

Exploring Education Policy in a Globalized World:
Concepts, Contexts, and Practices

Jian Li
Eryong Xue



“One Belt and One Road” and China’s Education Development

A Policy Analysis Perspective



Springer

Exploring Education Policy in a Globalized World: Concepts, Contexts, and Practices

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Preface

In recent years, as China's "One Belt and One Road" initiative has become a broad international consensus and boosting international education has not only injected new momentum into international education aid, but also enriched the content of international education aid, expanded the new field of international education aid, and opened up a new model of international education aid. In his opening speech at the Roundtable of the First Belt and Road Forum for International Cooperation in May 2017, President Xi Jinping pointed out that "let the general public become the main force and beneficiaries of the development of the One Belt and One Road". Promoting the common prosperity of "One Belt and One Road" education to benefit the people is not only the need to strengthen mutually beneficial cooperation with other countries along the Belt and Road in education, but also the need to promote the reform and development of China's education. "One Belt and One Road" aims to promote the common development of countries along the routes, but also provides opportunities for regional education openness, exchange and integration.

Thus, this book aims to exploring how to promote "One Belt and One Road" Initiative for China's Education Development and what kinds of educational policy implementation in China's vocational education field, higher education system, and basic education system, locally and nationally. The policy analysis also is applied to uncover the overall landscape of promoting the construction of "One Belt and One Road" strategy in contemporary China. China is willing to work together to build a diversified and flexible educational cooperation mechanism through international education cooperation, taking connectivity as the basic requirement and the basic principle of wide consultation, joint contribution and sharing, so as to meet the mutually beneficial educational cooperation needs of all parties in "One Belt and One Road" countries and promote common educational development.

Chapter 1 concentrates on examining the macro-level education policy in "The Belt and Road" strategy. In particular, the policy text analysis of the macro-level education policy in "The Belt and Road" Strategy, the policy implementation analysis of the macro-level education policy in "The Belt and Road" Strategy, and the policy challenges analysis of the macro-level education policy in "The Belt and Road" Strategy have been offered in this chapter. In addition, the conclusion, suggestions and remarks have been provided in the last section.

Chapter 2 focuses on exploring promoting the implementation of “The belt and Road” strategy from a local practice policy analysis. The local provinces have issued to promote “area” initiative to implement the education policy. They take concrete actions to serve national initiative “area”, and actively integrated into the “area” development, promote the development of high education quality, this article at the 18th party congress will comb, where the provinces of advancing along the “area” initiative to implement the education policy documents, summarizes the policy content characteristics, combined with the practice of education policy, summarizes the problems found, serve education better “area” initiative to provide policy recommendations.

Chapter 3 concentrates on examining the policy analysis of the implementation of “Belt and Road” imitative in China’s vocational education. In recent years, China’s higher vocational education has actively explored the path of overseas cooperation in running schools and served the construction of “One Belt and One Road”. In practice, excellent cases such as Laban Workshop and Zhongshan Vocational and Technical College have been formed, and advanced experiences such as exerting industrial characteristics, participating in the construction in multiple ways and innovating the education mode have been accumulated. However, China’s higher vocational colleges are still faced with various challenges from system mechanism to cooperation mode to enter the countries along the “Belt and Road”, so it is still necessary to make joint efforts in various aspects to build the vocational education brand with Chinese characteristics.

Chapter 4 concentrates on exploring the policy analysis of higher education for “One Belt and One Road” imitative implementation. We provide intellectual support to the Belt and Road Initiative and establish an alliance of think tanks for research in countries along the Belt and Road. Build a “One Belt and One Road” resource and element sharing platform to promote multicultural communication. At the same time, the B&R countries are faced with the following challenges: diversified education systems, lack of experience in trans-regional cooperation in higher education, and insufficient supply of policy support; Cultural differences among countries along the Belt and Road are great, and there is an imbalance between the supply and demand of high-level personnel training. The promotion of bilateral and multilateral cooperation mechanisms of multi-parties needs to be strengthened. Different and diversified practice modes of higher education cooperation are insufficient, and the communication and cooperation ideas are limited. The level of higher education cooperation needs to be improved. The cross-border cooperation guarantee system for higher education is not sound, and the quality of cooperation needs to be improved. The implementation of higher education service “One Belt and One Road” initiative should improve the top-level design policy system, focus on the interaction and coordination mechanism of higher education, and improve the project certification standard system. Adhere to cultivate people by virtue, through the higher education service “One Belt and One Road” initiative major field action plan, the development of high-level international national talent training mode; For universities, it is necessary to strengthen the internal and external cooperation and improve the international cooperation system construction of the “Belt and Road” higher education.

Chapter 5 involves examining the policy analysis of “One Belt and One Road” initiatives in China’s basic education system. The One Belt and One Road, as a new development background, is an important historical development opportunity for China. Since the One Belt and One Road was implemented, China and neighboring countries have achieved mutual benefits. The development of One Belt and One Road is inseparable from talents, and education is the main way to train people. Therefore, the One Belt and One Road cannot develop without education, and education also obtains a new chance under the One Belt and One Road development. On the one hand the number of students coming to China to continue to increase, on the other hand, China’s education also gradually go abroad, basic education as the basis of the entire education work plays a foundation role, at present our country foundation education opening to the outside world expands unceasingly, there are some excellent primary and secondary schools abroad, overseas schools, spread the culture of education and educational experience, but at present the policy is not enough complete, will not be able to motivate some excellent schools abroad, so we need to complete the related policy, continue to push forward the process of basic education opening to the outside world.

Chapter 6 concentrates on exploring the policy analysis on the Belt and Road Initiative for students studying in China. Since China put forward the “One Belt and One Road” initiative in 2013, in addition to the cooperation in commercial trade, infrastructure construction and other aspects, the education cooperation with countries along the Belt and Road has also made great progress. This chapter takes 42 double first-class universities as the research objects, analyzes the policies of universities on studying in China, tries to find out the characteristics and experience patterns of universities’ policies on studying in China from “One Belt and One Road” countries, and finally puts forward relevant suggestions.

Beijing, China

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