

The Education Management of International Students in Universities of Shaanxi Province Under the Influence of The Belt and Road Initiative

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Abstract

This article aimed to study (1) What specific measures or strategies have been implemented to enhance the education management of international students in universities of Shaanxi Province? (2) What are the future prospects and goals for the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative? the sample was used to select 17 juries of experts with insight into the Educational Management of International Students. They were selected by the unstructured interview. The research instrument for collecting data was the unstructured interview. The content analysis was used to analyze the data. The research results were found as follows;

1. The education management of international students in Shaanxi Universities comprised of 10 dimensions: 1) System and responsibility management, 2) Infrastructure management, 3) Cross-cultural adaptability management, 4) Enrollment management, 5) Curriculum and teaching management, 6) Digital resource construction management, 7) International Alliance Cooperation in the Field of Higher Education, 8) Internationalized integrated management, 9) Talent management and 10) Service management for international students composed of 97 items.

2. Based on the research results, the researchers have put forward some suggestions for strengthening the management of international student education in universities in Shaanxi Province.

Keywords: Education Management of International Students; Universities in Shaanxi Province; The Belt and Road Initiative

Introduction

In the context of the Belt and Road Initiative, the number of international students studying in China has witnessed a significant surge. As a result, cultural exchanges between nations have become more extensive, and China's higher education has experienced practical implementation of its strategy for international openness. The Belt and Road Initiative explicitly emphasizes the expansion of the scale of international students and the promotion of cooperative education. The international competitiveness of China's higher education sector has increased, drawing an increasing number of international students from relevant nations. According to Cao, these students currently account for 65% of all students from Belt and Road nations, having surpassed 300,000 by 2017. This development is in line with the increasing need for international talent across a wide range of industries and disciplines, providing unprecedented potential for cross-border higher education and boosting collaborations between Chinese institutions, firms, and nations along the Belt and Road. The Chinese government has provided abundant educational resources, scholarships, and incentives to countries along the route, driving the increase in the number of international students coming to China. Consequently, universities face significant pressure in managing international students, and ensuring the quality of their education has become a key priority.

Shaanxi is an important base of higher education in China and one of the earliest provinces for international student education. At the same time, as an important birthplace of Chinese civilization, Shaanxi has unique location and cultural advantages in attracting international students. However, there are currently many problems in the province regarding the educational management of foreign students coming to China. So, it is highly necessary to conduct a comprehensive and in-depth study on the education management of international students in Universities of Shaanxi Province under the influence of the Belt and Road Initiative. This is essential not only to respond to the national call for Belt and Road construction but also to address the urgent need to understand and improve the level and quality of international student education management in Shaanxi Province. By gaining insights into the education management of International Students in Universities of Shaanxi Province under the Influence of the Belt and Road Initiative, it can provide a solid theoretical basis for enhancing the quality of education

management for international students in Shaanxi Province. Additionally, it can further attract international students to pursue their studies in China and contribute to the overall success of the "Belt and Road Initiative". Further, it can also provide reference for the education management of international students in other regions or provinces of China.

In summary, the significance of this study is to investigate the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. The findings provide valuable insights and guidance for policy makers, administrators, and stakeholders to improve the education management for international student at universities in Shaanxi Province, to promote international cooperation, and to contribute to the success of the initiative at the regional and national levels.

Research Objectives

To investigate the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative.

Literature Review

Chinese research

Since the initiation of the Belt and Road Initiative in 2013, numerous scholars in China have conducted in-depth research on the education management of international students.

Ma and Zhou examined the cultural transition experiences of international students from Belt and Road countries studying in China since the initiation of the Belt and Road Initiative in 2014. The study focused on understanding how these students adapt to Chinese society and campus life and the challenges faced by Chinese universities in accommodating them. To address these questions, the researchers developed a cultural transition management model from a management perspective. They collected 211 questionnaires from students representing 34 countries and employed statistical analysis using SPSS and Amos to assess the cultural adaptation status and happiness levels of Belt and Road international students in China. The findings indicated that international students from Asian countries exhibit a lower level of cultural adaptation compared to students from other continents, which contradicted the cultural distance theory. Moreover, the study revealed a positive correlation between students' cultural adaptation level and their life satisfaction. The results also highlighted the significant influence of Chinese language

proficiency, sojourn experience, and the cultural distance between the students' home countries and China on their cultural adaptation.

Zhang and Duan conducted the research of the relationship between the Belt and Road Initiative and the increasing number of international students from countries along the Belt and Road studying in Chinese universities. The study identified the challenges and opportunities presented by this trend and focused on the teaching and management issues faced by these students. Based on the content analysis, the research proposed improvement measures to enhance the education and management level of international students in Chinese colleges and universities, thereby promoting the overall development of the Belt and Road initiative in the field of education.

To gain a deeper understanding of the education management of international students studying in Hainan, Xie et al. conducted their research using questionnaire survey among 331 students from three universities in Hainan province. The survey data was analyzed using factor analysis, which identified influencing factors in eight dimensions, including satisfaction with daily management, teaching, school services, new student reception, social interactions, logistics services, extracurricular activities, and scholarships. Based on the analysis of satisfaction issues, recommendations were made to establish a service-oriented educational management philosophy with a focus on people. It was suggested to innovate methods and mechanisms for student management, strengthen the training of management personnel and faculty, increase investment in international student education, introduce incentive policies to attract international students to study in Hainan, and establish platforms for cultural exchange between Chinese and foreign students. These measures aimed to enhance the level of education management for international students in Hainan universities.

Foreign research

Yin conducted a study on the development of education for international students in China, with a specific focus on the challenges and issues within the Belt and Road Initiative framework. The study investigated the situation at Tianjin Agricultural University to assess the current state and identify areas for enhancement. The researcher highlighted concerns such as regional disparities, low levels of training, subpar quality, and inadequate management systems that impede the progress of education for foreign students in China. Based on the analysis, the study proposed various strategies to improve education, encompassing quality enhancement, structural optimization, bolstering management services, and promoting cultural sensitivity. The findings

underscore the significance of addressing these obstacles to effectively fulfill the vital mission of cultivating education for international students in China.

Shi and Cao conducted a research examined the impact of the Belt and Road Initiative (BRI) on international scholarship students in China. Specifically, the study focused on scholarship students from countries that have signed bilateral cooperation agreements with China under the BRI. Using a combination of the difference-in-differences method and the gravity model, the research explores the relationship between the BRI and the increasing number of Chinese government-funded scholarship students. It also investigated the factors influencing students' decisions to study in China. The panel data from 2010 to 2018 indicated that the launch of the BRI has positively influenced the number of scholarship students from BRI countries. However, the growth rate for scholarship recipients from non-BRI countries has been slower in comparison. Notably, the United States has experienced a downward trend in the number of both state-funded and self-funded students.

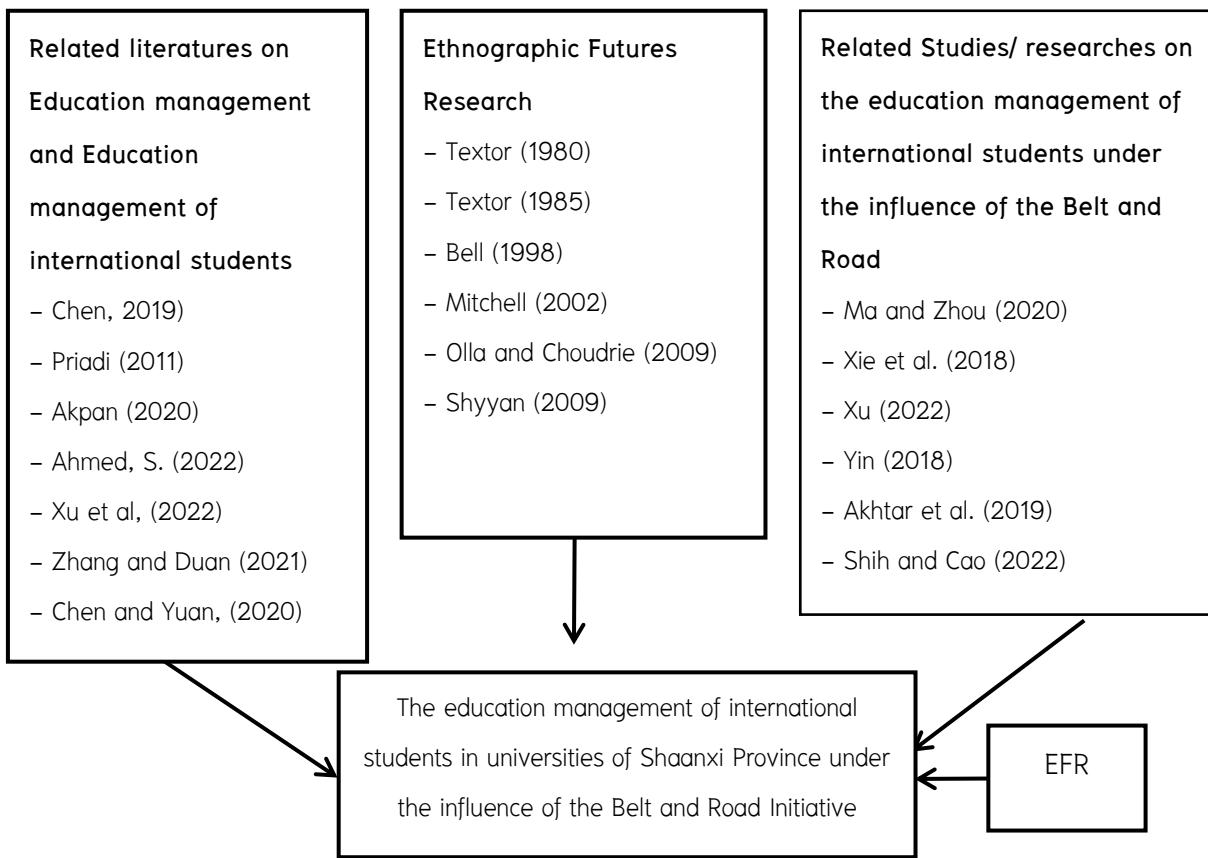
Hollings focused on understanding the perspectives of nine education PhD students from Belt and Road countries studying in Beijing. The aim was to assess the impact of the Belt and Road Initiative (BRI) on the internationalization of higher education in China and explore the challenges associated with this transition. Through a questionnaire, the study examined three core aspects of the BRI and gathered insights on people-to-people bonds, the knowledge economy, and the concept of a shared future. The research findings emphasized the historical significance of the Silk Road and its connection to the Belt and Road Initiative (BRI). Education was identified as a crucial element of the BRI, facilitating the exchange of ideas, knowledge, and technology. The study examined the perspectives of international PhD students from Belt and Road countries who had studied in China, shedding light on their concerns and experiences. The students highlighted issues such as family and cultural challenges, as well as communication barriers. However, overall, they viewed their time in China positively and recognized the mutual benefits of their presence. The research also identified challenges that need to be addressed, including issues related to identity, forming bonds with Chinese students, and promoting intercultural understanding. The findings of the study call for further exploration and policy considerations to enhance the internationalization of higher education within the BRI framework. It is crucial to adopt a comprehensive and inclusive approach that aligns with the goals of the BRI, promoting cooperation and shared development.

Conceptual Framework

This research is a research study to investigate the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative and determine the nature of the educational management of international students in these universities. The researcher defines the research conceptual framework based on the theory of EFR method. The details are as follows.

The researcher employed the EFR method to conduct interviews with 17 experts in the education management of international students and the Belt and Road Initiative. Subsequent to the interview phase, the collected data was carefully analyzed by the researcher, resulting in the creation of a comprehensive summary. Drawing upon this analysis, the researcher successfully identified and defined multiple dimensions pertaining to the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. These dimensions were meticulously compiled, taking into account the specific contents of each dimension, resulting in the creation of a comprehensive list of items. This list serves to enhance our comprehension of the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative.

There were a significant body of literatures and researches for supporting to investigate the education management of international students in Universities of Shaanxi Province under the influence of the Belt and Road Initiative. Furthermore, the available literature and research on the EFR method have offered a thorough understanding of its principles and applications. Leveraging these valuable resources, along with employing the EFR method as the chosen research methodology, this study aims to establish the research framework illustrated in Figure 1.



Research Methodology

This study aims to investigate the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative, and the research stages are as follows.

Step 1: Input – Knowledge Gathering

To review the literature concerning "Education Management" and "Education management of international students".

Step 2: Process – Data Collection

To interview 17 experts from 3 groups one-to-one to explore their perceptions of the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative.

Step 3: Output – Results and Conclusion

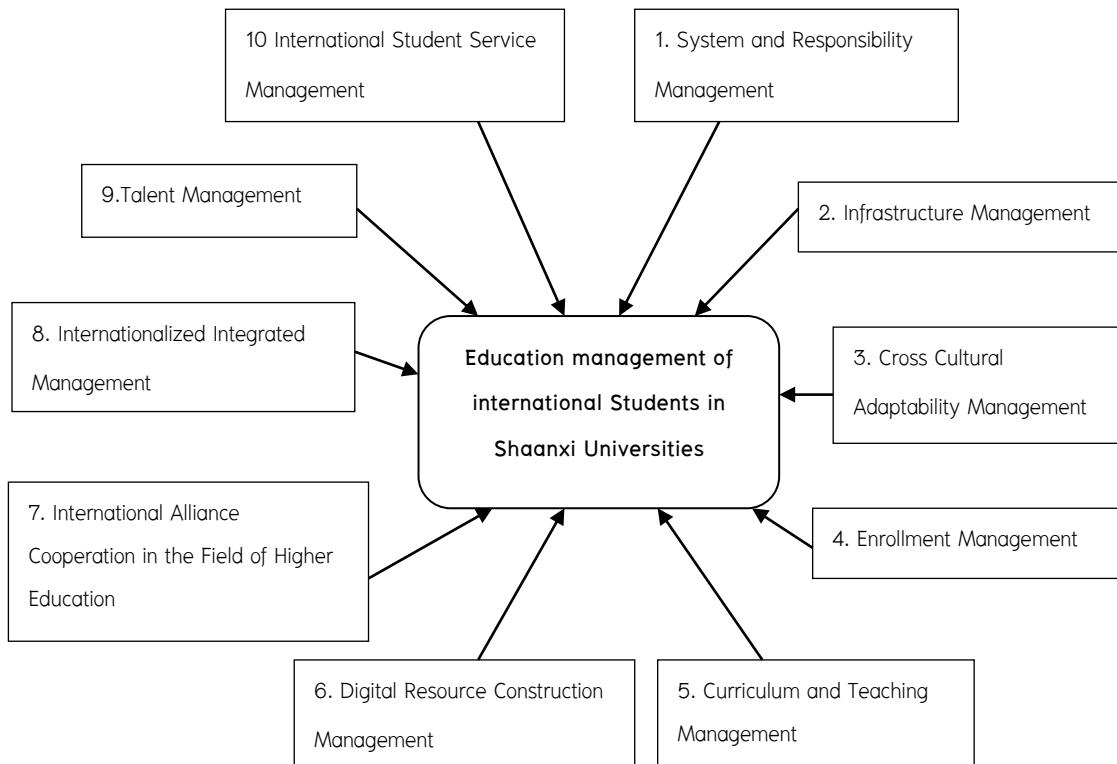
To analyze and synthesize the gathered data to draw conclusions about the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative.

Based on the research objective of investigating the education management for international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative and the comprehensive summary from existing theoretical findings. Through reviewing the literature concerning "Education Management" and "Education management of international students", the researcher completed the knowledge gathering. Then the researcher utilized the EFR method, as suggested by Textor, a total of 17 experts specializing in education management for international students and the Belt and Road Initiative were carefully selected and categorized into three distinct groups. Through one-on-one interviews, the researcher sought to investigate their viewpoints and insights regarding the education management for international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. The education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative will be summarized by the researcher into comprehensively different dimensions which cover the its overall scope.

Research Results

Objective 1. The results showed that Researchers used the method of "Future Research in Education" (EFR) to gain a deeper understanding of the future prospects of education management in 112 higher education institutions in Shaanxi Province. Through expert group consultation, researchers have identified 10 key dimensions to consider in the management of international student education in Shaanxi Province.

Table 1 The future of education management of international Students in Shaanxi Province's Universities need 10 dimensions and 97 items



Objective 2. The results showed that the education management of foreign students in Shaanxi universities under the influence of the "the Belt and Road", the researchers summarized it into 10 dimensions and 97 items according to the results of interviews with experts.

Table 2 The future of education management of international Students in Shaanxi Province's Universities need 10 dimensi

1. System and Responsibility Management	10 items
2. Infrastructure management	10 items
1. Cross cultural adaptability management	10 items
2. Enrollment management	9 items
3. Curriculum and Teaching Management	13 items
4. Digital Resource Construction Management	8 items
5. International Alliance Cooperation in the Field of Higher Education	8 items
6. Internationalized integrated management	9 items
7. Talent management	11 items
10. International Student Service Management	9 items
Total	97 items

Discussions

For the education management of foreign students in Shaanxi universities under the influence of the "the Belt and Road", the researchers summarized it into 10 dimensions and 97 items according to the results of interviews with experts. The results of expert interviews indicate that the management of international student education in universities in Shaanxi Province has multiple dimensions, which is consistent with the assumption that the management of international student education in universities in Shaanxi Province is composed of multiple dimensions. These 10 dimensions are all key to higher education management, as they play a crucial role in the success and development of international student education projects in Shaanxi Province, and have been supported by existing literature research or past research on international student education management.

Knowledge from Research

According to the experts' opinions, we can draw a conclusion that under the influence of the "the Belt and Road", there are 10 dimensions that need to be considered in the education management of foreign students in Shaanxi's colleges and universities, namely:

1) System and responsibility management: System and responsibility are two indispensable aspects in organizational management. System refers to the behavioral norms and norms

established within an organization, while responsibility refers to the tasks and responsibilities undertaken by individuals or groups within the organization. Responsibilities and systems are interdependent and mutually reinforcing, jointly forming a complete organizational management system.

2) Infrastructure management: In order to ensure efficient operation of the system, departments such as the information processing center carry out detailed management of all assets, including equipment, premises, and energy consumption.

3) Cross cultural adaptability management: Also known as "Cross Cultural Management", in the process of globalization, institutions overcome any conflicts of heterogeneous cultures under cross-cultural conditions, design practical organizational structures and management models in different forms of cultural atmosphere, in order to maintain common behavioral norms for personnel with different cultural backgrounds, so as to ensure the smooth operation of institutional management and continuously enhance market competitiveness.

4) Enrollment management: It refers to the effective measures taken by educational institutions to expand the number of students, including enrollment promotion, enrollment application, enrollment examination, and other systems and measures.

5) Curriculum and teaching management: Teaching management focuses on decision-making, planning, organizing, inspecting, and guiding teaching work, maximizing the motivation of teachers and students, in order to achieve teaching objectives and improve teaching quality. Course management is an activity that makes decisions, plans, organizes, guides, and evaluates the operation of courses in order to improve course quality and achieve ideal course objectives. The two are inseparable.

6) Digital resource construction management: It refers to the digitization of educational resources to achieve a manageable and shared resource library. Intended to create a unified educational resource management platform that integrates various types of educational resources and classifies, integrates, and standardizes these resources, it plays a crucial role in educational informatization.

7) International Alliance Cooperation in the Field of Higher Education: Refers to the development trend of two or more higher education institutions from different countries, established under specific agreements to serve alliance members, promote regional or global higher education resource flow and sharing, with the aim of enhancing cooperation, sharing resources, promoting exchanges and cooperation.

8) Internationalized integrated management: It is a comprehensive management concept and method that integrates different management functions and processes into a system to achieve more efficient and coordinated management. It can help organizations improve efficiency and performance, reduce costs and risks, and enhance their competitiveness and innovation capabilities.

9) Talent management: A series of activities that plan, organize, coordinate, and control the internal and external factors that affect the effectiveness of talent. This includes the prediction, planning, selection, appointment, assessment, rewards and punishments, and mobility of talents, as well as the assessment, rewards and punishments, and mobility of talents.

10) Service management for international students: Refers to the management and service of international students on campus. With the continuous deepening of China's opening-up to the outside world, more and more international students are coming to Chinese universities to study, and the management of international students in universities has become increasingly important.

Conclusion

The results of expert interviews indicate that the management of international student education in universities in Shaanxi Province has multiple dimensions, which is consistent with the assumption that the management of international student education in universities in Shaanxi Province is composed of multiple dimensions. These 10 dimensions are all key to higher education management, as they play a crucial role in the success and development of international student education projects in Shaanxi Province, and have been supported by existing literature research or past research on international student education management.

1) System and responsibility management

With regard to the education management of international students in Shaanxi universities under the influence of the "the Belt and Road Initiative", experts suggest focusing on system and responsibility management. Specifically, the following precautions should be taken: 1) Standardized regulations suitable for the management of international students should be formulated from the perspective of scientific management. While formulating relevant laws to protect the legitimate rights and interests of international students in China, they should also be made aware of their obligations in China. 2) The current management system for international students should be reformed, breaking the closed system of education management for foreign students, and forming a situation of overall management by the government, schools, and society, so that all levels of

society must serve foreign students and manage together, but each has its own responsibilities and division of labor. 3) We should manage international students in accordance with the law and regulations, break free from the constraints of traditional, experiential, and service-oriented management models, reduce interference caused by randomness or human factors in management work, and ensure the orderly progress of international student management work. 4) A socialized management model should be implemented to involve more relevant departments in the social management of international students. The diversification of management entities inevitably requires them to clarify the responsibilities between different entities in accordance with the law, exercise corresponding management responsibilities according to their respective responsibilities, and form a management situation that is neither absent nor offside. 5) In response to the phenomenon of international students' off campus accommodation, work-study assistance, and other related issues that have emerged but do not yet have policy and legal basis, which is both within the scope of reason and international precedent, universities should formulate relatively loose policies, further relax conditions and simplify procedures. 6) It can be considered to delegate the approval authority of self-funded students from local government departments to universities for strict management. It not only simplifies procedures, but also saves time, improves efficiency, and frees government departments from a large amount of transactional work. 7) Universities need to rationalize the allocation of financial resources, continuously reform and improve the scholarship system for international students coming to Shaanxi, in order to support the goals of international student education projects. 8) Universities should implement sound financial management systems to optimize resource allocation and establish mechanisms for continuous evaluation and monitoring of financial performance. 9) Universities should establish a clear policy and procedure to handle complaints and dissatisfaction from international students, teachers, institutions, and other members of society. 10) Universities should formulate strategic plans for global development from the perspective of national development strategy, and provide guarantees for the healthy and rapid development of foreign student education from a macro institutional perspective.

2) Infrastructure management

For the education management of international students in universities of Shaanxi Province, experts point out that priority should be given to infrastructure management. Specifically, the following should be given priority consideration: 1) Universities should provide independent apartments for international students to facilitate their daily life during their study abroad period.

2) The daily management of international students in universities should mainly focus on administrative management, supplemented by logistics groups and security offices, to build a comprehensive management system platform for international student apartments that integrates three aspects. 3) Universities should appropriately increase investment in international student education projects, improve hardware and software facilities in school buildings, including showers and kitchens, transportation and communication facilities, water and power supply systems, self-study rooms, tea rooms, etc. 4) The management department of international students and the security department work together to strictly eliminate safety hazards in apartments. Through lectures, the development of apartment codes, reward and punishment systems, and legal education, they enhance their safety awareness and create a harmonious apartment atmosphere. 5) The dining hall of colleges and universities should build a special dining room for international students according to the eating habits of the international students of the university, or add a "dining area for international students" in the dining hall of Chinese students, and add dishes that conform to the customs, beliefs, and tastes of most international students to meet the dietary needs of international students. 6) Universities should provide comfortable, convenient, and well-equipped classrooms for international students to ensure the quality of their studies. 7) Universities should prioritize the use of safe and environmentally friendly materials and equipment in their international student education programs. 8) Students in international student education programs should receive appropriate training and supervision to minimize the risk of accidents or injuries when using various materials and equipment. 9) The international student management department needs to regularly visit the international student apartment to understand the situation. The infrastructure and equipment used should be well maintained and regularly serviced. If problems are found, they should be promptly raised and resolved to the school logistics group or relevant departments to ensure their safe use. 10) Establish a class committee within international students, and the international student management department, in conjunction with the logistics group and security office, will regularly hold international student representative symposiums to give students the opportunity to reflect on the problems in infrastructure management and propose practical and effective solutions.

3) Cross cultural adaptability management

Regarding the education management of international students in universities in Shaanxi Province, experts suggest that the focus in the future is on the cross-cultural adaptability management of international students. This will mainly involve the following aspects: 1) The mental

health status of international students in China should be taken seriously by departments at all levels. Universities need to establish psychological counseling centers for international students, and ensure their mental health status through regular psychological counseling. 2) Education managers for international students should attach great importance to and play the educational role and function of the "first lesson" of international students, which is the education of starting a new career. Through collective activities such as special education, publicity, and lectures, they require all new students to participate together, laying a solid foundation for cultural adaptation in the later stage. 3) International students should not passively accept cultural exchange, but should fully utilize their personal enthusiasm, initiative, and creativity, develop cross-cultural adaptability in the new cultural and social environment, and exert their subjective initiative. 4) The subject of cross-cultural adaptation has expanded from a single subject that previously focused on international students to multiple educational subjects including local students, university administrators, and teachers. To solve the adaptation problem in cultural exchange, cultivate and develop the cross-cultural ability of international students, it is necessary to fully leverage the interaction between different subjects. 5) Universities carry out rich and diverse cultural experience activities, which are important ways to improve international students' cross-cultural adaptability and have important cultural and educational functions. 6) Universities should actively establish platforms for cross-cultural competence training and quality development, including various academic competitions, cultural and sports activities, social practices, etc. at the school, provincial, and national levels, to play the role of the platform as a "second classroom" and enhance the cross-cultural adaptability of international students. 7) Universities should build online communication platforms to maintain communication and exchange between international students, students, teachers, and administrators, in order to understand the obstacles in their life, learning, psychology, and other aspects. They should provide timely guidance and assistance to international students, and promptly solve the problems they encounter in cross-cultural adaptation. 8) The cultivation of cross-cultural adaptability is an important educational content in international talent cultivation. 9) For international students, it is necessary to shift cross-cultural adaptation from the phenomenon and problem level to the ability and quality level, better reflecting human subjectivity and initiative, and enriching and developing the connotation of cross-cultural adaptation. 10) Treat cross-cultural adaptation as a capability, no longer recognizing issues from inherent and old cultural attributes, but as a prerequisite for the development of international talents' basic qualities and abilities.

4) Enrollment management

Regarding the education management of international students in universities of Shaanxi Province, experts suggest that the future focus should be on enrollment management. Specifically, they suggest focusing on the following areas: 1) Universities should establish a standardized qualification review and admission system for international students studying in China in accordance with relevant national regulations and standards. 2) The enrollment authority can be delegated to universities to the maximum extent possible, and the enthusiasm and publicity role of departments, teachers, and managers in the enrollment process can be leveraged. 3) The language application ability, scientific research ability, and innovation ability of international students should be included in the recruitment assessment scope. 4) Universities should continuously improve the construction of enrollment websites for international students in China, providing objective and detailed information on studying abroad, including campus environment, subject construction, teacher teams, training processes, competition activities, etc. 5) Specialized agencies at the national level need to carry out unified planning and coordination, lead and organize various universities to jointly carry out cultural exchange and promotion activities for international students, and expand the enrollment scale of international students. 6) We should change the admission standards and concepts of "wide entry and wide exit" for international students, set targeted admission standards for each country, and achieve a shift from focusing on quantity to quality in international student enrollment. 7) Universities should actively establish network connections with various foreign affairs institutions, overseas alumni, and Chinese language workers, increase enrollment promotion efforts through multiple channels, and widely attract high-quality students. 8) We should continue to expand funding investment and improve the scholarship and scholarship support system, forming a diversified scholarship support system for international students, including government, universities, and enterprises. 9) Based on the advantages and characteristics of education openness in our province, colleges and universities should combine the historical background, cultural characteristics and higher education needs of countries along the "the Belt and Road" and other countries to create a brand of education for foreign students with Shaanxi characteristics.

5) Curriculum and teaching management

Experts in the field of international student education management have pointed out that in the future, more attention needs to be paid to curriculum and teaching management. Specifically, they suggest focusing on the following key areas: 1) Universities should deeply integrate China's

history, culture, customs, religious beliefs, and other knowledge with international student education courses, and create a disciplinary system with Chinese characteristics. 2) Universities should develop high-quality international and professional courses for international students, forming a type of exemplary curriculum. 3) The curriculum should increase the opportunities for professional practical courses, enrich the content of professional practical courses, and cultivate students' professional practical abilities. 4) The curriculum should be consistent with the needs of the industry and the job market, and regular project evaluations should be conducted to ensure that the curriculum meets industry standards and meets the learning needs of international students, preparing them for their future employment and development. 5) Teachers should play a leading role in the development and decision-making of new courses, as well as the adoption and implementation of teaching methods. 6) It should be ensured that all courses are offered in accordance with the training objectives of professional talents, certified by relevant departments, and obtain all necessary licenses and certificates. 7) Universities should formulate a plan for the construction of high-level teaching staff for international student education, create a first-class teaching team, clarify the knowledge structure, skill structure, age structure, etc. of the teaching staff for international student education, and clarify the teaching qualifications, professional level, foreign language ability, and cross-cultural ability requirements of teachers, to ensure that the teaching staff is capable of teaching international student education. 8) Universities should systematically select outstanding young teachers, academic leaders, and other high-level institutions abroad to visit and exchange ideas, accelerate the introduction of world-renowned teachers, promote the certification of foreign teacher qualifications, and continuously improve the internationalization level of the teaching staff, in order to ensure the teaching level of international student education. 9) Universities can use institutional reward and punishment mechanisms, policy guidance, etc. to encourage and support teachers to conduct teaching research for international students in China, continuously update teaching content, continuously improve teaching methods and skills, and enhance teaching effectiveness. 10) Teachers should regularly evaluate their teaching performance, research productivity, and service to the unit. 11) A quality assurance system should be established to ensure the effective delivery of courses and the appropriate utilization of high-quality resources. 12) Students' performance should be evaluated through formative and summative evaluations, and clear learning objectives and evaluation criteria should be provided to students. 13) Opinions and feedback from international students, alumni, teachers,

and industry partners should be collected and used to inform the improvement and enhancement of the project.

6) Digital resource construction management

Experts familiar with the education management of international students in universities in Shaanxi Province emphasized the necessity of prioritizing the construction and management of digital resources. Specifically, they suggest focusing on the following areas: 1) Universities in Shaanxi should incorporate digital technology and new media into their international student education programs to enhance the development of digital resources, create and optimize digital teaching environments, and attract more international students to study in Shaanxi. 2) Universities in Shaanxi should invest in necessary platform construction and equipment construction to support the integration of technology and international student education projects. 3) Teachers engaged in international student education and teaching in Shaanxi universities must receive training in the use of digital tools and new technologies, accelerate the updating of teachers' digital concepts, cultivate their digital literacy, meet the needs of international students for digital educational resources and intelligent educational methods, and stimulate students' interest in learning. 4) The construction of digital teaching content in universities should aim to promote popular understanding, tell Chinese stories well to foreign learners, adhere to the integration of ancient and modern times, and build a good image of China. 5) International student education projects should develop multifunctional and portable learning software that integrates listening, speaking, reading, and writing, establish different types of learning resource libraries, design apps suitable for mobile learning, and create multilingual online education courses, cloud platforms, etc. 6) The education of international students in Shaanxi universities should establish standards for the construction of digital teaching resources, and form a dynamic evaluation mechanism for collaborative construction and sharing of digital teaching resources. 7) International student education needs to regularly evaluate and evaluate digital technology to ensure its effective use and identify areas for improvement. 8) The education of foreign students in Shaanxi colleges and universities should be deeply integrated with the "the Belt and Road" initiative, use technology to speed up platform construction, build a "the Belt and Road" national think tank, and realize the sharing of high-quality resources among colleges and universities.

7) International Alliance Cooperation in the Field of Higher Education

Regarding the education management of international students in universities in Shaanxi Province, experts suggest focusing on promoting the International Alliance Cooperation in the Field

of Higher Education. Specifically, the following precautions should be taken: 1) Universities must face the world, explore new development strategies, constantly seek partners, improve the academic situation they face together, and establish stable and long-term international and domestic alliance cooperation in certain characteristic fields to enhance their respective competitive advantages. 2) In terms of cooperation methods, universities should break through the "one-on-one" bilateral cooperation model and adopt a multilateral network organization model to adjust the challenges faced by current international student education projects, such as the study abroad deficit, imbalanced professional structure, and imbalanced proportion and distribution of international students. 3) Universities should grasp the characteristics of the globalization era while keeping up with the times, and the relationship between internationalization, nationalization, and localization. The existence of international alliances of universities cannot be equated with the homogenization of higher education, losing their own characteristics and advantages. 4) The government should play a bridging role in enhancing the participation of universities in international cooperation, helping more universities to join the International Alliance for Higher Education and achieve their leapfrog development. 5) Partner schools in the International Alliance of Universities should pool their ideas, share the latest scientific and educational achievements, and share courses on a limited authorization basis to promote balanced flow and rapid development of students internationally. 6) In exchange and cooperation, universities should exchange knowledge and cultivate high-quality international academic personnel. 7) Universities should be interconnected to attract outstanding talents from different regions and cultural backgrounds to form think tanks, and actively engage in cross-border university cooperation in scientific research and talent cultivation, providing more opportunities for practical exchanges for international students. 8) We should balance the relationship between long-term and short-term development, improve the international cooperation mechanism of universities, and promote the international alliance of universities to play a greater role on the world stage.

8) Internationalized integrated management

Experts pointed out that future efforts should focus on the development of creativity and internationalization in the education management of international students in universities in Shaanxi Province. The main areas of focus should include: 1) Each university should create an international campus atmosphere from a "student-centered" perspective, and add internationalization and cross-cultural interaction in environmental education. 2) The management teams and teachers of international students in various universities should focus on cultivating their international

perspective, which can increase the number of public students studying abroad and opportunities for teachers to visit abroad. At the same time, relevant knowledge such as cross-cultural communication and psychology should be included in the training courses. 3) Flexible and diverse international student recruitment plans should be formulated to attract diverse groups of international students other than countries along the "the Belt and Road". 4) The design of the classroom environment should enhance a global perspective, such as incorporating discussions, comments, and speeches from different perspectives. 5) The course should integrate the comparison and exchange of cultures and traditions from different countries, promoting international understanding and appreciation through mutual collision and sharing. 6) In the new era, universities in Shaanxi should strengthen international cooperation and exchanges, establish partnerships with relevant domestic and foreign universities or enterprises, and provide corresponding internship or exchange programs for international students, continuously improving the internationalization of education. 7) We should strengthen cooperation with international organizations, actively participate in the research and development of international education quality standards, international student assessment and testing, and accumulate experience to improve the evaluation and monitoring capabilities of international student education quality in universities in our province. 8) Universities should continuously improve their research level and international reputation, learn from and draw on advanced international experience, and establish an international talent cultivation ecosystem centered on the education of students studying in Shaanxi. 9) We should accelerate the integration of international student management with the international market, actively participate in international student market competition, and try to avoid or reduce the impact of competition as much as possible.

9) Talent management

Experts familiar with the education management of foreign students in colleges and universities in Shaanxi Province emphasized the necessity of placing Talent management in an important position in the future. Specifically, they suggest focusing on the following areas: 1) Shaanxi colleges and universities should rely on the "the Belt and Road" to change the concept of development, focus on overseas students, and adhere to the new concept of talent training to cultivate outstanding talents and serve the national society. 2) Universities should be based on their own educational characteristics and disciplinary advantages, strengthen students' independent creativity and logical thinking, and actively promote the cultivation and selection of innovative talents. 3) Universities need to coordinate economic, cultural, educational and other

resources, attract high-quality foreign teachers and talents, and safeguard the development of international student education projects. 4) Colleges and universities should cultivate a group of outstanding talents who have an international perspective and are proficient in the languages of the countries along the "the Belt and Road", so as to serve the education management of foreign students and the development of foreign exchanges. 5) Universities should strive to improve the Chinese language proficiency of international students by reforming the Chinese language teaching system, cultivating a group of professional Chinese language teaching talents, publishing more practical Chinese language textbooks, promoting and improving the HSK exam system, and establishing a Chinese language preparatory mechanism. 6) When formulating talent cultivation plans for international student education projects, the humanistic spirit and professional literacy should be given a prominent position, and the education of Chinese national conditions for international students in China should be strengthened to form a good legal and moral concept, which should run through the entire study abroad career. 7) It is necessary to enhance the understanding and identification of Chinese social system and mainstream values among international students studying in China, cultivate a group of international talents who understand and understand China, and take practical and feasible measures to retain talents for regional development. 8) The education of foreign students in colleges and universities should strive to strengthen the training of "Chinese+numbers", "Chinese+technology" and other types of complex and specialized talents, including communicative, general, professional and linguistic talents, to meet the demand for talents under the "the Belt and Road" initiative. 9) Emphasis should be placed on cultivating the professional and academic abilities of international students coming to Shaanxi, connecting the preparatory and undergraduate stages, as well as the undergraduate and graduate stages, to create a talent gathering area with domestic and international competitiveness and innovative vitality. 10) We should give full play to the important role of the school enterprise collaborative education mechanism, appropriately introduce enterprise engineers or foreign teachers in school teaching, implement project-based teaching based on the actual production cases of enterprises, and cultivate more high-quality technical and skilled talents for the "the Belt and Road" construction. 11) International students should be encouraged to participate in horizontal science and technology projects that involve collaboration between teachers and enterprises on campus, or in the development of new products and processes by enterprises. Ongoing projects should be used as internship carriers to enhance the effectiveness of cultivating versatile talents.

10) Service management for international students

1) Shaanxi universities reform and innovate the management concept of international student education, emphasizing both "bringing in" and "going out", implementing management based on the collision of multicultural exchanges, and promoting the transformation and upgrading of education services for studying abroad in China. 2) Transform the long-term implementation of institutional based rigid management in the education and management of international students in universities in Shaanxi Province into flexible management. On the basis of studying the spiritual and cultural needs of the international student community, respecting their cultural traditions and individual characteristics, adopt corresponding and easily accepted ways to carry out educational management and services for them. 3) Focus on improving the comprehensive quality of teaching and management personnel for international students in Shaanxi universities, and cultivate a group of high-quality, capable, knowledgeable, and skilled international student management personnel. 4) Shaanxi universities have innovated the management mechanism for international student education, adopting assimilation management to treat international students equally with local university students. 5) Shaanxi universities have incorporated the prevention of psychological crises among international students into the "College Student Psychological Crisis Intervention System", and established full-time or part-time positions as psychological counselors for international students to provide personalized communication channels. 6) Shaanxi universities give full play to the role of class cadres and international student associations, create social and activity platforms for international students, and actively guide international students to participate in campus cultural activities. 7) The apartments and accommodation provided by Shaanxi universities for international students need to be strengthened in management, provide high-quality services, and prevent risks. 8) Safety and risk management should be integrated into all aspects of international student education management in higher education institutions to ensure the construction of a safe and reliable learning environment for them. 9) Universities should pay attention to improving the self-management ability of international students coming to Shaanxi, and the international student community should also continuously strengthen their self-management awareness and sense of responsibility. They can establish an autonomous management organization for international students and use it to carry out various academic, cultural, and tourism activities.

For the education management of foreign students in Shaanxi universities under the influence of the "the Belt and Road", the researchers summarized it into 10 dimensions and 97

items according to the results of interviews with experts. The results of expert interviews indicate that the management of international student education in universities in Shaanxi Province has multiple dimensions, which is consistent with the assumption that the management of international student education in universities in Shaanxi Province is composed of multiple dimensions. These 10 dimensions are all key to higher education management, as they play a crucial role in the success and development of international student education projects in Shaanxi Province, and have been supported by existing literature research or past research on international student education management.

Suggestions

According to the research results of the education management of international students in Shaanxi universities, the 10 dimensions Based on the research results, the researchers have put forward some suggestions for strengthening the management of international student education in universities in Shaanxi Province:

1. In the future, colleges and universities in Shaanxi Province should steadily expand the enrollment of international students from countries along the "the Belt and Road".
2. Universities in Shaanxi Province should create a more inclusive and diverse learning and living environment for international students, and cultivate their cross-cultural adaptability.
3. Shaanxi universities should clarify the importance of institutional management and responsibility matching for international student education projects, strengthen overall planning, and establish a sound management system for international student education in China.
4. In the future, the approval authority for self funded students should be fully delegated from local government departments to universities for management, giving universities more autonomy in enrollment, review, and supervision.
5. In the future, colleges and universities in Shaanxi Province should do more research on the curriculum of foreign students from countries along the "the Belt and Road", strengthen cooperation and exchange, participate in and scientifically develop more courses suitable for the education of foreign students in China, improve the curriculum and innovate teaching methods.
6. Shaanxi universities should formulate a plan for the construction of high-level teaching staff for international student education, strengthen the construction of bilingual teaching staff, introduce talents to the outside world to create an international first-class teaching team, and provide teachers with more opportunities for further education, promotion, and exchange.

7. The education projects for international students in Shaanxi universities should strengthen digital technology and new media, enhance the development of digital resources, create and optimize digital teaching environments, and build a digital exchange platform for sharing resources between teachers and students.

8. Shaanxi Province should promote international alliance cooperation in the field of higher education for international students.

9. Higher education institutions in Shaanxi Province should strengthen the internationalization of international student education.

10. The management of international students in Shaanxi universities in China should be based on the background of the times, and the work of international students in China should be designed and planned from the top level. Corresponding support should be given to the work of international students in terms of manpower, material resources, and financial resources, continuously improving the service quality and level of international student education.

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