

10.65231/ijmr.v2i2.148

# Comparative Analysis of the Institutional and Digital Environments of the Education Industry in China and Belarus

Xuejie Guo<sup>1</sup>, Qin Chen<sup>1,2</sup>, Germanovich G.V.<sup>1</sup><sup>1</sup>International Institute of Management and Business, 220086, Minsk City, Belarus<sup>2</sup>Guangdong Baiyun University, 510080, Guangzhou city, China

## KEYWORDS

## ABSTRACT

*China-Belarus  
education;**Education industry;**Digital environment  
model;*

Based on core theories of the education industry, this paper defines the core concepts of the institutional and digital environments of the education industry. It compares and analyzes the differences in the development models of the education industries in China and Belarus in terms of institutional systems and digital ecosystem construction. Combining the practical foundations of the education industry development in both countries, it proposes targeted development suggestions from the perspectives of self-optimization and bilateral cooperation, aiming to provide theoretical reference and practical paths for the high-quality development and international cooperation of the education industries in China and Belarus.

## 1. Definition and Current Status of the Institutional and Digital Environment of the Education Industry

### 1.1. Definition of core concepts

The education industry is a special sector that is demand-oriented, follows the laws of educational development, and draws on business management concepts to achieve optimal allocation of educational resources. Its connotation encompasses three core levels: concepts, institutions, and material aspects. Distinguished from ordinary industries, the core characteristics of the education industry are the unity of non-profitability and profitability, and the coexistence of economic and cultural aspects; it is a special field that combines public welfare and industrial attributes.

Based on this, the institutional environment of the education industry refers to the sum of formal and informal institutions supporting the standardized operation of the education industry, including policies and regulations, education management systems, school entry mechanisms, market operation rules, and cost-sharing systems. It forms the underlying architecture for the development of the education

industry. The digital environment of the education industry refers to the digital ecosystem formed by the integration of digital technology and the education industry. Its core includes four dimensions: digital education infrastructure, digital education resource supply system, educational digital technology application framework, and educational data governance rules. It is the core support for the transformation and upgrading of the education industry in the knowledge economy era.

### 1.2. Overview of Current Development Status

Globally, the education industry has become a fundamental industry with a global and leading role in the national economic system, forming two major development trends: First, at the institutional level, countries are generally building a development model that combines government leadership with market participation, stimulating industry vitality through market mechanisms while upholding the public welfare nature of education; second, at the technological level, digital transformation has become the core direction for the development of the education industry, and digital technology is comprehensively reshaping the production, supply, and service models of the education industry. Since China included education in the tertiary

Corresponding author. E-mail address: [Guoxuejie@imb.by](mailto:Guoxuejie@imb.by)

Received date: February 01, 2026; Revised manuscript received date: February 10, 2026; Accepted date: February 20, 2026; Online publication date: February 28, 2026.

Copyright © 2025 the author. This is an open access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>).

sector in 1992, and formally established its position as a "leading, comprehensive, and fundamental knowledge industry" at the Third National Education Work Conference in 1999, the education industry system in China has been continuously improved, forming a diversified school-running pattern with public education as the main body and private education developing in tandem. In terms of digital environment construction, China has built the world's largest digital education infrastructure system, with the National Smart Education Platform connecting over 280,000 schools. The supply of digital education resources and the level of technology application rank among the world's best, and digital education has risen to a national strategy. Belarus inherited the Soviet Union's well-developed national education system and possesses high-quality basic and higher education resources, with its academic degrees recognized by over 100 countries worldwide. In terms of the institutional environment, it has consistently upheld the dominant position of state-coordinated public education. In recent years, it has steadily promoted market-oriented reforms in education, introduced cost-sharing mechanisms in non-compulsory education, and actively integrated into the Bologna Process, constructing a dual-track international education system connecting the CIS and the EU. In terms of the digital environment, Belarus has completed basic network coverage of universities nationwide, and the blended learning model has been widely adopted. It has also achieved regional resource sharing through the CIS Digital Education Alliance. However, due to limitations in economic scale and technology industry, there is still considerable room for improvement in the depth of digital infrastructure coverage and the development level of the local digital education industry.

### **1.3.Digital Development Model of the Education Industry**

The institutional and digital environments of the education industry have become crucial driving forces for educational development in contemporary society. Globally, the education industry is undergoing unprecedented transformation, particularly driven by institutional reforms and digital transformation, resulting in diverse development models across countries. Firstly, China's education industry has made significant progress in both its institutional and

digital environments, becoming a model for global education industry reform. At the institutional level, China's education industry has formed a diversified school-running model centered on government leadership and market participation. The government not only clarifies the boundaries of the education industry through laws and regulations but also ensures its public welfare nature through policy support and supervision, especially maintaining a bottom line of public welfare in compulsory education. In non-compulsory education, by introducing private education and market mechanisms, China has further expanded the development space and enhanced the vitality of the education industry. Regarding digital education, China has established the world's largest digital education infrastructure. The construction of the National Smart Education Platform and the popularization and application of digital education resources have further promoted the digital transformation of the education industry. Especially in the application of new technologies such as artificial intelligence, big data, and cloud computing, the education industry is gradually shifting from large-scale development to personalized and precise development. However, despite significant progress in China's education industry system and digital environment development, several challenges remain. The uneven distribution of educational resources, particularly in rural and remote areas, remains a major pain point in educational development. While the government has increased investment in digital education infrastructure in rural areas, the overall urban-rural digital education gap persists. Therefore, China needs to further promote the balanced supply of digital education resources to address educational equity. Furthermore, the legal framework and regulations governing education data governance and intellectual property protection need further improvement to ensure the healthy development of digital transformation. For Belarus, its education industry system and digital environment are still in a phase of gradual development. Belarus's education system remains predominantly public, with government-dependent resource allocation and relatively slow market-oriented reforms. Although the Belarusian government has begun promoting market-oriented reforms in education in recent years, encouraging private capital participation, especially in non-compulsory education, the scale and market share of private education remain small, and market vitality has not been fully realized. Compared to China, Belarus lags significantly behind in technological

innovation and digital transformation within its education industry, particularly in digital infrastructure development and the supply of digital education resources, where considerable room for improvement remains. While Belarus has made some progress in the internationalization of education, particularly through the Bologna Process and educational cooperation with CIS countries, which has enhanced its internationalization level, the development of its digital education and international cooperation remain limited to the regional level, and its global perspective has not yet been fully opened.

## **2. Institutional and Digital Environment Development Models of the Education Industry in China and Belarus**

### **2.1. Development Model of China's Education Industry**

At the institutional level, China has formed a development model guided by top-level design, with multi-stakeholder participation, and a balance between public welfare and the market. First, through a series of laws and regulations such as the Law on the Promotion of Private Education, the boundaries and operating rules of the education industry have been clearly defined, providing institutional guarantees for its development. Second, the government-run school model has been broken down, and private education now covers all educational stages, becoming an important component of the education industry. Third, the public welfare nature of compulsory education is upheld, and a cost-sharing mechanism has been established among the government, families, and society in non-compulsory education stages, balancing educational equity and industry benefits. Fourth, China actively aligns with WTO rules on education services trade, making cross-border education services a significant growth point for the education industry.

At the digital level, China has formed a development model characterized by nationally coordinated construction, diversified market supply, and deep technological integration. First, the state has led the achievement of full coverage of digital education infrastructure, with 100% internet access in primary and secondary schools, thus solidifying the hardware foundation for digital education. Second, a digital resource system combining public welfare

and market supply has been built, with the national platform offering massive amounts of free resources, and educational technology companies forming a complete digital education industry chain. Third, cutting-edge technologies such as artificial intelligence and big data are widely applied to all scenarios of teaching, evaluation, and management, driving the transformation of the education industry from large-scale to personalized. Fourth, the education data governance system has been gradually improved, and a series of regulations have been introduced to ensure the security and compliant use of education data.

### **2.2. Development Model of the Education Industry in Belarus**

At the institutional level, Belarus has formed a development model characterized by state-led coordination, steady market-oriented progress, and a dual-track approach to internationalization. Firstly, public education holds a dominant position, with the state coordinating education planning, funding, and curriculum design to ensure universal access to basic education and free, inclusive education. Secondly, market-oriented reforms are being implemented gradually, with private education primarily concentrated in vocational training and language education, although its overall scale and market share are relatively low, indicating room for further industrial development. Thirdly, a mature system of school-enterprise cooperation has been established, creating a deeply integrated industry-education talent training mechanism based on domestic industrial needs. Fourthly, internationalization of education follows a dual-track approach, maintaining the integrated education system of the CIS countries while fully integrating into the Bologna Process, demonstrating significant regional characteristics.

At the digital level, Belarus has formed a development model characterized by government-led construction, regional cooperation and sharing, and steady application implementation. First, digital education infrastructure development is primarily government-funded, focusing on universities and urban primary and secondary schools. Infrastructure development in rural areas is still underway, and the level of hardware equalization needs improvement. Second, digital education resources are mainly supplied by the government, with insufficient market-based product supply. Local digital education companies are relatively

small, and a complete industrial ecosystem has not yet been formed. Third, digital technology applications focus on basic teaching scenarios, and blended learning is widely adopted, but the application of cutting-edge technologies such as artificial intelligence in education is still in its early stages. Fourth, digital education development is centered on regional cooperation, with deep participation in the CIS Digital Education Alliance and the introduction of EU digital education standards and technical solutions. Local technology R&D capabilities are relatively weak.

### **3.Recommendations for the Development of Education Industry Systems and Digital Environment in China and Belarus**

#### **3.1.Recommendations for the Optimization and Development of China's Education Industry**

First, continuously balance the public welfare nature of the education industry with the boundaries of market-oriented operation. Uphold the bottom line of public welfare in compulsory education, regulate the operation of private schools, improve the cost-sharing mechanism for non-compulsory education, and achieve a unity of non-profitability and profitability. Second, improve the digital governance system for education, accelerate special legislation on education data security and intellectual property rights for digital resources, establish an industry standard system, and regulate the competitive order of the digital education market. Third, promote the balanced supply of digital education resources, increase investment in digital infrastructure in rural and remote areas, and use digital technology to address the problem of uneven educational development. Fourth, deepen the international institutional innovation of the education industry, align with international rules on trade in education services, expand the export of digital education products and services, and enhance the international competitiveness of cross-border education services.

#### **3.2.Recommendations for Optimizing the Development of Belarus's Education Industry**

First, improve the market-oriented institutional system of the education industry, learn from China's diversified school reform experience, introduce incentive policies to encourage

social capital participation in school operation, relax restrictions on private education access, and form a pattern of complementary development between public and private schools. Second, establish a digital infrastructure investment mechanism for cooperation between the government and social capital, accelerate the coverage of digital education networks in rural areas, and address shortcomings in hardware facilities. Third, cultivate a local digital education industry ecosystem, encourage universities and technology companies to jointly conduct technology research and development and resource development, and create a localized digital education product system. Fourth, expand the space for international cooperation in education, strengthen educational exchanges with Asian countries on the basis of consolidating regional cooperation, optimize the system for training international students, and create a diversified international system.

#### **3.3.Suggestions for the Development of China-Belarus Bilateral Cooperation**

First, establish a platform for institutional exchange in the education industry between China and Belarus, and create a regular exchange mechanism among education authorities, universities, and research institutions to share experiences in school reform and education governance, and deepen the mutual recognition of academic qualifications and degrees between the two countries. Second, deepen cooperation in digital education technologies and resources. China will share its mature experience in digital infrastructure and platform construction, and the two countries will jointly build a Chinese-Belarusian bilingual digital education resource database and a joint digital education laboratory. Third, promote collaborative cooperation between universities and enterprises in industry, academia, and research, and encourage universities and educational technology companies in both countries to jointly build cooperative bases in areas such as technology research and development and talent cultivation, achieving complementary advantages. Fourth, create a brand for China-Belarusian student education cooperation, optimize the two-way student training system and scholarship policies, launch joint training programs focusing on key areas of cooperation between the two countries, and promote the high-quality development of the student education industry.

## Conclusion

China has accumulated rich experience in institutional innovation and digital transformation of its education sector, particularly in the construction of digital education infrastructure and the widespread application of resources, where it possesses a relatively mature system. Belarus can learn from China's experience, intensifying its market-oriented reforms in the education sector, encouraging the participation of social capital, and promoting the rapid development of private and vocational education. Simultaneously, Belarus should accelerate the construction of digital education infrastructure, especially in rural and remote areas, strengthening government-private partnerships to improve the accessibility and coverage of digital education resources.

Both countries also have significant potential for cooperation in the internationalization of education. China's internationalization process in the education sector is already in-depth, particularly in cross-border education services and international student education, where it has accumulated rich experience. Belarus's education system, on the other hand, has a solid foundation for cooperation with European and CIS countries. China and Belarus can promote in-depth cooperation in digital education by jointly building digital education platforms and sharing educational resources. In terms of international student education, both countries can improve the quality and level of internationalization by optimizing the two-way student training system and strengthening scholarship policies, thereby promoting high-quality development of their respective education sectors.

Both China and Belarus have their own advantages and unique characteristics in the development of their education sectors. China's education industry has taken the lead in market-oriented reforms and digital transformation, but still faces challenges such as educational equity and uneven

distribution of digital resources. Belarus, on the other hand, has a strong foundation in international cooperation in education and its public education system, but its marketization and digitalization efforts need improvement. Both countries can further promote the development of their education industries and foster in-depth cooperation and mutual benefit in the field of education by strengthening institutional innovation, deepening cooperation in digital education, and promoting the sharing of educational resources. In the future, with the continued evolution of the global education industry, China and Belarus will undoubtedly play an increasingly important role in the global education landscape, contributing their wisdom and strength to the development of education worldwide.

## REFERENCES

1. Li, L., & Wang, X. (2000). A brief discussion on the essential characteristics and development of the education industry. *Work Research*. [In Chinese].
2. Tian, H., & Huang, Z. (2000). Infinite industry, limited operation: An analysis of the realistic connotation of the education industry. *Theory and Practice of Education*, 20(10), 19-22. [In Chinese].
3. Zhang, T. (2002). Several major events affecting the development of China's education industry at the turn of the century and their significance. *Exploration of Higher Education*, (3), 70-72. [In Chinese].
4. Cui, Y. (2001). British and American education industry systems and their implications. *Research on Education Tsinghua University*, (3), 156-161. [In Chinese].
5. Zhang, T. (2000). The profound significance and misunderstandings in developing the education industry. *Academic Research*, (7), 62-66. [In Chinese].
6. Jiang, G. (2001). Modern education at the crossroads: The past, present, and future of the education industry. *Research on Education Tsinghua University*, (4), 9-16. [In Chinese].