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**Social work academia and policy in China**
Minchao Jin, Xiao Li, Lei Wu, and Jie Lei


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This chapter examines the engagement of social work academics in the policy process in China. It begins by presenting an overview of social policy and the policy process in China and by discussing the emergence of the social work profession and the place of policy practice in that country. The features of social work education in China are then depicted. Following these, the methodology and the findings of a study of the policy engagement of Chinese social work academics are presented. The findings relate to the levels of engagement in policy and the forms that this takes. They also offer insights into various factors that are associated with these, such as perceptions, capabilities, institutional support and the accessibility of the policy process. The chapter concludes with an analysis of the findings and their implications.

**Knowledge Mobilisation and Education Policy Making in China**
Chengwen Hong, Leiyu Mo, Yan Meng, Yipeng Tang, Xianming Xia, and Yijuan He

in *The impact of research in education: An international perspective*

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This chapter uses knowledge mobilisation (KM) to look at issues in education in the People's Republic of China. The first part provides background about the Chinese education system, research capacity and the achievements of recent education reforms. The second part examines education research institutes to see how they influence policy
at governmental level. In the third part the features of KM are discussed. The fourth part describes four challenges China is facing. In the last part, a general picture of KM is outlined.

Experiences from India and Abroad
V. Santhakumar, Namita Gupta, and Rama Murthy Sripada

in Schooling for All: Can We Neglect the Demand?

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This chapter summarizes the experience of other countries and a few states in India which have been relatively successful in creating demand for schooling from most sections of the society. The countries covered in this chapter included those in Western Europe and erstwhile socialist states. Within India, the experience of Kerala, Goa, Mizoram, and Himachal Pradesh are examined. The enabling factors and the way demand for schooling has grown organically as part of longer-term social change or as part of an intentional political or state-driven strategy were identified. This is then used to explain the slow pace of growth of universal demand for schooling in a number of populous states in India. The slow pace of social change and the nature of political transition which, despite witnessing the assertion of non-elites, lacks a focus on modernization (and hence education) are discussed in the chapter.