, 49.4% - *good university (a big campus with convenient corpuses, library, a sports complex, dining rooms, cafe)*, 47.9% - *interesting Chinese culture*, 24.6% - *another way of life* (Table 13).

The answer "presence of compatriots" takes the second place in the hierarchy of answers. Many students explain this fact that at the first time of staying in China, compatriots provided them considerable support in passing of registration procedures at the higher education institutions and solving everyday problems. Many respondents

emphasize that they chose this or that city or university because their friends were already studying there.

Table 13

**WHAT POSITIVE MOMENTS CONNECTED WITH YOUR ARRIVAL
TO CHINA CAN YOU EMPHASIZE?**

Answer option	Quantity	Percent*
New acquaintances	274	67.3
Presence of compatriots	237	58.2
Good university (a big campus with convenient corpuses, library, a sports complex, dining rooms, café)	201	49.4
Interesting Chinese culture	195	47.9
Another way of life	100	24.6
Food	39	9.6
Favorable climate	32	7.9
Possibility of independent living (without parental control)	12	2.9
Not sure	2	0.5

* the sum is not equal to 100 because the respondents could choose several options

Low level of knowledge of the Chinese language (71.7%) is the most often problem for the citizens of Kazakhstan who had recently arrived to study in China, also 36.6% of the respondents noted "accustoming to a local food", 35.9% - problems of personal security, 29.7% - household problems (Table 14).

Most of the respondents noted "cultural shock" mainly due to absolute ignorance of the Chinese language and impossibility to use English outside their campus.

Table 14

WHAT ACTUAL PROBLEMS DID YOU HAVE IN CHINA?

Answer option	Quantity	Percent*
Low knowledge of the Chinese language	292	71.7
Accustoming to local food	149	36.6
Private security	146	35.9
Household problems	121	29.7
Bureaucracy at registration and documentation	79	19.4
Interaction with the administration of the university	72	17.7
Unusual climate	55	13.5
Ignorance of legislation of China	54	13.3
Problems with locals	16	3.9
Organization of normal rest	7	1.7
No problems	18	4.4
Not sure	1	0.2

* the sum is not equal to 100 because the respondents could choose several options.

The prevailing majority of the interrogated respondents noted that they pay for their education and accommodation by their own means - 56.3% and 64.6% respectively, grants of the Chinese government cover expenses for education for 36.9% of the

students and accommodation for 32.7% of the students (it should be noted that grants of the Confucius Institute are also financed by the Chinese side). 3.4% of our compatriots study at the higher education institutes in China at the expense of Kazakhstan, grants of the Kazakhstan side provide accommodation for 2.7% of the respondents (Table 15.1).

Table 15

WHAT ARE YOUR SOURCES OF FINANCING FOR EDUCATION AND ACCOMMODATION?

	Source of financing for education		Source of financing for accommodation	
	N	%	N	%
Own means	229	56.3	263	64.6
Grants of the Chinese side	150	36.9	133	32.7
Grants of the Kazakhstan side	14	3.4	11	2.7
The Confucius Institute's grants	3	0.7	-	-
Refused to answer	11	2.7	-	-
Total	407	100.0	407	100.0

Students consider that work will not influence study negatively, and possibility of work for them is not only an additional income, but also an opportunity to receive practical skills in their profession and to practice the Chinese language.

Among 407 respondents, 15 students (3.7%) answered that they combine work and study (Table 15).

Generally, they work as translators (4 people), also logistics specialists (2 people), a marketing specialist, a bartender, a PR manager, a general worker, a model (1 person), 4 respondents refused to specify a sort of their activities (Table 16).

Table 15.1

DO YOU COMBINE WORK AND LEARNING PROCESS?

Answer option	Quantity	Percent
No	392	96.3
Yes	15	3.7
Total	407	100.0

Table 16

WHAT EXACTLY DO YOU DO? (THIS QUESTION IS ANSWERED ONLY BY THOSE WHO WORK FULL TIME OR PART TIME DURING LEARNING PROCESS – 15 RESPONDENTS (3.7%))

Answer option (recorded according to the respondents)	Quantity	Percent
Translator	4	26.7
Logistics specialist	2	13.4
Marketing specialist	1	6.7
Bartender	1	6.7
General worker	1	6.7

Answer option (recorded according to the respondents)	Quantity	Percent
PR manager	1	6.7
Model	1	6.7
Refused to answer	4	26.4
Total	15	100.0

Accommodation in the territory of the university campuses in China is very convenient for students: multi-story dining rooms, including Muslim ones, cafe, and snack bars allow the students to eat for very reasonable prices. Students can visit well-equipped sports complexes.

Many citizens of Kazakhstan, owners of educational grants, note that a monthly scholarship is enough for paying for food and accommodation in the territory of a campus.

Thus, 93.8% of the respondents characterize food and financial situation during study as "good", 4.9% - consider them to be "bad" (Table 17).

Table 17

**COULD YOU ESTIMATE YOUR NUTRITION,
FINANCIAL SITUATION DURING YOUR STUDY?**

Answer option	Quantity	Percent
Rather good	204	50.1
Very good	178	43.7
Rather bad	16	3.9
Very bad	4	1.0
Not sure	5	1.3
Total	407	100.0

Most of the respondents (70.7%) gave negative answer to the question: "Do you feel yourself as a part of China?". 28% of the respondents chose an affirmative answer (Table 18).

Table 18

DO YOU FEEL YOURSELF AS A PART OF CHINA?

Answer option	Quantity	Percent
Yes	57	14.0
Rather yes, than no	57	14.0
Rather no, than yes	73	17.9
No	215	52.8
Not sure	5	1.3
Total	407	100.0

Universities in China practice the organization of the city sightseeing tours, trips to other provinces and cities for students. Each student can attend facultative calligraphy courses, tàijíquán (a kind of the Chinese martial art), etc. For those who study in the "Chinese language and culture" specialty these disciplines are included into the obligatory program. Therefore, it is no wonder that 64.6% of the interviewed citizens

of Kazakhstan specified that they know traditions, history and culture of China. 34.4% of the respondents answered negatively (Table 19).

Table 19

HOW WELL DO YOU KNOW HISTORY, TRADITIONS AND CULTURE OF CHINA?

Answer option	Quantity	Percent
Yes	88	21.6
Rather yes, than no	175	43.0
Rather no, than yes	125	30.7
No	15	3.7
Not sure	4	1.0
Total	407	100.0

The majority of the respondents (93.4%) keep in touch with their families and friends living in their homeland. They go home on vacations. 51.1% of the students noted that they trace news connected with Kazakhstan and compatriots, 37.6% are interested in political life, 31.7% of the respondents pay interest to the local culture (listen to music, read literature, watch movies, etc.) (Table 20).

Table 20

HOW DO YOU KEEP IN TOUCH WITH YOUR HOMELAND?

Answer option	Quantity	Percent*
Keep in touch with family, go home on vacations	380	93.4
Trace news about Kazakhstan and compatriots	208	51.1
I am interested in political life	153	37.6
Pay interest to local culture (listen to music, read literature, watch movies, etc.)	129	31.7
Keep in touch with compatriots living in China	35	8.6
Participate in national public organization	24	5.9
Participate in activities of political party	3	0.7
I avoid keeping in touch with homeland	-	-
Not sure	6	1.5

* The sum is not equal to 100 because the respondents could choose several options

63.1% of Kazakhstani students spend their free time reading newspapers, magazines, books, surfing the Internet, 19.3% are generally at home, 8.8% are with friends, 7.9% go to the cinema, park (Table 21).

Kazakhstan Students Association in China (KSAC) was created with the assistance of the Embassy of the Republic of Kazakhstan in the People's Republic of China and still is operating successfully. The association includes students associations functioning in all provinces and large cities of China. Kazakhstani students carry out kurultais on an annual basis.

Kazakhstan Students Association in China (KSAC) initiates different events aimed at improving the image of Kazakhstan. The Association unites not only Kazakhstani students, but also students of the CIS countries.

Table 21

HOW DO YOU SPEND YOU FREE TIME?

Answer option	Quantity	Percent
Read newspapers, magazines, book, surfing in the Internet	257	63.1
Generally at home	78	19.3
With friends	36	8.8
Go to the cinema, park	32	7.9
Busy with public life	2	0.5
Learning Chinese	1	0.2
No answer	1	0.2
Total	407	100.0

The vast majority of the respondents (44.0%) prefer to spend their free time communicating with compatriots from Kazakhstan, 28.3% - with other foreign students, 26.5% - with the students who study in the same faculty, not paying attention to nationality, 14.3% - with the Kazakh diaspora living in China, 14% - with students from China (Table 22).

As a rule, citizens of Kazakhstan use to communicate with compatriots when they start living in China that helps them to cope with difficulties of adaptation to new conditions. Then, the part of Kazakhstani citizens chooses strategy to communicate with Chinese and other foreigners to practice the Chinese and English languages. The students can find friends in cultural events held by universities on a regular basis.

Table 22

YOU PERFER TO SPEND YOUR FREE TIME WITH...?

Answer option	Quantity	Percent*
With compatriots from Kazakhstan	179	44.0
With other foreign students	115	28.3
With students studying in the same faculty not paying attention to nationality	108	26.5
With the Kazakh diaspora living in China	58	14.3
With students from China	57	14.0
With locals (hanju)	25	6.1
With locals, except the Han Chinese (Dungans, Uighurs, etc.)	1	0.2
Not sure	7	1.7

* the sum is not equal to 100 because the respondents could choose several options

Conclusions on the section:

- Quality of teaching at higher education institutions in China meets expectations of the prevailing majority of Kazakhstani students, paying for education. They are satisfied with the “the price - quality” ratio.
- Most of the students demonstrate excellent and good academic performance at university, good knowledge of the Chinese language. Most of the students study in groups for foreigners, where the requirements are somewhat lower than in groups for native speakers.
- Young people from Kazakhstan, who have already had an experience of being in China, are very outgoing, ready to help “newcomers” to adapt more quickly to the new environment.
- China is giving more and more opportunities to foreigners for winning educational grants from the host country. At the same time, the requirements for applicants and learning process are increasing, that should become the guarantee of the quality of education.
- Campuses of universities in China are equipped with everything necessary for fruitful study and leisure. International departments work actively to popularize the Chinese culture: organize travel tours, hold festivals.
- The majority of Kazakhstanis are satisfied with food and financial situation during their study. The main part of the compatriot students, owners of educational grants, note that a monthly scholarship is enough for paying for food and accommodation in the territory of a campus.
- Students maintain a constant connection with their homeland; they are interested in political events taking place in Kazakhstan.

Section 3. LANGUAGE, RELIGIOUS, ETHNIC IDENTITY

The main part of the respondents consider that their mother tongue is Kazakh (94.6%), Russian - 3.4%, German - 0.5%. 1.5% of the students could not answer the question (Table 23A).

The Russian language is widely used by 64.6% of the students, when for 22.6% it is preferable to communicate in Kazakh. Some of the respondents communicate in Chinese and English (5.9% and 1.7%, respectively), 5.2% did not answer (Table 23B).

Table 23

WHAT LANGUAGE DO YOU CONSIDER...

A. NATIVE

Answer option	Quantity	Percent
Kazakh	385	9.6
Russian	14	3.4
German	2	0.5
No answer	6	1.5
Total	407	100.0

B. PREFERABLE FOR COMMUNICATION

Answer option	Quantity	Percent
Kazakh	92	22.6
Russian	263	64.6
Chinese	24	5.9
English	7	1.7
No answer	21	5.2
Total	407	100.0

An emotional and aesthetic life of people is expressed through national traditions and holidays. Many students note that studying in China has stimulated them to study traditions of their country more deeply. They have a desire to tell foreign friends about the richness of customs and rituals and represent Kazakhstan with dignity.

It should be emphasized that Kazakhstani students enthusiastically hold cultural events dedicated to the celebration of Nauryz, Independence Day of the Republic of Kazakhstan, and Kurban Bayram.

According to the survey, 97.3% of the respondents know the history, traditions and culture of their nation, 1.5% of the respondents gave negative answer to this question (Table 24).

Table 24

**HOW WELL DO YOU KNOW HISTORY, TRADITIONS AND
CULTURE OF YOUR COUNTRY?**

Answer option	Quantity	Percent
Yes	293	72.0
Rather yes, than no	103	25.3
Rather no, than yes	6	1.5
No	-	-
Not sure	5	1.2
Total	407	100.0

The majority of the respondents (94.1%) express their attitude towards religion answering that they are religious people, only 17.4% follow religious rites, and 76.7% do not follow them. 3.4% of the respondents hesitate between faith and disbelief, 0.7% do not care about religion, 1.7% found it difficult to answer (Table 25).

The students identified their religious affiliation as follows: 94.7% of respondents consider themselves Muslims, 1.7% Orthodox Christians, 1.5% Catholics, 0.7% Buddhists (Table 26).

Table 25

HOW WOULD YOU CHARACTERIZE YOUR ATTITUDE TO RELIGION?

Answer option	Quantity	Percent
I am a religious person and follow religious rites	71	17.4
I am a religious person, although I do not follow religious rites	312	76.7
I am hesitating between faith and disbelief	14	3.4
I do not care about religion.	3	0.7
I am a convinced atheist	1	0.2
Not sure	6	1.7
Total	407	100.0

Table 26

WHAT IS YOUR RELIGIOUS AFFILIATION?

Answer option	Quantity	Percent
Buddhism	3	0.7
Islam	385	94.7
Judaism	-	-
Catholicism	6	1.5
Orthodoxy	7	1.7
I do not belong to any confession	3	0.7
Not sure	3	0.7
Total	407	100,0

Conclusions on the section:

- Most students consider Kazakh as their mother tongue. However, the main part of young people considers Russian preferable for communication.
- The majority of the respondents express their attitude towards religion answering that they are religious people, but they practically do not participate in religious life, limiting themselves to holidays. The absolute majority consider themselves to be Muslims.
- The Embassy of our country plays a special role in uniting and rallying of students: meetings of the Ambassador of Kazakhstan in the People's Republic of China, Shakhmat Nuryshev, with young people from Kazakhstan, support of initiatives of young people. Participation in cultural events for many young compatriots is an incentive for a worthy maintenance of image of Kazakhstan.

Opening of the "Centers for Studying Kazakhstan" in 3 universities of China played an important role in relations between Kazakhstan and China: in November 2015 at Shanghai International Studies University, in December 2015 at Beijing Foreign Studies University, in January 2016 at Dalian University of Foreign Languages.

The centers will assist all those who wish to study the Kazakh language, Kazakh literature and culture, inform students and teachers about the history of formation and modern life of Kazakhstan, as well as contribute to the expansion of educational and scientific contacts between citizens and organizations of China and Kazakhstan¹⁰.

Kazakhstan Students Association in China (KSAC) was created with the assistance of the Embassy of the Republic of Kazakhstan in the People's Republic of China. It includes students associations functioning in all provinces and large cities of China. Kazakhstani students carry out kurultais on an annual basis¹¹.

¹⁰ *Kazakhstanskaya pravda*. January 10, 2016; www.dlufli.edu.cn; www.shisu.edu.cn; www.bfsu.edu.cn (accessed date: 20.03.16); <http://www.shanghai.gov.cn/nw2/nw2314/nw2315/nw31406/u21aw1079198.html> (accessed date: 20.03.16)

¹¹ <http://www.inform.kz/rus/article/2786661> (accessed date: 20.03.16)

Section 4. INTER-ETHNIC AND INTER-CONFESSIONAL RELATIONS

Kazakhstan and China are multinational states. There are more than 130 ethnic groups and nationalities in our country and 56 in the neighboring republic. In view of the unstable political situation in the world, escalated conflicts on ethnic and religious grounds, it is undoubtedly important to pay special attention to monitoring and taking timely measures to address emerging issues in this area. A competent state policy is one of the guarantees of stability and peace.

The largest diaspora of Kazakhs lives in China. According to the 2010 census statistics, the number of Kazakhs is 1,462,588 people. Studies, conducted during the expeditions of the Public Opinion Research Institute representatives to China, show that 56.7% of families from the Kazakh diaspora have been living on the territory of China for more than four generations, the rest 43.3% are indigenous people of China. The fact that the Kazakh diaspora of China keeps its traditions and customs was confirmed by 99% of the respondents. There are many functioning cultural centers of the Kazakh diaspora in China. Magazines are published, and various cultural events are held to preserve the ethnic culture¹².

In our survey, we singled out a separate section devoted to inter-ethnic and inter-confessional relations in order to analyze current situation, mood of young people and assess the measures taken in this area.

According to the survey results, the overwhelming majority of our compatriots respect people of different nationalities (96.6%), only 2.7% answered "without much interest" and 0.7% found it difficult to choose (Table 27).

Table 27

HOW, IN GENERAL, DO YOU TREAT PEOPLE OF ANOTHER NATIONALITY?

Answer option	Quantity	Percent
As a rule, with respect	393	96.6
As a rule, without much interest	11	2.7
As a rule, with dislike	-	-
Not sure	3	0.7
Total	407	100.0

According to the results of the survey, the respondents believe that most people of one nationality are brought together because of: common culture, traditions and customs - 64.5%, language - 24.1%, history - 23.2%, common land, territory - 11.1% (Table 28).

¹² *The linguistic situation in the center of the ethnic Kazakhs living in China (Xinjiang) (integrated social studies). The language situation among ethnic Kazakhs living in China (XUAR) (Results of Comprehensive Sociological Research) / A.Sadvakasova, B.Rakisheva, A.Mazhitova . - Astana: Language Committee of the Ministry of Culture and Information, of the Republic of Kazakhstan Social and Political Studies Institute.- 2012. 97 p.-Kazakh, Russian*

Table 28

**HOW DO YOU THINK WHAT ARE THE MAIN FACTORS
THAT CAN BRING THE PEOPLE OF ONE NATIONALITY TOGETHER?**

Answer option	Quantity	Percent*
Common culture, traditions and customs	262	64.5
Language	98	24.1
History	94	23.2
Common land, territory	45	11.1
Common religion	15	3.7
Character traits and behaviors	14	3.4
Political Views	12	3.0
Not sure	12	3.0

* The amount is not 100%, because respondents could mark several answers.

89.4% of the respondents did not encounter any manifestations of unfriendly attitude, problems arising on national grounds in China. 5.4% answered "rarely", 2.5% chose the variant "often" (Table 29).

37 students of 40 respondents (9.9%) who had faced such cases in China found it difficult to answer the question: What exactly were the forms of unfriendly attitude? To the following options was given one answer at a time: "they pretend that they do not understand English"; "they have the right to do whatever they want in their country", "they consider us to be Uighurs" (Table 30).

Table 29

**DID YOU ENCOUNTER ANY MANIFESTATIONS OF UNFRIENDLY ATTITUDE,
PROBLEMS ARISING ON NATIONAL GROUNDS IN CHINA?**

Answer option	Quantity	Percent
Yes, often	10	2.5
Yes, sometimes	15	3.7
Very rarely	15	3.7
No	364	89.4
Not sure	3	0.7
Total	407	100.0

Table 30

**WHAT EXACTLY WERE THE FORMS OF UNFRIENDLY RELATIONS
MANIFESTATION (QUESTIONS FOR ONLY THOSE RESPONDENTS WHO FACED
MANIFESTATION OF UNFRIENDLY RELATIONS, PROBLEMS ON NATIONAL
GROUNDS - ONLY 40 RESPONDENTS (9.9%))**

Answer option (written from the words of the respondents)	Quantity	Percent
They pretend that they don't understand English	1	2.5
They have the right to do whatever they want in their country	1	2.5
They consider us to be Uighurs	1	2.5
Not sure	37	92.5
Total	40	100.0

The bulk of the respondents are in favor of friendship with representatives of another nationality: 90.7% are friendly to the Han people, 85.3% to Russians, 83.8% to local Kazakhs, 83.0% to Tatars, 78.4% to Manchus, 75.2% to Dungans, 70.3% to Uighurs (Table 31).

Table 31

**HOW DO YOU TREAT FRIENDSHIP WITH PEOPLE
OF OTHER NATIONALITIES?**

Quantity

	Positive	Indifferent	Negative	Notsure
The Han people	369	16	2	20
Russians	347	25	9	26
Local Kazakhs	341	29	11	26
Tatars	338	29	9	31
Manchus	319	53	3	32
Dungans	306	67	5	29
Uighurs	286	83	8	30

Percent

	Positive	Indifferent	Negative	Notsure
The Han people	90.7	3.9	0.5	4.9
Russians	85.3	6.1	2.2	6.4
Local Kazakhs	83.8	7.1	2.7	6.4
Tatars	83.0	7.1	2.2	7.7
Manchus	78.4	13.0	0.7	7.9
Dungans	75.2	16.5	1.2	7.1
Uighurs	70.3	20.4	2.0	7.3

86.7% of Kazakhstanis have never faced conflicts, quarrels, offensive statements related to inter-ethnic relations in the media, 84.2% at the place of study, 78.3% in a shop, cafe, restaurant, cinema, nightclub, 76.1% on the street, in public transport.

Very often, the respondents faced similar problems: 1.5% in the media, 1% at the place of study, 3.7% in a shop, cafe, restaurant, cinema, nightclub, 2.5% on the street, in public transport (Table 32).

Table 32

HOW OFTEN DO YOU FACE THE PROBLEMS - CONFLICTS, QUARRELS, OFFENSIVE STATEMENTS AND OTHER, RELATED TO INTER-ETHNIC RELATIONS?

Quantity

	Very often	Rather often	Rather rare	Very rarely	Never
In the media	6	6	17	25	353
At the place of study – school, college, university	4	6	13	41	343
In a shop, cafe, restaurant, cinema, disco	15	4	11	58	319
On the street, in public transport	10	4	14	69	310

Percent

	Very often	Rather often	Rather rare	Very rarely	Never
In the media	1.5	1.5	4.2	6.1	86.7
At the place of study – school, college, university	1.0	1.5	3.2	10.1	84.2
In a shop, cafe, restaurant, cinema, disco	3.7	1.0	2.7	14.3	78.3
On the street, in public transport	2.5	1.0	3.4	17.0	76.1

Our respondents were participants or witnesses of four conflicts (1%) that occurred on ethnic grounds, six (1.5%) on religious grounds, and four (1%) on language grounds (Table 33).

The students noted the following reasons, contributed to conflict: *disrespect of other nationalities* 2 cases, *Americans in a state of alcoholic intoxication offered to join their religious sect* 1, it was difficult to answer for six respondents (Table 34).

The respondents pointed out that the initiators of the conflict were: *Chinese* 2 cases, *Americans* 1, 6 found it difficult to answer (Table 35).

To solve the problem, the respondents requested assistance from: administration of the university, the Embassy, the Consulate of the Republic of Kazakhstan in the People's Republic of China. In 2 cases, the parties were able to resolve the conflict themselves without appealing to a third party. The witnesses of another four conflicts did not answer (Table 36).

Table 33

TELL US, PLEASE, DID YOU PARTICIPATE OR WITNESS THE CONFLICT THAT TOOK PLACE DURING THE EDUCATIONAL PROCESS IN CHINA?

Quantity

	Yes, I was	No, I wasn't	Not sure
... on ethnic grounds	4	373	30
... on religious grounds	6	373	28
... on language grounds	4	373	30

Percent

	Yes, I was	No, I wasn't	Not sure
... on ethnic grounds	1.0	91.6	7.4
... on religious grounds	1.5	91.6	6.9
... on language grounds	1.0	91.6	7.4

Table 34

TELL US, PLEASE, IT IS VERY IMPORTANT, WHAT WAS THE REASON OF THIS CONFLICT? (ONLY FOR THOSE RESPONDENTS WHO WERE PARTICIPANTS OR WITNESSES OF CONFLICT, THAT TOOK PLACE DURING THE EDUCATIONAL PROCESS IN CHINA - 9 RESPONDENTS (2.2%))

Answer option (written from the words of the respondents)	Quantity
Disrespect from other nationalities	2
Americans in a state of alcoholic intoxication offered to join their religious sect	1
Not sure	6
Total	9

Table 35

IF CONFLICTS TOOK PLACE, WHO WAS THE INITIATOR OF THE CONFLICT? (ONLY FOR THOSE RESPONDENTS WHO WERE PARTICIPANTS OR WITNESSES OF THE CONFLICT THAT TOOK PLACE DURING THE EDUCATIONAL PROCESS IN CHINA - 9 RESPONDENTS (2.2%))

Answer option (written from the words of respondents)	Quantity
Chinese	2
Sectarians	1
Not sure	6
Total	9

Table 36

WHAT ORGANIZATIONS WERE CHOSEN BY THE PARTIES OF THE CONFLICT FOR REQUESTING HELP IN RESOLVING THE CONFLICT? (ONLY FOR THOSE RESPONDENTS WHO WERE PARTICIPANTS OR WITNESSES OF THE CONFLICT THAT TOOK PLACE DURING THE EDUCATIONAL PROCESS IN CHINA - 9 RESPONDENTS (2.2%))

Answer option	Quantity
Asked the administration of the university	1
Asked the Embassy, the Consulate of their country	2
Resolved the conflict themselves without appealing to a third party	2
Not sure	4
Total	9

92.9% of the respondents marked interethnic relations **in Kazakhstan** as friendly and stable, only 2.0% of our compatriots believe that there is a certain tension (Table 37A).

However, 85.5% of the respondents characterized interethnic relations **in China** as friendly and stable, and 7.1% felt a certain tension (Table 37B).

Table 37

HOW DO YOU EVALUATE GENERAL INTERNATIONAL RELATIONS IN SOCIETY ...?**A. IN KAZAKHSTAN**

Answer option	Quantity	Percent
We notice friendly relations between the representatives of different nationalities	277	68.1
We notice stable relations between the representatives of different nationalities	101	24.8
There is a certain tension	8	2.0
There is a serious tension	2	0.5
There is a high probability of massive manifestations of conflicts on national grounds	1	0.2
Not sure	18	4.4
Total	407	100.0

B. IN CHINA

Answer option	Quantity	Percent
We notice friendly relations between the representatives of different nationalities	188	46.2
We notice stable relations between the representatives of different nationalities	160	39.3
There is a certain tension	29	7.1
There is a serious tension	7	1.7
There is a high probability of massive manifestations of conflicts on national grounds	1	0.2
Not sure	22	5.5
Total	407	100.0

Kazakhstanis show a high level of respect to people of different religion (96.1%). 2.7% of the respondents said that they do not have much interest and 1.2% did not answer the question (Table 38).

Table 38

HOW, IN GENERAL, DO YOU RELATE TO PEOPLE OF ANOTHER RELIGION?

Answer option	Quantity	Percent
As a rule, with respect	391	96.1
As a rule, without much interest	11	2.7
As a rule, with dislike	-	-
Not sure	5	1.2
Total	407	100.0

The state of interfaith relations **in Kazakhstan** was estimated by 94.3% of compatriots as friendly and stable. 1% of students believe that there is some tension and 4.7% found it difficult to answer (Table 39A).

Concerning inter-confessional relations **in China**, the respondents expressed the following opinions: 86.0%, marked friendly and stable relations, 6.4% believe that there is a tension; it was difficult to answer for 7.6% (Table 39B).

Table 39

**HOW DO YOU EVALUATE INTER-CONFESSIONAL RELATIONS
IN THE SOCIETY IN GENERAL?**

A. IN KAZAKHSTAN

Option	Quantity	Percent
We notice friendly relations between the representatives of different religions	286	70.3
We notice stable relations between the representatives of different nationalities	98	24.0
There is a certain tension	4	1.0
There is a serious tension	-	-
There is a high probability of massive manifestations of conflicts on religious grounds	-	-
Not sure	19	4.7
Total	407	100.0

B. IN CHINA

Option	Quantity	Percent
We notice friendly relations between the representatives of different nationalities	205	50.4
We notice stable relations between the representatives of different nationalities	145	35.6
There is a certain tension	23	5.7
There is a serious tension	3	0.7
There is a high probability of massive manifestations of conflicts on religious grounds	-	-
Not sure	31	7.6
Total	407	100.0

Conclusions on the section:

- The overwhelming majority of our compatriots respect people of other nationalities and religions.
- The common culture, traditions and customs are the main factors that bring together people of one nationality.
- People in China are very friendly towards foreigners. Conflicts, quarrels, insulting statements related to interethnic relations are extremely rare in the country.
- Young Kazakhstanis highly appreciate the stability of interethnic relations both in Kazakhstan and in China.

Section 5. CIVIC POSITION, POLITICAL VIEWS

According to the survey and interviews, it can be generally noted that the respondents of this research show an active civic position: they are interested in the political life of Kazakhstan, take part in elections, as well as the events organized by the Embassy of the Republic of Kazakhstan in the People's Republic of China and the Consulate General of the Republic of Kazakhstan in Shanghai. Students are interested in the policies of two countries. There are successfully functioning organizations of Kazakhstani students in China.

Measures taken by Kazakhstan to implement equality of human rights and freedoms, regardless of nationality, are considered to be effective by 93.1% of the respondents. 88.4% of the students mark the effectiveness of preserving integrity of the country, guaranteeing the rights of national minorities is noticed by 90.4%, promoting development of national cultures and languages in the country is marked by 91.4%, prevention and peaceful resolution of contradictions and conflicts is effective for 90.9%. 89% of the respondents are satisfied with prohibition of activities aimed at inciting national and religious discord.

These following measures were called ineffective: implementation of equality of human rights and freedoms, regardless of nationality is marked as ineffective by 1.2% of the respondents, preserving integrity of the country – by 5.2%, guaranteeing the rights of national minorities - 2.2%, promoting development of national cultures and languages in the country - 1.7%, prevention and peaceful resolution of contradictions and conflicts - 3.0%, prohibition of activities aimed at inciting national and religious discord - 2.5% (Table 40A).

Opinion of Kazakhstanis regarding the measures taken by China was as follows: implementation of equality of human rights and freedoms, regardless of nationality is considered to be effective by 90.6% of the respondents, preserving integrity of the country - 80.6%, guaranteeing the rights of national minorities - 87.5%, promoting development of national cultures and languages in the country - 85.5%, prevention and peaceful resolution of contradictions and conflicts - 81.2%, prohibition of activities aimed at inciting national and religious discord 79.1%.

These measures were called ineffective realization of equality of human rights and freedoms, regardless of nationality was called ineffective by 2.7%, preserving integrity of the country - 11.6%, guaranteeing the rights of national minorities - 4.1%, promoting development of national cultures and languages in the country - 7.3%, prevention and peaceful resolution of contradictions and conflicts - 4.4%, prohibition of activities aimed at inciting national and religious discord - 12.8% (Table 40B).

Table 31

**HOW DO YOU EVALUATE MEASURES TAKEN BY THE STATE ON
IMPLEMENTATION OF THE FOLLOWING ASPECTS OF NATIONAL POLICY...?**

A. IN KAZAKHSTAN

	Effective		Rather effective		Rather ineffective		Ineffective		Not sure	
	N	%	N	%	N	%	N	%	N	%
Equality of human rights and freedoms, regardless of nationality	326	80.1	53	13.0	5	1.2	-	-	23	5.7
Preserving integrity of the country	202	49.6	158	38.8	21	5.2	-	-	26	6.4
Guarantee of the rights of national minorities	316	77.6	52	12.8	8	2.0	1	0.2	30	7.4
Promotion of development of national cultures and languages in the country	113	27.8	259	63.6	7	1.7	-	-	28	6.9
Prevention and peaceful resolution of contradictions and conflicts	313	76.9	57	14.0	10	2.5	2	0.5	25	6.1
Prohibition of activities aimed at inciting ethnic and religious hatred	301	74.0	61	15.0	8	2.0	2	0.5	35	8.5

B. IN CHINA

	Effective		Rather effective		Rather ineffective		Ineffective		Not sure	
	N	%	N	%	N	%	N	%	N	%
Equality of human rights and freedoms, regardless of nationality	296	72.7	73	17.9	8	2.0	3	0.7	27	6.6
Preserving integrity of the country	179	44.0	149	36.6	45	11.1	2	0.5	32	7.9
Guarantee of the rights of national minorities	310	76.2	46	11.3	14	3.4	3	0.7	34	8.4
Promotion of development of national cultures and languages in the country	85	20.9	263	64.6	27	6.6	3	0.7	29	7.1
Prevention and peaceful resolution of contradictions and conflicts	318	78.1	41	10.1	15	3.7	3	0.7	30	7.4
Prohibition of activities aimed at inciting ethnic and religious hatred	248	60.9	74	18.2	45	11.1	7	1.7	33	8.1

The economic situation (employment, decent salary, etc.) in Kazakhstan was called stable by 90% of the respondents, unstable by 7.6% (Table 41A).

91.9% of the respondents consider the economic situation in China to be stable, 5.4% -unstable (Table 41B).

Table 41

**HOW DO YOU EVALUATE THE ECONOMIC SITUATION
(EMPLOYMENT, DECENT SALARY, ETC.) ...?**

Quantity

	Stable, high level of development	The situation is stable, the country's economy has prospects of growth	Unstable, subject to frequent fluctuations	The situation worsens, there is a threat of crisis	The economic situation is extremely difficult	Not sure
A. In Kazakhstan	161	205	24	7	-	10
B. In China	195	179	21	1	-	11

Percent

	Stable, high level of development	The situation is stable, the country's economy has prospects of growth	Unstable, subject to frequent fluctuations	The situation worsens, there is a threat of crisis	The economic situation is extremely difficult	Not sure
A. In Kazakhstan	39.6	50.4	5.9	1.7	-	2.4
B. In China	47.9	44.0	5.2	0.2	-	2.7

The level of social guarantees provided to citizens (protection of poor citizens, payment of pensions, etc.) in Kazakhstan was rated by 27.7% as high, low by 66.5% (Table 42A).

The position of the level of social guarantees in China is considered to be high by 25.6%, low by 66.1% (Table 42B).

Table 42

**HOW DO YOU EVALUATE THE LEVEL OF SOCIAL GUARANTEES PROVIDED TO
CITIZENS (PROTECTION OF POOR CITIZENS, PAYMENT OF PENSIONS, ETC.)...?**

Quantity

	High	Rather high	Rather low	Very low	Not sure
A. In Kazakhstan	40	73	257	14	23
B. In China	52	52	248	21	34

Percent

	High	Rather high	Rather low	Very low	Not sure
A. In Kazakhstan	9.8	17.9	63.1	3.4	5.8
B. In China	12.8	12.8	60.9	5.2	8.3

93.6% of the respondents mark stable political situation in Kazakhstan, 3.6% - unstable and 2.8% of students did not answer the question (Table 43A).

The political situation in China was called stable by 73.2% of interviewed students, unstable by 0.7%, 26.1% of Kazakhstanis found it difficult to answer (Table 43B).

Table 43

HOW DO YOU EVALUATE THE POLITICAL SITUATION...?

Quantity

	Stable	Rather stable	Rather unstable	Very unstable	Not sure
A. In Kazakhstan	238	143	14	1	11
B. In China	203	95	3	-	106

Percent

	Stable	Rather stable	Rather unstable	Very unstable	Not sure
A. In Kazakhstan	58.5	35.1	3.4	0.2	2.8
B. In China	49.9	23.3	0.7	-	26.1

When the respondents were asked about the presence of plans to stay in China under an employment contract after graduation (for a long time, but not for permanent residence), 77.4% of the students gave negative answers, 21.4% of the students have the plans to stay (Table 44).

5.2% of the respondents are thinking of moving to China for permanent residence, the overwhelming majority (91.7%) plan to return home (Table 45).

The main reasons why the students have an intention to move to China for permanent residence were marked by 21 respondents (5.2%): prospects for career growth (33.4%), a higher quality of life in China (28.6%), marriage or plans to marry a representative of China (19.0%), inability to ensure a comfortable life in native country (9.5%) and 9.5% of the respondents found it difficult to answer (Table 46).

Table 44

**DO YOU HAVE PLANS TO STAY IN CHINA AFTER GRADUATION
UNDER AN EMPLOYMENT CONTRACT (FOR A LONG TIME,
BUT NOT FOR A PERMANENT RESIDENCE)?**

Answer option	Quantity	Percent
Yes	45	11.1
Rather yes, than no	42	10.3
Rather no, than yes	97	23.8
No	218	53.6
Not sure	5	1.2
Total	407	100,0

Table 45

DO YOU HAVE PLANS TO RETURN TO CHINA FOR A PERMANENT RESIDENCE?

Answer option	Quantity	Percent
Yes	11	2.7
Rather yes, than no	10	2.5
Rather no, than yes	60	14.7
No	317	77.9
Not sure	9	2.2
Total	407	100.0

Table 46

WHAT IS THE MAIN REASON OF YOUR INTENTION TO RETURN TO CHINA FOR A PERMANENT RESIDENCE? (ONLY FOR THE RESPONDENTS WHO PLAN TO MOVE TO CHINA FOR PERMANENT RESIDENCE - 21 RESPONDENTS (5.2%))

Answer option	Quantity	Percent
Prospects for career growth	7	33.4
Better quality of life in China	6	28.6
Marriage or plans to marry a representative of China	4	19.0
Inability to ensure a comfortable life in native country	2	9.5
Not sure	2	9.5
Total	21	100.0

88.8% of the respondents believe that the diploma of universities in China is the key to more brilliant career after their returning home. A small number of students studying in prestigious universities noticed that they consider getting a diploma as a sign of quality and a passport to a better life. 7.6% of Kazakhstanis note that they will live after graduation as they are living now, 2.2% - will live worse than they are living now, 2.0% of the respondents found it difficult to determine the choice (Table 47).

Table 47

HOW DO YOU THINK IF YOU RETURN TO YOUR MOTHERLAND, THEN...?

Answer option	Quantity	Percent
You will achieve more	359	88.2
Will live as you are living now	31	7.6
You will live worse than now	9	2.2
Difficult to answer	8	2.0
Total	407	100.0

Answering the question "What do you consider yourself to be?", the respondents could choose several answers. 52.8% of Kazakhstanis called themselves representatives of their nationality, 46.7% citizens of their country, 10.3% representatives of their city, 8.6% citizens of the world, and 6.9% representatives of their religion (Table 48).

Table 48

WHAT DO YOU CONSIDER YOURSELF TO BE?

Answer option	Quantity	Percent*
Representative of my nationality	215	52.8
Citizen of my country	190	46.7
Representative of my city	42	10.3
A citizen of the world	35	8.6
Representative of my religion	28	6.9
Representative of my profession	17	4.2
Not sure	3	0.7

* The amount is not 100%, because respondents could mark several answers.

Conclusions on the section:

- Students show an active civic position: they are interested in the political life of Kazakhstan, take part in elections.
- Young Kazakhstanis positively characterize the measures taken by the states to implement equality of human rights and freedoms, regardless of nationality, preserving integrity of the country.
- The respondents named political and economic situation in Kazakhstan and China as a stable situation. However, the level of social guarantees provided to citizens is considered to be low.
- Cultural events dedicated to the celebration of Nauryz, Independence Day of the Republic of Kazakhstan, Kurban Bayram, KVN festivals, sporting competitions are held at the initiative of students and are supported by the Embassy of the Republic of Kazakhstan in the People's Republic of China, the Consulate General of the Republic of Kazakhstan in the city of Shanghai. These events are covered by the Chinese media, which allows the Chinese and other foreigners to get acquainted with the culture of Kazakhstan.
- After graduation, the majority of young people plan to return to their homeland. Some respondents do not mind working under a contract. Those who want to move to China for a permanent residence believe that there are more career prospects in China than in Kazakhstan.
- Many of them believe that diploma of a university in China will be an advantage when working in Kazakhstan.
- Young Kazakhstanis demonstrate a high level of patriotism, calling themselves, first of all, representatives of their nationality and citizens of their country.

== MAIN CONCLUSIONS AND RECOMMENDATIONS

According to the results of the research on educational migration of Kazakhstani students to the Chinese higher education institutions, were revealed both positive aspects and certain problems.

We should note the following positive moments:

- high degree of personal security of foreign citizens in the territory of China;
- extremely exceptional cases of manifestation of xenophobia, racism, nationalism;
- comfortable education and accommodation conditions;
- high quality education;
- a high “price and quality of education” ratio for those who pay for education.

Young people of Kazakhstan show high level of tolerance and patriotism. Students are actively interested in political life of Kazakhstan, keep close connections with their homeland, take part in elections, and deeply appreciate the stable and friendly interethnic relations in Kazakhstan and China. Young citizens of Kazakhstan who had already have experience of staying in China are very sympathetic, ready to help “beginners” to adapt quickly for the new environment.

The prevailing majority of Kazakhstani citizens - graduates of the higher education institutions in China remained satisfied with the education and recommend compatriots to choose universities of China, starting so-called “domino effect”. Tolerant relation to the neighboring country created on the interpersonal communicative level directly influences strengthening of cooperation between Kazakhstan and China.

The Embassy of the Republic of Kazakhstan in the People’s Republic of China headed by Shakhmat Nurushev, the Ambassador extraordinary and plenipotentiary, plays an important role in life of Kazakhstani students, providing full support.

Opening of the “Center for Studying Kazakhstan” played an important role in interstate interaction: in November 2015 at Shanghai International Studies University, in December 2015 at Beijing Foreign Studies University, in January 2016 at Dalian University of Foreign Languages

The center will provide assistance for everyone wishing to study the Kazakh language, Kazakh literature and culture, and inform students and teachers about history of formation and modern life of Kazakhstan, promote expansion of educational and scientific contacts between citizens and organizations of China and Kazakhstan.

At the initiative of students, the cultural events devoted to celebration of Nauryz, Independence Day of the Republic of Kazakhstan, Kurban Bayram, KVN festivals, annual Kurultai of students, sporting competitions are held with assistance of the Embassy of the Republic of Kazakhstan in People’s Republic of China, Consulate General of the Republic of Kazakhstan in Shanghai, the Representative office of JSC “Center for International Programs”. These events are regularly covered by local mass media that allows citizens of China and foreigners to get acquainted with culture of Kazakhstan.

Kazakhstan Students Association in China (KSAC) was created with the assistance of the Embassy of the Republic of Kazakhstan in the People’s Republic of China, including student’s associations functioning in all provinces and large cities of China. Vigorous activity of the student’s organizations, certainly, promotes unity of young people from Kazakhstan.

The main difficulties that Kazakhstani citizens can face during their first stay in China are ignorance or weak knowledge of Chinese, and ignorance of the country’s laws.

The facts of inappropriate behavior of some students from Kazakhstan in China are widely known: fights in nightclubs, non-attendance, expel from higher education institutions, etc.

Special training (adaptation) courses in Kazakhstan could become one of the solutions for resolving the problem of adaptation. It is necessary to include not only basic Chinese into the course program, but also an explanation of the basic rules of staying in China for foreign students. In addition, we consider creation of a common website where applicants can find full information: requirements of higher education institutions, specifics of the legislation of the People's Republic of China, recommendations, responses of graduates, etc.

We recommend the applicants who are intentionally planning to study in China and complete the Bachelor's and Master's programs to attend a training language course in the homeland that will allow to save time and finance expenses.

In recent years, the graduates of the Chinese higher education institutions from Kazakhstan face a serious problem with employment. About 90% of Kazakhstani citizens get education in humanitarian specialties: international relations, the Chinese language, international trade, economics, law, etc. Demand in the labor market of Kazakhstan for the mentioned specialties does not meet the number of graduates. As a result, many people do not work in their specialties and are forced to get additional education. We consider it is necessary to recommend people interested in studying in China to pay more attention to selecting profession and higher education institution.

Association of graduates of the Chinese higher education institutions in *Kazakhstan* is created to provide essential assistance in informing applicants having desire to study in the People's Republic of China as well as certified specialists in search of the corresponding vacancies.

Dynamically developing cooperation between Kazakhstan and China on scientific, educational, cultural, social, trade and economic directions, and implementation of new industrial projects within the "Nurly Zhol" and "Silk Road Economic Belt" programs require review of the demanded specialties.

The due attention should be paid to development of two-degree education programs. Benefits of such cooperation for Kazakhstan lie in training of high qualification specialists in the Chinese higher education institutions having a vast experience of teaching various specialties, that has just begun to be realized in our country.

It is necessary to pay due attention to development of scientific contacts between universities and scientific research institutes of two countries, promotion of research training under the program of academic mobility in high-rated higher education institutions of China.

Educational migration contributes to the training of highly qualified specialists and makes it possible to fill the shortage of personnel, who have received education in rare specialties, absent in higher educational institutions of Kazakhstan. At the same time, it is necessary to provide the graduates with worthy conditions of employment with the purpose of not allowing "brain drain", as the research showed the existence of separate category of the students planning to move to the People's Republic of China for the permanent residence because of big prospects for career development. In this regard, it is necessary not only to monitor regularly the intentions of young people, but also to take timely measures that will significantly strengthen the intellectual potential of Kazakhstan.

Annex to Section 1.
Chinese Universities





Annex to Section 3.

Events are organized by Kazakhstani students in China









Center for the Study of Kazakhstan



* * *

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**INFORMATION ABOUT THE CONFUCIUS INSTITUTE
AT L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY**

The agreement on the establishment of the first Confucius Institute in Kazakhstan was signed on December 20, 2006 within the framework of the visit of the President of the Republic of Kazakhstan Nursultan Nazarbayev to Beijing. The Confucius Institute at L.N. Gumilyov ENU is a member of the global network of the Chinese Culture and Education Centers teaching the Chinese language and culture.

Along with teaching the Chinese language, the Confucius Institute at L.N. Gumilyov ENU organizes numerous exhibitions, academic competitions in the Chinese language, scientific competitions, events within the framework of the cooperation between Kazakhstan and China, internships in leading universities of China, provides consultations and conducts scientific seminars on the methods of teaching the Chinese language in Kazakhstan. In October 2008, the Confucius Institute received a license to conduct the HSK qualification exam, in 2015 a license to conduct HSKK. Famous sinologists, political figures of Kazakhstan and China read their lectures in the Institute.

Students of the Institute become winners of republican and international competitions in sinology. Grant holders continue their studies under the language training programs, bachelor, master, doctoral programs in Chinese universities.

The team of the Institute developed a set of teaching aids in the Kazakh language for teachers of Chinese. The Institute staff perform translations of books from Kazakh and Russian into Chinese.

Information about the Institute is on the web-site: www.ic.enu.kz

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