

# A Study on the Current Situation, Challenges, and Countermeasures of Educational Cooperation and Exchange between China and Mongolia under the Background of the "Belt and Road" Initiative

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## Article Info

Accepted: 25 January 2025

## Keywords:

Belt and Road Initiative,  
China-Mongolia Education  
Cooperation, Confucius  
Institutes, Student Exchange

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<http://doi.org/10.70693/itphss.v2i3.223>

## Abstract

The "Belt and Road" Initiative has brought development and convenience to countries along its route, providing a platform and opportunities for educational cooperation and exchange between nations. Among them, educational cooperation between China and Mongolia has become more convenient due to their inherent geographical and historical advantages. This paper investigates the current situation of educational cooperation and exchange between China and Mongolia, identifies existing issues, and proposes solutions, aiming to explore new development paths and lay a foundation for the cooperative development and mutual progress of education between the two countries. The research methods primarily include literature review, supplemented by statistical analysis, to summarize and organize the forms and characteristics of educational cooperation between China and Mongolia at the current stage. The study finds issues such as teacher shortages and limited cooperation models. Furthermore, challenges remain in language barriers, differences in understanding, cooperation models, and educational resources in further cooperation. However, attempts can be made to address these challenges by promoting language training, sharing educational resources, and deepening cooperative mechanisms. Improving and advancing in-depth educational cooperation between China and Mongolia, capitalizing on strengths and learning from each other, will contribute to the steady development of educational undertakings in both countries, continuously supply talent, and provide references for future educational cooperation and exchange between China and Mongolia.

## 1. Introduction

Since President Xi Jinping introduced the "Silk Road Economic Belt" and the "21st Century Maritime Silk Road" initiatives (collectively known as the "Belt and Road Initiative") in 2013, China has engaged in cultural exchanges, economic cooperation, and talent development with countries along the Belt and Road, contributing to their growth. As a neighboring country, Mongolia has been a longstanding partner in these efforts. On August 22, 2014, President Xi delivered a significant speech at the State Great Khural of Mongolia, titled "Standing Together for Mutual Assistance, Creating a New Era for the Development of China-Mongolia Relations."

In this address, he outlined China's political commitment to strengthening cooperation with Mongolia under the "Silk Road Economic Belt" framework, expressed support for Mongolia's "Steppe Road" initiative, and emphasized China's willingness to create opportunities for shared development, encouraging neighboring countries like Mongolia to "ride on China's development."(Xi Jinping, 2014)

In the field of education, China has introduced several key policy documents, including the "Several Opinions on Promoting the Opening-up of Education in the New Era" and the "Action Plan for Educational Cooperation under the Belt and Road Initiative." On the international front, China has also entered into numerous agreements with other countries. Notably, the China-Mongolia Educational Exchange and Cooperation Plans for the periods 1996-2000, 2005-2010, and 2011-2016 have been central to fostering closer ties between the two nations. These policies and agreements have created a strong foundation for ongoing educational exchanges and collaboration between China and Mongolia.

Educational exchange and cooperation between China and Mongolia have encountered certain challenges due to various factors. This paper will examine the current situation of educational exchange and cooperation between the two countries, identify existing problems and challenges, and propose solutions and recommendations, with the aim of providing new ideas for the development of educational exchange and cooperation between China and Mongolia.

## **2. Literature Review**

### **2.1 Research on the "Belt and Road" Initiative**

The Belt and Road Initiative (BRI), launched by China in response to global changes, aims to foster deeper cooperation with neighboring countries and promote the vision of a "community of shared future for mankind." This ambitious initiative has attracted significant academic attention. A search of the CNKI database reveals that one of the earliest scholarly articles on the BRI was written by Sun Genhong in 2014 and published in "China Investment".(Sun Genhong, 2014)In his paper, titled "Several Relationships That Should Be Properly Managed in Advancing the 'Belt and Road' Initiative," Sun discusses the complexities of managing various relationships within the scope of the BRI.

Scholars Yu Jinping and Gu Wei further emphasize that the BRI involves numerous countries, each with distinct political, economic, cultural, and religious characteristics. This diversity adds a layer of complexity to the geopolitical landscape. While they recognize the potential benefits of the BRI, they also highlight the significant challenges and risks that accompany it.(Yu Jinping & Gu Wei, 2016) According to their analysis, the success of the BRI will largely depend on how effectively these challenges are addressed.

The proposal of China's "Belt and Road Initiative" has also attracted the attention and research of foreign scholars. Scholar Lauren A. Johnston stated in her paper, "The BRI in turn is considered to be aiming to foster the ongoing development of China, and in doing so also seeks to instigate new era development opportunities for other developing countries"(Johnston, 2019). The initiative offers new pathways and possibilities for the development of both China and other countries.

Scholars Vera Schulhof, Detlef van Vuuren, Julian Kirchherr, and others argue that "These scenarios demonstrate that various development outcomes are possible within the BRI's geographical scope, investment volumes, sectors, funding structure, and focus on sustainability." (Schulhof et al., 2022).The development goals of the Belt and Road Initiative are not limited to economic growth and infrastructure construction; they also involve cooperation and development across multiple dimensions, including politics, culture, finance, and the environment.

The Belt and Road Initiative aims to provide broader development opportunities for countries along the route, promote a win-win situation in the global economy, and foster sustainable development. The focus of the initiative is to enhance connectivity and cooperation between Asia, Europe, Africa, and other regions through infrastructure investment, trade facilitation, and cultural exchange. By building a more integrated and collaborative global network, the Belt and

Road Initiative seeks to stimulate economic growth, reduce poverty, and promote shared prosperity among participating countries. The initiative emphasizes sustainable development and ensures that economic growth is achieved on the basis of respect for environmental protection, social development and long-term stability, thus bringing positive effects not only to the participating countries, but also to the whole world.

Overall, Chinese scholars' research on the "Belt and Road" Initiative (BRI) began earlier than that of foreign scholars. Chinese scholars tend to focus more on issues such as how to address cultural differences, geopolitical challenges, and other factors to ensure the successful implementation of the BRI. In contrast, international scholars' research is more centered on the developmental aspects of the BRI and its role in assisting the development of other countries.

## **2.2 Research on China-Mongolia Cooperation and Exchange**

Since the establishment of diplomatic relations between China and Mongolia in 1949, the two countries have cooperated and exchanged in various fields. In the field of film and art, scholar Yi Liqi noted in a journal article that "Some recent Sino-Mongolian co-productions have continued the story of Sino-Mongolian friendship under the context of the 'Belt and Road' initiative. For example, the 2018 Sino-Mongolian co-produced film 'Sleepless Night in Ulaanbaatar' tells the story of the sincere friendship between the youth of China and Mongolia." In fact, Sino-Mongolian film exchange began long before the "Belt and Road" initiative was proposed. As early as the 1950s, the two countries engaged in film exchanges. (Yi Liqi, 2023) Unfortunately, during the 1980s and 1990s, cultural and artistic exchanges in the field of film between China and Mongolia declined and stagnated. However, in the 21st century, cooperation and exchanges in the film arts between the two countries have become more frequent and closer once again.

In the field of coal, scholar Yuan Hepeng mentioned in his thesis that "In the first three quarters of 2022, Mongolia became China's third-largest coal supplier, with the proportion of Mongolia's coal in China's total coal imports rising to 9%. Currently, China is also Mongolia's largest coal importer. In the future, as China diversifies its coal import channels, the prospects for Sino-Mongolian coal cooperation are very promising"(Yuan Hepeng, 2023). Similar to the time frame of Sino-Mongolian film and art exchanges, as early as 1950, China provided Mongolia with certain technical assistance and mining equipment for coal extraction, helping to develop Mongolia's coal industry. China also imported some coal from Mongolia for domestic use.

In the field of ecology, scholar Du Shufang wrote in a journal article that "Both China and Mongolia attach great importance to ecological cooperation. The "Joint Declaration on Establishing and Developing a Comprehensive Strategic Partnership between the People's Republic of China and Mongolia" signed in August 2014, clearly outlined cooperation in areas such as desertification control, water resource utilization and protection, climate change response, disaster prevention, and forest and grassland fire control"(Du Shufang, 2023). The "Sino-Mongolian Framework Agreement on Environmental Protection Cooperation" signed in 1994 marked the starting point of ecological cooperation between the two countries. It provided a policy foundation for subsequent agreements on environmental protection, grassland management, and biodiversity conservation, playing an important role in practice. Today, ecological and environmental issues are receiving increasing attention from both China and Mongolia, and under the framework of the "Belt and Road" initiative, Sino-Mongolian ecological cooperation is expected to serve as a model for other countries, promoting broader international ecological collaboration.

Foreign scholars' observations and studies on China-Mongolia cooperation and exchange, aside from education and culture, mostly focus on trade. In the field of economic and trade cooperation, scholar Baasandulam states, "Based on the international economic context and Mongolian economic trends, there is a complementary potential in China-Mongolia cooperation. Mongolia possesses vast mineral resources, while China holds technological advantages. However, due to Mongolia's relatively low per capita resources, the two countries collaborate in a mutually

beneficial manner."(Baasandulam, 2020).China-Mongolia economic and trade cooperation holds broad prospects but also faces several challenges. By deepening cooperation and expanding into emerging fields, both sides can establish a more solid and long-term economic partnership.

In the field of agricultural trade, scholar Siriguleng Bao states, "The study finds that China-Mongolia agricultural trade exhibits strong economic complementarity. Trade activities not only contribute to economic growth in both nations but also enhance social and cultural exchanges. However, challenges such as technical standards, political risks, and logistics costs continue to hinder trade cooperation." (Bao, 2024)

It is evident that the scope of cooperation and exchange between China and Mongolia is extensive, with most projects beginning as early as the 1950s. Both Chinese and foreign scholars have conducted research on various fields of cooperation and exchange. Among these, studies related to trade and economics are more prevalent. Two foreign scholars, within the broader context of China-Mongolia trade, have each conducted research on the economy and agriculture, analyzing, identifying, and summarizing their characteristics. They have explored new paths to promote China-Mongolia economic and trade cooperation, as well as the potential for further enhancing agricultural trade cooperation between the two countries. The proposal of the "Belt and Road" Initiative has brought China-Mongolia cooperation and exchange to a new height.

### **2.3 Research on China-Mongolia Educational Cooperation and Exchange**

Under the framework of the "Belt and Road" initiative, China and Mongolia have also engaged in close exchanges and cooperation in the field of education. In higher education, scholars Wang Jingfeng and Feng Liwei suggested that "To regulate and promote the sustained and in-depth cooperation in higher education between China, Mongolia, and Russia, joint efforts from the governments, universities, enterprises, and society of the three countries are required. It is necessary to establish and improve the operational mechanism for Sino-Mongolian-Russian higher education cooperation, create a cooperation model that aligns with the characteristics of the three countries, and jointly open up new prospects for Sino-Mongolian-Russian higher education cooperation"(Wang jingfeng & Feng Liwei, 2022) .The educational cooperation between China and Mongolia should not be confined to the university level; the scope should be broadened to include the integration of government, society, and other sectors in promoting the cooperation and development of higher education. At the same time, based on the national conditions of each country, it is important to explore cooperation models that contribute to the cooperation and exchanges between the two countries.

In the field of educational think tanks, scholars Jiang Yongzhi and Bai Hongmei pointed out in a journal article that "In the construction of Sino-Mongolian-Russian ethnic education think tanks, there are several challenges, including the leading role of national policies but relatively delayed responses, a shortage of interdisciplinary and comprehensive talent training, rigid research methods and insufficient practical application, fragmented efforts and lack of cooperation, as well as limited communication channels and transformation platforms."(Jiang Yongzhi & Bai Hongmei, 2022).They also proposed solutions to address these issues. The improvement of educational think tanks would likewise benefit the development of Sino-Mongolian educational cooperation and exchanges.

In the field of scientific, educational, and cultural relations, scholars Zhang Guoqing and Ma Ligu conducted a survey on the current status of Sino-Mongolian cooperation in areas such as science, education, and folk arts. They proposed strategies to address the problems identified in their research.

Internationally, the importance of education has been increasing, and education is widely seen as the core driver of social progress and national development. Educational cooperation between countries has also become routine, such as through international academic conferences, visiting scholars, and student exchange programs. Similarly, Sino-Mongolian educational cooperation has followed this trend. Both articles mention China's scholarship system for Mongolian students. Scholars Buyandlai, E., Lkhagvajav, A., and Bayartsogt, M. wrote in their paper, China has made

investments in Mongolia's human capital development, fostering collaboration between Chinese and Mongolian educational approaches. The modernization of education is being expedited through the creation of cultural and educational spaces that meet the specific needs of international students across various levels of study, including bachelor's, master's, and doctoral programs. (Buyandlai et al., 2024)

Numerous Chinese scholars have conducted in-depth research on educational cooperation between China and Mongolia, providing new ideas and methods for their educational collaboration. Two foreign scholars, on the other hand, have focused on China's scholarship system for Mongolian students. Beyond scholarships, many Chinese universities offer specialized language training and cultural adaptation courses for Mongolian students, helping them overcome language barriers and cultural differences, and facilitating their smooth integration into the Chinese learning and living environment. Some universities also provide tuition reductions or preferential policies for Mongolian students, while certain institutions collaborate with enterprises to offer internship and employment opportunities for Mongolian international students.

## **2.4 Summary**

Currently, both domestic and international academic research on cooperation under the "Belt and Road Initiative" (BRI) has reached tens of thousands of papers, and this number continues to rise over time. Research related to educational cooperation has also surpassed a thousand papers. However, the majority of the existing studies focus on macro-level educational cooperation, with few studies dedicated to specific countries. Among those that do focus on a particular country, most are concentrated on Sino-Russian educational cooperation, while research on Sino-Mongolian educational cooperation remains relatively scarce.

There are also differences in research directions between Chinese and foreign scholars. Chinese scholars generally focus on how to advance the implementation and development of the "Belt and Road" Initiative (BRI). In contrast, foreign scholars primarily concentrate on trade and the impact of the BRI on other countries. Furthermore, most research on the BRI is still concentrated within the domestic academic community. This is not unexpected, as the BRI was proposed by China and is actively promoted by the Chinese government. However, the limited amount of research on the BRI abroad can largely be attributed to insufficient publicity of the initiative outside the countries along the Belt and Road, leading to a lack of awareness and, consequently, less scholarly attention from some international researchers.

This paper follows a logical sequence of examining research on the Belt and Road Initiative, then cooperation under the initiative, and finally focusing on educational cooperation. The scope of cooperation research covered includes areas such as economic trade, agricultural trade, and coal resources, while the educational cooperation research encompasses aspects such as scholarship systems and educational think tanks.

Through a comprehensive review of a large number of literature sources, this paper analyzes the national conditions and current situation of China and Mongolia. Combined with the author's personal experiences in Mongolia, the paper identifies potential challenges in Sino-Mongolian educational cooperation and proposes pathways to address these challenges. In doing so, it contributes to the expansion of research outcomes in the field of Sino-Mongolian educational cooperation.

## **3. Research Methods**

### **3.1 Literature Review Method**

The literature review method was employed to systematically collect, organize, and analyze existing books, academic papers, reports, archival materials, conference records, and statistical data related to the "Belt and Road Initiative" (BRI), China-Mongolia educational cooperation, and exchanges in fields such as education and the arts. The relevant literature comes from academic databases such as CNKI and Google Scholar, using keywords such as the Belt and Road Initiative, China-Mongolia Education, and cultural and educational cooperation. This method provides a

solid theoretical basis for analyzing the current situation of Sino-Mongolian educational cooperation and exchange under the framework of the Belt and Road Initiative, and supports the overall framework of this study.

### **3.2 Statistical Method**

This study employs statistical methods, primarily using software such as SPSS and Excel, to organize and analyze data on the number of international students from the Chinese Ministry of Education's official website. The data is processed and analyzed to identify patterns, which will help uncover existing issues and challenges, thus providing a quantitative foundation for the writing of this paper.

## **4. Current Situation and Challenges of China-Mongolia Educational Cooperation**

### **4.1 Current Situation of China-Mongolia Educational Cooperation**

Educational exchange and cooperation between China and Mongolia began as early as the founding of the two countries. In 1952, the two nations signed the "Sino-Mongolian Intergovernmental Economic and Cultural Cooperation Agreement," which marked the beginning of cultural exchanges between the two countries. In 1986, the two signed the "Sino-Mongolian 1986 Cultural Exchange Agreement," under which both sides sent students abroad to study language and culture. In 1989, they signed the "Sino-Mongolian Government 1989-1990 Cultural Exchange Implementation Plan," increasing efforts to exchange students. Following this, the educational cooperation and exchange between the two countries, influenced by the Soviet Union, experienced stagnation. This situation was alleviated in 1994, when the two countries signed the "Cultural Cooperation Agreement between the Government of China and the Government of Mongolia," and educational exchanges and cooperation entered a new phase.

#### **4.1.1 Current Status of International Student Education**

In 1996, with the signing of the "Sino-Mongolian 1996-2000 Education Exchange and Cooperation Implementation Plan," the "Agreement on Mutual Recognition of Educational Credentials and Degrees between the Government of Mongolia and the Government of China" in 1999, and the "Agreement on Student Exchange between the Government of China and the Government of Mongolia," the two countries began recognizing each other's academic qualifications and providing funding for studying abroad. This marked the rapid development of educational exchange and cooperation regarding Mongolian students studying in China.

At the current stage, for Mongolian students coming to China, once they meet the admission requirements, they are taught courses on Chinese culture and the Chinese language. In terms of undergraduate scholarships, China and Mongolia signed agreements in 2000, such as the "Agreement on the Student Training Program for Mongolian University Students Using Chinese Grant Aid" and the "Implementation Plan for the Training of Mongolian University Students Using Chinese Grant Aid." The "Inner Mongolia Autonomous Region Government Scholarship" also provides funding for outstanding undergraduate students. The "Chinese Government Scholarship" offers scholarships to outstanding master's and doctoral students. These scholarship programs, including the Chinese Government Scholarship, local government scholarships, and university cooperation scholarships, cover tuition, accommodation, and living expenses, significantly easing the financial burden on Mongolian students studying in China.

Following the signing of the "Sino-Mongolian Government Cultural Exchange Plan for 2010-2013" in 2010, and with the deepening of educational cooperation between the two countries, the number of Mongolian students coming to China has shown an increasing trend in recent years. Table 1 presents the number of Mongolian students in China as published by the Ministry of Education of the People's Republic of China in 2011, 2012, 2014, 2015, and 2018.

Table 1 Number of Mongolian Students Studying in China in Previous Years

Year	2011	2012	2014	2015	2018
Number	7112	8210	7920	7428	10158

Although there was a slight decline in the number of Mongolian students studying in China during certain periods, the formal implementation of the "Belt and Road Initiative" in 2015 led to a significant increase in the number of Mongolian students coming to China, from over 7,400 in 2015 to over 10,000 in 2018. The implementation of the "Belt and Road Initiative" has significantly promoted the development of China-Mongolia exchanges and cooperation, reaching unprecedented levels. However, the number of Chinese students studying in Mongolia remains relatively low, and there is currently no specific data on the number of Chinese students studying in Mongolia.

#### 4.1.2 Current Status of Confucius Institutes and Confucius Classrooms

The Confucius Institute is a non-profit educational organization created through international collaboration, designed to meet the global demand for Chinese language education, foster a deeper understanding of Chinese language and culture worldwide, promote educational and cultural exchanges between China and other nations, enhance diplomatic relations, contribute to the advancement of global multiculturalism, and support the creation of a harmonious global community. (Ministry of Education of the People's Republic of China, 2008)

The popularity of the Chinese language in Mongolia has been increasing year by year, with many Mongolian students choosing to learn Chinese in order to better adapt to studying in China and to prepare for future employment opportunities. In 2008, following the signing of the "Agreement on International Chinese Language Teachers and Volunteers Working in Mongolia," the first Confucius Institute in Mongolia, the Confucius Institute at the National University of Mongolia, was established. Since then, the Chinese government has gradually set up several Confucius Institutes and Chinese language teaching centers in Mongolia to assist Mongolian students in learning Chinese and improving their language skills.

Currently, there are three Confucius Institutes in Mongolia: the Confucius Institute at the National University of Mongolia, operated in collaboration with Shandong University; the Confucius Institute at the Mongolian National University of Education, operated in collaboration with Northeast Normal University; and the Confucius Institute at Khovd University, operated in collaboration with Xinjiang Vocational University. The establishment of these three Confucius Institutes has provided a new pathway for Mongolian students to understand Chinese culture.

#### 4.1.3 Current Status of Educational Exchange Activities

In 2014, the Ministry of Foreign Affairs of the People's Republic of China issued a plan to commemorate the Year of China-Mongolia Friendly Exchanges, which mentioned such exchange activities as "holding a Mongolian scholars Roundtable in China" and "holding an academic seminar to commemorate the 65th anniversary of the establishment of China-Mongolia diplomatic relations". In 2016, the Ministry of Education of China issued the "Promoting the Education Action of Jointly Building the Belt and Road". To strengthen communication on education policies, facilitate smooth channels of education cooperation, and promote connectivity of academic and degree certification standards, China and Mongolia signed the 2018-2021 Implementation Plan for Educational Exchange and Cooperation between the Ministry of Education of the People's Republic of China and the Ministry of Education, Culture, Science and Sports of Mongolia in 2018. In 2024, three research centers of Inner Mongolia Agricultural University, Mongolia University of Science and Technology, Mongolia University of Life Sciences, including the Agricultural and Livestock Product Processing Research Center, the Agricultural and Animal Husbandry Green Breeding and Agricultural Policy Research Center,

and the Desertification Prevention and Grassland Ecological Protection Research Center were officially established. The three research centers are committed to joint personnel training in farming and animal husbandry, desertification prevention and control, and ecological protection. China and Mongolia have also deepened mutual understanding and respect for each other's cultures through cultural festivals, art exhibitions, academic forums and seminars. In recent years, more and more cultural exchange activities have been carried out between the two countries, including art, music, drama and traditional festivals, which have not only enhanced mutual understanding between the two peoples, but also promoted cooperation and interaction in the field of education.

## **4.2 Challenges in China-Mongolia Educational Cooperation and Exchange**

Despite significant progress in China-Mongolia educational cooperation, several challenges still exist in the process of cooperation.

### **4.2.1 Misunderstanding Between Countries and Language and Cultural Barriers**

Currently, while China and Mongolia engage in media cooperation through platforms like newspapers, television, and magazines, their media outlets often operate independently when covering specific events. This lack of coordination has contributed to misunderstandings among some Mongolians about China, which can result in negative perceptions and biases. At the same time, many people in China remain unaware of Mongolia's recent rapid development.

Language barriers continue to pose a significant challenge in China-Mongolia educational cooperation. Although Mongolian students in China typically pass Chinese language proficiency tests, they often struggle with academic research and specialized courses, particularly when it comes to understanding technical terms and discipline-specific vocabulary. Moreover, cultural differences and misunderstandings can hinder students' adjustment to life in each other's countries. For instance, Mongolia's education system emphasizes humanistic values and individualism, while China's system tends to focus more on knowledge acquisition and exam performance. These differences in educational philosophies and cultural outlooks can lead to misunderstandings, which may, in turn, impede the further development of educational exchanges and cooperation between the two nations.

### **4.2.2 Imbalance in Educational Resources and Shortage of Teaching Staff**

Although educational cooperation between China and Mongolia has deepened in recent years, a noticeable imbalance in the distribution of educational resources remains. Mongolia's higher education system lags behind China, particularly in certain specialized fields, and there is a significant gap in educational standards and infrastructure. By 2018, the number of Mongolian students studying in China had surpassed 10,000, while the number of Chinese students in Mongolia remained relatively low. To address this disparity, it is crucial to implement measures that promote a more equitable distribution of educational resources. This could include policy support, financial aid, and other initiatives designed to ensure a more balanced and sustainable exchange of educational opportunities between the two countries.

In terms of teaching staff, Mongolia continues to face a shortage of qualified educators, especially in higher education and vocational training. Although China has dispatched a considerable number of teachers and education experts to Mongolia, their numbers and professional expertise are insufficient to meet the demands of specific fields and skills training. Additionally, many Mongolian teachers have limited proficiency in Chinese, which can affect the quality of instruction in courses conducted in Chinese.

### **4.2.3 Lack of Innovation in Cooperation Models**

Currently, China-Mongolia educational cooperation primarily revolves around student exchanges, academic collaborations, and scholarship programs, resulting in a relatively straightforward cooperation model. An important ongoing challenge is how to innovate these



models and expand the scope of cooperation. In particular, there is significant potential to explore emerging areas such as vocational education, online learning, and adult education. These are key areas for future development in China-Mongolia educational exchanges.

#### **4.2.4 Differences in Education Systems**

There are notable differences between the education systems of China and Mongolia. Mongolia's system is relatively straightforward, with a shorter academic duration and a stronger focus on the transmission of fundamental knowledge through traditional teaching methods. In contrast, China's education system is more intricate, particularly in higher education, where there is greater emphasis on developing students' critical thinking, innovative capabilities, and practical skills. These differences in curriculum design, subject structure, and credit systems present significant challenges to educational cooperation, particularly in areas such as credit transfer and academic exchange. Furthermore, Mongolia's education system is more centralized, with policies and resources concentrated at the national level. This centralization may limit the flexibility and diversity of educational cooperation between the two countries.

### **5. Conclusion and Development Path Recommendations**

#### **5.1 Conclusion**

Under the background of the "Belt and Road" Initiative, educational cooperation and exchange between China and Mongolia are entering a new stage of development. Currently, most of the educational cooperation and exchanges between the two countries are concentrated at the official level, with a strong governmental nature. At this stage, there are still some issues, such as teacher shortages, language barriers, and a lack of cooperation models. Despite these challenges, efforts can be made to improve the situation by promoting enhanced language training, sharing educational resources, and deepening cooperative mechanisms. Education is not only an important bridge for mutual understanding between the peoples of the two countries, but also one of the key factors driving the comprehensive development of Sino-Mongolian relations. It is hoped that this discussion will provide insights and references for the ongoing development of educational cooperation and exchange between China and Mongolia.

#### **5.2 New Pathways for Promoting Educational Cooperation and Exchange Between China and Mongolia**

##### **5.2.1 Strengthening Language and Cultural Courses and Harnessing the Power of New Media**

To address misunderstandings between the peoples of China and Mongolia, both countries should enhance media cooperation, particularly by leveraging emerging platforms such as TikTok and Facebook. These platforms can play a crucial role in presenting a more balanced and accurate portrayal of each country, helping to break information monopolies and foster more equitable international perspectives. Through these efforts, mutual understanding can be strengthened, misconceptions can be cleared, and a solid foundation can be established for further educational cooperation and exchanges.

Regarding language barriers and cultural differences, it is recommended that universities in both countries bolster language support by offering additional language training and cultural adaptation courses. This would assist students in better adjusting to the academic environment, alleviating language difficulties, and promoting smoother cultural integration. Furthermore, greater emphasis should be placed on organizing cultural activities—such as cultural festivals, art exchanges, and academic forums—that allow students and faculty to gain a deeper understanding of each other's cultural contexts, thus minimizing potential cultural conflicts.

##### **5.2.2 Promoting Educational Resource Sharing and Enhancing Teacher Training**

In order to optimize educational resources, China and Mongolia can establish a resource-sharing platform to promote the exchange of educational materials, especially in key

areas such as teacher training and educational facilities. This will enhance the quality of education in both countries through enhanced cooperation and mutual assistance. China can assist Mongolia in improving its educational infrastructure, especially in higher education and vocational education, through financial aid, technical support, and other means to enhance Mongolia's educational quality and balance the educational resources between the two countries as much as possible.

Regarding teacher training, regular teacher training programs and academic exchange initiatives can be implemented to enhance the professional development of teachers from both countries. China can send more education experts and teachers to Mongolia for teaching and training, while Mongolia can also select teachers to pursue further studies in China to improve their educational standards and research capabilities.

The relatively low number of Chinese students in Mongolia is partly due to the fact that, apart from government-sponsored study programs, there are very few institutions dedicated to facilitating study abroad in Mongolia. Therefore, China should increase the number of government-sponsored students to Mongolia while also supporting the establishment of study-abroad institutions in Mongolia. Additionally, China should continue to improve its own educational standards and develop world-class academic programs to attract more international students to study in China.

### **5.2.3 Deepen Bilateral Cooperation Mechanisms and Expand Cooperation Formats**

China and Mongolia should further deepen the bilateral educational cooperation mechanism, strengthening multi-level and multi-field collaboration in areas such as students, teachers, and research. Particularly in vocational education, scientific innovation, and environmental protection, the two countries should promote educational cooperation by establishing joint research centers and cooperative laboratories. These efforts can help design curricula that meet the needs of both countries, focusing on cultivating practical skills and innovation abilities, while also ensuring a solid foundation in basic disciplines. More joint research projects should be established, focusing on academic areas of mutual concern, such as environmental protection, energy, and agriculture, to promote cross-border scientific research collaboration.

In terms of educational systems, the two countries can strengthen the alignment of their educational frameworks through mechanisms such as the bilateral educational committee, and develop a cooperative framework that meets the needs of both sides. For example, a specialized credit transfer system could be established to ensure the recognition of students' credits and qualifications. Regarding educational policies, through bilateral educational cooperation agreements between the governments, the cooperation goals, areas, and implementation details should be clearly defined to ensure that differences in educational systems do not become obstacles to collaboration.

Looking ahead, there are opportunities for China and Mongolia to explore more forms of cooperation, especially in the areas of online education, digital courses and distance learning. By taking advantage of modern technology, the two sides can overcome geographical limitations and carry out broader educational cooperation. In addition, by jointly holding international conferences, academic forums and other activities, the two countries can enhance their visibility and influence in the global education field.

### **5.2.4 Leverage Favorable Factors to Achieve Mutual Benefits**

China and Mongolia share a long border of over 4,700 kilometers, and both Inner Mongolia and Mongolia are located within the Mongolian Plateau, sharing a common historical and cultural background. This geographical and historical advantage has naturally made Inner Mongolia an important communication hub with Mongolia, providing convenient conditions for educational cooperation and exchange. In recent years, China has intensified the review of graduation theses, while Mongolia is undergoing educational reforms to improve its educational standards. Both countries attach great importance to education and share common educational goals. By taking

advantage of these favorable conditions, China should strengthen its cooperation with Mongolia, particularly in areas near the border. The development of projects such as new energy, railways, and electricity, which require large numbers of specialized personnel, will create new pathways for educational cooperation between the two countries.

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