

**AN ANALYSIS OF PROMOTING CO-CONSTRUCTION OF EDUCATION
ACTION (PCEA) UNDER THE BELT AND ROAD INITIATIVE IN CHINA**

ZHANG Wenxi (PhD Student), LOZYNSKA Inna (D.Sci in Economics)

Sumy National Agrarian University, Sumy, Ukraine

PhD student from management department

Correspondence author's cellphone: +38(050)3075004

Email: innalozynska@gmail.com

The Belt and Road is the abbreviation of “Silk Road Economic Belt” and “21st Century Maritime Silk Road”. In September and October 2013, Chinese President Xi Jinping proposed “New Cooperation initiative of the Silk Road Economic Belt and the 21st Century Maritime Silk Road”. That is called the Belt and Road Initiative.

The intention of the Belt and Road Initiative

It will fully rely on the existing dual and multilateral mechanisms of China and relevant countries, and with the help of existing and effective regional cooperation platforms, the Belt and Road Initiative aims to borrow the historical symbols of the ancient Silk Road, hold high the banner of peaceful development, and actively develop and the economic partnerships of countries along the route work together to create a community of interests, destiny and responsibility for political mutual trust, economic integration, and cultural inclusion.

The Ukrainian relative of the Belt and Road Initiative

On July 5, 2018, the Ukrainian Belt and Road Trade and Investment

Promotion Center was officially unveiled in the Ukrainian Chamber of Commerce and Industry in Kiev.

The introduction of PCEA under the Belt and Road Initiative

The education promotion under the Belt and Road Initiative has been included in the 100 major projects to be implemented in China of the Belt and Road Initiative construction work and the “13th Five-Year Plan” in 2016. The primary consideration for the issuance of PECA is to clarify the orientation of education. The important part of PCEA is "Five Links" which includes policy communication, facility connectivity, trade smoothness, capital finance, and popular support), which are jointly built around the "Belt and Road", also PECA provides support in two aspects: the first is promoting the commonwealth of the people, the second is providing talents support for other "four links."

The PECA proposed that educational exchanges should be a bridge for the people along the Belt and Road route countries. Talent training provides support for policy communication, facility connectivity, trade smoothness, and financial communication. Initiatives along the line will work together to enhance understanding, expand openness, strengthen cooperation, learn from each other, seek common interests, face common destiny, shoulder co-responsibility, and build a Belt and Road education community to fully support the Belt and Road Initiative.

The conception of PCEA under the Belt and Road Initiative

PECA designed the ‘Five Basic Implantation’ as a basic initiative to carry out educational interconnection and cooperation.

Firstly, strengthen education policy communication. The “One Belt and One

Road” education law and policy research will be carried out to build a communication and information notification mechanism for education policies along the route. It will actively sign bilateral, multilateral and sub-regional educational cooperation framework agreements, formulate international conventions on education cooperation and exchanges along the route countries, gradually unblock policy bottlenecks in educational cooperation and exchanges, and realize mutual recognition of credits and joint awards.

The second is to facilitate the unimpeded cooperation on education. It will promote the facilitation of visas between the “Belt and Road” route countries, encourage schools’ cooperation with foundations, the same research topics and development goals to establish sister relationships, hold national presidents forums along the route, and support higher education institutions to establish joint laboratories (research centers) for international cooperation. The technology transfer center will create a “ Belt and Road” academic exchange platform and gradually deepen the development of educational cooperation and exchanges.

The third is to promote language interoperability along the route. It will expand the inter-government language learning exchange program, jointly cultivate and cultivate high-level language talents. It will expand the scale of the number of overseas students studying in the language learning countries, and advocate the cooperation of countries along the route with Chinese universities to set up their own language majors in China. It will support more social forces to help the Confucius Institute and Confucius Classroom construction, strengthen the construction of Chinese teachers and Chinese teaching volunteers, and fully meet the needs of

Chinese learning in the countries along the route.

The fourth is to promote the commonwealth of the people along the route. Scholars from countries along the route will be encouraged to carry out or cooperate in the research of Chinese topics, and to enhance the understanding of China's development model, national policy, education and culture in various countries along the route. National and regional research bases will be built, and research in the fields of economy, politics, education and culture will be carried out in cooperation with the target countries. The "Silk Road" youth exchange will be strengthened, and the understanding of the education curriculum and the Silk Road cultural heritage protection will be gradually incorporated into the curriculum system of primary and secondary education in various countries along the route, and the understanding of young people's culture in different countries will be strengthened.

The fifth is to promote the standardization of academic degree certification. It will promote the implementation of the UNESCO (United Nations Educational, Scientific and Cultural Organization) Convention on the Recognition of Higher Education Qualifications in the Asia-Pacific Region, support UNESCO's establishment of a worldwide mutual recognition mechanism for academic qualifications, and achieve mutual recognition of bilateral multilateral academic degrees in the region. It will call on countries to improve the education quality assurance system and certification mechanism, accelerate the development of the national education qualifications framework, and help learners in different types and stages of education to promote the construction of lifelong learning society. We will jointly build a regional vocational education qualifications framework and

gradually realize the integration of the employment standards in the employment market. It will explore the establishment of professional development standards for teachers along the line and promote the flow of teachers.

References

1. Ding X. Analysis of the Opportunities and Challenges Brought by Henan Province to the "Belt & Road" Strategy / Ding X. //Journal of Henan Finance and Taxation College. –2016. –№ 30 –P. 41-44.
2. Chinese Journal of Science and Technology and other media reports the first batch of students enrolled in Sino-Ukrainian International Graduate School – [Electronic resource]. – Access: <http://www.hist.edu.cn/info/1022/15788.htm>
3. Xinxiang, China and Sumy, Ukraine form an friendship city – [Electronic resource]. – Access:<http://www.hnfo.gov.cn/index.php?m=content&c=index&a=show&catid=72&id=11999>