Issues and Challenges on Knowledge Mobilization and Education Policy-making in China

Chengwen Hong, Leiyu Mo, Yan Meng, Yipeng Tang, Xianming Xia, Yijuan He, Jiayong Li, Zuoyu Zhou

Abstract: This paper takes the perspective of knowledge mobilization (KM) to look into the case of the People’s Republic of China. The authors try to answer the following questions. What is the general process of the education policy-making? What are the characteristics policy making of education sector in China? Who are influencing education policy-making? And what is the general trend of the KM in the years to come? The report is divided into seven chapters. The first chapter focus on the basic concepts and ideas of km. The second chapter gives a systematic introduction on the economic, social and research development of China in the global context. Next three chapters forms the major body of this report, which concern educational research status in China, its main characteristics, general process and its relation with KM of Chinese educational policymaking practice. The last two chapters generalize the characteristics of KM in Chinese context and make several forecasts on KM development in the near future.

Key words: Knowledge mobilization, education policy-making, issues and challenges, China

CONTENT

Abstract

1. Understanding and Definitions of KM

2. Social context of Chinese educational decision-making in the process of globalization

3. Educational research and educational policy-making: status quo, process and characteristics

4. Spread, efficiency and effectiveness of KM and educational decision making

5. Educational policy-making and contribution of Higher education institutions ------ Case studies

6. KM and Characteristics of educational decision-making in contemporary China

7. Development trend of Chinese KM
1. Understanding and Definitions of KM

KM is not a fresh topic internationally, and many excellent scholars\(^1\) have gone deep into its conception, importance, function and many other aspects. Levin and Cooper once mentioned that there were sorts of way to consider KM in different disciplines\(^2\). And what I have to address here is that the origination of KM might date back to a psychological term, yet not a pedagogic one\(^3\).

In defining of KM, the main tasks for us are *What’s the knowledge and how to use these knowledge*, and the former has been the key one. For instance, SSSHRC\(^4\) has ever set an official definition for knowledge, which functions in inclusive sense, *including (1) findings from specific social sciences and humanities research, (2) the accumulated knowledge and experience of social sciences and humanities researchers, and (3) the accumulated knowledge and experience of stakeholders concerned with social, cultural, economic and related issues*. However, this definition couldn’t satisfy some researchers like Levin and Cooper, and they preferred a more restricted but beneficial definition as *academic knowledge*. Comparing to the confused and arguable definition of knowledge, *mobilization* seems like a much easier term. In most cases, it can be seen as homogeneous as *use* and *application*, emphasizing the utilization of theoretic outcomes in practical society.

It’s not difficult to perceive the reason why the concept of KM is introduced and discussed broadly among pedagogic researchers, as more and more scholars are trying hard to bridge the gap between theoretic work and practices in fields of educational research. Under the circumstance that educational research flourished in most countries, sizable part of excellent works remained in their ivory towers, lacking a strong transfer mechanism to connect them with educational policymaking and practice in the

---

About the authors: Chengwen Hong, professor of higher education, Beijing Normal University; Leiyu Mo, teacher of School of management, China University of Mineral, Yan Meng, Yimeng Tang, Xianming Xia and Yijuan He are master students from higher education institution, BNU; Jiayong Li, associate professor of comparative education, BNU; Zuoyu Zhou, professor of higher education, BNU.


\(^2\) “A plethora of other terms exist, such as "knowledge management" in business and "knowledge translation" in health.” Cited from Amanda Cooper and Ben Levin, Some canadian contributions to understanding knowledge mobilization in Evidence & Policy VOL6 No3 2010 351-69.

\(^3\) “Knowledge mobilization refers to having students generate instances from memory that will be incorporated in later learning.” Cited from Nancy J. Mannies, Betty E. Gridley, Damon Krug, John A. Glover, Knowledge Mobilization: Schema Activation or Generation Effect? In Journal of General Psychology,116(2),121-132.

\(^4\) See also A. Cooper (2010a) , Ibid.
real world. Cooper once listed 11 possible obstacles between research and policy& practice, and also provided suitable solutions to each of them.

It’s deserved to mention here a good point in Cooper’s definition of KM, which puts more emphasis on *intentional interaction*. This definitely draws our attention to consider KM in a more cooperating and collaborating way, as well as more dynamic and positive.\(^5\)

This report would follow those classic interpretations discussed above. Nevertheless, three points of extra explanations are still needed to show here as special and serious considerations in Chinese context and characteristics.

**1.1 Some modifications on knowledge definition**

As a country has a population as large as nearly 1.4 billion, there could be complicated regional gaps and cultural multiplicity in contemporary China. In order to get a balance between the inclusiveness and effectiveness on definition of knowledge, this report applies SSHRC’s definition with a relatively broader boundary: *(1) findings from various kinds of academic research, (2) the accumulated knowledge and experience of various kinds of researchers.* It should be clear here that the former leans more on the stock of knowledge, and the latter leans more on the increase of knowledge, which are combined together to be a dynamic description of knowledge system as a whole.

**1.2 Tuning of the definition of mobilization**

Researchers prefer to discuss the gaps between research outcome and educational practice, yet neglecting the complex lying in the relationship between research and policy& practice. In one way, these three elements can be arranged in a linear way as research producing policy and policy being put into practice. In another way, the latter two can be placed separately but parallel dimensions as policy& practice, receiving direct guidance from research without interactions between. Under this circumstance, the research outcome can be used in two relatively independent forms: *(a) providing intellectual support for governmental decision on education planning and strategy, as well as (b) guiding teachers, parents and students directly and practically.* In the social and political context of contemporary China, this paper will be more inclined to form (b), and might also contain something particularly important in the form (a) if necessary. The reason for such an arrangement lies in a strongly centralized administration legacy in national education system, with a heavy separation between policymaker and educator. The former is always a political leader in charge of education policymaking with few chance to get closer to daily

---

practice, and the latter might be a successful teacher in frontier without any political and fiscal power to impact policy.

1.3 Emphasis on the relationship between KM and educational policymaking

This study preferred to stress on two methods, which research influences policymaking significantly. In one way, part of knowledge that research produces can be used directly to facilitate the policymaking process or even the final decision of educational policy. In another way, as the major producer of knowledge, researchers can use their rich experiences and academic power to adjust or enhance policymaking indirectly, so as to narrow down the gap between and to speed up decision-making. For a more visible way of perceiving the inner logic of this report, it is inclined to apply Levin’s KM model with a few adjustments by taking Chinese context into consideration. It shown as below:

![Figure 1: KM Model in Chinese Context](image)


Above all, the main context of this report will be presented in seven connecting parts. The first part is used to discuss basic concepts and ideas, which has been thoroughly stated above. The following part will give a brief introduction to the economic, social and research development of China in global context. Next three parts may be the major body of this report, which concerns
educational research status in China, its main characteristics, general process and relation with KM of Chinese educational policymaking cases in point shown in these parts, so as to help understanding in Chinese context. The last two parts generalize the characteristics of KM in Chinese context and make several forecasts on KM development in the near future.

2. Social context of Chinese educational decision-making in the process of globalization

2.1 Sustainable economic development with increasing global impact

Over the past 30 years, the world has witnessed the strong economic growth in China during her industrialization and modernization. The side impacts of American financial crisis have not came to an end substantially, which can be seen as the heaviest hit to most of the developed and developing countries across continents since the 1930s’ great depression. Being the biggest developing countries across the world, China not only experienced a relatively small negative shock in the worldwide economic downturn, but also kept an average annual growth rate of 8%, not mentioned her great contributions to the world economic recovery.

![Fig 2: GDP and Per Capita GDP in China (2004-2010)](image)

Resource: IMF World Economic Outlook Database, April 2011, calculated in PPP.
With a strong support from China’s speeding economic growth, much more Asian and global meetings are more inclined to be held in this country. Following the successful ceremonies of 2008 Beijing Olympic Games and Shanghai Expo 2010, there would still be two international sports meetings in near future in China, namely, Universidad Shenzhen 2011 and the 2014 Nanjing Youth Olympic Games. All of these show an ever-increasing connection between China and rest of the world, and can also enhance China’s role in the international meetings and affairs.

2.2 Abundant excellent research outcomes originated from the increase in R&D investment

Research in science and technology plays a critical role in a country’s development and international competitiveness. Confronting increasingly fierce competition among countries, most of OECD economies have planned thoroughly and poured billions of money to keep their cutting-edge advantages in the ever-changing world, such as 2009 Higher Ambition report from BIS, UK and RAE’s recent reform, FIRST planning by Japan Society for the Promotion of Science in Japan, Canada’s NEC project and so on. Meanwhile, BRICS and many other developing countries are all trying to seize the time and opportunity to improve their national scientific research competency as well as to construct advantages in an existing high scientific and technological world.

China has also been aware of the great importance of research in her international competitiveness among the world. The Project 211 and Project 985 can be seen as two of the most strategic choices in our nation’s long-term science and technology development plan. Project 211 could date back to the Eighth Five Year Planning (around 1990s), when the central government tried to invest big money into the public higher education system to develop a group of leading disciplines as well as top universities nationwide. As a result of great challenge at the turning point of 21st century, the so called Project 211 was born to provide new chances. It’s similar at the formation of Project 985, but the difference lies in their different positioning, Project 211 aimed at improving the research quality at the national level yet Project 985 targeted to fight for a top status in the world. On May 4th, 1998, at the ceremony of centenary celebration of Peking University, former president Jiang Zemin called on to support dozens of national key universities to construct first class universities worldwide with almost 30 billion RMB.

---

6 Higher Ambition(2009), a report from BIS, as well as RAE’s reform in the coming round at http://www.hefce.ac.uk/research/ref/.
8 Canadian Networks of Centers of Excellence (NCE), available on http://www.ar-ra.nce-rce.gc.ca/index-eng.html
9 Five important economies in the developing world: Brazil, Russia, India, China and South Africa.
Both *Project 211* and *Project 985* have brought significant changes to Chinese higher education systems, and provide them with quite amount of money and supporting policies. Although the performance of top universities in China falls some short of the expectation that the central government ever desirably held, it’s still worthwhile to notice their high speed development in past decade.

### 2.3 Improvement of both quality and quantity of basic education

Not only does a strong economic development bring China a harmonious basis to its social progress, but also gives China a chance to step further on her way to fulfill nationwide educational responsibility. Among past several decades, all walks of educational problems have been dealt with effectively, bringing participation rate of every level to a new height, as well as citizenship education to a great progress.

![Gross Participation rate in all levels of education in China(2004-2009)](image)

Resource: *Educational Statistics in 2009*[^1], MOE, China.

Not only does participation rate at all levels in basic education have been stably increased through the past several years, but also the education quality has achieved higher standards in recent years. One good case in point was Shanghai’s extraordinary performance in the latest 2009 PISA program. This was the first time that China got to comprehensively test her K-12 students in a comparable global context. And

their scores ranked highest on the scale in all test subjects encompassing reading, mathematics and science.

Fig.4: Performance On Reading In 2009 PISA


Fig.5: Performance On Mathematics In 2009 PISA

3. **Educational research and educational policy-making: status quo, process and characteristics**

3.1 **Status quo of Chinese educational research**

The foundation for development of China’s education and scientific research was very weak, but recently it has been developing at an unexpected fast rate. In particular, after having enacted the State Education Reform Program in 1993, China had great progress: education and scientific research funding system had been improved and financial input had been increased substantially; working staff on education and scientific research had been increased; research projects had increase steadily and a variety of research achievements had been obtained.

(1) **Education and scientific research funding system has been improved and financial input has been increased substantially**

China’s education and scientific research funding system is mainly oriented from educational research funding agencies. Currently, according to different sponsors, the agencies can be divided into governmental and non-governmental channels. Natural science and social science have different agencies but they may overlap in some cases. The investment in education and scientific research continue to grow steadily. In 2006~2008, the total investment reached more than 105.15 million yuan, and an average annual funding reached more than 35 million yuan. (National Education Science Planning: 15 million yuan an average annual; Humanities and Social Sciences and Psychology project: 7 million yuan an average annual; Provincial Educational Science Planning: 13.5 million yuan an average annual). With the significant increase in total funding, the average project funding has been intensified, and some major projects have millions of dollars’ funding.
Fig 7: Existing education research funding agencies and funding conditions

<table>
<thead>
<tr>
<th>Name</th>
<th>Setup time</th>
<th>Total funding (in 2008)</th>
<th>Objects</th>
<th>Amount (thousand)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Natural Science Fund</td>
<td>In 1986</td>
<td>3.4billion</td>
<td>Research institutions</td>
<td>Over 200</td>
</tr>
<tr>
<td>National Social Science Fund</td>
<td>In 1983</td>
<td>0.3billion</td>
<td>Research system</td>
<td>80~600</td>
</tr>
<tr>
<td>Humanities and Social Sciences in colleges and universities</td>
<td>In 1986</td>
<td>0.3billion</td>
<td>universities</td>
<td>30~800</td>
</tr>
<tr>
<td>Scientific Planning of National Education</td>
<td>In 1983</td>
<td>20million</td>
<td>Educational system</td>
<td>10~300</td>
</tr>
</tbody>
</table>

Source: China Education Statistical Yearbook, [www.moe.edu.cn](http://www.moe.edu.cn)

Fig 8: Investment funds of the National Science Education Planning from the “sixth five-year” to the “eleventh five-year”

Source: China Education Statistical Yearbook, [www.moe.edu.cn](http://www.moe.edu.cn)
(2) Professionals and staff on education and scientific research have been increased

In recent years, with the accelerating development process in Chinese higher education, the level of civil education rised and the education researchers have increased dramatically. In China, most of the country’s education researchers are still assembled in universities and research institutes. Teachers in Higher education institutes are a major source of research achievements. Besides, the majority of teachers and administrative staff in basic education systems also participate in researches, which forms the world’s largest education research teams. In a word, the reserved talents for education and scientific research has been enhanced; subject structure had been adjusted more reasonable; knowledge structure improves; the academic quality had refined; interdisciplinary and international levels are significantly increased. Now take the graduate instructors in universities and colleges as an example.

Fig. 9: Number and title of graduate instructors from 2006 to 2009

![Graph showing the number and title of graduate instructors from 2006 to 2009]

Source: China Education Statistical Yearbook, www.moe.edu.cn

(3) Research projects increased its numbers steadily and a variety of research achievements has been achieved

With the continuous development of educational research, numerous research reports, policy advisory reports, teaching materials and learning tools and teaching software products had appeared, shown on newspapers, radio and television stations, networks, audio-visual and other media. Based on scientific knowledge, artistic and technical way, China generates ideas of education, developmental plans, institutional mechanisms and educational models. Presently, China has a broader platform, where there are over 625 publications and more than 80,000 papers are published annually. There are over 527 presses which can publish more than 2000 books annually. These research achievements, which often applied to the field of educational practice, have a wide influence on the education policy-making and teaching behavior. It pulled tens of billions of educational and cultural industries’ development.
Recently, we have more and more research projects, which can be reflected in the expanding subject areas, the reporting department and the quantity of reports increased. From the angle of subject, the main subject research projects includes currently are: Basic Theory and History of Education; Educational Psychology; Comparative Education; Moral Education; Educational Management; Educational Information Technology; Basic Education; Higher Education; Vocational and Technical Education; Adult Education; Physical Health Aesthetic Education; National Education; National Defense and Military Education etc. All kinds of institutions declared projects. As seen in Chart8, it is clear that the leading force of education and scientific research in China is still in colleges and universities.

Source: *Analysis on the Status Quo of Educational Scientific Research Achievements and Its Influence in China*  

---

12 Tianshan Zeng, *Analysis on the Status Quo of Educational Scientific Research Achievements and Its Influence in China*, Educational
China has made significant progress in education and scientific research. Nevertheless, compared with the requirements of education reform and development, based on the advanced international educational science standards, there is still a large gap for China in ideals, inputs, institutions, teams, results, promotion mechanisms, etc. Development on interregional, inter-school, interdisciplinary education science research is not balanced; the large-scale interdisciplinary study also is insufficient. The high-quality findings are not enough, which can’t have a larger influence on the education policy-making and educational practice. Education policy-making and educational practice depend on the education scientific research to a limited extent. On above issues, China should continue to work hard and achieve the change from a big education and scientific research country to be a powerful education and scientific research country.

3.2 The types of education policy-making in China

3.2.1 The definition of educational policy-making and educational policy-making group

Firstly, educational policy-making is a political behavior. It is the decision on educational important issues, which is made by educational administration departments or power departments. It can not only be reflected as a decision, a statute or a regulation, but also can be laws and regulations through legislative institution. Generally speaking, politicians or leaders’ thoughts and opinions can make significant impact on educational policy-making. But their speeches or sayings cannot directly constitute a decision. They are required to go through certain policy-making procedures and presented as decisions, statutes and laws and regulations. Moreover, educational policy-making usually refers to the political behavior, which has great impact on education development and reform. It is a macro policy-making rather than a certain
decision on the school work or class work which made by the educational administrator in the daily education activity, such as the headmaster, the teacher and even the student cadre. If we want to improve the impact of educational policy-making, we will need to improve the science level of educational policy-making and to perfect educational policy-making mechanism.

Educational policy-making group refers to the those persons that may have the largest potential influence on educational policy-making. In China, the important persons of educational policy-making are administrative organizations and legislative institutions. However, except that, there are still a lot of organizations and individuals affecting educational policy-making on different levels. For example, the State Council is the representative organization of Chinese Central policy-making. But now, the State Council begins to increasingly absorb folk opinions or grass roots thoughts. Looking from the system, the establishment of the Advisory Office of the State Council reflects this point. The role of the Advisory Office of the State Council is to directly provide policy-making consultation for the Premier and the vice-Premier of the State Council. Most of the councilors come from the grass roots. As far as education is concerned, some councilors are primary school teachers, high school principals and also grass-roots representatives from educational administration department. These councilors come from the first line and put forward questions from the first line. At the same time, they can build a bridge between the highest policy-making and the most basic public opinions.

The Advisory Office of the State Council was set up in April, 1949(6 months before the founding of the People's Republic of China). Originally it was composed by 32 people. Now it expands to 58 people. Valuing councilors not only reflects democracy but also embodies the scientific policy-making. Since the reign of Hu &Wen government, the pursuit of policy-making concept has changed a lot. One of the biggest changes is paying much attention to investigation. “Don’t make any important decisions without research and demonstration.” In China, Interest groups, which including government officials, community leaders, first-line educators, experts and scholars, entrepreneurs and news media, influence the educational decision-making.

3.2.2 Types of decision making

At the present, there are various classifications for educational decision-making. Mainly, it can be classified from the points of policy-making subject, policy-making process and policy-making object.

(1) Classification of the policy-making subjects

**Individual and group decision-making**

Policy-making subject can be divided into individual policy-making and group decision-making. Individual policy-making mainly refers to the policy-making by the power-concentrated leaders. Once the top leader’s individual policy-making goes to extremes, it may turn into the so called “forehead-smacking decision”. The top leader’s individual policy-making is a traditional
policy-making style and it is distinguished by high efficiency, short policy-making time and low consulting cost. Nevertheless, the leader’s individual policy-making might often appear one-sided because of the limitations of personal knowledge and vision.

Group policy-making refers to the pluralism of policy-making subject and the democracy of policy-making procedure. It is widely accepted because in this style, with the wide range of participants, it is more possible to get relatively complete information and more alternative solutions, and, the scientific policy-making enhances. The disadvantages of group policy-making reflect in more time loss, poor efficiency and even existing group psychology. As a consequence, the liability is often not clear. Therefore, in the policy-making procedure, individual policy-making should effectively combine with group policy-making in order to avoid appearing one-sided policy-making and going to extremes. Up to now, the major subjects of policy-making in China are all levels of government, NPC and CPPCC at various levels, educational experts and scholars, news media, enterprises, parents, etc.

**Fig 12: The main subjects of China’s education policy-making representatives**

![Diagram showing the main subjects of China's education policy-making representatives]

**Legal entities**

All levels of government and NPC: China's political character determines its policy-making subjects---government and The People's Congress system. The central government’s policy-making decides the local governments’ and the NPC’s policy-making decides the local people's congresses. Since the Party's Thirteenth National Congress opened, the style of the leadership of the party to countries has turned from direct into indirect, and it mainly includes political leadership and organizational leadership. Namely, it is the leadership of merely mastering political principles, political direction, and important policy-making and recommending important cadres to the state power, while other specific policy-making and implementations are accomplished by government. Government is the core subject of educational decision-making.
As an organ of state power, people's congress is chiefly responsible for drawing up constitution and education act to conduct and control the procedures and implementations of educational policy-making. The political consultative conferences at various levels are mainly responsible for investigation and proposals.

Since China has adopted and carried out the Reform and Opening policy, educational legislation developed from nothing to forming legal system framework of education, which is centered by education act. It can be seen in several ways. For example, the NPC and its Standing Committee drew up eight specialized education acts, including Regulation of Academic Degrees, Law on Compulsory Education, Teachers Law, Education Act, Vocational Education Law, Higher Education Law, Law of the People's Republic of China on the Standard Spoken and Written Chinese Language and Non-governmental Education Promotional Law. They also drew up laws that closely related with education, such as Law on the Protection of Minorities, Prevention of Juvenile Delinquency Act, etc. (Figure 13)

**Fig 13: Laws and regulations enacted by the NPC and its Standing Committee that related with education since China adopted an open door policy in the late 1970s**

<table>
<thead>
<tr>
<th>Laws that related with education</th>
<th>Drawing up time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulation of Academic Degrees</td>
<td>In 1980</td>
</tr>
<tr>
<td>Law on Compulsory Education</td>
<td>In 1986 ( revised in2006 )</td>
</tr>
<tr>
<td>Teachers Law</td>
<td>In 1993</td>
</tr>
<tr>
<td>Education Act</td>
<td>In 1995 ( revised in2006 )</td>
</tr>
<tr>
<td>Higher Education Law</td>
<td>In 1998</td>
</tr>
<tr>
<td>Vocational Education Law</td>
<td>In 1996</td>
</tr>
<tr>
<td>Non-governmental Educational Promotion Law</td>
<td>In 2002</td>
</tr>
<tr>
<td>Law on the Protection of Minors</td>
<td>In 1991 ( revised in2006 )</td>
</tr>
<tr>
<td>Prevention of Juvenile Delinquency Act</td>
<td>In 1999</td>
</tr>
</tbody>
</table>
News media

News media’s impact on educational decision-making is increasing. The media report some major and unexpected incidents, which attracts and leads the public to discuss the main topics concerned. In a certain time and region, it can form the hot talking topics and give pressure on governments at both national and local governments. News media can not only produce benefits, but also influence policy adjustment and the drafting and implementation of new policies.

In 2010, according to the news reports, several school murdering accidents occurred in some cities, and the national government began to formulate some policies accordingly, such as: strengthening the campus security forces, equipment of the schools with the necessary protective equipments; implementing the patrol and duty at night in boarding schools.

Experts and scholars

In educational planning and decision-making, experts and scholars will have influence, directly or indirectly. They are often invited to put forward advice and suggestions. In the economic field, the think-tank mainly includes the Academy of Social Sciences, the State Council Development Research Center and the newly established China International Economic and Exchange Center. Secondly, there is Development and Reform Commission, Ministry of Finance, the Ministry of Commerce and other ministries’ research institutions and major university research centers. In the macro educational decision-making, the main institutions include the Education Development Center of Ministry of Education, China National Institute for Educational Research and major universities’ educational research institutes. At this time, China’s education policy-makers are very concerned about the dynamic of the academic field and collect writings of scholars on concerned topics, which promote and improve education policy-making by drawing the latest educational research achievements. There are diverse ways: first, through scientific research(articles, papers and books); second, by providing policy advice; third, a special guest forum of the senior policy-making body. These experts are covering all sectors of education. Over the past decade, the representatives are: Professor Gu Mingyuan from Beijing Normal University, Professor Xu Hui from CPPCC Zhejiang Province, Professor Pan Maoyuan from Xiamen University, President Liu Pengzhi from High School Affiliated to Renmin University etc.

Enterprises

As China’s economic structural reform, the number of private and collective enterprises increased very rapidly and enterprises pay more and more attention to education. The impact of enterprises on educational policy-making includes three aspects: provides the specifications and types of Talent Cultivation with new requirements; complain that graduates can’t meet the business needs; make new demands on education with the core competitiveness of enterprises associated with the country’s core competitiveness together. Therefore, the impact is an objective reality. In terms of the impact ways, the impact of individual enterprises on the education policy-
Parents

Parents are often concerned with improving the quality of education and want their children to receive better school education. Therefore, more and more parents begin to express their views and opinions to influence school management and educational reform, and in turn affecting the educational decision-making. Compared with other countries, the Chinese parents’ concern on education is very high. Parents for any educational policy-making have a fierce criticism. Once the parents have suggestions, the impact will occur. For example, the primary and junior high school policy in Beijing almost always changes. There are all kinds of reasons but parents’ resentment is one of the main reasons.

( 2 ) Classification of the policy-making process.

There are two policy-making processes, generally: science-based decision-making; experience-based decision-making. Science-based policy-making refers to a scientific mode of thinking to operate, with very clear and strict procedures. Policy-makers need to use concepts, judgments, reasoning and other aspects, analyse education issues and finally make the right decisions. Generally, it includes scientific computing; decision analysis and program analysis. Experience-based policy-making is mainly based on their previous experience and by understanding the experience of others, thus making the final decision. Such decisions are often irrational, have no scientific basis and may result in educational policy-making failure, adverse effects and unnecessary loss. Science-experience-based policy-making refers to the scientific method combined with the previous experience, which policy makers often combine the scientific policy-making process with their own experience, analyse current actual situation and make the right decisions. Among them, the third is the most respected and generally accepted way.

( 3 ) Classification by what to be considered for the policy-making

As to what to be considered, they are countless. Namely they are basic education decision-making; higher education decision-making; vocational education policy-making and other social undertakings related educational decisions, and etc..

Basic education not only helps improve the overall quality of a nation, but also protects the interests of education achieved. Therefore, any educational policy, in particular basic education policy, whose feasibility will directly affect the improvement of the quality, and even spread to the protection and implementation of the interests of each national education. For example, the extra adding points policy help the Minority receive more and better education, and helps the
national integration and common development. Now I will make an example of higher education policy-making specifically.

Higher education policy-making is key elements in decision-making. It mainly involves the following issues: (a) The overall development. The overall development includes the quantitative development and qualitative improvement of a country or region’s higher education systems. Therefore, the overall development policy-making should be a comprehensive policy-making and extensive coverage of all aspects of inside and outside the higher education system. It needs the highest authorities to make decisions which are based on the extensive investigations, full discussion and expert advice. (b) Institution development. The institution development is related to the interest of itself and its sponsors, and the university clients, in particular the interests of students. It needs the broad participation of the various interest groups in colleges and universities and funders and the students to make decisions. (c) Funding. Higher education cannot be maintained without state funding, but it is difficult to maintain with only state funding. The higher education funding in the budget preparation and audit-related policies are also worth studying. (d) Enrollment. In China, we have more and more emphasis on self-admission of the colleges and universities. In this case, deciding the school enrollment of all majors, and admission criteria has become a very important decision-making. (e) Research questions. The research in colleges and universities is not only related to academic prosperity and higher education levels, but also to technological progress and social and economic development. Therefore, we should be involved in all aspects of scientific decision-making, enhance planning, promote cooperation and improve efficiency. (f) Personnel issues. Personnel issues are related to the promotion and appointment of senior academic posts and senior management positions. Personnel policy is to regulate the behavior of teaching and research staff. It involves if the colleges and universities can attract excellent talents. It also involves the relation of government, society and colleges or universities. It also involves the scientific research and the quality of education and so on. Personnel policy-making needs a strong profession and policy. Academic staff, administrative staff and government officials should play an important role.

4. Speed, efficiency and effectiveness of KM and educational decision making

The speed and efficiency of KM are defined as the degree of KM which has been mobilized, and for the purpose of educational scientific decision making. Required from the perspective of decision-making demand, not only knowledge of certain scientific results as the object of mobilization, but also the speed of the flow of knowledge is important. Thus, a high quality education decision-making, necessarily requires KM with high effectiveness and high efficiency.

4.1 Education research makes a direct impact on educational policy-making

As early as 1912, German economist Schumpeter held that the creation of knowledge and information, their dissemination and usage are great driving forces of modern economic development. Japanese well-known thinker, Taichi Sakaiya, also proposed the concept of
"knowledge valued society". It is his opinion that the knowledge changed production from original productivity and ways of producing, which not only promoted the economic prosperity, but also promoted social progress. Education policy development also benefited thorough mobilization and transformation of knowledge. KM updated the way educational policy produced, not only through the way of improving the quality of producers who make educational policies, but also promote the scientific, effective and democratic development of policy-making. Analyzed in details, KM influenced production of educational decision-making through the following aspects.

(1) Establish and improve the advisory body which promote educational decision-making

Strictly speaking, Chinese educational policy advisory mechanism was firstly re-set up in 1980s. In 1985, former State Education Commission set up a "National Education Development and Policy Research Center" (later renamed as the "National Education Development Research Center"), which aims to strengthen the macro management of State's, help promote scientific decision-making, based on the educational development and reform in a number of major issues with the overall depth study." It has been played a leading role in educational policy advising. Currently, there are three types of educational policy-making advisory body.

(a) Administrative advisory body. Generally, these organizations which usually are located in all levels of government or education administrative departments, always are quasi-executive organizations. They are authorized by decision-making commissions, and take investigation and formulation work of major strategic decisions on education policy and, directly offer the service for decision-making. In terms of education, such organizations are as the State Education discussion group, the National Education Development Research Centre, Division of Policy Research and the legal system in Ministry of Education, Policy Research centers established by local party committees and local Government, agencies for policies and regulations established by the Educational administrative department and so on.

(b) Quasi-administrative advisory body. They were divided into two kinds. There are education research institutions that affiliated at education consulting division at all levels. Such as the China National Institute for Educational research, the Education Science Research Institutes or agencies at provincial, city levels. Mostly, they are functioned as the provider of education policy advisory services to decision makers of educational administrative departments. The other kinds are specialized advisory body, such as Liaoning’s "Advisory Committee on Colleges and Universities" and Beijing’s "Education Policy Advisory Committee" and so on. These organizations extensively absorb the community insight, and play a "out-side brain" role for decision-makers.

(c) Private consulting agencies. There are three main types of such institutions. There are ones from Educational research centers and agencies from higher institutions, which usually combine wide range of disciplines, integrate high intelligences. Not only do they usually have
solid specialized knowledge, but also do they offer systematic basic resources. They are often in charge of the advisory research projects sponsored by administrative department of education commissions and the government. Currently; they play an important role for education policies. The second kind is educational associations at all levels, such as China Education Association and its affiliates or professional committees, societies at local levels, who are doing educational Researches. The Institute brings together a large number of talents and professionals of various disciplines in the region. Complex researches projects could be taken by the group, regular meetings, seminars, etc. They usually take on complex and timely help for the educational administrative departments at all levels. Besides, there is still one kind of educational advisory body that sponsored purely by personal funds or other non-governmental organizations, such as "educational planning room," established by Chengdu Yulin primary school. These institutions are few, funded almost by themselves, and only take on small and local projects and still need lots of development and support.

Fig 14: China's basic types of educational policy-making advisory body

These advisory bodies, although differed in nature, development ideas and fund-raising, will all make efforts in indentifying and diagnosing the education problems as their main tasks. They are responsible for the scientific analysis of education policy at appropriate levels. And sometimes act independently, sometimes research cooperatively, making great contributions in services for educational decision-making. These institutions more or less changed the original relationship between education policy makers and the educational researchers, gathering together to produce education policy product of relatively high quality.

(2) Knowledge and confidence are directly offered to macro-policy makers. Specific ways includes lectures, policy advisory team establishment and leadership decision-making skills enhancement.

(a) Through training and exchanges, the quality of education policy makers is enhanced. In China, the national senior leadership had organized collective learning courses, renowned
scholars were invited to provide policy-related educational seminars. Such as August 29, 2006, the 34th collective study was guided by a University President and a dean of National Education Development Research Center face to face. The two scholars elaborated and deepened the world trends in education, and analyzed the main problems of Chinese education system reform, put forward reform proposals for Chinese educational development and reform. In addition, some experts were invited to the premier forum for direct communication with the State Council Premier Wen Jiabao. (b) Through training educational decision-making advisory agencies, expanding the outreach of education decision-making power sector. In China, universities and educational research institutions cultivate a huge education policy advisory team. Many consultants had already become experts and scholars in specialized subject areas, accumulated certain amount of education policy consulting experience, play a decisive role in education decision-making. Meanwhile, the advisory team continued to modulate their own talents structure, formed a multi-disciplinary and interdisciplinary, and brought together talents from different ages. Not only lay a good foundation for the future development of educational research and advising, but also provided supports for our development and improvement of educational policies. (c) Through rising number of experts and research-oriented policy makers, effectiveness and efficiency of educational decision-making were improved. The majority of research workforces in education, including some special talents, are both policy makers and education researchers. Not only do these professionals have excellent research accomplishments in educational matters, but also do they have some right to speak. E.g. substantial part of members of the State Council Academic Degrees Committee of Assessment Unit, Ministry of Education Social Science Committee, and National Education Science Planning Subject Leaders are experts coming from universities and research institutions.

(3) Wealth of educational decision-making technology and data are accumulated, and the quality of educational decision-making is improved. Original educational materials are provided for analysis of decision-making process, technical supports are provided for all aspects of the process of decision-making, and these combinations set a good foundation for Scientification for Educational policy production. Not only does KM provide the basis for the formulation of educational policy to provide information, but also offer help in actualization of education policy.

Firstly, educational researches provide basis for selecting of education policy issues. Education problems need to go through strict selection in order to turn to policy issues. Awareness of independence of education researchers, as well as their knowledge structure and thinking skills, are particularly important for choosing important policy issues. And many experts, who are usually in the field for long-term researches, accumulated quite amount of knowledge in their field. Regardless of whether these issues are supported by relevant government agencies, the status quos and questions are relatively clear and appropriate proposals were offered more easily, and save time for the decision-makers in which the selection is more targeted and effective.
Secondly, educational researches provide information for educational policy-making. In a democratic and scientific decision-making process, many experts are involved in the policy preparatory meeting, and even many also participate in writing draft of policies, providing valuable comments and suggestions.

In the past 20 years, developments of major educational policies in China are inseparable from the efforts of educational researchers and consulting staff. For example, "Decision of the CPC Central Committee on Education Reform", "China Reform and Development Program", "Education Law" "Compulsory Education Law", "Teacher Law" etc. have developed and implemented. Important national education policy consultants (think tanks), are often invited by national political and executive leaders to lectures, discussion, interviews. Gu Mingyuan, Wang Yingjie, Dong Qi Zhong Binglin and other well-known experts in educational policy decision-making in Beijing Normal University, are frequent visitors from the advisory groups.

Under the macro policy guidance of the Chinese governments, some relevant government departments delegate or take the lead in research on related topics. Sufficiently consulting from decision-making professionals in education advisory groups and related fields in universities could help ensure the feasibility of policies. Such as the 2007, led by the Ministry of Education, Beijing Normal University and China National Institute for Educational research participated in the "committed to more equitable education" research project group, conducted a comprehensive analysis of the equity situation from urban and rural, regional, school and groups levels, reported to the Central Political Bureau, made the relevant policy recommendations. Affirmed by the central leadership, the research project provides a strong support for educational equity of the state.

Besides, educational researches provide help in implementation of educational policies. Scholars can provide sound explanations for policies. As experts and scholars had involved in all aspects in policy-making, they were well aware of the contents of the forthcoming decision. Through their lectures, talks and other promotional activities, the educational policies could be well accepted by the public. Their opinions could turn into consensus and action of the community, and unite to promote a powerful spiritual force for education reform and development.

In addition, educational researches could provide specific implementation plans for the of education policies. On the one hand, educational policies are usually established at macro or national level, concrete implementation at the local level require refinement so as to fit the local needs. Only on specific and detailed analysis of the local context and environment of historic and international situation, can they provide practical and effective advices on reform and development of local adaptation. On the other hand, policy implementation is an ongoing process of adjustment, so the monitoring of policy implementation is very important. However, it is not enough to rely solely on policy-making departments, and still need to rely on research institutions to conduct relevant surveys and summary. In recent years, educational policy-making
advisory body had tracked policy implementation, evaluation, and forecasted development trends of further, and also analyze on the corresponding contingency protection measures, proposed changes, innovation, decision-making proposals. These efforts had improved the effectiveness of implementation of education policies.

4.2 With the "authority" the professional researchers indirectly influence education policy-making

Either from analysis of base of power in French and Raven’s opinion, or from John Kotter or Marx, Weber’s analytical sources of authority, expertise and knowledge have been revered as an important source of power. Educational researchers have unique expertise and knowledge, which have earned the right to speak on education policy. In this way, they could realize their value and earn their due respect. Through scientific research results, professional expostulation, and led public opinion, and training of the future personnel, educational researchers indirectly affect formulation and implementation of education policies.

(1) Scientific research results and educational decision-making

Research projects are the main carriers of education and scientific research, which would reflect immediate needs of government and community. Research results generate new ideas, new arguments, and new talking-points, which broaden the views and perspectives for educational policy makers. Such as the key project of Education, "Building Lifelong Learning System and Learning Society", funded by "the fifteenth" National Social Science Fund, chaired by Hao Keming, had won important achievements. Praised by the relevant state leaders and leadership of the Ministry of Education, the main suggestions were incorporated into the "national long-term education reform and development plan".

There are many research results, which may not attract the attention of relevant leaders, but might attract attention of other policy researchers or advisory groups, and mention them in their reports. As the result, indirect influence can be exerted on the final policies. Taking the National Social Science Fund initial results of "The education trends and countermeasures of Children of migrant workers" as an example, China National Institute for Educational research conveyed a survey in 12 cities, attracted the attention of Central Propaganda Department. So the result had been highlighted, and been taken as a part of the government's report.

(2) Specialized roles the VIPs on education policy-making

VIPs can influence the education policy in one way or the other. The great people has been taken as senior consultants or think tanks. They are often invited by national leaders to give lectures, seminars, meetings. Some leading experts even get most direct feedback in the meetings or trainings for related leaders, and often get the full attention of the relevant departments. For example, Mr. Ren Yuling, a committee member of the CPPCC, has done a lot of educational surveys and made valuable "suggestions", which relates to the compulsory school choice fees, funding for rural compulsory education and environmental issues on campus security. His work
has drawn great attention. The proposals not only won Premier Wen Jiabao’s attention, but also won the gratitude from Ministry of Public Security.

(3) Leading of public opinion and educational policy

Education policies are increasingly affected by public opinions. The opinions from the television broadcast, even from the network. (a) Through personal networks, experts show influence on educational decision-making. Experts use to make comments through personal web pages and micro-blogs, on education policy and the cause of the phenomenon and review of professional issues. Whether be praised or criticized, the comments would affect people's understanding, and ultimately affect the implementation of the policy. (b) By means of the media, experts show their influence. Education experts and scholars, as the academic authority, usually catch media’s attention. National newspapers, magazines, network, radio and television media, such as CCTV, People's Daily, Xinhua News Agency, Guangming Daily, China Education Daily, People's Daily, Sina.com and other media, had focused on phenomena and problems of education. These media not only shows their public force, but also gain some pressure to policy makers. In addition, papers and monographs from some experts and scholars, especially those theoretical breakthrough and practical significance are valued, and have greater social repercussions. Sometimes, to a certain extent, even leading social trends, may positively or negatively affect educational policy implementation. (c) During the process of collecting public opinion, experts show their unique influence. In the early stages of democratization in the policy process, public opinion of suggestions and recommendations on choosing the feasible plan for policy-making could be very important. With continuous development in the democratic decision-making, many policymakers would collect the views of all parties, especially those stakeholder’s of the policies, avoiding unfair acts. The researchers, with reasoned views, often become the representatives and leaders of public opinion. In addition, emphasis on various way of commenting educational issues, had help general public not only participate in, but supervise in the educational policy-making. Experts offer their professional advice and feedback through various channels, may catch the attention of relevant departments, and sometimes even make them adjust the policy to some extent.

(4) Personnel training and education decision

On one hand, higher education institutes and research institutes (schools) are the cradle for future decision-makers and administrative staff. Knowledge of research process, evaluation criteria and implementation of research methods courses can strengthen the quality of future education policy makers and administrative staff.

On the other hand, higher education institutes and research institutes (schools), and part of the policy advisory bodies are involving actively in cultivating future research workforces, and policy advisers, which are quite meaningful for the sustainable development of education policy studies.

In addition, the majority of colleges and research institutes also taught a great many of practitioners for future education policy. Establishing basic values and direction for future
citizens during their learning period would laid a good mass base for continuous development of the long-term educational policy.

In general, whether by changing directly -----the way education policies produced, or indirect effecting of the professional authority of the researchers, KM had positively affected the educational decision-making. It not only provided supports in building a scientific and democratic educational policy-making process, but also provided channels and alternatives in effective transformation from education research to educational policies.

5. Educational policy-making and contribution of Higher education institutions: a case study

Along with the social development of science and technology, the world economy and culture are becoming further integrated, which not only brings different nations opportunities but also challenges. So how to take the university as the carrier to help academic research to strengthen the role to support and guide education decision and promote education decision-making role to a more democracy and scientific level, thus can do a favor to a country’s core competitiveness of the ascending make contribution. This is a problem that every education researcher and policy maker should think about it seriously.
5.1 General situation of decision consultation mechanism in China

Education decision consultation mechanism in China was built in 1980s. At that time Wan Li, the vice premier proposed that China should establish the education decision-making reference and consulting institutions of our own. After that National Education Development Research Center was founded by then China Education Commission to strengthen the national education macro management and guidance and to promote education decision-making more scientific. Then, the state education advisory committee was established which further improved education decision consultation system by researching, proofing and estimating national education major reform development policy.

And so far from now on, it has formed the Chinese characteristic education decision-making consultation mechanism. In order to analyze the role of universities in the education decision-making consultation, we try to consider like this: education decision consultation system should be divided into higher education decision consultation institutions, non- higher education decision consultation institutions and individual counseling. We can see more clearly from the figure below:
In China, the traditional education policy makers are major government organizations, which represent authority, and the corresponding education model is an elite education decision-making model type. The emergence of this phenomenon has its historic factors, but science and democracy is the theme of social development, the democratization and scientific of education decision-making is getting more and more public attentions. The subject of education policy formulation is increasingly becoming more diversified. Among which the role that university education plays in as higher education policy formulation process is also becoming more and more obvious.

(1) Consultation and support for education decision making from universities and colleges

It refers to China's current higher education colleges and its consulting institution affiliated, which mainly stands for the universities of China's two famous projects: “Project 985” and “Project 211”, such as BNU, Beijing University, Tsinghua University and so on. Those universities establish the affiliated agencies. Including educational research institutions, those kinds of agencies have many advantages, for example, a variety of disciplines and strong faculty, great quantity of professional knowledge; high-level degrees; excellent basic research conditions. Colleges and universities conduct research or participate in education decision-making through the way of education administrative departments of government and undertake entrusted. Those key universities and their affiliated institutions best represent the highest level of education policy scientific research and education decision-making process participation in universities of China nowadays.

(2) Consultation and support for education decision making from Non-higher education institutions

It can be divided into administrative education decision-making consultation institutions and the non-educational education decision-making consultation institutions. Administrative education decision-making consultation institutions mainly refers to the special decision consultation centers established by the government, they are not belong to China's higher education system but directly subordinate to the central government. they are keeping parallel relationship with China universities. In many cases, their have status than universities. They are an integral part of the administrative authority, among which the most representative institutions are China National Institute for Educational Research (CNIER). National education development research center. The ministry of education policy research and Legal Construction Secretary and so on; the non-administrative education decision-making consultation institutions mainly refer to the folk spontaneous non-governmental education decision consultation institutes. They usually have strong independence and have less executive government intervention. such as, Chinese education institute and its branch or professional committee and other local Education Societies, which have many talents in Interdisciplinary fields. So they have the condition to take on Major topic research. The government and the education administrative department also need to pay attention to these non-administrative institutions’ opinion when they are making education decisions.
(3) Individual VIPs contribution for education decision-making

VIPs refer to those people who have strong influence in China. They are experts, scholars, academicians as well as retirees, who have made outstanding contributions to the state and society. Their personal opinions can have enormous impact on educational decision-making. Besides, many of them are also the representatives of The National People’s Congress or the National Committee of the Chinese; they can make their suggestions to be noticed by the central government. Some senior scholar can even make his/her voices on educational policy-making politely heard when he/she is summoned for a private audience with the Chinese top leaders. This VIP consultancy mode can often play a key role in the educational decision-making process although it has limits. But in China, Such counseling model has its objective rationality, or we can say it reflects Chinese characteristic educational decision-making.

5.2 BNU’s contributions to the educational decision-making in China.

BNU is one of the first-class Chinese university. The exploration of the contribution of BNU research for educational decisions of BNU can helps us understand the role of Chinese universities in KM as a think-tank education decision-making process.

BNU, founded in 1902, is a comprehensive, distinctive and high-quality “World-Renowned Research-Oriented University,” and a key university under the leadership of the Ministry of Education, is a renowned institution of higher learning, emphasizing teacher education and basic learning in both arts and sciences. According to the assessment results of primary subjects in 2009 as issued by the Ministry of Education Academic Degree Center, the three primary subject, education, psychology, and Chinese language and literature ranked first, and 15 other subjects ranked among the top ten in China13.

In recent years, education discipline in BNU have developed in a rapid way, including schools that continuously improve the quality of personnel training, scientific research and social service capacity, increase apparently and the expanding international exchanges and cooperation. In 2009, BNU merged all the departments in the field of education, and established the Faculty of Education, which see an educational resource integration and mechanism innovation. Meanwhile, it has also created many favorable conditions for education discipline’s sustainable development of BNU. For example, Jingshi Education Innovation Cultivation Fund was founded by The Faculty of Education, which set up special basic research programs about the subject development and education reform and development, in order to produce sufficient research achievements that can lead our education scientific development direction and the education innovation direction. What’s more, BNU set up Jingshi Education Publishing Fund, with the

---

purpose of supporting their faculty to publish high level research achievements, including translate the major landmark research findings of our faculty into English and publish them. It also encourages and supports teachers and students to publish their achievements in English or other foreign languages abroad. BNU also implement "education innovation base construction plan", which aims at strengthening the construction of key research bases, innovative teams and key disciplines. In a word, the establishment of the Faculty of Education is exerting more influence over the central government or local government decision-making. It will also affect the ability of education reform and innovation in the schools of all kinds. Now, BNU becomes the first choice as training base for teachers and administrators. The faculty of education is now an entity of research, education and enterprises.

In this paper, we try to discuss BNU in the following three areas : providing educational scientific research findings as the direct reference of educational decision-making; research institutes acts as the think-tank of educational decision-making; senior professors’ offer advice and suggestions to educational decision-making. It can help us better understand BNU’s contribution to China’s important educational decision-making in the way of promoting its ability in scientific research KM.

Providing educational scientific research findings as the direct reference of educational decision-making. With the scientific research, universities could provide an important service for the national strategies and social progress. This service can be taken as an important indicator of evaluating how well the individual universities are. BNU has a rich education science and academic resource and achievements in the forms of books, articles, journals and papers. These academic achievements can provide important theoretical support and reference for the current education decision and practice. In order to further explore influence of education research on education decision-making, here we are introducing the overall level of academic research in BNU. Therefore in the following, we will show the current situation for BNU knowledge production in such aspects as fund of education research, number of the research projects; the state of scientific research; h-index.

1)The Research fund can be divided into two categories: humanities & social science fund and natural science fund. From fig. 11, we can see the rapid increase of the fund of arts & social science funds during the years of 2000-2008. BNU’ fund of arts & social science fund has grown from less than ¥ 10 000 000 to ¥ 60 000 000. Compared with the other research universities, BNU has climbed onto the forefront platform. The amount of the scientific research fund in BNU reflects both the knowledge production power as well as the confidence of those research sponsors on BNU (for details, see chart below)
Figure 11, Humanities social sciences research funds in BNU (2002-2009).

Data sources: General Statistics of all the universities and colleges directly attached to the Ministry of Education, P.R.C.

(2) The research projects BNU has succeeded in application in the past ten years can be seen in Fig. 12. Based on this figure, it shows a stable and rapid increase of the numbers in the area of humanities and social sciences research projects. BNU’s rate of increase is about 50% per year.

Figure 12: research projects in BNU (2002-2008)
Data sources: General Statistics of all the universities and colleges directly attached to the Ministry of Education, P.R.C.

(3) **Knowledge production strength can be shown with the papers and works published.** The papers published can be found from the total papers published by the core journals (mainly included in SCI, CSSI, and CSSCI). From Fig 14, we can see BNU published 218 pieces of academic papers which is included by SCI, ranking as the second-best university in China from 1978-2007. As to the total number of papers included by CSSI, BNU numbers is 14866 from 2000 to 2009. It is one of the best in China. If we see it from per capita aspect, BNU ranks first, per capita 1.68 articles. Besides, we can also adopt H index analysis. BNU resides in the forefront.

Figure 13: papers included by SSCI from 1978 to 2007. (ARTICLE type)
Data sources: SSCI total papers on universities in mainland China from 1978 to 2007.14

---

Figure 14: papers included by SSCI from 2000 to 2009.

Data sources: Citation Database of the China Center for Social Science Research and Evaluation, Nanjing University

Figure 15: papers included by SSCI from 2000 to 2009.

Data sources: Citation Database of the China Center for Social Science Research and Evaluation, Nanjing University

(4) H-index report. H-Index was created by Jorge E. Hirsch, a physicist at UCSD, as a tool for determining theoretical physicists' relative quality and is sometimes called the Hirsch index or Hirsch number. It attempts to measure both the productivity and impact of the published work of a scientist or scholar and it is based on the set of the scientist's most cited papers and the number of citations that they have received in other people's publications. The index can also be applied to the productivity and impact of a group of scientists, such as a department or university or
country. The H-index of universities and colleges refers to the frequency their academic papers are been cited in a certain period of time, the more they are, the higher the values.

Seen from the table 1, we can find out that the frequency of cited academic papers in BNU is at the top of Chinese universities. These advanced academic achievements provide the most scientific blueprint for all types of educational problems-solving. The H-index of the Journal of Beijing Normal University (Social Sciences) is higher than that of others, which has outstanding influence on the domestic education related research.

Table 1: H-index excepts ranking of China universities in 2010.

<table>
<thead>
<tr>
<th>Name of university</th>
<th>number of published articles</th>
<th>Total Cites</th>
<th>Download frequency</th>
<th>H-index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beijing University</td>
<td>114761</td>
<td>666634</td>
<td>14169512</td>
<td>156</td>
</tr>
<tr>
<td>Tsinghua University</td>
<td>116872</td>
<td>768056</td>
<td>13341888</td>
<td>138</td>
</tr>
<tr>
<td>BNU</td>
<td>69325</td>
<td>344728</td>
<td>9094036</td>
<td>132</td>
</tr>
<tr>
<td>Zhejiang University</td>
<td>122794</td>
<td>764570</td>
<td>12557914</td>
<td>130</td>
</tr>
<tr>
<td>Nanjing University</td>
<td>85399</td>
<td>414041</td>
<td>9645659</td>
<td>117</td>
</tr>
<tr>
<td>Renmin University</td>
<td>73477</td>
<td>306523</td>
<td>10537912</td>
<td>110</td>
</tr>
<tr>
<td>Fudan University</td>
<td>78401</td>
<td>337443</td>
<td>8057712</td>
<td>108</td>
</tr>
<tr>
<td>Huadong Normal University</td>
<td>64687</td>
<td>302220</td>
<td>7043514</td>
<td>106</td>
</tr>
<tr>
<td>Zhongshan University</td>
<td>64969</td>
<td>302875</td>
<td>7601324</td>
<td>106</td>
</tr>
<tr>
<td>Xi'an Jiaotong University</td>
<td>71108</td>
<td>346191</td>
<td>6793363</td>
<td>101</td>
</tr>
<tr>
<td>Wuhan University</td>
<td>108992</td>
<td>431497</td>
<td>11129421</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shanghai Jiaotong University</td>
<td>82882</td>
<td>386924</td>
<td>7819492</td>
<td>98</td>
</tr>
<tr>
<td>Tongji University</td>
<td>75364</td>
<td>367091</td>
<td>7723014</td>
<td>97</td>
</tr>
<tr>
<td>China Agricultural University</td>
<td>37823</td>
<td>256587</td>
<td>3938113</td>
<td>94</td>
</tr>
<tr>
<td>Nanjing Agricultural University</td>
<td>35705</td>
<td>231743</td>
<td>3628453</td>
<td>93</td>
</tr>
<tr>
<td>Tianjin University</td>
<td>62816</td>
<td>314387</td>
<td>5758484</td>
<td>89</td>
</tr>
<tr>
<td>Southeast University</td>
<td>61586</td>
<td>259042</td>
<td>5944262</td>
<td>84</td>
</tr>
<tr>
<td>Huazhong University of Science and Technology</td>
<td>77937</td>
<td>344169</td>
<td>8859882</td>
<td>84</td>
</tr>
<tr>
<td>Xiamen University</td>
<td>58554</td>
<td>254090</td>
<td>6257830</td>
<td>83</td>
</tr>
</tbody>
</table>

data sources: http://bbs.sciencenet.cn/home.php?mod=space&uid=280034&do=blog&id=378989

Table 2: the H-index of the Journals of Social Sciences in China “985” universities, 2004-2007.\(^\text{16}\)

<table>
<thead>
<tr>
<th>N</th>
<th>Journal title</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Journal of Beijing University (Philosophy, Social</td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Sciences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Journal of BNU (Social Sciences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Journal of Renming University</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{16}\text{Qian linfei. The analysis on Social science journals' H-index of “985” universities in China.[J].Journal of Southwest University for Nationalities(Humanities and Social Science).2009.19(218).}\)
It is not difficult to come to a conclusion that BNU has a quite powerful production research or knowledge production. Abundant research funding, numerous scientific research projects, fruitful achievements in scientific research are some of the indicators. Those advantages have laid a solid foundation for BNU to give as much influence as possible in the educational decision-making at national level and the local levels.

5.2 Research institutes or platforms at BNU as think tanks for education policy

For knowledge mobilization, it is an efficient way for universities to be active in building research platforms. These research platforms are more or less targeted to the specific policy areas. From Chart 16, we can catch a glimpse of all the research platforms BNU has already created in the past few years. The platforms have strengthened the links between BNU and the governments and policy making entities. Besides, BNU makes full use of the advantages which made by team cooperation. It now contains 6 creative teams which belong to the Ministry of Education and various famous temporal working teams. All of these are aimed at providing scientific advices for important policy making that highly related with the necessary progress for the country, as well as the innovative research of disciplines in the frontier. Such as China Institute of Education Policy, National Assessment of Education Quality, China Institute of Minban (non-government) Education Policy, National Institute for Education Assessment and etc.
Chart16 : Research platform of education faculty in BNU (author makes)

China Institute of Education Policy is built by BNU together with the central committee of China Association Promoting Democracy, which is considered as superior “think tank” for policy decision. It takes part in the process of education policy investing, making, consulting and evaluating by the means of symposium held by the host. The research areas which the institute engages involves researches for National education development, regional education policy, educational tactics among different study stages, hot and critical education topics in modern society, comparative education, the basic theories of education policy and etc\(^\text{17}\).

National Assessment of Education Quality was established on November 16\textsuperscript{th}, 2006. According to the Ministry of Education, the institute would be located in BNU with the coordination and support of the vice president of BNU, Dr. Qi Dong. This is a pioneering work for the Chinese basic education assessment system which will surely benefit the basic education reform and development largely. At the same time, we can also do some basic and regular empirical study upon this platform.

The task it undertakes is mainly containing the following tips:

- Compile and enact standard for the Assessment of Education Quality;
- Devise instruments for the Assessment of Education Quality;
- Put the work in practice with the request by the Ministry of Education;
- Provide technology support and business guidance for schools and local education administration.

Recently the center focus on the task of measuring moral character and civil literacy, the level of both physical and mental health, academic level and literacy, art literacy, practical ability, awareness of creativity and educational environment that affects the development of pupils.

The purpose of China Institute of Private Education built in 2011 is aimed at the following three aspects: offering ideas for research consultancy; constructing data base to generalize excellent experiences to run a school; training leaders, administers, teachers.

National Institute for Education Assessment was set up on Jan, 26\textsuperscript{th}, 2010 by the National Education Examinations Center and BNU. Its task is to fulfill the need of reform and development on national education, to compile research sources at home and abroad, to undertake important project which related to education assessment, to spread the valuable research products and to improve the professional level of National Institute for Education Assessment. In order to provide the correct strategy for educational administrative department, to put forward the education technical reform and to give people all-wave service and high quality which plays an important part in development in a all-round way, the institute had organized a variety of theoretical and practical research, as well as educational policy consultant and assessment. For example, the education commission of Fangshan district in Beijing and some
related workers held a forum which was specific to the education quality and balance development in this region, to ask for a feedback about the result of the test that estimated. Leagues of the institute who come from the BNU took part in the survey of students’ reading, mathematic and scientific level. They also try to find the correlation between academic and social economic culture, discussed the present education result and focus on synthetic reform.18

Besides, the research institute set up a working group for “twelfth five-year” planning guidelines in March, 2010. It provided a fresh material for the preparation of the guidelines and opened up innovative ways of thinking, promoting the development of the plan.

5.3. Senior professors offer advocacy and advice on major education policy-making.

With the century-old heritage, BNU has given birth to a number of senior professors, renowned scholars and technical experts. According to statistics, BNU now has 19 academicians, 22 Changjiang Scholars, 112 Ministry of Education and the New Century Talents. These professors are engaging themselves in the educational decision-making sectors in one way or the other. For example, at the top level, a newly established policy consultant organization is called National Education Advisory Committee (NEAC). The committee will working independently, but will influence national education policy in the future. Among NEAC, there are four renowned professors from BNU. They are Prof. Shanmai Wang, Prof. Mingyuan Gu, Prof. Keming Hao, Prof. Qi Dong. They offer advice and suggestions for education policy, not only through NEAC, but also through other channels.

Prof. Shanmai Wang is a well-known economist of education and one of the founders of economics of education in China who now works at the School of Economic Business and Management of BNU. He has engaged himself in the teaching and research of the economics and economics of education for long, to provide decision-making and services of management consultation for the central and local government agencies. By using econometric models, he proposed the policy recommendation that funding for educational finance should account for 4% in the total GDP. This conclusion adopted by the Government becomes an important basis for educational decision-making and has a profound impact on the existing education policy. Documents such as China Reform and Development Program in 1993, National Economic and Social Development Five-Year Plan which issued by the State Council in 2006 and National

18 http://niea.neea.edu.cn/show_sort.jsp?class_id=40_01&supclass_id=&isinfo=0.
long-term educational reform and Development Plan (2010-2020), all wrote 4% (the ratio of National financial education expenditure to GDP) into the educational development goals.

Fifteen years later, Professor Zeyun Liu, Liansheng Yuan considered as rising stars of the School of Economic Business and Management in BNU, experimented on this indicator and reached the same conclusion. To achieve the goal of 4%, Professor Shanmai Wang participated in "National long-term educational reform and Development Plan (2010-2020)" ("Draft" for short) actively. As one of Panel members of "Draft", He opposed to simply impute the low level of public expenditure on education to low revenue in China, and did achieve this goal in the next 3 years through various efforts. To our delight, "Draft" clearly put forward the goal of 4% in 2012 .The official of the Ministry of Finance said various measures are taken to achieve this goal in the next 3 years time.

"Science and Technology Progress Award In 1985" winner and mathematician, Professor Zikun Wang devoted his life to education with his great passion. He proposed that valuing teachers is valuing education, valuing education is care about where the future of the motherland is". The teacher should also have their own festival. On December 9th, 1984, Professor Wang proposed the idea of Teacher's Day to "Beijing Evening News". The article "President Zikun Wang proposes to carry out activities of respecting teacher month" published by "Beijing Evening News", indicated that "the teacher is guiding each of us; we hope that the entire society can respect the teaching profession." This appeal caused intensive response among educational circles and the whole society. Together with educational scholars of BNU such as Jingwen Zhong, Gong Qi , Yongtao Tai, Ji Huang, and so on, they jointly proposed the establishment of Teacher's Day, making the Teacher's Day once suspended almost 40 years to regain vitality. Based on scientific research and rational discussion of experts, the ninth meeting of the Sixth National People's Congress decided to regard September 10 each year as Teacher's Day.

Known as "father of comparative education in China," Professor Mingyuan Gu, has in-depth study on international comparative education and educational theory. He has published more than 200 Chinese and foreign academic papers, 14 kinds of series of works on Chinese and foreign education. He participated in many major educational decisions, spread modern educational ideas such as the "lifelong education", edit "Dictionary of Chinese education" and called for the introduction of education degrees for secondary school teachers, etc. These greatly
promoted the development of education. Professor Gu insists that we should do practical things for improving the qualities of primary and secondary school teachers as well as the status of teachers. To improve the status of teachers, the key is to equip them with advanced ideas of education, the right education methods to improve their qualities and abilities. In the course of a trip to other places, after he realized the serious shortages of primary and secondary school teachers and clearly insufficient knowledge reserves, he wrote the paper "the teaching profession must be irreplaceable", bringing forward professionalization of teachers. Later, after his years of tireless advocacy and recommendation, in 1996, the Academic Committee of the State Council passed a resolution to adopt the recommendations from Mingyuan Gu, setting the Master of Education degree for primary and secondary school teachers with graduate degrees to open up the road.

Prof. Dayong Tao, well-known economist, has long engaged in teaching and academic research in the economic theories. The major contributions are economic issues on the New Democracy, the papers "post-war economic transformation in Eastern Europe" and "state of new democracies", etc. which he wrote while studying in the UK. They were a comprehensive introduction to the people's democratic countries in Eastern Europe in the achievements of social and economic transformation, for those who are fighting for the liberation of people from all walks of life met new prospects of New China, they played a positive role. After the founding of New China, he wrote the paper "Outline of the people economic "on the "Common Program" which provided the major decisions of the economic, theoretically developed.

With a history of a hundred years, BNU has cultivated a large number of outstanding graduates. Many of them have become the elites of various fields, scattering in education, technology, business, politics and social sciences. Of all of them, especially alumni in the educational decision-making sector, central or local government agencies, such as the current Minister of Education, Guiren Yuan. A total of eight well-known alumni of our school, named Congming Tian, Liqun Wei, Xinmin Long, Weifang Min, Rongxuan Wang attended the sixth National People's Congress. Outstanding alumni contributed their valuable advice for the issues of major education policy.

On July 29, 2010, the official text of "National long-term education reform and development plan (2010-2020)" was released. This is the first educational plan in the 21st century and the
A programmatic document will guide the national education reform and development in the next period. In the process of producing Guidelines, Consulting Research Center of BNU fully played a role of "brain trust" and "think tank".

After "National long-term educational reform and Development Plan (2010-2020)" issued an open draft, our university was expected to organize and convene expert seminars, and actively offer advice and suggestions to the "Planning". Members such as famous professors as Mingyuan Gu, Yingjie Wang, Chongde Lin, Hongqi Chu, and Fuxing Liu, etc all took part in it. Also a group of outstanding young scholars such as Li Chen, Baocun Liu, Haitao Zhou, Guilin Yuan and so on made contributions respectively.

As one of the priorities of school work, in the process of collecting ideas for "Plan", our school had a total of nearly 40 experts involved in drafting and formulating the plan. They offered advice to the "Plan" by workshops, seminars, calling for Papers and other forms, fully acting the role of the university “think tank”, successfully playing an important role in the university's academic achievements on educational decision-making.

As a national educational flagship university, BNU played an exemplary role in teacher training and the development of educational research. BNU cultivated a large number of frontline education experts, master teachers all over China. They take the initiatives to undertake the important tasks of teacher training, and broadly participate in the formulation of national education law and drafting and revising of education law and regulations, such as the formulation of Free Teacher Education Policy, the drafting of "Interim Measures for the Regulations of Academic Degrees of the PRC " and the idea of educational innovation in centennial celebration of BNU and so on. Cooperating with domestic education sectors, the Science Institutes, the clearinghouse of the world, BNU built a series of platforms of education and scientific research to support the development of education. BNU remain to be bearing its historic mission of enhancing the comprehensive strength of educational science and serving the practice of educational reform and development.

5.4. As one of the radiation sources for education research, BNU has a great influence on the national education practice, not only on the training of teachers at a high level, but also on

---

textbook writings, teacher professional development and school development planning guidance and so on. According to incomplete statistics, there were less than 2000 top honored school teachers, called “Special Grade Teachers”, of whom BNU alumni account for 60%. The influence of KM is not only on the provision of policy advice to governments at national and local level. What is more, BNU has had even stronger impact on education practice. To simplify it, there are six channels. They are:

(1) Compiling of textbooks and supplementary materials. Textbooks edited by Professors of BNU are not only college ones, but also a series of textbooks for primary and secondary schools. The textbooks compiled by and published by BNU is of great influence and are accordingly highly valued. The text books called BNU edition are quite popular among the teachers. Moreover, BNU is also one of the main creative bases of supplementary materials of the national primary and secondary schools, helping teachers prepare lessons and students learn well.

(2) Teacher cultivating and training. The number of teachers that BNU is responsible for training reaches a 10 thousand people each year, mainly the main backbone of the teacher providers. Training institutions to implement are the Faculty of Education and School of Continuing Education. When these teachers return to local schools, the majority of them will become model teachers and most of them will become the teacher mentors.

(3) Principal Training. The Institution responsible for school leadership training are Ministry of Education Primary School Principal Training Center, School of Continuing Education, Teacher Education Research Center of BNU, Teaching and Research Centre of BNU and other institutions. Every year BNU will provide more than 50 training courses and more than 3,000 key school principals receive in-service training. Moreover, BNU has engaged itself in the principal and teacher training from Hong Kong and Macao Special Administration Region.

(4) Experimental School Projects for the application of education theories. Right now, BNU owned in Beijing 4 High Schools Affiliated, 1 Primary School Affiliated, 3 first-class kindergartens affiliated and an Asia-Pacific Experimental School with the International School-level characteristics. In addition, BNU also collaborates with the local governments, jointly manage more than 30 schools affiliated outside Beijing. These schools play a positive role in improving the quality of local education and creating educational and teaching model.
(5) Deep cooperation with local education authorities in some SARs (special administration region). BNU also signed agreements with some cities or city districts to build educational program together. The current projects to build together are Shijingshan District, Miyun District, Shunyi District, and Department of Education of Harbin City and so on. These reform projects offer integrated services. The cooperation will range from the school development planning to teacher professional development, student studying guide and other aspects can be offered and consulted through these projects, and so on.

(6) Research projects related experimental schools. Professors of BNU who chair a number of research projects select a number of schools as the experimental point. According to incomplete statistics, the number of the project experimental schools of BNU is more than 2000, representatively Professor Dina Pei and Professor Kekang He. The number of experimental schools established by the former (point) reaches more than 500. And the latter (point) has nearly one thousand.

6. KM and Characteristics of educational decision-making in contemporary China

Characteristics of KM and educational decision-making in contemporary China are inseparable to political, economic and cultural development of China. It is bound to have its uniqueness, as shown below:

Table 6.1 Characteristics of KM and educational decision-making

6.1 Top-leader-decision model makes room for scientific decision-making

Approaching the knowledge era, the power of knowledge has become more and more highlighted. In this case, China's administrative decision-making becomes more depended on scientific research. The previous phenomenon of "babbling without thinking" and "One person lays down the law" have been gradually discarded and devalued. Instead, the scientific
investigation and data-based decision-making has been highly evaluated. In addition, the quality of China's officials in administrative policy-making has been improved, and there are growing number of scholars who are joining in the decision-making affairs and process. Based on scientific researches and experience, these scholar-decision makers tend to make right decisions with more scientific perspective and research experience. Examples mentioned earlier also shown that the experts and scholars in China contribute quite much in educational decision-making and service, similar examples are still on the rise. Overall, academic decision-making is embodiment gradually in KM in China. It is the pursuit or the ideal for China to make decision-making more scientific in the long road of reform.

6.2 Using references and showing Chinese Characteristics

KM in China has a long history. It not only featured the traditional heritage of the country, but also drawn extensively on the fruits of civilization, the world excellency. In China, knowledge and wisdom of the ancient sage kings in decision-making is far-reaching. During Qin the Warring States period, "a hundred schools of thought contend", liberating the mass ,and gave birth to the Confucian, Mohist , Taoism , Legalism and other excellent ideologies. At that time, various countries depended heavily on scholars and their disciples that they invited to their families and stay with them. These scholars and disciples are similar to decision-making "think-tank Group we call today.” They influenced posterities, and deeply affected the policy makers, still shining the light of wisdom.

China is a state of ceremonies. China pays courteous attention to modesty, and eager to learn from the advantages of different views. China's modern history of breaking the ideological barriers of "official-based standard ", and absorbing the experiences of intellectuals from advanced western, especially the democratic and scientific thoughts has greatly changed China.

The introduction of foreign democratic decision-making model is improving China's current educational decision-making mechanism and promoting China Education Perfection. We believe the future of Chinese education policy will be more open to any efficient and democratic and scientific ways of policy making from anywhere of world. The new and prosperous Chinese educational policy period would soon arrive.

6.3 Faster development and wider influence of KM

With the rapid development of the global Internet and the continued strengthening of links between different countries, the rate of the KM has markedly accelerated, and the quality is improving with the high speed at the same time. The impact of KM on educational decision-making is becoming more and more deep, which mainly displays in the following three parts.

First of all, it depends on the rapid development of the Internet contribution. With the rapid development of Internet, net work has become an indispensable part of our daily work and life. Obviously the influence of internet is getting deeper and deeper to the educational decision-
making in China, the appearance of the internet can converge the wisdom that run through the whole process of human’s development to a global information network system. Through the Internet, decision-makers at any level, including the national education policy-makers, can communicate with each other at anytime or anyplace. A short message or an e-mail can help us communicate with our counterparts far across the ocean within a few seconds. All of these were unimaginable 30 years or 40 years ago.

Secondly, the establishment and improvement of large databases has promoted the KM’s development. With the development of information technology and the mature markets, the management of database is not just to storage and manage of data base, it has also concert into a variety of data management style that users need. Its existence will enable decision makers to grasp a more comprehensive and accurate information and extract useful decision-making information more quickly and easily, which can significantly reducing the distance between the theoretical knowledge and the practice, meanwhile it is also very beneficial to improve the quality of the KM.

Thirdly, the institutions of policy inquiry and research are increasing. Because of this, the influence of KM has promoted rapidly. When the National Government attaches importance to a research field and set up research institution through the administrative power, as a result, this research institution will be considered as a authority in the relevant decision-making field. Decisions without the participation of the authoritative institution above will not be accepted by the society. Nowadays, many relevant institutions have been established as more and more countries are continuing to deepen their research on KM. Especially many countries have established a number of advisory institutions in the field of education decisions in the name of state, so as to accelerate the speed of KM. What’s more, well-known scholars are employed as core members of the institutions, these scholars have great autonomous right that others can not imagine. Finally, it has been taken for granted that they are the authority in the decision-making field.

6.4 Multidisciplinary team work emerges

No matter how small the policy is, it will involve a lot of expertise from different disciplines. So, policies are the result of comprehensive research. A good decision-making must draw support from inter-disciplinary.

Firstly, education is all inclusive. Since Herbart put forward pedagogy, it has never been an isolated discipline, but has developed together with psychology, ethics, sociology, economics, management etc.

Secondly, education is complex. As a subsystem of the human social system, education takes effects with the culture, nationality, legality and other aspects of human social life.
Finally, education is extensive. Education is the cornerstone of social development. Education policies have an immeasurable impact on educational system and the whole society. An education policy involves complicated the social strata and interest groups, which inevitably involves the power game between the different groups. For example, the formulation and promulgation of the long-term educational planning framework not only integrate the experts’ suggestions from politics, economy, management and other fields, but also get references from the business community and social democratic views. Overall, under the multi-disciplinary perspective, the Chinese education policy highlights the main features of the current KM, and reflects the policy of science and applicability.

6.5 Education policy making and Social democratization

The democratization of decision-making is from the improvement of social democracy process. With the impact of the planned economy in the past, the education policy in China has been in a highly centralized administrative state, coupled with backward economic conditions, technical restrictions and low cultural qualities of the masses of people in general, which makes the democratization of society and education far behind the process of the world’s major developed countries. In recent years, the development of the economy, technology and civic literacy are accelerating the process of socialist democracy. The sense of education equity and education democracy is well under way. The democratization of society promotes the democratization of education decision-making and democratization of education provides intellectual support and spiritual protection for social democratization.

7. Future trend of the Knowledge Mobilization in China

Knowledge mobilization will take a faster change for the four reasons in the years to come: the merge of the information technology and the cognitive science; the integration of Chinese experience and the international standards; the appearance of the international think tank in China; The development of the professional team of the large-scale and intensification.

7.1 The merge of the information technology and the cognitive science will facilitate the education knowledge mobilization and application.

Firstly, the merge of the technologies will facilitate education science by providing more convenient tools. The knowledge production and mobilization will be speeded up with the help of the internet and database which are developing faster and faster. The power and impact of the knowledge will be highly improved. On the other hand, IT and its development will be facilitated by the knowledge mobilization. What’s more, it will get more attention of the governments.
through the exchange of the knowledge. Therefore, IT and the knowledge application will be conducive to each other.

7.2 Integration of Chinese experience and the international standards. No doubt, the different parts of the globe will interchangeably increase their integration and understanding in the peaceful environment. We have to admit that the Western model has so far being acted as the international model and standards. However, the China model is attracting appearing, more and more nations will turn to study how China model can work better. In the near future, China could exert more impact in the field of education development for several considerations. Firstly, it is known to all that China is one of the largest potential export countries in the market of the international students. The international students transfer will make China more open and the education knowledge and policies in China will also influence the other countries. By the year 2009, there are about 229,300 Chinese students who choose to study abroad, which is the 27.5% more than the number of the year 2008. Now, China has become the No.1 student exporter in the world. (Source: students studying abroad, www.moe.gov.cn, website of Ministry of Education). Secondly, China may offer more practical experience to the other countries, especially the developing ones. When more nations will admire the economic wonders in China, it is likely that they will look into the education behind the economy. Some aspects will catch the attention of both developing and developed countries, such as the Shanghai education and their PISA results. People will try to explore the correlation between economic success and the education reform and development. In a word, China can not develop well without the borrowing of the good experience of the other countries. China also has the obligation to the localization of the international practice and tries to build its own national education standards.

7.3 The appearance of the international think tanks in China. It is not known whether China has its own education think tanks now. It is likely that there are a few institutions in China which are more or less similar to the think tankers. Be a research institute or a university, they are now providing policy consultancy to the policy-makers. However we are confident that there will be some international education think tankers in China soon. They not only concern over the Chinese issues but the international problems as well. Now, there are countless international cooperation projects. The conference today is on of the example. What’s more, while Chinese think tankers can help the other policy makers, they can help Chinese policy-makers as well. It is
highly possible that one or more international education consultant enterprises will come into being will be conceived and formulated sooner in Beijing.

7.4 The development of the professional team of the large-scale and intensification will come to existence. As the requirement of policy making knowledge will be higher and higher, the policy makers will depend more on the professionals. Large –scale and intensified professional groups will appear accordingly. These group will be flexible in organization, cooperative in engagement, teamwork for large-scale and cross-subjects. Without these groups, we will find it difficult to better satisfy the real and more challenging demands from the policy-making. The scientific needs will push the development of professional groups. With the maturing of the groups, the education knowledge will find a better way in applying into the practice of policy-making. The policy making and the knowledge mobilization will be more correlated.

Acknowledgement

This paper can not be finished without the great support from the faculty of education, Beijing Normal University (BNU). The paper is a team work from Zhou Zuoyu, Li Jiayong, Hong Chengwen, Mo Leiyu, Meng Yan, Tang Yipeng, Xia Xianming and He Yijuan. Their wisdom and conscientiousness in the research and hardworking in the paper compiling contribute to the final touch of this paper. We would like to give our thanks to the department of development of BNU for the provision of the data related. We are grateful to all the people who have provided one support or another.