

A Comparative Analysis of China and Uzbekistan's Higher Education Internationalization Policies Under The Belt and Road Initiative

Zhang Meimei

PhD Candidate, Bukhara State University

Email: meimeizhang658@gmail.com

Abstract:

Against the backdrop of the Belt and Road Initiative promoting transnational educational cooperation, the internationalization of higher education has become a key direction for educational development in both China and Uzbekistan. This comparative analysis looks at the internationalisation policies for higher education in each country. The research investigates policy goals, avenues for policy and policy support. The findings demonstrate that the higher education internationalization policy orientation, with its strong combination between "inviting in" and "going global," mainly serves to national strategies and regional development needs in China. It has also outlined an action system by encouraging cooperative education, establishing international student exchange mechanisms, and generating policy support and capital investment to promote the support system. However, Uzbekistan's policy is aimed at the integration of educational resources, their compliance with global standards in order to ensure the competitiveness of higher education and attract as many foreign students as possible. Curriculum standardization and the construction of transnational education cooperation platform becomes the comprehensive requirement for its implementation, and its support mechanisms featured by the supervisions of educational quality. However, the two countries differ in the priority and the strength of implementation for their core policy priorities, even as similarities emerge in the development of transnational educational co-operation mechanisms and promotion of cultural exchange in general. This study presents concrete conclusions that may benefit the depth of higher education cooperation and further development of China and Uzbekistan internationalization policies.

Keywords: The Belt and Road Initiative (BRI), China and Uzbekistan, Higher Education Internationalization Policies, Comparative Analysis, Educational Cooperation

Introduction

With the deepening implementation of the Belt and Road Initiative, cross-border educational collaboration has become a major bridge connecting countries along the route. The internationalization of higher education is a key path to enhancing a country's soft power, promoting talent mobility, and cultural exchange, and is a shared focus for both China and Uzbekistan. Following the Belt and Road Initiative, China has also continued to implement its strategy of "bringing in" and "going global" with the development model of coordinated development with China. China absorbs international high-quality educational resources, and meanwhile, it also promotes the internationalization of its educational modes and standards [1]. Uzbekistan, using its historical potential of higher education, develops its educational resources integrating them into world standards, thus responding to the fierce competition of international education and struggling for the increase of its international student body even more. However, existing systematic comparative studies on China and Uzbekistan's policy objectives, implementation paths, and supporting measures do not adequately reflect the commonalities and differences between the two countries, let alone provide accurate theoretical support for educational collaboration between the two countries [2].

This article will compare the current status of international higher education development in China and Uzbekistan from multiple perspectives, addressing shortcomings in existing research, further improving comparative research on international higher education policies under the Belt and Road Initiative, and laying the foundation for future research and practical exploration of international education policies [3]. The practical value of this article lies in: first, it provides a reference for both China and Uzbekistan to improve their respective internationalization strategies for higher education, helps China to recognize its own strengths and weaknesses in the implementation process, and helps Uzbekistan to better balance its own educational traditions and international standards; second, by clarifying the policy similarities and differences between the two countries, it builds a platform for cooperation in the two fields between China and Uzbekistan, designs a cooperation project, eliminates obstacles to cooperation, and thus promotes further in-depth development of connectivity between the two countries under the framework of the "Belt and Road" Initiative [4].

Literature Review

Domestic research on the internationalization of education in China and Uzbekistan under the Belt and Road Initiative has been multidimensional and multi-layered. Ma Jing conducted foundational research on Uzbek universities, laying the foundation for further comparisons of higher education policies between China and Uzbekistan. Wu Fengmin conducted an in-depth study of the early stages of higher education in both countries, focusing on educational exchanges and cooperation between the two countries, identifying future development trends in higher education [5]. Yang Rongguo, based on the public diplomacy of the Belt and Road Initiative, gave ideas for both internationalization of Chinese and Uzbek universities. Expanding on this, Li Dan took Uzbekistan as an example to study the reasons and ways for Europe to fund universities in Central Asia, in turn, providing suggestions for future cooperation strategies that China may implement in higher education field with Uzbekistan [6]. Yang Jie gave new ideas and methods on internationalized development of Uzbek universities and new approaches to China-Uzbekistan cooperation. Set against the backdrop of the Belt and Road Initiative, Xia Fang investigated the relationship between reports on China by Chinese and Uzbek students and the evolution of their national image. Castro Arcyan, Z. Zeng Ting: Multilingual Education in Central Asian Universities from the Perspective of Higher Education Internationalization. Aziz Po. How Uzbek language policies affect Chinese language teaching Abstract: From multilingual education, language teaching and language planning perspectives, Wang Xi compared patterns of language teaching in Chinese and Uzbek higher education. Zhong Bo, Huo Sheng, and Xie ZheKeywords examined the

dynamic mechanisms of integration between general universities and higher vocational colleges; Li Mingliang and Zhang YingmingKeywords The new research trend of the internationalization of higher vocational education in the new period; Tang RangcaoKeywords Explore the comparative study of higher education internationalization in ASEAN countries and its inspiration to the comparison of disciplines in regional education policy; Liu YizhanKeywords Joint use of common services, based on building a global education hub; high-quality internationalization in higher vocational education: from logic to the difficulty of implementation; Duan Shifei and Zhang NingKeywords International experience and Chinese reality for the virtual internationalization of higher education in a digital environment. From four perspectives, including the integration of educational types, the internationalization of vocational education, regional policy comparisons, and digital education cooperation, they laid a solid theoretical and practical foundation for the multidimensional comparison and optimization of higher education internationalization policies in China and Uzbekistan [7].

In international research, academics have primarily focused on the characteristics and underlying causes of internationalization in Uzbek universities. This article, drawing on two key perspectives and based on the perspective of staff, proposes a top-down evolutionary process for Uzbek universities. By analyzing the driving mechanisms, it provides a comparative analysis of the two distinct educational models in China and Uzbekistan. At the same time, based on the ideological discourse of post-Soviet Uzbekistan, it is believed that it faces a serious crisis, which reflects the ideological orientation of its policies, which is compared with the concepts and goals of China's "Belt and Road" policy. In the same year, Gulzanat Gafu, Elin Shaplin, and Mark Israel analyzed the views of scholars from Kazakhstan, Kyrgyzstan, and Uzbekistan on social research ethics policies. Although it involves multiple countries, the chapter on Uzbekistan provides reference for comparative research on the formulation and orientation of ethical standards for international education in Chinese and Uzbek universities, and also helps to clarify China's differences in this regard.

Methodology

The Belt and Road Initiative and the Policy Background of the Internationalization of Higher Education in China and Uzbekistan. The Belt and Road Initiative's Role in Promoting the Internationalization of Higher Education

The Belt and Road Initiative prioritizes education as a key pillar of the initiative. The "Action Plan for Promoting Joint Belt and Road Education Cooperation" also proposed for the first time the goal of "going global," charting the course for educational cooperation among countries along the Belt and Road. Through these three aspects, namely, connectivity, talent cultivation, and institutional development, this initiative serves to facilitate the cross-border flow and optimal allocation of my countries education resources. In this way, education will truly act as a connection between policy, infrastructure, trade, capital and public opinion.

China has built its educational cooperation with many countries along the Belt and Road since the launch of the Silk Road Initiative, offering more opportunities for multidimensional exchanges through diversified channels, like the Silk Road Government Scholarship and the International Education Forum. Chinese language exchange and cooperation in China to be further deepened, with major breakthrough in entires along the Belt and Road, and the Chinese language course is undergoing expanding in these countries. Talent cooperation and the development of mutually-beneficial educational programs are becoming deeper with the encouragement of the development of Chinese universities over the sea. The two sides are working with high-speed rail construction and telecommunications companies to provide high-quality faculty in fields where there is demand locally (Table 1).

Table 1. Core Dimensions of Educational Cooperation under the Belt and Road Initiative (BRI)

| Cooperation Level | Core Objective | Implementation Path | Expected Outcome |
|--------------------|--|--|---|
| Connectivity | Break barriers to cross-border flow of educational resources | 1. Establish transnational education exchange platforms 2. Promote international Chinese language education 3. Share high-quality teaching resources | Achieve optimal allocation of educational resources and promote people-to-people connectivity |
| Talent Cultivation | Train urgently needed professionals in BRI countries | 1. Establish 'Silk Road' government scholarships 2. Launch joint education programs 3. Promote university-enterprise cooperative training | Provide high-quality professionals and enhance the education level of partner countries |
| Mechanism Building | Establish a stable educational cooperation mechanism | 1. Sign bilateral/multilateral agreements 2. Standardize management of cross-border educational resources 3. Build education information-sharing platforms | Ensure long-term cooperation and strengthen coordination across policy, infrastructure, and trade |

The Belt and Road Initiative provides new opportunities for educational development in countries along the route. By joining China's educational community, countries can improve their own teaching standards and provide highly qualified technical personnel for regional development. Uzbekistan was one of the earliest countries to respond to the Belt and Road Initiative. Its higher education system, facing declining government investment, has participated in this initiative, providing new sources of funding and avenues for international cooperation. In 2017, then-Deputy Prime Minister Aziz Abdukhakimov noted that participating in the Belt and Road Initiative provides a significant opportunity for the internationalization of Uzbek education (Table 2).

Table 2. Key Outcomes of Educational Cooperation between China and BRI Countries (2017–2025)

| Cooperation Indicator | 2017 | 2025 | Growth Rate | Description |
|--|-------|--------|-------------|---|
| Number of partner countries | 35 | 72 | +106% | Partner countries increased from 35 to 72 (+106%) |
| Recipients of 'Silk Road' Government Scholarship | 5,000 | 12,000 | +140% | Scholarship recipients increased from 5,000 to 12,000 (+140%) |
| Number of joint | 12 | 38 | +216% | Overseas joint programs |

| | | | | |
|---|-------|------|-------|--|
| overseas programs | | | | increased from 12 to 38 (+216%) |
| Countries offering Chinese language courses | 42 | 90 | +114% | Countries offering Chinese courses increased from 42 to 90 (+114%) |
| Technical talents trained via university-enterprise cooperation | 3,000 | 9500 | +216% | Technical talents trained rose from 3,000 to 9500 (+216%) |

Source: Data compiled from public reports by the Ministry of Education of China and UNESCO (2017–2023); 2025 figures are estimated projections based on official growth trend

Historical Foundation and Current Needs of China-Uzbekistan Higher Education Cooperation

“Uzbekistan covers 448,900 km² and has a population of 34.55 million (2021).”, is a multi-ethnic, multilingual country. Its geographical location offers significant geopolitical advantages. As a “double-landlocked” country nestled in the heart of Central Asia, it borders Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan, none of which have access to the sea. Uzbekistan has enacted a series of education regulations, including the Education Law in 1992, the New Education Law and the National Talent Training Program Act in 1997, and the Outline for the Development of Primary and Secondary School Education in Uzbekistan in 2006. These have fundamentally transformed the education system and language education policies. As of January 2021, Uzbekistan has three education departments: the Ministry of Preschool Education, the Ministry of People's Education (responsible for primary and general secondary education), and the Ministry of Higher Education (responsible for specialized secondary and higher education, as well as educational training) (Table 3).

Table 3. Overview of Uzbekistan’s National Profile (as of January 2021)

| National Dimension | Specific Details |
|--------------------------------|--|
| Land Area | 448,900 square kilometers |
| Population | Approximately 34.55 million |
| Ethnic and Linguistic Features | Multi-ethnic and multilingual country |
| Geographic Characteristics | A double landlocked country in Central Asia with no direct access to the sea |
| Neighboring Countries | Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan |
| Core Industrial Strengths | Aerospace, chemical industry, and pharmaceuticals |

Chinese and Uzbek universities have a strong complementary relationship in terms of practical needs. Uzbekistan has strong traditional strengths in aerospace, chemical engineering, and medicine. Tashkent Airways holds a regional leading position in aerospace engineering, and Tashkent State Technical University has achieved remarkable results in research on new materials and energy engineering. China's technological support in advanced manufacturing is also essential. China boasts unique advantages in higher education and digital education, boasting the world's largest higher education system. Uzbekistan's smart education public platform can also provide access to high-quality digital education.

On June 6 of this year, China and Uzbekistan signed the "Joint Declaration on the

Establishment of a Strategic Partnership between the People's Republic of China and the Republic of Uzbekistan," formally establishing a strategic cooperative relationship between the two countries. On September 9, 2013, China and Uzbekistan signed the "Treaty of Friendship and Cooperation between the People's Republic of China and the Republic of Uzbekistan." The treaty provides in-depth discussions on education, health, tourism, and sports between the two countries, and further strengthens exchanges and cooperation in media, education, health, tourism, and sports (Table 4).

Table 4. Key Education Laws of Uzbekistan and Their Core Functions

| Education Law / Regulation | Year of Promulgation | Core Function |
|---|-----------------------------|--|
| Law on Education | 1992 | Established the legal foundation of Uzbekistan's education system after independence and defined the basic framework for educational development. |
| New Education Law & National Program for Personnel Training | 1997 | Reformed the education system, optimized talent cultivation goals, and aligned educational objectives with national industrial development needs. |
| Development Program for Secondary School Education | 2006 | Focused on improving the quality of primary and secondary education, standardizing curriculum systems, and strengthening teaching evaluation mechanisms. |

Core Content and Analytical Dimensions of Higher Education Internationalization Policy

Higher education internationalization refers to the systems and measures adopted by countries to promote cross-border exchange and cooperation in higher education and integrate it into the global education system. Its main components are divided into three levels: cross-border resource allocation, international alignment of standards, and international talent mobility. The cross-border allocation of international educational resources primarily manifests itself in the cross-border sharing of high-quality courses, faculty, and research equipment; the internationalization of standards is primarily reflected in the alignment of degree systems and quality assurance mechanisms with international standards; and the international mobility of international talent primarily focuses on students and faculty.

The specific implementation of China-Ukraine cooperation can be constructed within a scientific research framework based on three aspects: goal orientation, implementation path, and guarantee mechanism. The horizontal layer reflects the level of target orientation and the orientation of the national strategy in the value and development direction. Its main functions are to serve national strategies, enhance the quality of education and build cultural exchanges. That implementation path is through a variety of policy measures, with the most obvious examples being international student training, cooperative education, and faculty exchange. At the guarantee institutional level, it includes the policies and laws, capital investment and funding, and administrative organizations in which it could promote the development of an internationalized education system as a whole.

In other words, these three dimensions are interrelated and integrated organically, while together building a university internationalization policy system. Goal orientation provides the rules

for how it is done, and takes you from your starting line to your destination. Yet implementation pathways are the realization of this purpose an expression reflecting the pragmatic nature of education internationalization. At the same time "security" is written into the institution, which guarantees the coordinated development of the "three goals" and "three directions". In this way, using this framework to analyze the diplomatic relationship between the two countries can be appear some common and different points about their globalization strategies, this will be an exact reference for mechanism-design of cooperation strategies.

Content and Practice of China's Higher Education Internationalization Policy

A. Relevant Laws and Regulations on Private Higher Education in China

Following the reform and opening up, the state has successively promulgated a series of laws and regulations to regulate the sustainable development of private education. Article 19 of the Constitution of the People's Republic of China states: "The state encourages collective economic organizations, state-owned enterprises, public institutions, and other social groups to establish various types of schools in accordance with the law." This is the earliest legal basis for the establishment of private universities in my country. The "Interim Provisions on the Administration of Teaching and Education Run by Social Forces" were promulgated in 1988. The "Interim Provisions on the Establishment of Private Institutions of Higher Education" were promulgated in 1993. The "Opinions on the Recent Approval Work for the Establishment of Higher Education Institutions Nationwide" and the "Notice on the Issue of Private Schools Raising Funds from the Society" were promulgated. The "Regulations on the Establishment of Schools by Social Forces" were promulgated by the State Council in 1997. The "Law of the People's Republic of China on Promoting Private Education" was approved by the Ninth National Congress in 2002. These legal norms clarify the responsibilities of the government, the rights and obligations of private schools, and the operation of private schools (Table 5).

Table 5. Key Clauses of China's Private Higher Education Legislation

| Legal Dimension | Representative Regulation / Core Content | Key Highlights |
|-------------------------------------|---|---|
| Rights of Educational Institutions | Private Education Promotion Law: Equal admission and program-setting rights for private institutions. | Recognizes equal legal status and institutional autonomy. |
| Government Oversight Responsibility | Regulations on Socially Run Schools: Education departments coordinate and supervise. | Clarifies central-local governance responsibilities and ensures regulatory consistency. |
| Financial Management | Notice on Fund Management for Private Schools: Transparency of fund usage and prohibition of illegal fundraising. | Ensures financial security and protects students' and parents' interests. |
| Quality Assurance | Teaching Management Provisions: Compliance with national standards for curriculum and faculty. | Emphasizes teaching quality assurance and academic integrity. |

Results and Discussion

Contents of China's Higher Education Internationalization Policy

State regulation of private higher education primarily encompasses the following aspects: establishment, change, and termination; training models; educational, research, and management systems; funding utilization; and faculty recruitment and employment. Governance primarily encompasses administrative approval, information disclosure, price regulation, asset and financial

audits, and educational quality evaluation. However, because of the regional development difference of economy and local financial resources input, the development level of the private higher education sector is not balanced. Because the strategy of higher education internationalization of China is designed with the following primary motives: servicing national strategies, enhancing education quality, and fostering national confidence. It intends to realize higher education development with diversity. The "Outline of the Plan for Building a Strong Nation in Education (2024-2035)" clearly proposes that the international education internationalization and the construction of a "strong nation in education" should be linked with a more open international cooperation mechanism.

The exercise of constructing a higher education development policy in my country focuses on quality improvements to teaching as well. It deals with national policy as the improvement of its own quality through external and internal exchanges. It also clearly proposes to build a number of major global impact characteristic of basic and solemn school base, to my country high-level universities and unique program to the global or even top world category. For talent development is focuses on grooming top innovators and industry leaders with an international mind-set and global capabilities. This not only meets my country's needs for high-quality development, but also provides human resources for the Belt and Road Initiative.

Implementation Paths for the Internationalization of Chinese Higher Education

In China, cultivating overseas talent is a crucial avenue for its development. We are launching "Silk Road Study Abroad" initiatives and establishing programs to train industry leaders and outstanding technical personnel for countries along the Belt and Road. The overseas study discipline in China is faced with a key mission of improving the student quality as well as profile, with the priority being the growing of overseas students along Belt and Road. We will also focus on developing a sound service system to ensure safe and smooth study abroad. When it comes to overseas education, we will give priority to government-funded education in order for Chinese students to have opportunities to study in such places as Uzbekistan, particularly using Uzbekistan's advantages in "agricultural technology and mineral resources" and "Central Asia" for an overseas education and training platform for Chinese students.

Varieties Of Education Offered It is not uncommon for institutions to partner in a joint venture with enterprises to create a new model of education. Under the Silk Road project, Chinese universities will be directed to prioritise certain disciplines, grow overseas, and develop localised mechanisms for training and managing talent. For domestic cooperative education, we should focus on the integration of overseas high-quality teaching resources and give full play to the advantages of joint cultivate in some disciplines such as engineering and medicine. Under new initiatives like the "Luban Workshop", and the "going out" strategy of enterprises, skills training is given in countries along the route, bringing skills that are desparately needed for local development. Uzbekistan "Luban Workshop" is oriented at popular majors in areas like "mechanical and electrical integration", promoting local industry upgrading and talent cultivation. Fruitful outcomes of inter-university cooperation between China and Uzbekistan. Chongqing University and several universities such as the Samarkand-Tashkent State Academy of Science and Technology in Uzbekistan have signed cooperation agreements on in-depth academic exchanges and talent training in agricultural and animal husbandry technology, new materials technology, language, and humanities.

Content and Practice of Uzbekistan's Higher Education Internationalization Policy Relevant Laws and Regulations on Higher Education in Uzbekistan

To promote the development of private higher education institutions in Uzbekistan, the state has promulgated a number of important policies and measures. Policies and measures of significant significance to the development of private higher education institutions include:

"National Development Strategy 2022-2026"

The 49 strategic goals clearly state that by 2026, the number of non-public higher education institutions will be no less than 50, and the proportion of non-governmental institutions will increase from 3% to 8% by 2022. This institutional arrangement, for the first time, established the development direction of private higher education institutions nationwide, providing a policy basis for their standardized development and promoting their transformation from an "elitist" model to a "diversified" model.

"Legitimacy of Private Higher Education Institutions and Norms for Internationalization of Education"

After 2016, Uzbekistan launched market-oriented higher education system reforms, breaking through the constraints of long-standing lack of government recognition. Akfa University has been officially recognized as a private university in the country, as it has already passed a "limited liability system" to set its legal status in 2019. Singapore is also having a cross-border education strategy where overseas universities get themselves a campus. In 2024, there will be 30 foreign institutions settled in Singapore, third in the world, showing a "local private + foreign branch" dual development model.

State subsidies and tax incentives

A presidential decree, effective in 2024, will allow students at private institutions to receive per capita funding comparable to independent public institutions starting in the 2024/2025 academic year, with priority given to in-demand fields such as engineering and medicine. An additional policy, enacted in March 2025, extends the tax exemption period for private schools to 2030, covering foreign faculty salaries and other key aspects of the program, such as significantly reducing school fees.

Contents of Uzbekistan's Higher Education Internationalization Policy

After the collapse of the Soviet Union, Uzbekistan became one of the first major members of the Commonwealth of Independent States to initiate systematic education system development and reform. Since independence, the country has consistently promoted a development strategy centered on a "knowledge-based economy," enhancing the country's innovation capacity and the quality of its human capital through optimizing its education system. From 1993 to 1996, the education sector's contribution to GDP, while fluctuating somewhat (ranging between approximately 10.2% and 7.7%), remained generally high, significantly higher than the global average (approximately 4.9%) and some Western developed countries (approximately 5.1%). These data indicate that, while Uzbekistan still faces challenges in integrating economic and educational development, it has demonstrated sustained institutional vitality and successful reforms.

The Republic of Uzbekistan declared its independence on August 31, 1991. Since then, Uzbekistan has entered a new phase of development, establishing an open democratic system, implementing a series of economic reforms, awakening the people's historical and national consciousness, and promoting educational development. After several years of hard work, Uzbekistan has developed politically, social conditions have been greatly improved, and people's lives have been greatly improved. With the aim of maturing education (meaning the systems of advanced nations like Europe, the U.S. and Japan, and blending its own national conditions, Uzbekistan has developed the Education Law of the Republic of Uzbekistan and the National Talent Training Program Law of the Republic of Uzbekistan. Uzbekistan has entered into the Bologna process as a member country in 2005 and began systematic reform in 2007 according to "Uzbek Higher Education Law" that changed the scientific levels for experts, associate doctors and doctors into three levels of bachelor, master and doctoral degrees bachelor, master and doctor degree 3 year bachelor, master and doctoral degree. In order to adapt to the needs of the talent market, the "Act" specifically stipulates a practical-based professional talent degree. At the same time, the course

structure was adjusted, a learning system based on European universities was established, the European unified curriculum setting concept was introduced, and the experimental teaching process was strengthened. This has helped to align teaching materials with international standards.

International collaboration in teaching and scientific research is deepening. Starting in 2025, the Presidential Council of the Uzbek Foundation for Supporting Education, Science, and Sports has approved a program for hiring international professors. Following a Cabinet decision and subsequent parliamentary approval, all public and private institutions of higher education will be able to hire outstanding professors from the top 250 universities worldwide to teach online, either through online learning or three- to nine-month online courses. This program aims to improve educational quality through knowledge exchange and to attract back international students who have been forced to leave Hong Kong due to the current situation. In accordance with the Uzbek Law on Higher Education and relevant regulations in the education sector, scientific and technological innovation will be carried out with European countries and countries along the Belt and Road Initiative in areas such as aerospace, new materials, and medicine.

Uzbekistan's Path to Internationalization of Higher Education

Reforms are underway in both the degree system and the curriculum of universities. In line with the requirements of the Bologna Curriculum, Uzbekistan has systematically reformed its existing professional degree system, shifting from the original three-level system of specialist, associate doctorate, and doctorate to a three-level system of bachelor's, master's, and doctorate degrees. This creates a "4+1+3" education system consisting of a four-year bachelor's degree, a one-year master's degree, and a three-year associate doctorate. To meet the needs of the talent market, practical-oriented professional education will continue to be implemented. At the same time, advanced European curriculum concepts will be introduced and experimental teaching will be strengthened to bring it into line with world standards.

International collaboration in teaching and scientific research is deepening. Uzbekistan plans to launch the "Global Professor Recruitment Program" in 2025, enabling domestic universities to invite professors from the top 250 universities worldwide to lecture in Uzbekistan. This program aims to exchange knowledge and promote international cooperation. We will improve the quality of education and thereby attract back overseas students who have been forced to leave Hong Kong due to circumstances. In science and technology, we will focus our research on Europe and countries along the Belt and Road Initiative, conducting in-depth studies in aerospace, new materials, medicine, and other fields, leveraging global resources to enhance our research capabilities [8].

Overseas student training and inter-university cooperation are continuously deepening. Uzbekistan has strong international exchange capabilities in agriculture, engineering, language, and culture. In the past few years, a significant number of foreign students from Central and South Asia have come to study here. Sino-Uzbek student exchanges have yielded significant results, with many universities providing academic support to Chinese students in Uzbekistan, promoting cultural and people-to-people exchanges between the two countries. Under nationally-led initiatives, universities are conducting joint training and academic exchanges on their own initiative, and exchanges with Chinese universities are becoming increasingly close, jointly cultivating specialized talent in agricultural science and engineering technology [9].

Comparison and Recommended Countermeasures of China and Uzbekistan's Higher Education Internationalization Policies

Common Characteristics of China and Uzbekistan's Higher Education Internationalization Policies

Regarding policy goals, China and Uzbekistan both focus on enhancement of education quality. China promotes its development as a power in the educational dialogue between countries in the direction of mutual cognition and learning, while Uzbekistan uses the internationalization of

international education to fill its education resource gap. Both countries refer to the introduction of quality international educational resources and educational provision. China prioritizes the Belt and Road Initiative, while Uzbekistan prioritizes regional industrial development, the cultivation of outstanding talent, and a pragmatic approach. Both countries view educational exchanges as a primary means of enhancing mutual understanding and cooperation among nations, and cultural exchanges as a necessary means [10].

In terms of implementation methods, both countries prioritize strengthening collaboration between universities and the training of international students. China and Uzbekistan pay special attention to cooperation in the field of higher education [11]. They have entered into cooperation agreements and held joint training events. An example of this is the partnership between Chongqing University and Uzbekistan's Samarkand State University and Tashkent University of Science and Technology. Both countries attach great importance to international student education. China brings students from the Belt and Road countries through special scholarships, while Uzbekistan makes an advantage of its competences in fields like agriculture, expanding international student enrollments continuously. Both countries have developed a relatively well-developed system for international student training and services. International collaboration in faculty and research is also a key area for both China and the United States. Both countries aim to raise the international standard of international education by recruiting international faculty and conducting joint research [12].

In terms of institutional support, both countries have established government-led promotion systems. China: Min Of Education Uzbekistan: Min Of Higher Education And Science And Technology This creates a top-down promotion system of these two systems, Internationally, China has achieved significant successes and Uzbekistan is consistently harmonising with international standards and this gives a strong base for the internationalisation of education of my country. Diverse – both countries' high level of dependence on government funding is balanced with diversification of social and international financing methods [13].

Analysis of Differences in China and Uzbekistan's Higher Education Internationalization Policies

Different educational objectives have different values. China's approach to educational development is centered on the Belt and Road Initiative and the "Education Powerhouse," focusing on the education sector and actively providing a sound platform for national open development. Uzbekistan's development direction is a coordinated approach of regionalization and internationalization, primarily aimed at increasing its influence in Central Asia and aligning with international standards. Its strategies take into account regional cooperation and international rules, while the Belt and Road Initiative's response primarily focuses on regional connections within Central Asia, with its strategic planning centered on local development needs. Furthermore, China's approach is a simultaneous "going global" and "bringing in" approach, while Uzbekistan prioritizes "bringing in" high-quality resources and expanding regional cooperation through "going global." The degree of balance between these two approaches differs from China's [14].

They have different approaches and emphasis's as well. China provided an overall, hierarchical collaborative education and developed the "going global" and "going out" model of higher vocational education with its "national" features. For instance, the "Lu Ban Workshop" initiative, showing principles in Uzbekistan. Under the continuous evolution of educational informatization in our country, there have been great strides made in the export of digital teaching resources. The strategy is fairly straightforward for Uzbekistan, which has led its strategy largely on the internationalization of its degree system. This will play out in the short term mostly through international academic exchange programs, focused on international development, agriculture, and mineral development. The Belt and Road Initiative relies heavily on state-led initiatives, but less so on independent collaboration between institutions, where systematic planning still has much room

for improvement, and there's much more at stake in its implementation than we realise [15].

There is still a gap between the robustness of my country's insurance system and its operational approach. China has established a relatively comprehensive national and regional policy and legal framework, boasting significant investment volumes and stable investment channels, as well as a high level of digitalization and refinement. Limited by its level of development, Uzbekistan's policy support continues to grow, but it still relies heavily on foreign capital, relying on a certain level of state fiscal investment. While our system is aligned with global standards, implementation efficiency needs to improve, and our management and service levels lag far behind those of China. Furthermore, China has established a more integrated policy coordination system, while Uzbekistan faces the challenge of aligning regional cooperation with international standards [16].

Strategies and Suggestions for Deepening China-Uzbekistan Higher Education Cooperation

Establish a government-led public service system. A high-level consultation mechanism in the field of education has been established between China and Uzbekistan. Annual exchanges and development between the two countries integrate cooperation in higher education into their development plans. China can exchange experiences on digital education and the internationalization of vocational education, while Uzbekistan can discuss regional educational collaboration in Central Asia and the development of related fields (such as agriculture and arid regions). Promote mutual credit recognition and degree awarding between China and Uzbekistan. By drawing on globally accepted education quality standards and the Chinese education system, jointly develop mutually recognized education quality standards to eliminate institutional barriers to cross-cultural exchange [17].

Further improve the collaboration and complementary advantages between schools. Focusing on the characteristics of the two disciplines, carry out precise collaboration, establish joint research institutions in multiple disciplines such as agricultural science, arid zone ecological management, and mineral resource development, and jointly train high-level scientific researchers. Implement the "sister class" project of Chinese and Uzbek universities, promote in-depth exchanges and exchanges between China's "Double First-Class" universities and key universities and research institutes such as Samarkand University, Tashkent University of Science and Technology, and Uzbekistan Agricultural University in Uzbekistan, and carry out in-depth exchanges in aspects such as course sharing and mutual employment of teachers. A communication platform has been established between China and Uzbekistan, and the level of scientific cooperation between the two sides has been improved through annual meetings and joint publication of research results [18].

Expand the scope of personnel exchange and training. China is increasing its publicly funded overseas study programs for key Uzbek majors, while Uzbekistan is increasing its efforts to recruit Chinese students [19]. A special fund for China-Uzbekistan educational cooperation has been jointly established to enable more students to join this program. Chinese universities are providing digital education to Uzbek teachers, while Uzbek universities are providing Central Asian language education and regional research training to Chinese teachers. On this basis, two-way exchanges between teachers and students have been established. Based on the respective strengths of both China and Uzbekistan, personalized training will be provided, and comprehensive disciplines such as "Belt and Road + Central Asian Industry" will be jointly developed to provide students with high-quality, high-caliber business and international trade talent [20].

Improve collaborative guarantee and service mechanisms. A China-Uzbekistan joint education fund will be established to combine the financial and social resources of both countries to support joint scientific research and platform development. By promoting information exchange, project matching, and academic exchanges between China and Uzbekistan, the efficiency of administrative and administrative work on both sides will be improved. Strengthen the quality

assurance of cooperation by establishing a China-Uzbekistan joint education evaluation team to conduct regular assessments of joint education and projects to ensure teaching quality [21]. China and Ukraine have established an exchange and cooperation relationship for international students, and have set up consulting service stations for international students in the two universities to provide comprehensive assistance to international students in accommodation, employment and other aspects.

Conclusion

China and Uzbekistan have conducted extensive and in-depth research on education within the context of the Belt and Road Initiative. However, there are many similarities and differences between the two countries that provide ample potential for growth. In both cases, enhancing the quality of teaching is the main focus through institutional cooperation along with the nurturing of foreign students. Against this backdrop, a system of guarantees has been created at the national level, the main priority of which is the internationalization of education based on the requirements of the personnel training system and the culture exchange. What distinguishes China is its grassroots integration of education with the national strategy, stressing the two-way coordination of "bringing in" and "going out," and the development of diversified education models in cooperative education, digital education, and internationalization of vocational education. Conversely, Uzbekistan prioritizes integration into the European Higher Education Area, encouraging a reform in the degree system, innovative teaching by international faculty, and the enhancement in educational quality. Most of its cooperation with the Belt and Road Initiative is driven by the institutions themselves. Going forward, the two countries will leverage the complementary strengths of disciplines such as aerospace and medicine, strengthen mutual credit recognition and policy coordination, expand humanities and scientific research, and promote the integration of higher education between China and Uzbekistan, laying a more solid foundation for the development of educational connectivity within the Belt and Road Initiative.

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