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# A decade retrospect of Chinese education in the Belt and Road Initiative: Achievements, experiences, and challenges

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**Abstract:** Education plays a key role in the Belt and Road Initiative in the new era. Over the past decade, education has promoted the implementation of the Belt and Road Initiative, constructing a multilateral cooperation mechanism led by the government and dominated by universities, facilitating the training of talents in participating countries, fostering cultural exchanges among countries along the Belt and Road, and developing diversified educational assistance models. Meanwhile, certain experiences have been accumulated, such as implementing province-ministry cooperation and leveraging local advantages, maintaining the opening of education to the outside world and building a higher education community, optimizing the governance system and promoting the internationalization of vocational education, as well as emphasizing the integration of strengths and exploring new models of international educational assistance. However, there are also numerous challenges, such as the need to overcome institutional obstacles of higher education systems among countries along the Belt and Road, the need to deepen educational cooperation and exchange between the participating countries, the need to enhance the level of China's opening of education to the outside world, and the need to further optimize the "going global" strategy of China's vocational education. Going forward, countries along the Belt and Road should seek to identify the convergence point of common interest and the greatest common divisor in educational cooperation and exchange, thereby contributing to the steady and long-term progress of the Belt and Road Initiative.

**Keywords:** the Belt and Road Initiative; education; achievements; experiences; challenges

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## 1. Introduction

With the continuous advancement of world multi-polarization and economic globalization, as well as the deepening development of civilization diversification and social informatization, China put forward the initiative of building the "Silk Road Economic Belt" and the "21st Century Maritime Silk Road" in 2013, aiming to expand the scope of opening-up in the new era and promote cooperation and exchanges among countries along the Belt and Road. As of June 2023, China has signed more than 230 cooperation documents on the Belt and Road Initiative with 152 countries and 32 international organizations [1]. The Belt and Road Initiative has been regarded as China's second reform and opening-up [2]. Over the past decade, the Belt and Road Initiative has been committed to building an international platform of openness, inclusiveness, mutual benefit, and win-win cooperation and has become a global public good that has attracted much attention and has been widely welcomed in the world [3]. Under the principle of *consultation, contribution and shared benefits*, China has actively carried out multilateral exchanges and cooperation with countries along the Belt and Road and achieved remarkable outcomes.

Education serves a leading and fundamental role in facilitating the construction of the Belt and Road Initiative. Cooperation and exchanges in the field of education play a role in building bridges to promote people-to-people bonds among countries along the Belt and Road, while the quantity and quality of personnel training affect the process of policy coordination, facilities connectivity, unimpeded trade, and financial integration among these countries [4,5]. China has devoted itself to expanding the scope of opening up the education system to the outside world, making it an important guide to corporately build the Belt and Road Initiative and to jointly establish a community with a shared future for mankind [6]. Entering the new era, in order to effectively cope with the changes and issues faced by the current world, China has successively issued a series of policy documents, aiming to gather strength to train constructional talents and build an education community of countries along the Belt and Road, thereby promoting the construction of the Belt and Road Initiative with multifaceted efforts.

## **2. Achievements: Education contributes to the Belt and Road Initiative with favorable outcomes**

Boosting the Belt and Road Initiative and comprehensively and deeply integrating into the Belt and Road construction is the lofty mission of China's current education, and the education front is duty-bound. Based on the common development of education in countries along the Belt and Road, China aims to build an intergovernmental high-level education consultation platform with co-construction countries, to promote practical cooperation in the field of education, and to improve the multilateral education exchange mechanism [7]. By achieving connectivity in the field of education, the different development needs of countries along the Belt and Road have been effectively docked, and the education actions within the Belt and Road have also achieved some favorable outcomes.

### **2.1. The government-led and university-dominant education cooperation mechanism**

Adhering to the vision of a community with a shared future for mankind, China has been building a new pattern of opening up in education and exploring new models of educational cooperation and exchanges [8]. In the past ten years, relying on the government-led and university-dominant model, China has continued to establish and improve the educational exchange platform and cooperation mechanism with the co-construction countries. Firstly, promoting the higher education cooperation seminars regarding the Belt and Road Initiative. China has held and participated in a series of international events, such as the 2015 China-Mongolia Higher Education Development Forum, the 2017 China-Belarus Higher Education Cooperation Seminar, and the 2023 Global Civilization Forum. Secondly, facilitating the construction of a forum of Chinese and foreign university presidents in terms of the Belt and Road Initiative. Countries along the Belt and Road have carried out extensive educational exchanges and cooperation through a series of platforms, such as the China-Arab States University Presidents Forum, China-ASEAN Education Cooperation Week, and China-CEEC Education Policy Dialogue. Thirdly, contributing to the university's

strategic alliances within the Belt and Road Initiative. Many international platforms, such as the China-Central Asia University Alliance, the China-Africa University Alliance, and the Silk Road University Alliance, have effectively raised the level of education cooperation between China and countries along the Belt and Road. Fourthly, the Belt and Road Vocational Education Alliance has been established. The alliance gives full play to the unique advantages of vocational education of each member unit, promotes the development of regional vocational education, and delivers a large number of practical and technical talents for the Belt and Road Initiative. The establishment and improvement of a series of education cooperation platforms has enhanced the breadth and depth of educational cooperation and exchanges, has promoted the formation of bilateral and multilateral educational cooperation mechanisms, and has formed an equal, inclusive, mutually beneficial, and active educational cooperation setting among countries along the Belt and Road [8].

## **2.2. The improvement of talent training among co-construction countries**

Talent training is the fulcrum and key to further advancing the Belt and Road Initiative [7,9]. In response to the initiative of education development in the Belt and Road, Chinese colleges and universities have set up related institutions, such as colleges, research centers, and industry-university integration institutes [10], aiming at strengthening the management and education of students from countries along the Belt and Road and conveying various talents for the construction of the Belt and Road. For example, the Peking University of Aeronautics and Astronautics established the research institute with regard to the Silk Road in 2017, positioning the four core functions of talent training, scientific and technological innovation, application services, and international exchanges and making full use of school-enterprise cooperation to train many talents in the field of satellite navigation to facilitate the developmental construction among co-construction countries. Another example is the research institute in terms of the Silk Road established by Renmin University of China in 2018, which has made efforts in disciplines of construction, personnel training, and cultural inheritance and trained a group of interdisciplinary talents for countries along the Belt and Road who have a deep knowledge and understanding of China's development path and model [2]. Also, the cooperation between China and co-construction countries has also been strengthened in the field of vocational education. Through the combination of traditional and modern forms of development, such as vocational colleges and Luban workshops, co-construction countries may train practical technical talents at home. As of October 2023, a total of more than 70 countries and regions around the world have carried out the "Chinese + vocational education" project, and a total of 27 Luban workshops have been built, which has strongly promoted the improvement of the industrial community in the field of vocational education in countries along the Belt and Road [11].

## **2.3. The cultural exchanges between countries along the Belt and Road**

Culture is the soul and name card of a country. China has actively promoted various forms of cultural exchanges among countries along the Belt and Road, and established a cooperative environment of mutual trust. Firstly, China participated in

the development of a number of high-level people-to-people bond mechanisms. Multilateral platforms, such as the China-ASEAN (10 + 1) Culture Ministers' Meeting, the China-EU Education Ministers' Meeting, and the China-Japan-ROK University Exchange and Cooperation Promotion Committee, have greatly contributed to cultural and people-to-people exchanges and cooperation among the participating countries. Secondly, promoting the education of international students and enhancing the internationalization of cultural exchanges in the field of education. According to the latest research results, 60% of international students in China come from countries jointly building the Belt and Road Initiative [12]. In fact, improving traditional Chinese culture through international student education has become an effective way to spread Chinese culture overseas. Thirdly, building Confucius Institutes and Confucius Classrooms to create business cards for cultural exchanges between China and other countries. As a comprehensive international cultural exchange and cooperation mechanism, the annual report on Confucius Institutes showed that, by the end of 2021, a total of 489 Confucius Institutes and 817 Confucius Classrooms have been established in 158 countries and regions, with a total number of registered students exceeding 1.05 million. In 2021, Confucius Institutes and Confucius Classrooms around the world may offer 78,000 courses, an increase of 57.24% over 2020. Student satisfaction reached 94.96%, an increase of 0.73 percentage points over 2020 [13]. Relying on Confucius Institutes and Confucius Classrooms, China has carried out extensive exchanges with countries along the Belt and Road in teacher training, curriculum design, textbook preparation, and student training, which have greatly promoted countries along the belt and road to further understand Chinese culture. The collision between national cultures and foreign cultures may deepen cultural integration and contribute to the formation of new communication ideas. A series of cultural interactions between China and countries along the Belt and Road will not only enhance China's international cultural status, but also promote people-to-people bond among co-construction countries [12].

## **2.4. Diversified modes of educational assistance to co-construction countries**

International education assistance plays an important role in the education cause of the Belt and Road Initiative. China's foreign aid for education may be divided into two forms: Direct aid relying on bilateral mechanisms and indirect aid through multilateral mechanisms. Direct foreign aid for education is the provision of teachers, funds, facilities, and technologies to recipient countries to improve educational resources and teaching levels. For example, China has financed the construction, maintenance, and expansion of the China-Africa friendship primary schools in Zimbabwe; the expansion of the Nguwabi University in the Congo; the expansion of the vocational and technical training colleges in Liberia; and the training of management and technical personnel in Kenya [14]. In addition, the Ministry of Education has set up the Silk Road Chinese Government Scholarship Program to train talents for countries along the Belt and Road. Since 2015, the Chinese government has provided 10,000 scholarships every year to support the new students studying in China and has gradually formed a three-level scholarship network system of national, local,

and university [15]. Indirect foreign aid for education is embodied in diversified and multi-level educational cooperation based on existing multilateral cooperation platforms and education community mechanisms in the Belt and Road Initiative. For example, China has launched the “20 + 20 Cooperation Plan between Chinese and African Universities” with African countries. Each side has selected 20 universities along the routes to carry out practical cooperation in scientific research projects, curriculum development, and teacher and student training [14]. Generally, China’s foreign aid fund has been mainly invested in low-income countries, and the educational aid projects carried out have effectively promoted the education construction of the recipient countries and regions and promoted the common development and progress of the educational cause of the co-construction countries.

### **3. Experiences: The multiple paths for education to facilitate the Belt and Road Initiative**

Missions generate momentum, and then momentum generates actions. Over the past ten years, the Belt and Road Initiative has made historic achievements, from consolidating foundations and building platforms, pillars, and beams to taking root and sustaining development. The Belt and Road Initiative advocates the common development and interconnected multilateral dialogue among participating countries, and the open exchanges and international development in the field of education play an important role in promoting the implementation of corresponding strategies [16]. Exploring the action mode of education to facilitate the construction of the Belt and Road Initiative will help further create a high-quality development pattern of education among countries along the Belt and Road.

#### **3.1. Implementing province-ministry cooperation and leveraging local advantages**

In order to further implement the Belt and Road Initiative, China not only focuses on policy communication in the macro layout, but also establishes action lines from local policy practice to align with regional development needs. In 2016, China’s Ministry of Education indicated the key areas for education development in the new era to align with the Belt and Road Initiative. From 2016 to 2017, the Ministry of Education has successively signed policy documents with 18 provinces (autonomous, regions, and municipalities) on jointly building the Belt and Road Initiative, among which Fujian and Xinjiang are the core areas of international cooperation in education [2,15]. The Ministry of Education has set up a platform for the promotion of co-construction and cooperation between provinces and ministries, and has given substantive policy support to related provinces (regions and municipalities), so as to leverage local characteristic projects and regional advantages. Moreover, all provinces (autonomous, regions, and municipalities) have fully deployed the Belt and Road Initiative in education services, taken specific measures to serve regional development, given full play to local advantages, and actively integrated into the construction of regional high-quality education development with practical actions. For example, Qinghai emphasized two-way study abroad education; Guizhou attached great importance to strengthening the development training of non-common language teaching; Jiangsu,

Hebei, and Yunnan stressed the internationalization of vocational education and carry out vocational education exchanges and cooperation with countries along the Belt and Road. Chongqing first proposed to implement high-quality intelligent education in colleges and universities and promote the “going out” of intelligent education; Universities in Xinjiang, Gansu, and Liaoning have taken advantage of their geographical advantages to set up Confucius Institutes and Confucius Classrooms in Central Asia and other countries and regions along the Belt and Road. Beijing, Shanghai, Liaoning, Zhejiang, Tianjin, Jiangsu, Guangdong, Hubei, Yunnan, and Shandong were also among the top 10 provinces (autonomous regions and municipalities) in terms of the number of international students [2]. It is by relying on the mode of co-construction between provinces and ministries that provinces (regions and municipalities) can make full use of the communication mechanism set up by the Ministry of Education to leverage their own advantages and provide diversified development ideas for the education cause in the Belt and Road Initiative.

### **3.2. Maintaining the opening-up of education and building a higher education community**

With the deepening of the Belt and Road Initiative, China has carried out extensive exchanges and cooperation with co-construction countries in the field of education, including people-to-people exchange mechanisms, higher education cooperation seminars, the Sino-Foreign University Presidents Forum, and Sino-foreign university alliance exchange mechanisms. A series of bilateral, multilateral, and regional cooperation and exchange mechanisms have effectively promoted the co-construction of national education and achieved common development of countries along the Belt and Road. In the process of promoting the construction of the Belt and Road Initiative, China underlines the integration of the international trend of open development and constantly developing towards the direction of a community of higher education. For example, Sino-foreign cooperation in running universities and colleges has become an important link for China to connect with the higher education of countries along the Belt and Road, effectively expanding the breadth and depth of international exchanges and cooperation in higher education. The mutual recognition of academic qualifications and degrees is also an important part of building a national higher education community. By 2022, the agreements on mutual recognition of overseas academic degrees signed by China have covered 58 countries and regions. In addition, more than 80% of all overseas students finally choose to return to China for development, thus effectively maximizing the benefits of human resources [15]. In addition, educational alliances related to the Belt and Road Initiative uphold the concept of higher education integration and promote practical cooperation between universities and colleges along the Belt and Road in research, policy formulation, personnel exchanges, and other aspects [10]. In view of this, facing the future, China should adhere to the opening of education to the outside world, build a higher education community, and enhance the identity across different cultures so as to create an open, inclusive, and harmonious development pattern [17].

### **3.3. Optimizing the governance system and promoting the internationalization of vocational education**

Vocational education is one of the most active areas of foreign exchanges in the Belt and Road Initiative. In recent years, China's higher vocational colleges have actively explored multiple paths and modes. In the process of development, Chinese higher vocational colleges focus on the improvement of the governance system and adhere to the direction of international education in foreign exchanges. Taking Yunnan Province as an example, it encourages higher vocational colleges to run schools according to related demands and plans the international development direction of vocational education through financial guidance and institutional guarantee. In 2018, 13 vocational colleges in Yunnan Province carried out 43 international cooperation projects with 15 countries, including Laos, Myanmar, Thailand, Vietnam, Sri Lanka, Cambodia, and Vietnam, providing education and training to 275 persons and non-academic training to 12,219 persons, among which three vocational colleges were running schools in countries along the route [2]. The internationalization of higher vocational education in Jiangsu Province has also formed a multi-level policy system featuring government guidance, institutional autonomy, and multinational corporation collaboration. Many higher vocational colleges plan international strategies according to specific conditions and reach international cooperation agreements in various forms, such as establishing overseas training bases, setting up international academic sites, and setting up overseas cooperative branch schools in cooperation with multinational companies [18]. The more open the governance concept, the more developed the vocational education system. In fact, by reforming the production and education integration ordering mode of training for international talents, integrating majors and industries, schools and enterprises, course content and professional standards, as well as teaching process and production process, it is conducive to gradually solving the problem of deep integration of schools and enterprises in talent training [2]. Relying on advantageous disciplines and characteristic majors, actively searching for docking points for educational cooperation with neighboring countries will help promote the internationalization process of vocational education and form a strategic pattern that vocational education conduces to the Belt and Road Initiative.

### **3.4. Emphasizing the integration of strengths and exploring new models of international educational assistance**

Most of the countries along the Belt and Road are still in the early stage of industrialization and lack the necessary human capital, technology and other resources. Therefore, in order to achieve the common development of education in co-construction countries and further implement international education cooperation, it is necessary to increase the assistance to low-income participating countries [19]. China's educational aid tends to consider the actual conditions of recipient countries and form a benign model of two-way interaction and support. In response to the Belt and Road Initiative, Addis Ababa University, as the largest comprehensive university in Ethiopia, has also established a Confucius Institute, and Ethiopia and China have jointly established Ethiopia-China Vocational and Technical College, both of which are assisted by Tianjin Vocational and Technical Normal University in China. The

move also opens a new model of embedding vocational and technical elements into the teaching of Confucius Institutes. This model focuses on integrating vocational and technical elements into the daily teaching of Confucius Institutes, realizing the organic combination of vocational education and Chinese teaching, so as to obtain the teaching effect of  $1 + 1 > 2$  [20]. By integrating various resource advantages in international education aid and increasing aid to developing countries, it is expected to achieve common development of education in co-construction countries, thus making greater contributions to the education cause of the Belt and Road Initiative. Therefore, in the future international cooperation, attention should be paid to exploring new and efficient education assistance models in order to provide sustainable education support to more developing countries along the Belt and Road.

#### **4. Challenges: Education to facilitate the Belt and Road Initiative faces pain points**

Cooperation and exchanges are prevalent throughout the Belt and Road Initiative, where the foundation lies in education and the key lies in talents [21]. Although China's education development has achieved fruitful outcomes under the background of the Belt and Road Initiative in the new era and has played a constructive role in boosting the development of the countries along the Belt and Road, it also faces many challenges. On the whole, the mutual recognition mechanism of higher education in co-construction countries, the depth of education cooperation among co-construction countries, China's education opening capacity, and the level of the "going out" of vocational education need to be improved, and there is a long way to go for high-quality education to serve the Belt and Road Initiative.

##### **4.1. Institutional obstacles of higher education systems in co-construction countries need to be solved**

Countries along the Belt and Road embody great differences in national systems, development level, and national size; as well, the educational systems are also distinct. Taking the five Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, and Turkmenistan) as an example, although their education systems have traditionally been deeply affected by the totalitarianism of the Soviet Union, with the changes in the international political and economic environment, the education systems of the five countries have also undergone corresponding changes. The changes are mainly manifested as these countries began to encourage private education in order to change the status quo dominated by public education. Kazakhstan, for example, had 170 institutions of higher learning in 2001, of which 112 were private. Kazakhstan announced in 2013 that most regions would have one state university and one private university [2]. The potential uncertainty brought about by the reform of the education system may affect the process of educational exchange and cooperation. Moreover, the five Central Asian countries also have unique ideas on higher education regionalism, and the regional integration of higher education in this region is deeply affected by the Eurasian Economic Union initiated by Russia. Therefore, the coordination of multi-interest relations under the control of different education systems will become the key to the in-depth implementation of the higher

education integration process in the Belt and Road Initiative in Central Asia [5]. In addition, due to the differences in the education systems of countries along the Belt and Road, there are obstacles in the mutual recognition mechanism of courses, credits, and diplomas, which further affects the process of education integration. In fact, most of the countries embody particular characteristics, so it is necessary to attach importance to cultural studies and understand their education systems and policies in combination with the realistic background of specific nation-states, in order to effectively promote the integration process of higher education [5,7,21].

#### **4.2. Educational cooperation and exchanges among the participating countries need to be deepened**

Firstly, there are obvious differences in the geographical distribution of cooperation within the Belt and Road Initiative. For example, although the Silk Road University Alliance has 167 members from 39 countries across five continents, its geographical distribution is disproportionate to the number of co-founders, mainly in Central and Eastern Europe and Southeast Asia [10]. The same is true of the global development of Confucius Institutes. Although by the end of 2021, there are 489 Confucius Institutes and 817 Confucius Classrooms in 158 countries and regions, they are mainly concentrated in Asia and Europe, with fewer in Africa, America, and Oceania [13]. Secondly, the areas of cooperation need to be expanded. For example, members of the Silk Road University Alliance are more interested in engaging in experiential collaboration than in areas that involve original contributions, such as problem solving. Moreover, the members of the alliance tend to blindly follow the trend and lack systematic coordination planning, so the degree of aggregation within the alliance needs to be strengthened [10]. Thirdly, the level of cooperation needs to be upgraded. Take the educational cooperation between China and Arab countries as an example: The two sides mainly stay at the level of exchanging teachers, visiting students, and holding academic conferences, and consequently, the in-depth cooperation is relatively limited. In fact, although the Arab region is one of the most active regions in the world for cross-border education, the process of joint education in the region and the establishment of Confucius Institutes, Confucius Classrooms, and other projects is limited in terms of the Belt and Road Initiative [22].

#### **4.3. The level of China's opening-up of education to the outside world needs to be enhanced**

Firstly, the institutional construction of education internationalization needs to be optimized. In the process of promoting the strategy of education opening to the outside world, there were some substantial problems, such as a lack of professional standards, a lack of development characteristics, and a lack of system norms. For example, at present, the overall structure of overseas students in China is more Asian-oriented, and a considerable proportion of international students are concentrated in language majors. Therefore, it is necessary to revise the professional standards of overseas education and improve the enrollment, training, and management system to achieve sustainable and healthy development of overseas education in China [23,24]. Secondly, the quality of international talent training needs to be improved. Currently, the training

of high-level international talents in short supply is insufficient in China, and the training of high-end talents in the field of science and technology, talents in the international communication of Chinese language and culture, national and regional research talents in the field of humanities, talents in the language service of international organizations, and high-end composite applied language talents and non-universal language talents is relatively insufficient [9,25,26]. This will affect the construction of a pattern of high-quality education opening to the outside world and, in turn, affect the ability of education to serve the cause of the Belt and Road. Thirdly, the opening environment of education still needs to be optimized. For example, the funds for the “going out” of China’s higher education and vocational education should be effectively solved; the required research, procurement, transportation, insurance, salary, and other funds are not in place [27,28]. In addition, the construction of a foreign education aid base also needs to be strengthened. Although China’s Ministry of Education has selected a number of colleges and universities with different characteristics and advantages as education assistance bases in some provinces (municipalities and autonomous regions), there are also many problems, such as a small number, unreasonable regional and professional layout, and insufficient teachers [7].

#### **4.4. The “going global” strategy of China’s vocational education needs to be strengthened**

The development of the Belt and Road Initiative has put forward a new topic in the field of vocational education in China, and the system of international development of vocational education needs to be improved. Firstly, the top-level design needs to be improved. China’s vocational colleges generally lack effective plans and coordination mechanisms for the development concept of education internationalization, management mode, personnel training, and other aspects [29]. Secondly, the level of international development of institutions needs to be enhanced. China’s vocational colleges have limited development in Sino-foreign cooperation, teacher exchange, exchange of students, project introduction, or export, and the international influence of vocational education has not yet formed [30]. In addition, due to the backward educational foundation, it is difficult for a considerable number of colleges and universities to organically combine advanced international educational concepts with their own development models, resulting in limited ability to transform the international educational resources introduced and an inability to form unique development advantages [29]. Thirdly, the internationalization level of the teaching staff needs to be promoted. With the continuous advancement of the construction of the Belt and Road Initiative, the teacher status of dual-teacher bilingual teaching has become the biggest constraint factor for the “go out” of vocational education [27]. In addition, the training of minority language talents in vocational colleges is seriously lagging behind, minority language majors and courses are extremely scarce, and the coverage of minority language teaching is far from enough [28,30]. Fourthly, the overall environment for the internationalization of vocational education needs to be improved. For example, the current scholarships for international students in China are mainly for general education, and the vocational education field has not been effectively covered, which weakens the attraction of vocational colleges to

international students in China to some extent; local education departments have not paid enough attention to the system and mechanism construction of international vocational colleges, such as the relevant assessment methods, funding policies, and other aspects of the work to be strengthened; there are some problems in school-enterprise cooperation, such as poor information sharing channels, win-win interests, and imperfect distribution mechanisms [27,28].

## 5. Final remarks

The Belt and Road Initiative has been implemented for 10 years, reviewing the achievements made by education to facilitate the construction of the Belt and Road Initiative, summarizing the development path and model, and clarifying the challenges facing the future are conducive to better grasping the internal connection between education and the Belt and Road Initiative, so as to promote the common prosperity of participating countries through education development. In fact, the positioning of education in the Belt and Road Initiative means that education is closely linked to different fields such as ideology, geopolitics, and regional economic integration [31]. In addition, the organization of multilateral cooperation has an important impact on the effect of cooperation. Different from the widening of the development gap between countries brought about by neoliberalism, the Belt and Road Initiative is an inclusive global governance program, in which co-construction countries carry out educational exchanges with an equal attitude and guide multilateral educational relations with a mutually beneficial cooperation concept [32]. Generally, the Belt and Road Initiative has made important contributions to the development of global education, and the cooperation and exchanges in the field of education among participating countries are conducive to the in-depth implementation of the Belt and Road Initiative [33]. In education cooperation with countries along the Belt and Road, China should take the initiative to meet the common educational development needs of all parties, actively seek the largest common divisor of cooperation between all parties, and strive to grasp the convergence of core interests of all parties, thereby contributing to the steady and long-term progress of the Belt and Road Initiative.

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