



THE EDUCATION MANAGEMENT
OF INTERNATIONAL STUDENTS IN UNIVERSITIES
OF SHAANXI PROVINCE UNDER THE INFLUENCE OF THE BELT
AND ROAD INITIATIVE

By

Mrs. Zhu QIAOMEI

A Thesis Submitted in Partial Fulfillment of the Requirements

for Doctor of Philosophy EDUCATIONAL ADMINISTRATION

Department of Educational Administration

Silpakorn University

Academic Year 2023

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การบริหารจัดการศึกษาสำหรับนักศึกษาต่างชาติของมหาวิทยาลัยในมณฑลฉ่านซี
ภายใต้อิทธิพลข้อริเริ่มเข็มขัดและเส้นทางเศรษฐกิจ



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปรัชญาดุษฎีบัณฑิต
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620630030 : Major EDUCATIONAL ADMINISTRATION

Keyword : Education Management of International Students/ Universities in Shaanxi Province/ The Belt and Road Initiative

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This study aimed to investigate the Education Management of International Students in Shaanxi Universities by applying the Ethnographic future research technique. Purposive sampling was used to select 17 jury of experts with insight into Educational Management of International Students. The research instrument for collecting data was the unstructured interview. The content analysis was used to analyze the data.

The findings of this study were as follows: 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.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to Associate Professor Sakdipan Tonwimonrat, Ph.D, my tutor gave me valuable support and guidance during my PhD study. His professional knowledge and guidance ability have helped me successfully complete this thesis. Under the careful guidance of my supervisor, the entire writing process of the paper gave me many rare gains and accumulated experience.

At the same time, Thank you to the Co-advisors, Associate Professor Prasert Intarak, Ed.D. Assistant Professor Saisuda Tiacharoen, Ph.D. and Assistant Professor Major Nopadol Chenaksara, RTAR, PhD., for their suggestions for revisions to my independent research, which is invaluable for improving my research.

Thank you to the internal experts, Associate Professor Nuchanara Rattanasiraprapha, Ph.D, Associate Professor Mattana Wangthanomsak, Ph.D, for their tireless guidance, assistance, and encouragement during my doctoral studies, which are crucial for achieving this project.

In addition, I would like to show my appreciation to chairman, Nuttarin Jareankieatbovon, Ph.D., for her help in during my doctoral program. I also thank the members of the education administration department for imparting knowledge in this field to me.

Thank you to my family and friends for all the help and encouragement they have given me over the years, especially to my husband for his unwavering support and trust in my academic process.

Finally, I would like to express my sincere gratitude to the experts who participated in the future research on ethnography. Their participation and cooperation are important and necessary for the success of this study. Thank you all for your valuable contributions!

Your support and assistance will be my greatest motivation in my future studies and work! Let me unforgettable for life, constantly forge ahead.

Zhu QIAOMEI

TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS	E
TABLE OF CONTENTS	F
List of tables	I
List of figures.....	J
CHAPTER I INTRODUCTION	1
Significance of the Study.....	10
Statement of the Problem.....	12
Research Objective.....	13
Research Question.....	13
Research Framework.....	13
Definition of Terms.....	27
CHAPTER II RELATED LITERATURE	29
Education management of international students.....	29
Definition of education management	29
Related literature of education management.....	32
Definition of the education management of international students.....	43
Related literature of the education management of international students	45
Ethnographic Future Research	61
Introduction of Ethnographic Future Research.....	61
Related literature of EFR.....	67

Related studies of EFR.....	69
Universities of Shaanxi Province	75
Introduction of Universities of Shaanxi Province	75
What specific problem universities of Shaanxi Province faced in education management of international students	79
The Belt and Road Initiative Background.....	87
Related research of the education management of international students under the influence of the Belt and Road Initiative	89
Chinese research.....	89
Foreign research.....	99
Summary.....	105
CHAPTER III RESEACH METHODOLOGY	107
Research Procedure.....	107
Research Methodology.....	109
Jury of experts.....	110
Research instrument.....	111
Data collection.....	112
Data analysis.....	112
Summary.....	113
CHAPTER IV DATA ANALYSIS.....	115
The analysis of research findings.....	116
The results of the expert interview.....	116
The Summary of International Students Education Management in Universities of Shaanxi Province	149
CHAPTER V CONCLUSION, DISCUSSION AND RECOMMENDATION	172

Conclusion of research findings	172
Discussion	174
System and Responsibility Management	175
Infrastructure management	177
Cross cultural adaptability management.....	178
Enrollment management.....	181
Curriculum and instructional management	184
Digital Resource Construction Management	187
International Alliance Cooperation in the Field of Higher Education.....	189
Internationalized integrated management.....	192
Talent management.....	194
International Student Service Management.....	197
Recommendation	203
General recommendations.....	203
REFERENCES	206
Appendix	215
Appendix I Expert List.....	216
Appendix II A letter from student allowing for gathering to data	219
Appendix III A letter allowing for interview.....	222
VITA.....	224

List of tables

	Page
Table 1 shows their degrees, research focus and experience.....	217



List of figures

	Page
Figure 1 The map of Chinese Belt and Road.....	2
Figure 2 Research Framework.....	24
Figure 3 Research Procedure.....	108
Figure 4 The future of education management of international Students in Shaanxi Province's Universities.....	171



CHAPTER I

INTRODUCTION

President Xi Jinping introduced the "Silk Road Economic Belt" and the "21st Century Maritime Silk Road" in 2013, collectively known as China's "Belt and Road Initiative" (BRI). The BRI aims to enhance cooperation, exchanges, and mutual development among countries, promoting peace, friendship, and all-round collaboration. It serves as a new platform for international development plans and has garnered significant attention both in China and globally. The initiative has attracted widespread interest and discussion, reflecting its importance and potential impact on regional and global dynamics.¹ The Chinese government is rushing to participate in OBOR (One Belt One Road, which is the Belt and Road) at all levels, from the provincial universities to the national economic planning agency. Almost all of China's provinces have created their own OBOR plans to supplement the overall national strategy. A generous funding plan has been launched by significant state-

¹Yue, X., Yang, S., Chen, B., Wanglee, W., & Ye, Y. (2022). A Review on Higher Education of Belt and Road Initiative: Key Findings and Emerging Themes. *Higher Education Studies*, 12(2), 93-111.

owned commercial and policy banks to realize President Xi's lofty goals.² Yue et al. Stated that the Belt and Road Initiative is considered China's most significant international blueprint in recent years. It aims to facilitate economic development across Europe, Africa, and Asia. The initiative encompasses 63 countries, including 18 European countries. The specific distribution of countries along the road is shown in the Figure 1.

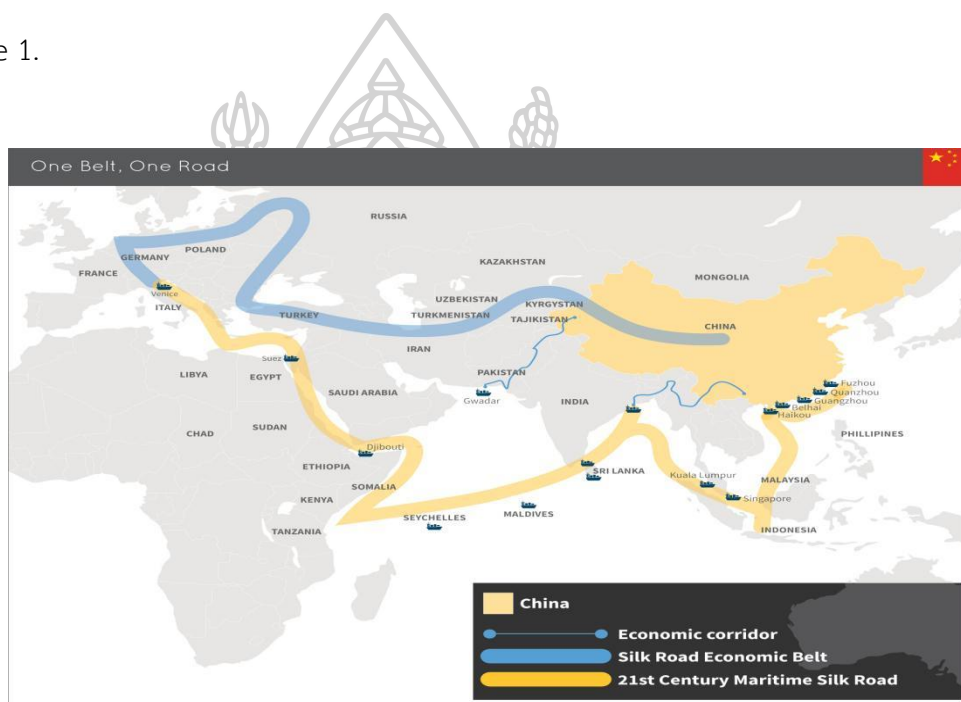


Figure 1 The map of Chinese Belt and Road

²Cai, P. (2017, March 22). *Understanding China's Belt and Road Initiative*. The Lowy Institute for International Policy. Retrieved from <https://www.lowyinstitute.org/publications/understanding-china-s-belt-road-initiative>

Source: Cai, P. (2017, March 22). *Understanding China's Belt and Road Initiative*. The Lowy Institute for International Policy. Retrieved from <https://www.lowyinstitute.org/publications/understanding-china-s-belt-road-initiative>

The education management of international students within the context of the Belt and Road Initiative is a subject that is becoming more important and relevant.³ International student mobility has significantly increased as globalization continues to change the face of higher education, with students looking for educational options outside of their native countries. This tendency is especially noticeable in the nations that are a part of China's expansive Belt and Road Initiative and the Maritime Silk Road.⁴ The Belt and Road Initiative spans across Eurasia and Africa, connecting a total of 65 countries including Central Asia, Southeast Asia, South Asia, North Africa, Eastern Europe, and Central Europe. The strategy explicitly states the goal of expanding the number of international students and actively promoting

³Akhtar, N., Pratt, C., & Hu, Y. (2019). Sustainability of the Belt and Road Initiative: An Integrated, Conceptual Framework for Instructional Communication in China's Universities. *Sustainability*, 11(23), 67-89.

⁴Shrestha, S. (2020, February 20). *Why more international students should consider studying in China*. *Times Higher Education*. Retrieved from <https://www.timeshighereducation.com/student/blogs/why-more-international-students-should-consider-studying-china>

cooperative education. China provides 10,000 government scholarships annually to countries along the Belt and Road for study opportunities.⁵ Between 2010 and 2018, the annual number of international students coming to China increased from 265,100 to 492,200, an increase of 1.86 times in nine years. With the Belt and Road Initiative, international education exchanges and cooperation between China and countries and regions along the "One Belt and One Road" have become more and more frequent and in-depth. The number of students from countries and regions along the Belt and Road has increased continuously and become the main area of the increasing scale of international students coming to China.⁶

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

⁵You, F. (2017). International Students' Administration from the Perspective of "The Belt and Road Initiative". *Journal of Nanjing University of Science and Technology (Social Science Edition)*, 30(5), 37-41. [In Chinese]

⁶Cui, B., & Qin, Y. (2022, December 21). The historical process of the connotative development of "Study in China". JYB.cn. http://www.jyb.cn/rmtzcg/xwy/wzxw/202212/t20221221_2110983937.html [In Chinese]

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 2017.⁷ 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.⁸ 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. However, there are still certain shortcomings in the educational management of international students in

⁷Cao, G. (2018, December 20). *Developing cross-border higher education around the "Belt and Road"*. The Economic Daily.

⁸Gong, S., Huo, W., Wu, M., Huang, Y., Gong, J., & Wang, D. (2020). The impact of the Belt and Road Initiative on the expansion of China's higher education in overseas markets along the route. *Thunderbird International Business Review*, 62(3), 263–277.

Chinese universities under the current circumstances.⁹ According to Gao, the increasing number of international students from countries along the Belt and Road has posed various challenges for education management. These challenges include the diversification of cultural backgrounds, types of study, levels of education, choice of majors, and funding sources, which necessitate effective management strategies. However, most schools rely on their experiences in managing domestic students, resulting in fragmented and poorly coordinated approaches with unclear distribution of responsibilities. The 2013-launched the Belt and Road Initiative seeks to improve connectivity, cultural exchange, and economic cooperation among the member nations. An important component of this program has been designated as education, and China is working to enroll and educate a broad set of international students from nations along the Belt and Road in its universities. As a result, managing the education of overseas students has become a crucial issue that needs careful investigation and comprehension.

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

⁹Shi, X., & Zhu, P. (2018). Research on Talent Cultivation Strategies for International Students from Countries along the "Belt and Road" Initiative. *Journal of Nanjing University of Science and Technology (Social Sciences)*, 31(05), 66-70. [In Chinese]

important birthplace of Chinese civilization, Shaanxi has unique location and cultural advantages in attracting international students.¹⁰ However, there are currently many problems in the province regarding the educational management of foreign students coming to China. Xu asserted that the proficiency and expertise of university teachers in Shaanxi Province do not meet the expectations and needs of international students. Additionally, there was a dearth of staff members possessing the requisite abilities and experience to effectively manage international students. The current staffing situation lacked professionalism. Moreover, universities in Shaanxi Province prioritized student quantity over student quality, resulting in significant challenges for education management.¹¹ According to School of International Education of Xi'an Jiaotong University, *Guo Hongyi*, Deputy Director of Foreign Cooperation and Exchange Department of Shaanxi Provincial Department of Education, also mentioned the main problems that still exist in the education and management of international students in some institutions in Shaanxi Province, including that the schools do not play the main responsibility enough, and the daily management and

¹⁰Gao, J.-H. (2016). Education of International Students in Shaanxi Province. *Journal of World Education*, (24), 20-21. [In Chinese]

¹¹Xu, D. (2018). Analysis on the present situation of oversea students' education and teaching in Shaanxi universities (Master's thesis). Xi'an Shiyou University. [In Chinese]

emergency handling ability still need to be improved.¹² Zhao and Wen also found that international students had problems communicating with Chinese teachers and students, and they felt that they did not get much help and support.¹³ He emphasized that universities in Shaanxi Province have teaching management problems in the education and management of international students, specifically in the areas of insufficient teachers, backward cultivation concepts and low quality of students themselves. She also found that there are problems in daily management, including international students' poor adaptation to Chinese life, difficulties in handling personal affairs, difficulties in implementing management system for international students, weak service consciousness of management cadres and insufficient management ability. In addition, the scholarship management also has

¹²School of International Education of Xi'an Jiaotong University. (2020, November 09). *The Ninth "Duxing" Forum on the Development and Practice of Education for International Students in Shaanxi Province was held by the School of International Education. Xi'an Jiaotong University.* Retrieved from <https://sie.xjtu.edu.cn/info/1020/1683.htm>

¹³Zhao, W., & Wen, G. (2022). Quality Evaluation of the Educational Services for International Students during the COVID-19: The Case of Universities in Shaanxi China. *Journal of International Students*, 12(S1), 30-44.

the problems of few types of scholarships and difficulties in implementing scholarship policies.¹⁴

In conclusion, 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.

¹⁴He, D. (2021). *Study on the management of foreign students in a university in Shandong Province* (Master's thesis). University of Jinan, Jinan, Shandong, China. [In Chinese]

Significance of the Study

Under the influence of the Belt and Road Initiative, the study on the education management of International students in universities of Shaanxi Province under the influence of the Belt and Road Initiative is of great significance for the following reasons.

This study helps to explore the current situation of the education management of international students in universities of Shaanxi Province under the Influence of the Belt and Road Initiative as well as effective management methods. Through a comprehensive analysis, this study can provide valuable insights into the education management of international students in universities of Shaanxi Province under the Influence of the Belt and Road Initiative based on the experts' interviews. This information can guide policy makers, administrators, and stakeholders to develop effective strategies and policies to enhance the overall educational experience of international students.

In addition, by examining the education management of International students in universities of Shaanxi Province under the influence of the Belt and Road Initiative, this study contributes to a broader understanding of the internationalization of higher education. The knowledge and guidance methods gained from the study can inform best practices for managing international student programs and fostering a

more inclusive and supportive learning environment for both local and international students.

Furthermore, the findings of this study can serve as a theoretical basis for further research and academic discussion on the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. The insights from this study can inform future research, policy development, and practical interventions aimed at improving the quality of educational management and promoting the internationalization of higher education institutions, not only in Shaanxi Province, but also in other regions participating in the initiative.

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.

Statement of the Problem

According to Gao, under the influence of the Belt and Road Initiative, the education management of international students in universities of Shaanxi Province is facing complex and multifaceted challenges.¹⁵ Although there are relevant studies on this issue in China, they are limited to the content analysis of past data and literature. Although few authors have conducted empirical studies, the scope of the study is only limited to a certain university, lacking a comprehensive empirical study on the education management of international student education in the whole province of Shaanxi. In addition, there is a lack of comprehensive research on the education management of overseas students under the background of "The Belt and Road" based on expert interviews in domestic and foreign literature. Therefore, this study aims to fill this gap by investigating and gaining an in-depth understanding of the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. By adopting the ethnographic future research method, this study will explore the dimensions of the key concerns and effective methods for the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road

¹⁵Gao, J.-H. (2016). Education of International Students in Shaanxi Province.

Initiative to improve the quality and outcomes of international students' education in Shaanxi universities.

Research Objective

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

Research Question

What was the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative?

Research Framework

The objective of this study was 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. In order to accomplish this objective, the researcher conducted an extensive review of pertinent literature and research findings, culminating in the development of a comprehensive interview framework. Following that, 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 was literature regarding education management such as the research of Chen, who defined educational management is a multidimensional discipline that encompasses the macro-level management of national education systems and the micro-level management of individual schools, with the objective of maximizing resources, establishing efficient mechanisms, and fostering high-quality education to nurture capable and well-rounded individuals.¹⁶ Or the research of Akpan, which revealed that education management entails the deliberate utilization of planning, organizing, coordinating, controlling, supervising, and evaluating human and material

¹⁶Chen, X. B.(2019). *Educational Management*. Beijing Normal University Press

resources to successfully accomplish educational goals and objectives.¹⁷ According to Priadi, education management encompassed various dimensions that are crucial for the efficient functioning of educational institutions. These dimensions include educational leadership, supervision, organization, curriculum management, student management, personnel management, facility management, finance management, public relations, office administration, and information systems, all of which collectively contribute to effective education management.¹⁸ Ahmed also summarized the components of education management, including human resource management, financial resource management, material resource management, curriculum development, co-curricular activity management, and educational technology integration.¹⁹ There were also some literature related with the education management of international students. Xu defined education management of international students as the tailored management and teaching strategies

¹⁷ Akpan, C. (2020). Educational management Skills. *ResearchGate, University of Calabar*, 1-15.

¹⁸Priadi, S. (2011). *Educational management: Handbook for School of Education students*. Yogyakarta State University.

¹⁹Ahmed, S. (2022, June). *Nature, Scope, and Objectives of Education Management*. Researchgate. Retrieved from <https://www.researchgate.net/publication/361328260>

implemented by higher education institutions to cater to the needs of foreign students from diverse countries, with the objective of supporting national strategic goals, fostering international development, and cultivating high-quality technical and skilled individuals.²⁰ Additionally, Zhang and Duan described the education management of international students as the implementation of effective systems and measures to support students from various nations, aiming to deliver quality education and management services, facilitate their overall development in terms of academics, daily life, and cross-cultural adaptation, foster exchange and collaboration with Chinese universities, cultures, and other international students, and provide a conducive learning environment and academic support.²¹ Chen and Yuan highlighted that education management of international students involves implementing strategies for globalizing higher education, ensuring quality education,

²⁰ Xu, X., Wan, L.-Z., & Liu, X.-X. (2022). Exploring the Education Management of International Students in Higher Education Institutions under the Background of "One Belt, One Road" Initiative. *Industrial & Science Tribune*, 21(9), 279-280. [In Chinese]

²¹Zhang, Y., & Duan, Q.-W. (2021). Research on the Education Management of International Students in China from the Perspective of "the Belt and Road". *Education and Teaching Forum*, (50), 173-176. [In Chinese]

and implementing rigorous admission and evaluation processes.²² You highlighted important considerations for education management of international students in China, including implementing standardized assessments, developing a competent team, providing cultural support, and strategic recruitment efforts.²³

Several literature sources offer a comprehensive understanding of EFR, with particular emphasis on Textor's pioneering work in developing Ethnographic Futures Study during the 1970s.²⁴ According to Textor, EFR is a methodological approach that combines empirical evidence and theoretical significance, adapting traditional ethnography to meet the needs of futures research. It serves as a dynamic tool that connects cultural anthropology and futures research, incorporating elements from

²²Chen, J.-M., & Yuan, Y. (2020). On How to Manage and Educate Foreign Students Who Come to Study in China for the Belt and Road Initiative. *Journal of College Advisor*, 12(1), 91-95. [In Chinese]

²³You, F. (2017). International Students' Administration from the Perspective of "The Belt and Road Initiative". *Journal of Nanjing University of Science and Technology (Social Science Edition)*, 30(5), 37-41. [In Chinese]

²⁴Textor, R. B. (1980). *A Handbook on Ethnographic Futures Research*. Stanford, CA: Stanford University Press.

grounded theory.²⁵ Bell also mentioned EFR is an explicit methodological approach used to develop strategies for the future of a specific culture or population.²⁶ There were also some scholars conducted research using EFR, such as Mitchell, who applied EFR to examine leaders' perspectives on bridging the digital divide in Washington State. Through interviews with thirteen individuals, the study revealed varying definitions of the divide, influential factors, and recommendations for addressing the issue. The findings highlighted the potential for creating a more equitable sociocultural system in Washington State.²⁷ Olla and Choudrie conducted research on the use of ethnographic futures research (EFR) to predict the future of mobile phones in social development activities in developing countries. Their study highlighted the importance of targeted strategies and sustainable models for mobile

²⁵Textor, R. B. (1985). Anticipatory Anthropology and the Telemicroelectronic Revolution: A Preliminary Report From Silicon Valley. *Anthropology & Education Quarterly*, 16(1), 3–30. doi:10.1525/aeq.1985.16.1.05x0848p.

²⁶Bell, W. (1998). Making People Responsible: The Possible, the Probable, and the Preferable. *The American Behavioral Scientist*, 42(3). 323-339.

²⁷Mitchell, M. (2002). *Exploring the future of the digital divide through ethnographic futures research*. *First Monday*, 7(11). Retrieved April 1, 2023, from http://www.firstmonday.org/issues/issue7_11/mitchell/

phone services in marginalized communities. The findings provided insights for both academics and practitioners, guiding efforts to enhance mobile phone usage and promote social development through innovative applications.²⁸ Shyyan conducted a study on the use of Ethnographic Futures Research (EFR) to explore the political visions of youth activists in Ukraine. Through interviews with nine influential youth leaders, the study revealed the importance of democracy, economic progress, socio-political stability, and educational transformations in shaping the country's future. It emphasized the need for increased youth engagement and a strong national identity.²⁹

There were Chinese researches regarding the education management of international students under the influence of the Belt and Road Initiative such as the research of Ma and Zhou, which investigated the cultural transition experiences of Belt and Road international students studying in China. They developed a cultural transition management model and collected questionnaires from 211 students. The findings revealed lower cultural adaptation among Asian students, and a positive correlation between cultural adaptation and life satisfaction. Language proficiency

²⁸Olla, P., & Choudrie, J. (2009). Exploring the Futures of Mobiles for Social Development Using Ethnographic Futures Research. *ICIS 2009 Proceedings*, 158.

²⁹Shyyan, V. (2009). Ethnographic Futures Research of Democracy in Ukraine: Insights from Youth Activists. *World Futures Review*, 1(6), 23–33.

and cultural distance were identified as influential factors.³⁰ or the research of Xie et al., which conducted a research study involving 331 students from three universities. Through factor analysis, eight dimensions influencing student satisfaction were identified. The analysis led to recommendations for a service-oriented educational management approach, including innovative student management methods, enhanced faculty training, increased investment in international student education, and the establishment of platforms for cultural exchange. These measures aim to improve the education management level for international students in Hainan universities.³¹ or the research of Xu, which conducted a study on the cross-cultural adaptation of African international students in Shaanxi, China, with a focus on regional culture. The research involved 60 African students and utilized a combination of quantitative and qualitative analysis. The findings indicated that the regional environment and tourism culture of Shaanxi significantly influenced the

³⁰Ma, C.-W., & Zhou, C. (2020). Understanding and Managing the Belt and Road International Students in China. *In ICDLT '20: Proceedings of the 2020 4th International Conference on Deep Learning Technologies*, 84-88.

³¹Xie, J.-J., & Dong, D.-D., & Liu, H.-C. (2018). Research on Foreign Students' Satisfaction with Education Management in Hainan Universities under the Background of the Belt and Road Initiative —— a Survey of Three Universities in Hainan Province. *Journal of Jiangnan University (Social Science Edition)*, 35(5), 83-98+127. [In Chinese]

students' adaptation, while the Xi'an dialect and Shaanxi diet culture had less impact. Based on these results, the study recommended that African students in Shaanxi enhance their cross-cultural adaptability regarding local dialect and food culture to effectively manage cultural differences and overcome potential challenges.³² There were also some foreign researches regarding the education management of international students under the influence of the Belt and Road Initiative. Yin conducted a study on the development of education for international students in China within the framework of the Belt and Road Initiative. The study examined the challenges and issues faced at Tianjin Agricultural University and proposed strategies to enhance the quality and management of education for foreign students. Recommendations included improving training, addressing regional disparities, enhancing management systems, and promoting cultural sensitivity. The findings highlight the importance of addressing these challenges to effectively

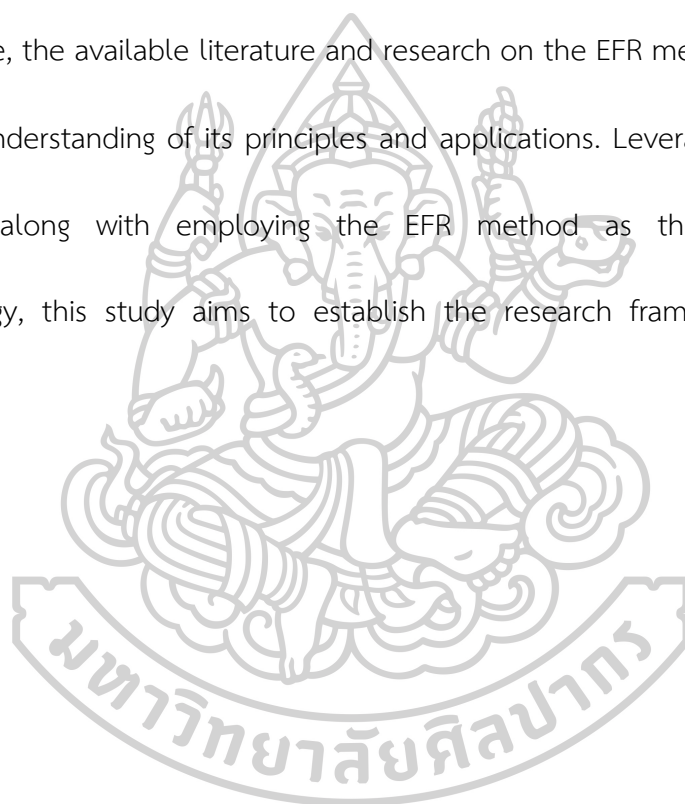
³²Xu, M. (2022). *A Study on The Influence of Regional Culture on Cross-Cultural Adaptation of African Students in China* [Master thesis]. Xi'an University of Architecture and Technology. [In Chinese]

cultivate education for international students in China.³³ Another research of Akhtar et al., which conducted a research study on the challenges faced by international students in China within the context of the Belt and Road Initiative. Their findings emphasized the importance of instructional communication, intercultural sensitivity, and inclusive practices to enhance the educational experiences of international students and promote China's global presence. Shih and Cao conducted a research study to examine the impact of the Belt and Road Initiative (BRI) on international scholarship students in China. The study focused on scholarship students from countries that have signed BRI cooperation agreements with China. Using the difference-in-differences method and the gravity model, the study explored the relationship between the BRI and the number of Chinese government-funded scholarship students. The findings showed a positive influence of the BRI on scholarship students from BRI countries, while non-BRI countries experienced slower

³³Yin, F. (2018). Research on the Development of International Students Education in China against the Backdrop of "The Belt and Road" initiative-Taking Tianjin Agricultural University as a Case. *In Proceedings of the 2018 International Conference on Social Science and Education Reform (ICSSER 2018)* (pp. 229-232). Atlantis Press.

growth rates. The United States witnessed a decline in both state-funded and self-funded students.³⁴

In summary, 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.



³⁴Shih, L., & Cao, W. (2022). The Impact of the "Belt and Road Initiative" on International Scholarship Students. *Frontiers in Sociology*, 7, 793018.

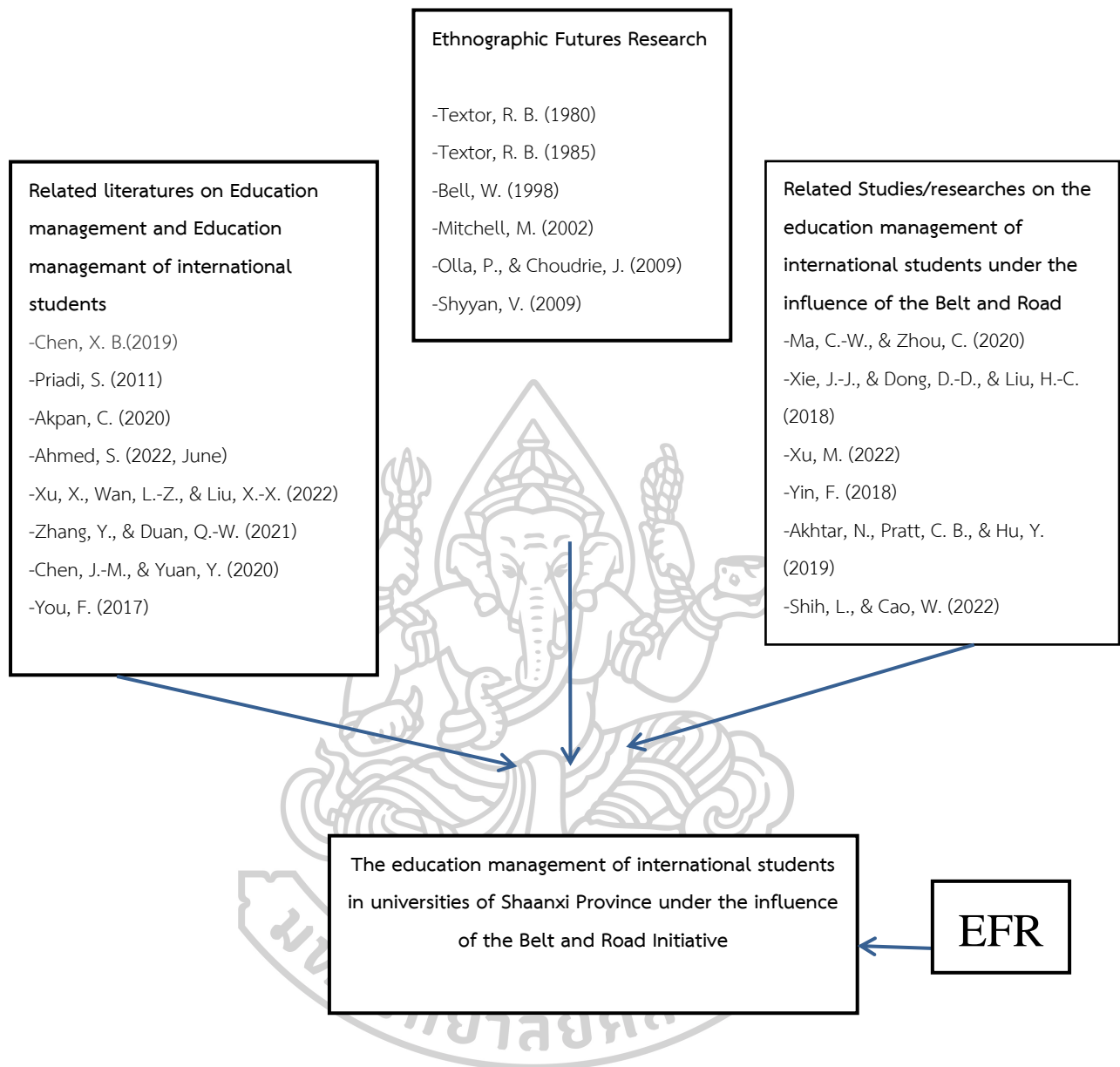


Figure 2 Research Framework

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Definition of Terms

Education management of international students refers to the specialized management strategies, teaching approaches, and talent cultivation models adopted by higher education institutions in the context of opening up national education to the global community. It aims to provide high-quality education and management services to meet the strategic needs of the nation, facilitate the international development of higher education institutions, and foster the development of competent and skilled international students.

Universities of Shaanxi Province refers to a collection of educational institutions located in the western region of China, with a total of 112 institutions, of which, eight are 985 or 211 project institutions.



CHAPTER II

RELATED LITERATURE

The purpose 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. This chapter discusses the definition and theory of education management, with a specific focus on the management of international students. It also delves into the concept of Ethnographic Futures Research. Additionally, the chapter provides an overview of universities of Shaanxi Province and the challenges they face in managing the education of international students. Finally, it summarizes existing studies on the education management of international students under the influence of the Belt and Road Initiative.

Education management of international students

Definition of education management

Educational management is a modern science that encompasses both the macro-level management of the entire national education system and the micro-level management of individual school organizations. It strives to optimize resources, establish efficient mechanisms, and enhance the quality of education with the

ultimate goal of producing well-rounded and capable individuals.³⁵ Akpan stated that education management involves the application of the process of planning, organizing, coordinating, controlling, supervising and evaluating human and material resources with the explicit purpose of achieving educational goals and objectives.³⁶ Beegum stated that the education management is the systematic process that involves planning, organizing, directing, and controlling the activities within an educational institution. It encompasses the effective utilization of human and material resources to efficiently fulfill the functions of teaching, extension work, and research.³⁷ National Institute of Education (NIE) asserted that educational management involves the administration of the education system, where a group of individuals utilizes human and material resources to oversee, plan, strategize, and implement structures for the effective operation of the education system.³⁸ Priadi

³⁵Tyagi, R. S. (2009). *Administration and Management in School Education*. New Delhi: Shipra Publications.

³⁶ Akpan, C. (2020). Educational management Skills. *ResearchGate, University of Calabar*, 1-15.

³⁷Beegum, R. (2022). OVERVIEW OF EDUCATIONAL MANAGEMENT. *INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)*. 10(10), 526-528.

³⁸National Institute of Education (NIE). (n.d.). *Master of Arts (Educational Management)*. Retrieved October 18, 2018, from www.nie.edu.sg

described educational management as a science or process that involves the effective and efficient management of resources to achieve productive educational goals in accordance with well-designed planning.³⁹ Idoko noted that education management is a process within educational institutions that focuses on the development of human personality. It entails the efficient execution of work by the educational institution manager to achieve predetermined objectives. Moreover, education management involves the application of various methods, principles, and practices to establish, develop, and implement goals, policies, plans, and procedures, all of which are essential for accomplishing educational objectives.⁴⁰ According to Du, education management is a management strategy used by administrators in educational institutions, most notably in higher education. It entails making strategic use of existing teaching resources, integrating faculty expertise, and allocating resources efficiently based on teaching demands and student development needs.⁴¹

³⁹Priadi, S. (2011). *Educational management: Handbook for School of Education students*. Yogyakarta State University.

⁴⁰Idoko, A. A. (2005). *Understanding school management*. Makurdi, Benue State Ugo Printing Press.

⁴¹Du, J. (2022). Research on the Reform Strategy of University Education Management under the Concept of Innovative Education. *Frontier perspective*, 9, 1-3.

In conclusion, education management is a systematic process that involves forecasting, planning, decision-making and the development of educational policies aimed at achieving set educational goals. It involves planning, organizing, coordinating, controlling, monitoring and evaluating the application of human and material resources in order to clearly reach educational goals and objectives.

Related literature of education management

The range of education management is wide and includes many topics that are essential to the educational process. It entails managing human resources with an emphasis on luring, fostering, and retaining employees in addition to including children, parents, and community experts. Monitoring financial procedures, offering financial support, and allocating grants and scholarships are all parts of managing financial resources. The upkeep and replacement of infrastructure facilities are part of the management of material resources. While curriculum development and co-curricular activity management fall under the management of means or methods, educational technology management involves integrating and implementing ICT for successful teaching and learning.

According to Idoko, education management comprises efficiently organizing individual efforts while employing both people and material resources to achieve the goals of the organization. The daily administrative activities of the schools are

overseen by administrators or managers, who also carry out educational programs in accordance with predetermined goals and policies. These individuals play a significant role in the implementation of educational policies. Therefore, management at the institutional level might be thought of as education management. Meanwhile, Idoko divided education management into two categories, which were external education management and internal management. External educational management involves planning, formulating goals and policies, setting standards, and forecasting resources needed for successful implementation of educational programs. It includes monitoring and evaluation, and involves government bodies, policy-makers, and educational agencies. Internal educational management refers to the management of schools by institutional administrators, covering curriculum, instruction, library services, facilities, finances, and human relations. It involves organizing resources, implementing policies, and working towards educational goals.⁴²

Akpan stated that education management involves a variety of tasks to ensure the effective operation of educational institutions. These tasks include managing the curriculum and instructional program to promote quality teaching and learning, overseeing staff personnel by recruiting and developing qualified staff,

⁴²Idoko, A. A. (2005). *Understanding school management*. Makurdi, Benue State Ugo Printing Press.

providing support services to students such as counseling and discipline, fostering positive school-community relations, maintaining and utilizing school facilities, managing finances and resources, making informed decisions, supervising teachers to improve instructional practices, conducting evaluations for continuous improvement, and handling general administrative responsibilities like correspondence, meetings, and conflict resolution. These tasks collectively contribute to the successful management and administration of educational institutions, ultimately facilitating the achievement of educational goals and the holistic development of students.⁴³

According to the book of Priadi, education management contains various aspects that contribute to the effective operation of educational institutions. These aspects include educational leadership, which involves guiding and directing the overall vision and direction of the institution. Educational supervision focuses on monitoring and supporting teachers' performance and instructional practices. Educational organization involves establishing and maintaining the structure and systems within the institution. Curriculum management entails designing, implementing, and evaluating the educational curriculum. Student management deals with supporting student welfare, discipline, and engagement. Educational personnel management involves recruitment, development, and evaluation of staff.

⁴³ Akpan, C. (2020). Educational management Skills. *ResearchGate, University of Calabar*, 1-15.

Educational facility management focuses on maintaining and utilizing school facilities. Educational finance management involves budgeting and financial planning for the institution. Educational public relations is concerned with maintaining positive relationships with the community and stakeholders. Educational office administration and management encompass administrative tasks and processes. Lastly, information systems are utilized to manage and process data and information within the institution. Together, these aspects contribute to effective education management.⁴⁴

According to the book of Pal, the scope of educational management is broad and encompasses various areas within the field of education. It includes activities at the school, college, university, and control level that contribute to the achievement of educational goals. The scope can be categorized into several key areas. Firstly, goal development involves continuously examining, evaluating, and adapting educational goals to meet the changing expectations of society. Secondly, programme planning and actualization focus on designing and implementing action plans to achieve educational objectives through the closest possible means. This includes cooperative efforts involving stakeholders such as faculty members, students, parents, and local communities. Lastly, organization refers to the effective distribution and coordination of educational machinery, involving the application of

⁴⁴Priadi, S. (2011). *Educational management: Handbook for School of*

modern principles and techniques to replace traditional biases and prejudices. Overall, the scope of educational management encompasses a wide range of activities aimed at improving the quality of education and ensuring the effective functioning of educational institutions.⁴⁵

Educational management encompasses a wide array of responsibilities and tasks throughout the educational journey, spanning from primary schools to higher education institutions. These tasks include establishing and overseeing essential facilities like libraries, museums, and hostels, as well as maintaining accurate academic records and evaluating student achievements. Additionally, educational managers are responsible for providing necessary resources such as buildings, laboratories, and reading rooms, creating well-structured timetables, maintaining discipline, and implementing directives from higher educational authorities. Collaboration with various departments, curriculum development, organization of co-curricular activities, administration of school operations, and fostering strong relationships among the school, home, and community are also integral to educational management. Moreover, managing supplementary services like meals and textbooks, prioritizing health and physical education, and effectively managing

⁴⁵Pal, K. (n.d.). *Educational Management*. Ebooks.

funding and budgeting are vital components of this role. Collectively, these diverse responsibilities contribute to the provision of a quality education and the establishment of an optimal learning environment.⁴⁶

Ozywinglobal summarized five key tasks in education management. These include curriculum development and instruction, student support services, staff management, school-community relations, and finance and facilities management. Curriculum development focuses on planning and implementing effective teaching strategies. Student personnel administration involves providing support and maintaining discipline. Staff management includes recruitment and professional development. School-community relations foster collaboration and support. Finance and facilities management ensure proper resource allocation and infrastructure maintenance.⁴⁷

⁴⁶Chandan, J. S., Dey, N., Sehrawat, R., Chabra, S., Singh, S. R., Tiwari, G. N.,

Singh, K., & Sahaf, M. A. (2018). *PRINCIPLES OF EDUCATIONAL MANAGEMENT*. Vikas Publishing House.

⁴⁷Ozywinglobal. (2022, April 25). Nature and scope of education administration and management. Myschoolship.com. Retrieved from <https://www.myschoolship.com/nature-and-scope-of-education-administration-and-management/>

After de-analyzing the current educational environment in China, Li argued that education management needs to address a range of issues education management should include addressing the lack of management systems due to ethical thinking, countering the softening of educational management by emphasizing the dissemination and depth of knowledge, and promoting a people-centered approach by adopting a collaborative and responsive approach to management. It should also focus on creating an effective institutional and regulatory framework, improving the quality of teaching and curriculum, providing comprehensive student support services, ensuring professional development and role clarity for administrators, and creating a nurturing educational environment conducive to overall growth and resource availability.⁴⁸

According to Lei, the strategies for university education management include respecting the central position of students, reforming education management principles, and adopting diversified management approaches. Education management personnel should prioritize student satisfaction, involve them in decision-making processes, and show respect for their individuality. They should also embrace

⁴⁸Li, X.-M. (2020). Analysis on the Construction of the University Education Management Mode of "the Combination of Hardness and Softness". *The Theory And Practice Of Innovation And Entrepreneurship*, 10, 134-135.

innovative ideas, provide training to enhance their skills, and establish a caring and supportive environment for students' holistic development.⁴⁹

Han proposed several measures to improve the education management of international students in China. These measures included prioritizing skill development, strengthening part-time employment management, establishing internship bases, establishing a coordinated mechanism between international student education and the internationalization needs of Chinese enterprises, creating volunteer service centers, and fostering an internationalized campus environment. These initiatives aimed to enhance the educational experience, practical skills, and employability of international students while promoting cultural exchange and supporting China's global strategies.⁵⁰

Dong and Zhang summarized the education management theory developed by Wang Yanan, who is famous educational experts in China. The theories of higher education management put forward by Wang Yanan include numerous important tenets. He stresses the value of ideological and political education first, encouraging students to serve the public and incorporating a labor-oriented

⁴⁹Lei, T.-T. (2020). Research on the Construction of University Education Management Mode. *Higher education forum*, 22, 11-12.

⁵⁰Han, W. (2014). Education of International Students in China and China's "Going Global" Strategy. *Chinese Higher Education*, (17), 58-59. [In Chinese]

perspective into their studies. Second, he promotes a democratic, free, open, and inclusive academic environment while supporting the pursuit of academic achievement based on the intrinsic rules of university development. Wang Yanan also emphasizes the value of student-centered education, which aims to develop well-rounded individuals who are able to contribute to society. Additionally, he highlights the necessity for specialized and varied approaches in higher education institutions, enabling each institution to recognize its own roles and assets. Additionally, he supports inclusive and flexible talent selection and usage procedures since he appreciates the importance of talent. In educational administration, Wang Yanan's theories place a strong emphasis on the value of rule-based governance, academic independence, and moral leadership.⁵¹

Bao and Liu believed that in the new period, China's education management work needs to cover a number of aspects. First, it is necessary to promote "new concept", that is, to change management thinking, keep pace with the times, and take the initiative to adapt to the new connotation and meaning of education management, so as to meet the demand for talents in social development. Second, build a "new platform", using modern technology to create an

⁵¹Dong, Z.-F., & Zhang, J.-P. (2020). Wang Yanan's Thought on Higher Education Management and Its Contemporary Implications. *Modern University Education*, 6, 64-72.

education management platform suitable for schools, integrate data resources, and enhance the functions and values of the platform to improve the efficiency of education management. Thirdly, train a "new team", improve the comprehensive ability of managers, strengthen the training of managers, and build an organic combination of old, middle-aged and young management team to promote education management reform. Finally, promote "new models", innovate education management models, focus on poverty alleviation and overall development of students, strengthen curriculum and teaching management, optimize the curriculum system and textbook reform, improve the media literacy of teachers, adjust the ratio of courses, and ensure the quality of education management. Joint efforts in these areas can improve the effectiveness and quality of education management and promote the overall development of students.⁵²

Du considered that the primary objective of education management is to maximize resource utilization efficiency, enhance overall teaching quality, and establish a solid foundation for the sustainable development of educational institutions. Education management encompasses both educational administration and school management, with a focus on continually improving teaching quality and

⁵²Bao, H., & Liu, Q. The Current Situation and Solutions of University

fostering the comprehensive development of students. The specific content of education management may evolve and refine over time in response to the progress of teaching work, but its fundamental goal remains the same: to enhance teaching quality and promote the holistic development of students.⁵³

In conclusion, the literature on education management highlights its wide scope and diverse responsibilities within the field of education. It covers various aspects such as curriculum development, instructional program management, student support services, staff recruitment and development, facility management, finance management, school-community relations, and administrative tasks. Education management aims to enhance teaching quality, promote the holistic development of students, and ensure the effective functioning of educational institutions. It involves both internal management by institutional administrators and external management by government bodies and educational agencies. The literature emphasizes the importance of adapting management practices to meet the changing demands of society, embracing innovative ideas, and creating a supportive environment for students.

⁵³Du, J. (2022). Research on the Reform Strategy of University Education Management under the Concept of Innovative Education. *Frontier perspective*, 9, 1-3.

[In Chinese]

Definition of the education management of international students

According to Xu, the education management of international students referred to the special management strategies and teaching strategies adopted by higher education institutions in terms of management, teaching work and talent cultivation mode for foreign students from different countries in the context of the opening up of national education to the outside world, aiming to provide services to serve the national strategic needs, promote the international development of higher education institutions and cultivate high quality technical and skilled talents. Based on the regulation of Ministry of Education in China, Gui defined the education management of international students in colleges and universities as the basic education, life and daily management of foreign students in colleges and universities in China according to the policies of the national education administration department on the management of foreign students in China.⁵⁴ Zhang and Duan stated that the education management of international students refers to the establishment of sound management systems and measures for international students from different countries, with the aim of providing high-quality education and management services, promoting the overall development of study, life and

⁵⁴ Gui, M. (2018). Research on Education Management Reform for International Students in Shanghai Universities: A Case Study of H University [Master thesis]. Shanghai normal university.

cross-cultural adaptation of international students, promoting the exchange and cooperation between international students and Chinese universities, cultures and other international students, and providing a good learning environment and academic support for international students. Lu et al. believed that the education management of international students refers to the integration of multiple forces inside and outside the university, strengthening the quality of education management and talent cultivation of international students by deepening the joint management and governance inside and outside the university, with the goal of promoting the modernization of national education and the internationalization of higher education.⁵⁵ Meanwhile, Xu et al. thought that education management of international students refers to the comprehensive system and practices implemented by universities to ensure the quality of education and support services provided to international students studying in their institutions.

In conclusion, education management of international students refers to the specialized management strategies, teaching approaches, and talent cultivation models adopted by higher education institutions in the context of opening up national education to the global community. It aims to provide high-quality

⁵⁵Lu, M., Cao, Y., Ning, S.-J., & Wang, Q. (2021). The roles of government, university and enterprises in the education management of international students in the context of "One Belt and One Road". *Jiaoyu GuanCha*, 10(22), 54-88. [In Chinese]

education and management services to meet the strategic needs of the nation, facilitate the international development of higher education institutions, and foster the development of competent and skilled international students.

Related literature of the education management of international students

Zhang and Duan proposed that the objective of the education management of international students is to promote exchanges and cooperation between international students and Chinese universities, cultures and other international students, spread Chinese civilization, provide a good learning environment and academic support for international students, enable them to achieve good academic results and personal development during their study in China. From the Belt and Road Portal, the focus of education management for international students in China should include enhancing the quality of education through improved teaching methods and curriculum, promoting student mobility and cultural exchange, providing comprehensive support services for their well-being, facilitating teacher training and collaboration, and developing joint education and training programs to meet the specific needs of participating countries. These efforts will

ensure a high-quality learning environment, foster cross-cultural understanding, support student success, and cultivate the necessary talent for various industries.⁵⁶

Chen and Yuan stated that education management of international students involves the supervision and implementation of diverse strategies aimed at augmenting the internationalization of higher education in China and ensuring the excellence of education delivered to international learners. It entails the establishment of a comprehensive higher education framework that entices students from across the globe and adheres to global benchmarks. This encompasses the formulation of rigorous admission and evaluation mechanisms to enhance the caliber of admitted students. Moreover, education management entails the investigation and resolution of intercultural variances to foster cultural acumen and offer comprehensive support services, encompassing economic aid and psychological assistance, to cater to the varied needs of international students.⁵⁷

⁵⁶Zhang, Y., & Duan, Q.-W. (2021). Research on the Education Management of International Students in China from the Perspective of “the Belt and Road”. *Education and Teaching Forum*, (50), 173-176. [In Chinese]

⁵⁷Belt and Road Portal. (2017, October 12). Education Action Plan for the Belt and Road Initiative. ENG.YIDAIYILU.GOV.CN. Retrieved from <https://eng.yidaiyilu.gov.cn/zchj/qwfb/30277.htm>

You highlighted key considerations regarding the education management of international student in China. She suggested that one should go about implementing a strong standardized assessment system to strengthen educational practices, attract more international students, and enhance China's global reputation. She emphasized the importance of developing a professional and competent education management team with cross-cultural competence and ongoing training. In addition, she emphasized the need to respect cultural differences and provide comprehensive academic and cultural support to facilitate the successful integration of international students. Finally, she added emphasis on the need to establish effective assessment mechanisms for international students and to implement strategic recruitment efforts to attract outstanding students to study in China.⁵⁸

Xu et al. considered that the education management of international students needs to fully consider the special characteristics of international students coming to China, including the complexity of management work, the practicality of teaching work and the individual cultivation needs of students. By optimizing the allocation of teaching resources and strengthening the cultivation of language application ability, professional and technical ability and cultural understanding, the

⁵⁸You, F. (2017). International Students' Administration from the Perspective of "The Belt and Road Initiative". *Journal of Nanjing University of Science and Technology (Social Science Edition)*, 30(5), 37-41. [In Chinese]

education management of international students aims to improve the quality of teaching and talent cultivation and promote the teaching reform and development of higher vocational institutions.⁵⁹ Based on the perspectives from Xu et al., Zhao proposed that universities should establish an effective evaluation system for managing international students, incorporating fairness, transparency, and efficiency. They should also enhance the professional development of staff members involved in international student management and encourage collaboration between mentors and management personnel. Cultural guidance and psychological support should be provided to international students, promoting their understanding of Chinese culture and ensuring their well-being. Furthermore, universities should foster student organizations and activities that encourage cultural exchange and friendship between international and Chinese students. These measures aim to improve the overall management and educational experience of international students in China.⁶⁰

⁵⁹Xu, R., Zhong, F.-L., Zhang, H.-Y., & Zhao, Y. M. (2019). Analysis of Daily Education Management of International Students in the Context of the Belt and Road Initiative. *Beijiguang*, (09), 68-69. [In Chinese]

⁶⁰Zhao, L.-P. (2020). Research on the Education Management of International Students in China Under the of "the Belt and Road. *Management & Technology of SME*, (1), 25-26. [In Chinese]

According to Zhu, the education management of international students should pay attention to various aspects. The first thing is to establish the concept of internationalization, pay attention to the education of international students, improve the software and hardware facilities of universities, and make them meet the international standard. Secondly, Universities should make use of the Internet to learn advanced ideas and resources from abroad to improve the quality of education. In addition, effective management mechanisms should be established that focus on student-centeredness and address the individual needs of international students. This includes comprehensive training for staff involved in international student affairs, the development of a professional management team, and the establishment of a comprehensive system covering admissions, academic support, counseling, campus life, and post-graduation support.⁶¹

Lu et al. said that the education management of international students in China involves the synergy and effective participation of multiple bodies such as relevant departments, universities and enterprises. Relevant departments should strengthen the top-level design, formulate policies and systems, improve the

⁶¹Zhu, G.-H. (2018). Research on the Development Strategies of Education for International Students in Chinese Universities under the Background of the Belt and Road Initiative. *Journal of Huaiyin Teachers College (Natural Science Edition)*, 17(1), 82-91. [In Chinese]

evaluation and supervision system, and conduct exchanges and cooperation with other forces such as universities and enterprises to provide support for international student education management. Colleges and universities should deepen their role recognition, build a mature and linked education management system, pay attention to the selection and training of international student education management personnel, and practice the education management concept of collaborative education. Other forces such as enterprises should raise the awareness of participation, implement action support, establish and improve the spirit of serving others, and provide support for the education management of international students.⁶²

He stated that improving the management system of international students is crucial to the internationalization of Chinese higher education. In order to enhance the international image and attract more foreign students, a standardized and effective assessment system must be established. This includes adopting fair and credible assessment procedures and designs, strengthening organizational assessment at all levels, and introducing third-party mechanisms for government, university and social assessment. In addition, it is essential to build a lean and professional

⁶²Lu, M., Cao, Y., Ning, S.-J., & Wang, Q. (2021). The roles of government, university and enterprises in the education management of international students in the context of "One Belt and One Road". *Jiaoyu Guancha*, 10(22), 54-88. [In Chinese]

management team for foreign students. This includes optimizing the team structure, providing training in language, education, psychology, and cultural exchange, promoting national policies, and supporting the continuing education of managers. Cultural adaptation and guidance are also crucial, focusing on tailor-made talent training programs, establishing academic support systems, addressing mental health issues, and improving financial assistance. Finally, it is important to strengthen employment and entrepreneurship education, guide students to contribute to the "Belt and Road" strategy, and train highly skilled personnel for participating countries.⁶³

Shi considered that the strategies for education management of international students under the Belt and Road Initiative in China can be summarized as follows: Firstly, there is a focus on strengthening language programs and teaching non-universal languages of the Belt and Road countries, including collaboration with foreign universities and employing foreign experts. This aims to promote cultural integration and enhance the quality of education. Secondly, the strategies of "bringing in" and "going out" are emphasized, which involve attracting more

⁶³He, Y. (2017). The Study of the Education and Management Strategy of Overseas Students in China under "The Belt and Road" Initiative. In 7th International Conference on Mechatronics, Computer and Education Informationization (MCEI 2017), *Advances in Computer Science Research*, 75, 872-875.

international students from Belt and Road countries by optimizing teaching programs and offering specialized disciplines, as well as sending qualified talents to these countries for cross-border education and aligning training objectives with infrastructure projects. Lastly, diversified talent training models, such as joint degree programs and international exchange programs, are advocated to attract more students and foster research and production collaboration. Additionally, establishing overseas branches of Chinese universities and enhancing international education exchanges are seen as crucial for strengthening China's educational soft power and supporting the implementation of the Belt and Road Initiative.⁶⁴

Gao also proposed some innovative strategies for education management of international students. Firstly, it should focus on language support by arranging one-on-one Chinese language practice with Chinese students and providing assistance in major courses to help international students quickly adapt to the learning environment. Secondly, cultural exchange activities, such as social gatherings and visits to local attractions, should be organized to foster friendships and a sense of belonging between Chinese and international students, forming a strong

⁶⁴Shi, X.-Y. (n.d.). *International Student Education in China under the Belt and Road Initiative*. Hep.com. Retrieved from <https://journal.hep.com.cn/cet/EN/article/downloadArticleFile.do?attachType=PDF&id=24777>

foundation for future cooperation. Additionally, vocational colleges should diversify their curriculum offerings by creating high-quality disciplines that align with the economic development structures of countries along the policy of China, enhancing the colleges' global influence. Strengthening the management organization is crucial, with attention given to personnel's attitudes, fair evaluation schemes, regular assessments, and the potential introduction of third-party evaluation organizations for external oversight. Furthermore, emphasis should be placed on cross-cultural communication and the cultivation of international students' understanding and appreciation of Chinese culture. Lastly, enriching their experience through technology and cultural club activities, utilizing campus resources, and promoting emotional exchanges between international and local students, while considering the cultural backgrounds of other countries, will further enhance their educational journey.⁶⁵

⁶⁵Gao, M.-X. (2020). Study on the Education Management of International Students in Higher Education Institutions under the Background of "One Belt and One Road" Initiative A Study of Countermeasures--Take Yangzhou Industrial Vocational College as an Example. *Journal of Jiangxi Vocational and Technical College of Electricity*, 33(12), 100-103.

Zhu also mentioned the strategies to enhance the management and quality of education for international students in China.⁶⁶ She suggested that the government should lead by formulating regulations and policies, improving information platforms, and attracting students globally. Promoting Chinese language education, establishing HSK test centers, and expanding scholarships are essential.⁶⁷ Additionally, internships and employment opportunities must be facilitated for practical learning. Comprehensive logistic services, including cultural support and healthcare, should be provided. The active participation and supervision of social forces and enterprises are crucial in evaluating universities and establishing diverse scholarship systems.⁶⁸

⁶⁶Zhu, H.-X. (2020). Current Situation, Causes and Countermeasures of International Students' Education in China in the Context of "One Belt, One Road". *Journal of Weifang University*, 20(4), 103-107. [In Chinese]

⁶⁷Ge, R. (2019). Analysis of Education Issues for International Students in Chinese Universities under the Belt and Road Initiative. *Chinese Adult Education*, (15), 33. [In Chinese]

⁶⁸Gan, H. (2018). New Trends, New Ideas, and New Measures for Higher Education Institutions to Serve the Belt and Road Initiative. *Chinese Agricultural Education*, (5), 89-90. [In Chinese]

Li and Chen, on the other hand, summarized four main directions of education management for international students in China in terms of curriculum design and talent cultivation: optimizing the management model, establishing an international curriculum framework, offering minority language courses, and fostering an internationalization mindset in universities. These strategies aim to streamline administrative processes, provide a diverse and inclusive learning environment, preserve minority cultures through language courses, and enhance global engagement in universities. By implementing these strategies, Chinese universities can create a supportive and culturally enriching educational experience for international students.⁶⁹

According to Liu, China's higher education aimed to promote its traditional culture and improve the quality of education for international students. Reforms were implemented in cultural inclusivity, educational management systems, and

⁶⁹Li, D., & Chen, X. (2020). Research on the Cultivation of International Talents in Colleges and Universities in the Context of the Belt and Road Initiative. *2020 International Conference on Big Data and Informatization Education (ICBDIE)*, 182-186.

faculty development. Universities created a multicultural environment, adopted effective management mechanisms, and recruited experienced teachers.⁷⁰

To address the challenges in the education of international students from foreign countries in Chinese universities, several strategies and recommendations were proposed by Sun. These include expanding enrollment by prioritizing self-funded students, establishing collaborations with governments and enterprises, and increasing scholarship opportunities. Enhancing the specialization of curriculum for these students is crucial, with universities encouraged to develop tailored courses and collaborate in curriculum construction. Strengthening faculty capacity through training programs, both national and internal, and recruiting external experts can improve the quality of education. Performance assessments can ensure accountability. These measures aim to expand enrollment, enhance curriculum specialization, and improve faculty quality, thereby enhancing the education of international students from other countries.⁷¹

⁷⁰Liu, Z.-Y. (2019). Exploring Strategies for Quality Assurance of International Students' Education in China in the Context of "One Belt, One Road". *Education Modernization*, 6(93), 111-112. [In Chinese]

⁷¹Sun, Y. (2018). Research on Education of International Students in Chinese Universities under the Background of "Belt and Road" Initiative. *JOURNAL OF HEILONGJIANG UNIVERSITY OF TECHNOLOGY*, 18(12), 44-48. [In Chinese]

According to Jiang, the management of international students in China, particularly under the "Belt and Road" initiative, requires a culture of respect, inclusivity, and effective communication. Education plays a crucial role in bridging cultural differences and resolving conflicts through gradual transformation of thoughts and values. Administrators and staff involved in student management should enhance their cross-cultural communication skills to understand and address cultural differences effectively. A focus on inclusivity and respect for diverse backgrounds is essential to create a welcoming environment for international students. Differentiated teaching methods should be implemented to cater to the diverse educational levels and cultural backgrounds of international students. By incorporating interactive and practical elements into the curriculum, students can be engaged and build their confidence in their academic pursuits. It is important to establish an internationalized education system with clear policies, regulations, and assessment mechanisms. This system should promote international cooperation, provide guidance to educational institutions, and ensure the quality of education for international students.⁷²

⁷² Jiang, M.-S. (2019). Exploring the Education Management of African Students in China under the "One Belt, One Road" Initiative. *Think Tank Era*, (33), 7+25. [In Chinese]

To achieve better education management of international students, Xie et al. suggested that the universities should revamp their management concepts and improve efficiency. A service-oriented management philosophy that respects the cultural diversity and individual differences of international students should be embraced. Students' opinions and suggestions should be considered to enhance service management. The transition from a rigid institutional management model to a student-centered service management model should be encouraged, with students actively participating in the management process. Cultural clubs should be promoted to encourage diverse student organizations. Flexibility and strict adherence to bottom-line principles should be maintained in management, addressing both institutional and personal issues. Additionally, innovative methods and mechanisms should be implemented to address fragmented and non-standardized management practices. Efforts should be made to improve the management of international students by enhancing information management systems and addressing issues such as attendance management and faculty training. Adequate resources should be allocated to improve teaching facilities, recruit qualified faculty members proficient in bilingual instruction, and enhance the quality of education. Scholarships and financial aid for international students should be expanded to attract more talented individuals. Furthermore, establishing a network of universities dedicated to international student exchange and learning can facilitate cultural exchange and

promote the development of Hainan as an attractive destination for international education.⁷³

Czinkota and Pinkwart indirectly implied some information about the education management of international students in China within the context of the Belt and Road Initiative. It suggested that effective management was needed to accommodate the increasing number of international students studying in China. This involved fostering bilateral and multilateral cooperation, establishing regional alliances, and coordinating efforts among universities and government agencies. Furthermore, they highlighted the importance of improving infrastructure, employment rates, and university rankings to attract and retain international students. Overall, it emphasized the significance of education management in planning, collaboration, and creating a favorable environment for international students in China as part of the Belt and Road Initiative.⁷⁴

⁷³Xie, J.-J., & Dong, D.-D., & Liu, H.-C. (2018). Research on Foreign Students' Satisfaction with Education Management in Hainan Universities under the Background of the Belt and Road Initiative —— a Survey of Three Universities in Hainan Province. *Journal of Jiangnan University (Social Science Edition)*, 35(5), 83-98+127. [In Chinese]

⁷⁴Czinkota, M. R., & Pinkwart, A. (2012). International business research and the new role of universities (there is sunshine above the clouds). *Thunderbird International Business Review*, 54(2), 253-261.

In conclusion, the education management of international students, particularly in the context of the Belt and Road Initiative, involves various aspects and considerations. The objectives of the education management of international students include promoting cultural exchange, providing academic support, and fostering personal development for international students. Based on the perspectives from the scholars, the areas of focus are enhancing teaching quality, facilitating cultural exchange, and offering comprehensive support services. It was crucial to address the diverse needs of international students, optimize teaching resources, cultivate language skills, professional abilities, and cultural understanding, and establish effective evaluation mechanisms and a professional management team. The scholars thought that collaboration between relevant departments, universities, and enterprises was also emphasized. Innovative strategies such as language support, cultural exchange activities, diversified curriculum offerings, and the promotion of respect, inclusivity, and effective communication were essential. By developing and implementing these measures, Chinese universities can create an inclusive and supportive educational environment, improve the quality of education, and strengthen their international reputation.

Ethnographic Future Research

Introduction of Ethnographic Future Research

During the 1970s, 1980s, and 1990s, Dr. Robert Bayard Textor developed ethnographic futures research (EFR), a robust methodology that integrates cultural anthropology into futures research and vice versa. He co-taught a cultural futures research seminar at Stanford University with Bob Johansen.⁷⁵ EFR serves as a research and learning tool, allowing individuals to actively cultivate the skill of anticipation. This methodology combines in-depth interviews and scenario creation to investigate people's perspectives on the future, their values, and their understanding of change. The objective of the interview is multifaceted, aiming to accomplish: (1) precision by prompting the participant to articulate their ideas thoroughly; (2) inclusiveness by encouraging the participant to elaborate on their thoughts and provide intricate information; (3) contextualization by requesting the participant to incorporate a sociocultural backdrop into their envisioned future; and (4) coherence by urging the

⁷⁵Avery, M. L. (2013, January 10). Cheney, G. (2014). Understanding the future of native values at an Alaska native corporation [Unpublished doctoral dissertation]. Antioch University. Institute for the future. Retrieved from <https://legacy.iftf.org/future-now/article-detail/iftf-remembers-robert-b-textor-anticipatoy-anthropologist/?>

participant to elucidate the factors that precipitated variations in the different future scenarios.⁷⁶

EFR involves utilizing interviews with a select group of individuals to explore their perceptions and preferences regarding potential alternative futures for their society and culture. EFR draws inspiration from the principles and techniques of cultural anthropology and ethnography, which are adapted to meet the specific requirements and limitations of futures research. EFR serves as a valuable tool for research and learning, empowering individuals to actively develop the skill of anticipation. The approach of EFR centers around conducting interviews in collaboration with participants to construct a set of scenarios. Typically, interviewees are requested to outline three scenarios: one optimistic, one pessimistic, and one deemed most probable. These scenarios collectively form the core content, or protocol, of the EFR interview. Each scenario represents an envisioned "future history," narrating what a specific situation could, might, or is likely to be at a designated future date. Moreover, it explores the potential processes that could, might, or are likely to bring about changes in the situation between the present and that future date. It is crucial to note that a scenario should not be mistaken for a projection or forecast. After collecting data from the interviewees, the researcher

⁷⁶Cheney, G. (2014). *Understanding the future of native values at an Alaska native corporation* [Unpublished doctoral dissertation]. Antioch University.

identifies the most probable future and the corresponding transformational pathway grounded in reality. This entails examining the progression from the present to the anticipated future. Additionally, the researchers engage in structured, in-depth interviews with respondents, delving into their insights regarding policies and governmental affairs, as well as their suggestions on active participation. The methodology involves one-on-one interviews, with the sample size determined by the scope of the project. The research outcomes manifest as highly structured, intricate, context-driven, innovative visions, and potentially even encompass specific action plans.⁷⁷

According to *A Handbook on Ethnographic Futures Research* of Textor, The EFR interview employs diverse techniques to facilitate the interviewee's liberation from their temporal biases. One fundamental approach involves establishing a future horizon date for constructing scenarios, distant enough to alleviate the perceived constraints imposed by the prevailing culture. While these constraints may indeed possess some influence, they are often prone to limited longevity.

The EFR interview format comprises eight fundamental components. Firstly, the Ethnographer's Introduction and Self-Presentation establish the purpose of the interview and uphold its focus and motivation. Secondly, the Biographical Sketch of

⁷⁷Textor, R. B. (1995). The Ethnographic Futures Research Method: An Application to Thailand . *Futures*, 27(4). 461-471.

the Interviewee gathers pertinent information to guide subsequent analysis of the interview data. Thirdly, the Optimistic Scenario prompts the interviewee to envision a culturally favorable future aligned with their own values. Fourthly, the Pessimistic Scenario encourages the interviewee to contemplate an undesirable cultural future. Fifthly, the most Probable Scenario disregards desirability and centers on the cultural future perceived as most likely by the interviewee. Sixthly, the Interviewee's Change Model delves into the causal or processual chain through which the Most Probable Scenario is anticipated to unfold. Seventhly, Optional Elements, tailored to the specific project, can be incorporated to explore policy implications or aspects of participation. Finally, the Encouragement of abreacting indicates the conclusion of the interview and urges the interviewee to articulate any additional thoughts, forecasts, values, personal sentiments, or intentions influenced by the interview.

The EFR interview poses ethical dilemmas that surpass those commonly faced in traditional ethnographic practices. This stems from the inherent essence of EFR, which compels participants to explore their fundamental principles and articulate them candidly. These principles manifest during the creation of culturally pertinent scenarios, which the interviewee deems realistic. Consequently, these scenarios carry policy implications, setting them apart from conventional approaches that may yield vague or metaphorical outcomes.

In an EFR project, five essential design elements play a crucial role in guiding the study's development. The first element focuses on the specific population and culture under examination, providing a foundation for analysis. The second element involves determining the horizon date, establishing the time-frame for anticipated future changes. The third element encompasses identifying the various domains of culture to be explored within the study. The fourth element involves recognizing the driving forces that contribute to significant sociocultural transformations.⁷⁸ Lastly, the fifth element entails understanding the underlying assumptions within the culture being studied, offering valuable insights for the EFR project.⁷⁹

Textor asserted that Ethnographic Futures Research (EFR) was a research methodology that derived theoretical meaning from data and had a solid grounding in empirical evidence. Essentially, the EFR approach was an adapted form of ethnography tailored to the needs and constraints of futures research, similar to the

⁷⁸Textor, R. B. (1990b). *Introduction*. In S. Ketudat (Ed.), *The middle path for the future of Thailand: Technology in harmony with culture and environment*. Honolulu: Institute for Culture and Communication, East-West Center.

⁷⁹Textor, R. B. (1990a). *Methodological appendix*. In S. Ketudat (Ed.), *The Middle path for the future of Thailand: Technology in harmony with culture and environment*. Honolulu: Institute for Culture and Communication, East-West Center.

grounded theory approach. Although EFR took on a different form, it could be viewed as a hybrid research method. EFR served as an improved research approach for addressing the uncertainties of the unknown future, enabling the generation of plausible and meaningful propositions for future anticipation within a specific socio-cultural context.

In developing EFR, the goal was to maintain its ethnographic nature while also catering to the needs and limitations of futures research. This approach embraces cultural, holistic, comparative, temporal, and emic-etic perspectives. However, the challenges faced in futures research are significant. One fundamental constraint is the understanding that there are no factual representations of the future; it is merely a construct without independent or objective existence. Nevertheless, individuals' subjective images of the future hold great influence on the process of change as it unfolds. EFR allows for the exploration of interviewees' images and enables the analysis, interpretation, understanding, and evaluation of these images within the framework of ethnography. To achieve this, the conventional ethnographic approach is employed as the foundation, with EFR serving as a complementary tool.⁸⁰

⁸⁰Textor, R. B. (1989). A Brief Explanation of Ethnographic Futures Research.

Textor stated that anthropology could benefit greatly by embracing a futures-oriented approach. Secondly, the field of futures research stood to gain from incorporating anthropological perspectives, models, and methods. This did not imply an increase in predictive efforts in the traditional social science sense. Rather, it involved a disciplined and grounded examination of alternative futures within a specific sociocultural system, including the collection of future images from its members. To promote the integration of anthropology into futures-oriented research, it was essential to develop practical research methods that individual anthropologists could adopt, adapt, and employ to address their own interests and challenges. One such method was Ethnographic Futures Research (EFR), which seamlessly integrated with conventional fieldwork and often yielded fascinating insights into the existing features of the culture, particularly its worldview and value system. Engaging in EFR was an enjoyable experience, and interviewees often expressed gratitude for the opportunity as it allowed them to explore their positions regarding the future without causing undue anxiety.

Related literature of EFR

EFR stands as a methodological approach that derives its theoretical significance from empirical evidence, ensuring its firm grounding in real-world observations and data. It represents an adapted version of traditional ethnography,

meticulously tailored to meet the distinctive demands and limitations of futures research. In essence, EFR operates as an innovative and dynamic research tool that bridges the gap between cultural anthropology and futures research, encompassing elements akin to the renowned "grounded theory" approach. EFR derives theoretical significance from, and is firmly grounded in, empirical evidence. Essentially, the EFR approach is a modified form of ethnography tailored to meet the demands and limitations of Futures Research. Textor stated that EFR consists of explicit methodological data used to generate new set strategies for the possible or probable future of a particular culture or population. Researchers hope to be able to insight and detect warning signs for specific populations that could lead to adverse future situations, to identify current and future knowledge of possible states, and to discover possible consequences referring to specific events or situations in specific populations or cultures.

EFR consists of explicit methodological data used to generate new set strategies for the possible or probable future of a particular culture or population. Researchers hope to be able to insight and detect warning signs for specific populations that could lead to adverse future situations, to identify current and future knowledge of possible states, and to discover possible consequences referring to specific events or situations in specific populations or cultures. As individuals engage in deliberate contemplation of the future, a heightened sense of

responsibility emerges, driving them to take ownership of their actions. In light of this, futurists play a pivotal role in fostering individuals' capacity, efficacy, and accountability in their personal endeavors.

By harnessing the power of EFR, researchers are empowered to delve into uncharted territories of inquiry, unraveling the intricate tapestry of cultural beliefs, values, and aspirations while simultaneously peering into the realm of the future. This interdisciplinary endeavor serves as a catalyst for transformative insights and innovative solutions, enabling us to navigate the complexities of an ever-evolving world.

In summary, Textor's pioneering work on ethnographic futures research has laid the foundation for a groundbreaking approach that amalgamates cultural anthropology and futures research. By embracing the dynamic interplay between empirical evidence, cultural dynamics, and future possibilities, EFR emerges as a powerful tool for unraveling the complexities of our collective journey and envisioning transformative pathways towards a more enlightened and sustainable future.

Related studies of EFR

Mitchell employed EFR to examine the viewpoints of leaders endeavoring to mitigate the digital divide in Washington State. The digital divide was perceived as

a societal concern stemming from disparities in accessing and utilizing information communication technologies, thus impacting social and economic engagement. The study centered on Washington's sociocultural framework, specifically seeking insights from those spearheading digital divide initiatives. Through EFR, interviews were conducted with thirteen individuals who presented scenarios and recommendations for narrowing the divide by 2016. The findings showcased varied definitions of the digital divide, delineated influential factors, and proposed suggestions for future endeavors. Significantly, the study unveiled an optimistic outlook on Washington State's ability to cultivate a fairer and more egalitarian sociocultural system in the times ahead.⁸¹

Olla and Choudrie explored the utilization of ethnographic futures research (EFR) as an approach to predict the future of mobile phones in social development activities in developing countries. The paper described the process and provided reasoning for adopting this approach. By conducting this research, academics gained insights into studying and understanding social development activities facilitated by novel mobile applications. Additionally, practitioners had the opportunity to obtain a comprehensive and simplified understanding of mobile application development.

⁸¹Mitchell, M. (2002). Exploring the future of the digital divide through ethnographic futures research. *First Monday*, 7(11). Retrieved April 1, 2023, from http://www.firstmonday.org/issues/issue7_11/mitchell/

This understanding enabled targeted efforts and diffusion strategies to increase the usage of mobile phones in specific regions worldwide. The application of EFR led to the conclusion that a different approach is needed in creating and deploying mobile phone services to marginalized communities, in order to avoid the unsustainable models used in initial tele-center deployments over a decade ago.⁸²

Shyyan focused on Ethnographic Futures Research (EFR) and its application in exploring the visions of possible political futures held by youth activists in Ukraine. The study involved conducting EFR interviews with nine youth leaders who played a significant role in the democratic developments of Ukraine. The interviews sought to gain insights into their perspectives on the future of democracy in Ukraine. The participants, aged between 20 and 29, were selected based on their leadership positions in relevant organizations. As the results from the interview, the study emphasized the significance of democracy, economic progress, socio-political stability, and educational transformations in shaping the trajectory of Ukraine. The results emphasized the necessity of reinvigorating youth engagement, promoting a strong national identity, and cultivating a sense of ownership among the Ukrainian people.⁸³

⁸²Olla, P., & Choudrie, J. (2009). Exploring the Futures of Mobiles for Social Development Using Ethnographic Futures Research. ICIS 2009 Proceedings, 158.

⁸³Shyyan, V. (2009). Ethnographic Futures Research of Democracy in Ukraine: Insights from Youth Activists. *World Futures Review*, 1(6), 23–33.

To explore potential scenarios for Jesuit higher education in the United States, Lowdon employed the EFR research methodology. He conducted interviews with a sample of 10 leaders, consisting of 8 males and 2 females, randomly selected from Jesuit institutions across various regions and institutional sizes. These interviews aimed to gather the leaders' professional insights in the field of higher education, their perspectives on Jesuit education, and their vision for the future direction of Jesuit advanced education. By obtaining this valuable information from the leaders of Jesuit institutions, Lowdon sought to gain insights into the potential alternatives, outline possible future scenarios, and utilize them as a strategic framework for planning and initiating change.⁸⁴

Gordon focused on the use of ethnographic futures research (EFR) to explore community sustainability in collaboration with Indigenous people. The study aimed to demonstrate the applicability of EFR as a method that empowered Indigenous communities to shape their desired future and explore strategies for achieving sustainability. Interviews were conducted with 30 members of the Niniilchik Village Tribe in Alaska, employing the three-scenario methodology of EFR. This project provided a model for other communities to learn how to develop sustainable development indicators for their own contexts. By exploring these three

⁸⁴Lowdon, M. (2010). Ethnographic Futures Research. *World Futures Review*, 2(4), 19-25.

scenarios, participants demonstrated the unique elements of an optimistic future, highlighting the shortcomings of the pessimistic and most likely futures, thus influencing the definition of sustainability. Moreover, the combination of EFR with Indigenous methodologies offered a method for Indigenous communities to explore sustainability. The project empowered communities to recognize their own potential. The Ninilchik community and the Ninilchik Village Tribe were inspired by the project's results, inviting me to return in 20 years to witness their progress towards the optimistic future envisioned during the interview process, as formally outlined in the roadmap we created together.⁸⁵

The researcher conducted a qualitative/open-form survey among participants in the Transition movement for climate change resilience to explore their visions of the future. The survey findings indicated that Transition participants had holistic and consciously connected visions of the future that influenced their present actions. The article emphasized the importance of incorporating future visions into sustainability programs and systems, highlighting the impact of envisioning positive futures on inspiring diverse audiences. The study highlighted the role of engaged

⁸⁵Gordon, H. S. J. (2021). Ethnographic futures research as a method for working with Indigenous communities to develop sustainability indicators. *Polar Geography*, 1-22.

scholarship in shaping sustainable futures and emphasized researchers' moral responsibility in contributing to this process.⁸⁶

In conclusion, the application of Ethnographic Futures Research (EFR) has proven invaluable in diverse studies investigating various facets of societal progress. Mitchell's research centered on ameliorating the digital divide in Washington State, elucidating different definitions, influential factors, and recommendations for narrowing this disparity. Olla and Choudrie delved into the future of mobile phones in social development endeavors, yielding insights that enable scholars and practitioners to optimize mobile application utilization. Shyyan's study unveiled the aspirations of youth activists concerning democracy's future in Ukraine, underscoring the significance of democracy, economic advancement, stability, and educational transformations. Lowdon's exploration of Jesuit higher education delineated prospective scenarios and strategic frameworks to drive change. Lastly, Gordon's study empowered Indigenous communities to shape their envisioned future and explore sustainable strategies, providing a blueprint for other communities. Collectively, EFR has furnished invaluable perspectives and empowered stakeholders to envision and actively pursue favorable trajectories.

⁸⁶Willow, A. (2022). Visions of transition: centering the future in engaged sustainability research. *SN Social Sciences*, 2, 56.

Universities of Shaanxi Province

Introduction of Universities of Shaanxi Province

Shaanxi Province, known for its cultural heritage and commitment to education, holds historical significance as a sacred land of revolution in China. It plays a crucial role in the development of the western region and the Belt and Road Initiative. With a total of 112 institutions, including eight prestigious 985 and 211 project universities, the universities of Shaanxi Province are at the forefront of China's educational landscape. These universities, distributed across various levels, have demonstrated continuous improvement in academic disciplines, particularly in engineering, information and communication engineering, and science and technology. In Shaanxi Province, eight universities and 20 disciplines in Shaanxi Province have been selected for the national "Double First-Class" initiative, ranking 4th and 7th in the country respectively. The province has introduced 292 new disciplines and 659 new majors in key areas such as carbon neutrality, new energy, new materials, intelligent manufacturing, and health. Furthermore, 111 disciplines and 324 majors have been discontinued to optimize and update the academic offerings. Notably, 127 majors have received engineering education accreditation, 27 disciplines rank in the top 10% nationally, and 94 disciplines are among the top 1% according to the Essential Science Indicators (ESI). The province is committed to

promoting excellence in disciplines and majors through targeted projects and expert guidance.⁸⁷

The universities of Shaanxi Province are dedicated to enhance the education system, promote educational reforms, and prioritize teaching quality and faculty strength are ongoing. Curriculum adjustments have been made to align with market demands, cultivating graduates with creativity and competitiveness. Despite the significant accomplishments in higher education, Shaanxi Province recognizes the need for further development and innovation to enhance the educational level and teaching quality, providing high-level, specialized, and diverse educational experiences to students and cultivating more outstanding talents.⁸⁸

According to the introduction from Liu, the number of enrolled students has increased from 1.376 million to 1.9804 million, while the number of full-time teachers has grown from 63,000 to 75,000. The admission rate for the national college entrance examination has remained stable at over 80%, and the gross

⁸⁷ Liu, J.-L. (2022, December 28). *Current situation, problems and countermeasures for the development of education in Shaanxi*. Teacher Newspaper. Retrieved from <http://www.sxjybk.com/2022/1228/51148.html> [In Chinese]

⁸⁸Pan, Y.-L. (2022). Study on the path of the strategic cultivation of talents in Shaanxi universities to help the development of the inheritance of the spirit of Xiqian. *Public Relations World*, (19), 68-69. [In Chinese]

enrollment rate in higher education has surpassed 60%, effectively meeting the demands and expectations of the people for higher education.⁸⁹

Regarding resource investment, the total funding in higher education for the universities has increased from 36.04 billion yuan in 2012 to 62.77 billion yuan in 2021. The per capita general public budget for educational expenses in universities has reached 15,800 yuan. In the last five years, 17 provincially-owned public universities have obtained land and constructed new campuses, covering a total area of 11,300 acres with an investment of approximately 20.6 billion yuan. Additionally, three universities have been selected for the National Program for Strengthening Basic Higher Education. During the past decade, over 7,500 positions have been added in universities, and in the last two years alone, more than 1,800 positions have been allocated from the turnaround pool. These developments highlight the positive outcomes of reform policies.

In terms of social services, funding for research in universities in Shaanxi Province reached 17.89 billion yuan in 2021, more than double the amount in 2016. The number of authorized patents has nearly doubled, totaling 16,928. The number of commissioned projects and funding from enterprises and institutions has increased

⁸⁹ Liu, J.-L. (2022, December 28). Current situation, problems and countermeasures for the development of education in Shaanxi. Teacher Newspaper. Retrieved from <http://www.sxjybk.com/2022/1228/51148.html> [In Chinese]

significantly compared to ten years ago. Shaanxi universities have made significant contributions to national projects such as aviation, aerospace, and the Hong Kong-Zhuhai-Macao Bridge. Over the past decade, universities in the province have graduated a total of 3.37 million students, with 72.1% of them remaining in the western region and grassroots level.

In terms of international exchange and cooperation, Shaanxi Province has experienced significant growth. In 2022, the province hosted over 13,000 international students from 157 countries, with more than 70% pursuing degree programs. Thirty-eight universities in Shaanxi actively participated in international student exchange programs. Over the past five years, more than 6,200 distinguished teachers engaged in academic visits and exchanges, and over 40,000 students benefited from exchange and learning programs. The province has established 25 cooperative education programs and institutions, fostering friendly relationships with over 800 institutions or schools in 65 countries and regions.

In conclusion, Shaanxi Province's universities have established a strong foundation for higher education, providing educational resources to a larger student population. With continuous efforts to enhance academic disciplines, teaching

quality, and international cooperation, Shaanxi aims to foster outstanding talents and contribute to the educational landscape of China.⁹⁰

What specific problem universities of Shaanxi Province faced in education management of international students

Since the proposal of the Belt and Road Initiative by General Secretary Xi Jinping in 2013, the advancement of international student education in China has experienced rapid growth. Western tertiary institutions in China, leveraging their distinctive cultural strengths, strategic geographical positioning, and robust economic potential, have attracted a substantial influx of global students, thereby fostering the internationalization of higher education. Situated within China's interior region, Shaanxi Province assumes a pivotal role as a gateway to the New Eurasian Continental Bridge, forging connections between the Northwestern, Southwestern, North China, and Central China regions. It serves as a prominent window for the Belt and Road Initiative. Being one of China's prominent educational powerhouses, Shaanxi Province boasts 92 esteemed regular higher educational institutions,

⁹⁰Sohu. *Shaanxi Province: western strong province, universities strong province*. Sohu.com. Retrieved from https://learning.sohu.com/a/678263455_121687414 [In Chinese]

including 8 prestigious universities recognized under the esteemed 985 or 211 projects. Owing to its advantageous geographic location, Shaanxi Province possesses a solid foundation for cultivating educational collaborations in higher education with countries along the Belt and Road route. Nevertheless, challenges and problems persist due to its inland positioning, limited transportation accessibility, comparatively lower economic development of the southeastern coastal regions, and a lack of comprehensive planning pertaining to international student education. Consequently, there is room for improvement in the advancement of international student education in Shaanxi Province.⁹¹

In terms of education and management of international students, universities in Shaanxi Province have witnessed sluggish development. Despite the recent growth in the number of international students, there remains a disparity compared to the educational and managerial standards observed in more open regions of China. One of the primary concerns pertains to the relatively inadequate awareness of international education. Shaanxi universities have not placed sufficient emphasis on recruiting exceptional students from Western nations, thereby neglecting the opportunity to facilitate outbound exchange for outstanding individuals. In this era of deepening economic globalization and close international

⁹¹Wang, L. (2018). Exploring the Development Path of International Student Education in Shaanxi Province. *Theory Research*, (11), 186-188.

relations, the significance of educational openness has become increasingly prominent. A growing number of students opt to pursue their studies in Western developed countries to acquire cultural knowledge, advanced technology, and progressive ideas that could contribute to the progress of Shaanxi Province. Nevertheless, the universities in Shaanxi Province have not fully acknowledged the importance of international educational concepts. Insufficient attention from university leadership and the absence of a well-defined position for international students have resulted in diminished effectiveness and efficiency in their academic pursuits. Furthermore, the universities have not established explicit evaluation criteria nor adequately addressed the linguistic and cultural disparities among international students, leading to issues such as limited supervision and mentorship. It is imperative for the universities to enhance their curriculum and teaching quality for international students through the development of comprehensive academic programs. Prioritizing the establishment of a robust management system for international students will facilitate prompt assistance and support for students encountering challenges in their daily lives and studies.⁹²

⁹²He, K.-L. (2020). *Study on the Current Situation and Countermeasures of International Exchanges and Cooperation in Shaanxi Provincial Universities* [Master thesis]. [In Chinese]

According to Su, the education management of international students in Universities of Shaanxi Province faced several key problems. The emphasis on quantity over quality in recruitment processes led to a lack of diversity and potential issues. The absence of targeted entrance examinations hampered the assessment of language and academic proficiency. Cultural and national diversity among international students presented communication, integration, and cultural clash management challenges. Insufficient cross-cultural management expertise among personnel inhibited effective communication and conflict resolution. The lack of effective incentives negatively impacted the performance and commitment of the management team. Moreover, the training system was inadequate, lacking comprehensive and specialized programs to enhance skills and knowledge. The imbalance between management and service focused more on administrative tasks rather than providing quality services, hindering a student-oriented approach.⁹³

Additionally, Cui divided the specific problem universities of Shaanxi Province faced in education management of international students into four parts. These include the complexities of student enrollment and information management due to the diverse types of students and the need to coordinate with various

⁹³Su, X. (2021). *A Study on the Ability Improvement of the Management Team of International Students in Shaanxi province* [Master thesis]. Chang'an University. [In Chinese]

institutions and departments involved in the recruitment process. The high mobility of students and the inconsistency in study and graduation timelines make it difficult to manage student records and allocate resources effectively. Visa management poses challenges in terms of coordinating with students from different countries, ensuring timely processing, and providing necessary support. Accommodation management is another area of concern, with the need to cater to the diverse needs and living habits of international students while ensuring their safety and compliance with registration requirements.⁹⁴

Similar with Cui, Xu et al. in 2019 also mentioned the daily education management problems faced by universities in China in the education management of international students include inadequate management systems and unclear responsibilities, weak infrastructure and outdated facilities, and cross-cultural communication barriers. The existing management model lacks a comprehensive and coordinated system, with different departments having independent responsibilities but lacking clear accountability. Insufficient funding and delayed construction processes have resulted in outdated facilities that do not meet the needs of

⁹⁴ Cui, F.-L. (2018). Challenges and Solutions in the Management of International Students in Higher Education Institutions under the 'Belt and Road' Initiative: A Case Study of a University in Shaanxi Province. *Western China Quality Education*, 4(02), 97-98. [In Chinese]

international students, and limited access to network systems hampers information technology development. Cultural, religious, language, and lifestyle differences among international students create challenges in daily communication and interactions, leading to misunderstandings and cross-cultural difficulties.⁹⁵

Xu et al. in 2022 also conducted a comprehensive analysis of the education management of international students in Chinese universities and identified several common problems that are prevalent across different institutions. Firstly, there are deficiencies in promotional methods and enrollment approaches, including a late start and limited resources for international student education in vocational colleges. Insufficient specialized staff and the hiring of part-time personnel for recruitment have negative effects on subsequent management. Secondly, the teaching philosophy and course content have not been aligned with international standards, leading to a lack of tailored talent development programs and limited ability to address cultural differences among international students. This hinders their personal development and professional skills enhancement. Thirdly, the institutional management system and regulatory framework are not well-established, with some vocational colleges lacking clear institutional arrangements and guidance for

⁹⁵Xu, R., Zhong, F.-L., Zhang, H.-Y., & Zhao, Y. M. (2019). Analysis of Daily Education Management of International Students in the Context of the Belt and Road Initiative. *Beijiguang*, (09), 68-69. [In Chinese]

managing international students. The instability of management and service personnel, as well as the incomplete construction of regulatory systems, pose challenges and security risks in the management of international students. Addressing these issues is crucial for improving the current situation of international student work in vocational colleges in Shaanxi Province.⁹⁶

Zhu highlighted several problems in the education management of international students in universities of Shaanxi Province. Firstly, there is a low proportion and uneven distribution of international students, with a low percentage of foreign students compared to the overall student population. Secondly, the quality and educational level of the student source are not high, with a significant majority of students coming from Asia and a smaller representation from Europe and the Americas. Additionally, the economic benefits of international student education are not significant, and there is a significant talent drain as most students return to their home countries after completing their studies. Lastly, there is a lack of comprehensive public service support and insufficient emphasis on the importance of international student services and the internationalization process. Addressing

⁹⁶ Xu, X., Wan, L.-Z., & Liu, X.-X. (2022). Exploring the Education Management of International Students in Higher Education Institutions under the Background of "The Belt and Road" Initiative. *Industrial & Science Tribune*, 21(9), 279-280. [In Chinese]

these issues requires efforts to enhance recruitment strategies, improve the quality of international students, promote economic benefits, and strengthen support systems and policies for international student services in universities in Shaanxi Province.⁹⁷

In a comprehensive way, universities in Shaanxi Province were facing a series of problems in the education management of international students. These problems were related to the mismatch of management system and responsibilities, backward infrastructure and facilities, barriers to cross-cultural communication, problems in the way of enrollment promotion and enrollment strategies, misalignment of teaching philosophy with international standards, imperfect construction of institutional management system and regulations, unbalanced ratio and distribution of international students, limited economic benefits and talent retention, and insufficient attention to international student services and internationalization process. These problems were only based on the research of some scholars, and there may be other problems that have not been explored and need to be solved in the future education management. Therefore, it is necessary to conduct a study to comprehensively investigate the education management of

⁹⁷Zhu, G.-H. (2018). Research on the Development Strategies of Education for International Students in Chinese Universities under the Background of the Belt and Road Initiative. *Journal of Huaiyin Teachers College (Natural Science Edition)*, 17(1), 82-91. [In Chinese]

international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative.

The Belt and Road Initiative Background

China's Belt and Road Initiative (BRI), or "一带一路" in Chinese, is a strategic vision that originated from the People's Republic of China with the aim of establishing extensive land and sea networks. This initiative, introduced by China's President Xi Jinping in 2013, aims to create connections between regions spanning Asia, Africa, and Europe. Its core objectives are centered around promoting regional cohesion, facilitating trade interactions, and fostering economic expansion. The name of the initiative, inspired by the historical Silk Road that flourished during the Han Dynasty over two millennia ago, reflects the aspiration to revive ancient trade routes. Previously referred to as 'One Belt One Road', the BRI encapsulates the essence of these historical pathways while adapting them to contemporary contexts.⁹⁸

⁹⁸ National Development and Reform Commission. (2019, May 11). Regulations on the English translation of "Belt and Road" Initiative by our Commission and related departments [Translation of Chinese title]. ndrc.gov.cn. Archived from https://web.archive.org/web/20190511191431/http://www.ndrc.gov.cn/gzdt/201509/t20150921_751695.html

At its core, the BRI encompasses two major components: the Silk Road Economic Belt and the 21st-century Maritime Silk Road. The former encompasses a vast transcontinental route that links China not only with neighboring areas like southeast Asia, south Asia, and Central Asia but also extends its reach to regions as distant as Russia and Europe. On the other hand, the latter component focuses on establishing sea routes that connect China's coastal regions to a wide array of destinations including southeast Asia, south Asia, the South Pacific, the Middle East, Eastern Africa, and Europe.⁹⁹

Within the framework of the BRI, five critical priorities are outlined. These priorities comprise policy coordination, infrastructure connectivity, ensuring unimpeded trade flows, integrating financial systems, and fostering people-to-people connections. Collectively, these priorities underscore the multi-faceted nature of the initiative, aiming to enhance cooperation and interdependence among participating nations. The BRI's implementation has seen substantial investments directed towards diverse infrastructure projects. These projects encompass a range of sectors such as ports, roads, railways, airports, power generation facilities, and telecommunications networks. However, the trajectory of BRI financing has evolved over time. Starting

⁹⁹Khan, M., Sandano, I., Pratt, C., & Farid, T. (2018). China's Belt and Road Initiative: A Global Model for an Evolving Approach to Sustainable Regional Development. *Sustainability*, 10(11), 4234.

from 2019, there has been a shift towards prioritizing "high-quality investment." This approach involves strategies like project-based financing, risk management tools, and environmentally sustainable financing practices. As a comprehensive framework, the BRI has become a pivotal mechanism underpinning China's bilateral trade relations with its partner nations. Notably, as of March 2020, a significant milestone was reached with 138 countries formally joining the Belt and Road Initiative by signing Memorandums of Understanding (MoUs) with China. This widespread participation underscores the initiative's growing influence and global significance.¹⁰⁰

Related research of the education management of international students under the influence of the Belt and Road Initiative

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

¹⁰⁰Chang, Y.-Y. (2019). Understanding the Belt and Road Initiative (BRI). *European Journal of East Asian Studies*, 18(1), 7-35.

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.¹⁰¹

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

¹⁰¹Ma, C.-W., & Zhou, C. (2020). Understanding and Managing the Belt and Road International Students in China. *In ICDLT '20: Proceedings of the 2020 4th International Conference on Deep Learning Technologies*, 84-88.

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.¹⁰²

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

¹⁰²Zhang, Y., & Duan, Q.-W. (2021). Research on the Education Management of International Students in China from the Perspective of “the Belt and Road”. *Education and Teaching Forum*, (50), 173-176. [In Chinese]

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.¹⁰³

Gao examined the education and management of international students from countries along the Belt and Road initiative in Chinese colleges and universities. With a focus on the challenges and opportunities presented by the growing number of international students, the study analyzed the issues faced in teaching and management. Through qualitative research methods including data analysis, interviews, and observations, the research identified problems such as unclear management responsibilities, language and cultural barriers, and inadequate training for personnel. To address these issues, the study proposed improvement measures such as clarifying responsibilities, providing language support and cultural integration programs, enhancing training for management personnel, and establishing psychological counseling services. By implementing these measures, Chinese higher

¹⁰³Gao, M.-X. (2020). Study on the Education Management of International Students in Higher Education Institutions under the Background of "The Belt and Road" Initiative A Study of Countermeasures--Take Yangzhou Industrial Vocational College as an Example. *Journal of Jiangxi Vocational and Technical College of Electricity*, 33(12), 100-103. [In Chinese]

education institutions can improve the education and management of international students, fostering cultural exchange and preparing students to become cultural ambassadors upon their return to their home countries. The research contributed to the development of stronger educational ties between China and the Belt and Road countries, supporting the goals of the Belt and Road initiative and promoting international cooperation.¹⁰⁴

Xu investigated the education of international students in Shaanxi province, with a specific focus on China's increasing number of foreign students as a result of the Belt and Road Initiative. The study revealed a growing trend of foreign students from countries along the Belt and Road and their substantial presence in Shaanxi. The challenges encountered in the development of education for foreign students were examined, including language barriers, lower levels of education, weak professional identity, limited impact of specialized fields, and a lack of policy guidance. The research identified the emergence of the "prep + major" education model and the attractiveness of renowned universities and specialized programs in science, engineering, and industrial disciplines. The study also addressed issues

¹⁰⁴Xie, J.-J., & Dong, D.-D., & Liu, H.-C. (2018). Research on Foreign Students' Satisfaction with Education Management in Hainan Universities under the Background of the Belt and Road Initiative —— a Survey of Three Universities in Hainan Province. *Journal of Jiangnan University (Social Science Edition)*, 35(5), 83-98+127. [In Chinese]

related to teaching foreign students, such as the disorderly pre-education training system, unstable teaching staff, inadequate number of qualified teachers, and ineffective management. Recommendations for future development were made, emphasizing the establishment of a unified preparatory education training system, the enhancement of the professional teachers' team, and the implementation of assimilation-based management. Furthermore, the research acknowledged the economic and social benefits derived from the development of education for overseas students, emphasizing the importance of leveraging the "The Belt and Road" policy to augment the international influence and recognition of higher education in Shaanxi province.¹⁰⁵

Wu and Chan investigated the evolving dynamics of international student mobility (ISM) in China, particularly within the context of the Belt and Road Initiative. The authors put forth the argument that the ISM policy in China has undergone significant transformations driven by the central government's pursuit of its national strategy, specifically emphasizing cultural diplomacy. The study aimed to provide a comprehensive understanding of these changing patterns by analyzing key policy shifts and official data. The findings shed light on the hierarchical structure of higher

¹⁰⁵Xu, D. (2018). Analysis on the present situation of oversea students' education and teaching in Shaanxi universities (Master's thesis). Xi'an Shiyou University. [In Chinese]

education institutions in China, with prestigious universities receiving ample funding from the central government and prioritizing the enrollment of international students to meet performance indicators. In contrast, other universities relied on self-funded students as a means of generating profit. The research underscored the shift from a state-dominated ISM policy to a state-steering marketization model, which has propelled China to become a prominent destination for international students.¹⁰⁶

He in 2017 conducted a comprehensive analysis of the education and management challenges faced by overseas students in China under the Belt and Road Initiative. They recognized the increasing scale of international students in China and the growing pressure on education and management systems. The authors identified the differences between the current education and management methods and the requirements of the initiative. They thoroughly examined the existing

¹⁰⁶Wu, X., & Chan, W. K. (2019). Integrating international student mobility in

the Belt and Road Initiative: From state-dominated to state-steering? *Higher*

Education Evaluation and Development, 13(1), 33-47.

problems and shortcomings and proposed corresponding countermeasures to address these issues.¹⁰⁷

Fan et al. investigated the factors influencing the scale of international students in China and the impact of the Belt and Road Initiative (BRI) on education. It examined the role of international student education in enhancing the internationalization of education within the context of the BRI construction. The study highlighted China's position as one of the top recipients of international students globally, with increasing influence in the field of education. Employing the "Push-Pull Theory," the research found that participation in the BRI significantly increased the number of students from various countries studying in China, both in degree and non-degree programs. Notably, this effect was particularly pronounced in the African region and middle- to low-income countries. The empirical findings provide valuable insights for policymakers and offer implications for international

¹⁰⁷He, Y. (2017). The Study of the Education and Management Strategy of Overseas Students in China under "The Belt and Road" Initiative. In 7th International Conference on Mechatronics, Computer and Education Informationization (MCEI 2017), *Advances in Computer Science Research*, 75, 872-875.

student education in China, aiming to further strengthen its engagement in the BRI and facilitate educational cooperation and exchanges.¹⁰⁸

Zhao conducted an analysis of the existing problems in the education management of international students from the countries along the Belt and Road who come to China. These problems include issues with the management organization structure, team-building of management personnel, implementation of cross-cultural guidance, and community activities for international students. The study also proposes specific countermeasures to enhance the education management of these international students. These measures involve improving the evaluation system for management work, strengthening the team-building of management personnel, enhancing cultural guidance, and promoting and diversifying community activities for international students in China.¹⁰⁹

Su conducted a study in 2021 on improving the ability of the management team of international students in China, considering the growth of China's

¹⁰⁸Fan, S., Liu, Q.-J., Zhang, K.-L., & Hu, B.-L. (2022). Education Effect of the Belt and Road Initiative-an Empirical Study on International Students in China. *Beijing International Review of Education*, 4, 245-273.

¹⁰⁹ Zhao, L.-P. (2020). Research on the Education Management of International Students in China Under the of "the Belt and Road. *Management & Technology of SME*, (1), 25-26. [In Chinese]

international student population and the need to provide quality education and support services. The study utilized questionnaire surveys, social surveys, and other research methods to gather information on enrollment, daily management, employment, and alumni contact. Drawing from management theory and related disciplines, the researcher analyzed the collected data qualitatively and quantitatively to identify the challenges faced by the management team. The paper proposed solutions based on the theories and methods of management, pedagogy, psychology, and other relevant fields. Additionally, the study examined domestic and international experiences in managing international students to provide suggestions for the management team in Shaanxi Province. The aim was to enhance the team's abilities in cross-cultural communication, handling emergencies, daily affairs and services, independent learning, and innovation. Ultimately, the goal was to improve the overall study abroad experience in Shaanxi and contribute to the development of studying abroad in the province.¹¹⁰

Xu focused on the cross-cultural adaptation of African international students who were studying in universities in Shaanxi, China, from the perspective of regional culture. The study aimed to investigate the influence of the regional environment

¹¹⁰Su, X. (2021). A Study on the Ability Improvement of the Management Team of International Students in Shaanxi province [Master thesis]. Chang'an University. [In Chinese]

and tourism culture of Shaanxi on the adaptation of African students. A total of 60 African international students were involved in the research, and a combination of quantitative analysis through a questionnaire survey and qualitative analysis through individual interviews was conducted. The findings revealed that the regional environment and tourism culture of Shaanxi had a significant impact on the adaptation of African students, while the culture of the Xi'an dialect and Shaanxi diet culture did not have a noticeable influence. Based on these findings, the study suggested that African students in Shaanxi should have improved their cross-cultural adaptability regarding local dialect culture and food culture to better navigate cultural differences and alleviate potential cultural challenges.¹¹¹

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.

¹¹¹Xu, D. (2018). Analysis on the present situation of oversea students' education and teaching in Shaanxi universities (Master's thesis). Xi'an Shiyou University. [In Chinese]

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.¹¹²

Shih 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'

¹¹²Yin, F. (2018). Research on the Development of International Students Education in China against the Backdrop of "The Belt and Road" initiative-Taking Tianjin Agricultural University as a Case. In Proceedings of the 2018 International Conference on Social Science and Education Reform (ICSSER 2018) (pp. 229-232). Atlantis Press.

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.¹¹³

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,

¹¹³Shih, L., & Cao, W. (2022). The Impact of the "Belt and Road Initiative" on International Scholarship Students. *Frontiers in Sociology*, 7, 793018.

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.¹¹⁴

Adopting a historical perspective, Ma and Zhao began with an analysis of the characteristics of international student education in China. It explored the rationales behind this form of education, examined the role of the government, and considered the experiences and presence of international students in China. The research findings emphasized several challenges that were identified in international student education in China. It was observed that the educational structure of international students remained at a low level, with a small percentage of degree-oriented students and a limited representation of postgraduate students compared

¹¹⁴Hollings, S. (2020). The Perspectives of the Belt and Road Initiative and the Internationalization of Chinese Higher Education from BRI Education PhD Students in China. *European Journal of Research and Reflection in Educational Sciences, Special Issue*, 8(8), 1-13.

to developed countries. The distribution of international students across majors was uneven, with a significant focus on Chinese language programs. Additionally, the size of the international student population in China was relatively small in comparison to other countries, and there was a substantial deficit between Chinese students studying abroad and international students coming to China. Efforts to establish quality assessment and assurance systems were deemed necessary to ensure the educational standards of international student programs. Furthermore, there was a need to offer a greater number of courses in English to enhance competitiveness, while also improving the composition of faculty to include more international teachers. Lastly, it was acknowledged that certain regulations, rules, and policies governing international student education required updates and the implementation of concrete measures for effective management.¹¹⁵

Akhtar et al. conducted a study to address the formidable challenges encountered by international students in China through a primary focus on instructional communication within the classroom setting.¹¹⁶ Acknowledging the

¹¹⁵Ma, J., & Zhao, K. (2018). International student education in China: characteristics, challenges, and future trends. *Higher Education*, 76(4), 735-751.

¹¹⁶Akhtar, N., Pratt, C., & Hu, Y. (2019). Sustainability of the Belt and Road Initiative: An Integrated, Conceptual Framework for Instructional Communication in China's Universities. *Sustainability*, 11(23), 67-89.

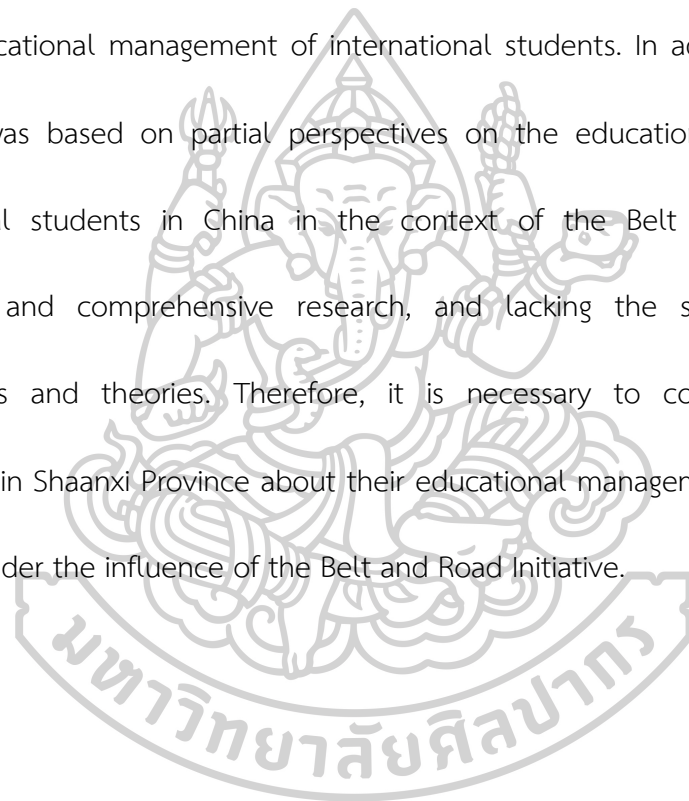
pivotal role of instructional communication in engrossing students and mitigating misunderstandings, the article endeavored to establish a comprehensive conceptual framework that seamlessly integrates instructional communication and intercultural sensitivity models. This framework encompassed three pivotal constructs: the comportment of Chinese faculty and the attributes of international students, the instructional convictions held by international students, and the resultant educational outcomes. By comprehending and duly considering these multifaceted aspects, the framework aspired to furnish guidance for instructional practices that would augment the educational journey of international students, foster their development as cosmopolitan learners, and contribute to the broader initiatives aimed at internationalizing Chinese higher education institutions, particularly in the context of the Belt and Road Initiative (BRI). According to this paper, five research findings were concluded at the end. Firstly, recognizing the asymmetrical discourses between native and nonnative speakers is crucial, emphasizing the need for programs that address communication disparities and cultural practices. Secondly, international students should possess a deeper understanding of Chinese culture, communication habits, and the educational system prior to their arrival, fostering a more informed and culturally sensitive experience. Thirdly, university management and cultural sensitivity training for faculty members are vital in creating an inclusive academic environment. Fourthly, universities should provide multilingual on-campus

orientations and promote domestic-international student interaction to enhance cross-cultural understanding. Lastly, annual university-wide events centered around BRI themes should showcase international students' experiences and contributions, strengthening China's global presence. These recommendations require government support to ensure their successful implementation and align with China's growing global influence and the significance of the Belt and Road Initiative.

Summary

In summary, the literature and researches reviewed in this chapter revealed the concepts and theories of the education management and the education management of international students, the concepts, theories and related researches of EFR, the challenges of the education management of international students in Shaanxi universities in the context of the Belt and Road Initiative, and the domestic and foreign researches on the education management of international students in the context of the Belt and Road Initiative. The findings of this part revealed a number of key themes and considerations related to the education management and the education management of international students under the influence of the Belt and Road Initiative. The literature highlighted the importance of integrating educational management with the the Belt and Road goals and the need for strategic policies and initiatives to strengthen the educational management of

international students. However, there were some gaps in the existing literature and researches that require further research. Most of the relevant studies in China were based on existing information and the current situation of educational management of international students, and there was a lack of empirical studies. Meanwhile, Shaanxi Province, as the frontier of the Belt and Road, has only a few studies related to the educational management of international students. In addition, most of the literature was based on partial perspectives on the educational management of international students in China in the context of the Belt and Road, without systematic and comprehensive research, and lacking the support of expert's perspectives and theories. Therefore, it is necessary to conduct a study for universities in Shaanxi Province about their educational management of international students under the influence of the Belt and Road Initiative.



CHAPTER III

RESEACH METHODOLOGY

Research methodology refers to the overall approach and framework used in conducting research. It involves the systematic and organized process of collecting, analyzing, and interpreting data to address research questions or investigate a specific problem or phenomenon.¹¹⁷ This study aimed at investigating the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. The following contents introduced the research methodology of this study which included research procedure, jury of experts, research instrument, data collection and data analysis.

Research Procedure

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

¹¹⁷Kothari, C. R. (2004). *Research methodology (2nd edition)*. New Age International (P) Ltd., Publishers.

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.

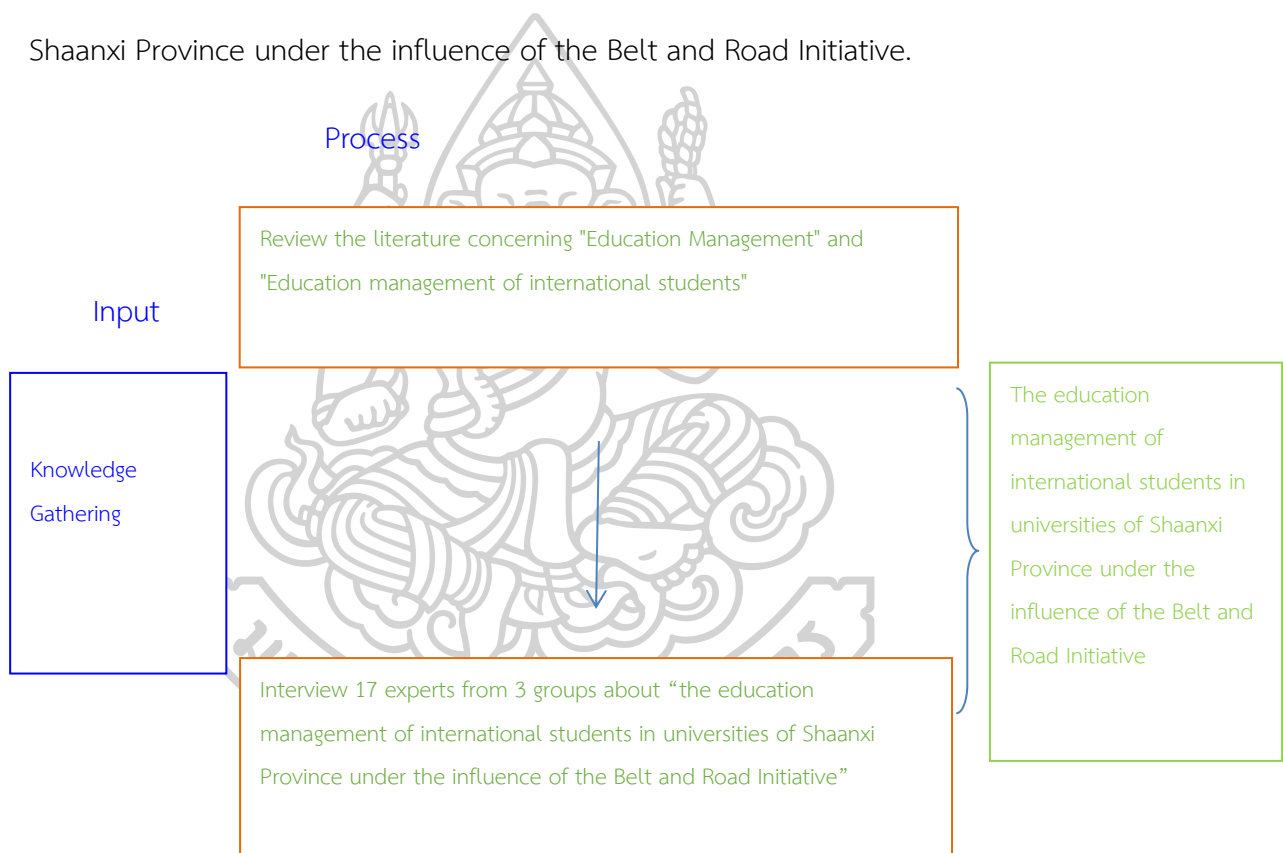


Figure 3 Research Procedure

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.

Research Methodology

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.

Jury of experts

When selecting an expert panel to validate interview questions, it is important to consider certain criteria. Firstly, panel members should exhibit a genuine interest in the project and possess relevant expertise in the subject matter. Secondly, having a leadership background can contribute to their ability to provide valuable insights and guidance. Additionally, experience in coaching or leading Millennial employees can bring a valuable perspective to the panel's evaluation process. Lastly, strong communication skills and the ability to build workplace relationships, especially as a supervisor, are crucial for effective collaboration and the successful validation of interview questions.¹¹⁸ Therefore, participants in this study were 17 experts from 3 groups, who specializing in education management for international students and the Belt and Road Initiative. And conducted one-on-one interviews with them with the following qualifications using EFR:

¹¹⁸Kothari, C. R. (2004). *Research methodology (2nd edition)*. New Age International (P) Ltd., Publishers.

1. Engaged in education management of international students related work, have a deep understanding of the education management for international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative;

2. Familiar with advanced educational management concepts and theories;

3. A minimum of five years of pertinent professional experience, preferably at the rank of lecturer or higher.

Research instrument

The instrument used in this study was expert interview.

The interview can be start with the question of what do you think of the education management for international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. The perspectives and insights of experts on the research topic will be further explored based on their answers and

relevant concepts, theories and existing data.¹¹⁹

Data collection

A total of 17 EFR interviews were undertaken in this study, adhering to a predefined structure. Once the interview commenced, it allowed for considerable flexibility and openness. The objective of each interview is to elicit viewpoints from experts regarding the education management for international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. Every interview was meticulously recorded, transcribed, analyzed, and subsequently summarized.

Data analysis

The data collected from interviews conducted with 17 experts across 3 distinct groups was synthesized by the researcher. Subsequently, the researcher formulated multiple dimensions pertaining to the education management of international students in universities of Shaanxi Province under the influence of the

¹¹⁹Re: What are some of the criteria for selecting an expert panel to validate interview questions? Researchgate. Retrieved from https://www.researchgate.net/post/What_are_some_of_the_criteria_for_selecting_an_expert_panel_to_validate_interview_questions/5467ea88cf57d7526c8b4663/citation/download

Belt and Road Initiative. The corresponding items were summarized and then categorized by content analysis.

Summary

The objective of this research was to investigate the education management for international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. The research procedure followed a systematic four-stage approach. Initially, a comprehensive synthesis and discussion of relevant concepts, theories, and existing research on education management and the education management of international students were conducted. In the second stage, the researcher interviewed a total of 17 experts, who were divided into three distinct groups, utilizing the EFR method. These interviews aimed to gain valuable perspectives and insights from the experts regarding the education management of international students in universities of Shaanxi Province under the influence of the Belt and Road Initiative. In the third stage, the researcher meticulously summarized the gathered information from the interviews conducted with the 17 experts across the three groups. Finally, employing the data obtained from the interviews, the researcher developed distinct dimensions associated with the education management of international students in universities of Shaanxi Province under the

influence of the Belt and Road Initiative. Additionally, a list of specific items was compiled for each dimension, aligning with their corresponding content.



CHAPTER IV

DATA ANALYSIS

The research purpose of the fourth chapter of data analysis is to find the ethnographic future research direction of the education management of foreign students in Shaanxi universities under the influence of the "the Belt and Road". This chapter is divided into two rounds: the first round is based on the analysis of interview data from 17 experts. Based on data collected from 17 experts in the field of international student education management, researchers merged the obtained information into a concise and coherent summary; In the second round, after completing this preliminary stage, the researchers used the data obtained from the above interviews to explore various aspects of education management for international students in Shaanxi universities. Corresponding to each dimension, a corresponding project list will be developed, taking into account the different scopes of content contained within the dimension. Through a detailed classification of such diverse data and information, a comprehensive analysis was conducted on the education management of international students in Shaanxi universities.

The analysis of research findings

Researchers conducted a survey on the education management of international students in universities in Shaanxi Province using EFR. The unstructured interview method was used to interview 17 experts, and the results are as follows:

The results of the expert interview

Experts emphasized the importance of institutional management and responsibility matching in international student education projects in Shaanxi universities. They suggest that universities should strengthen the top-level design of their policy system, expand the supply of high-quality development policies, improve the governance system for opening up international student education projects to the outside world based on actual development, break the closed nature of the original international student management system, and create a favorable policy change environment. Experts also pointed out that management should be carried out in accordance with the law and regulations, reducing the unfairness and irrationality caused by human intervention, and promoting the orderly development of international student education work. At the same time, experts suggest that the management responsibilities of international students should not solely rely on managers or universities. Instead, a socialized management model should be implemented to encourage more relevant departments to participate in the social management of international students. Different management entities can exercise

corresponding management responsibilities according to their respective responsibilities, forming a management situation that is neither absent nor offside. Experts also emphasize that phenomena such as off campus accommodation and work-study programs for international students, which do not yet have policy and legal basis, have become common. Universities may wish to draw on international precedents and formulate relatively loose policies to meet the life and work needs of international students during their academic pursuits, while also providing them with richer communication spaces. It is also possible to consider delegating the approval authority of self funded students from local government departments to universities for strict management, relaxing approval conditions, simplifying procedures, and attracting more students. More importantly, universities need to allocate financial resources reasonably to support the goals of international student education projects, implement good financial management systems to optimize resource allocation, continuously improve the scholarship system for international students coming to Shaanxi, and establish mechanisms for continuous evaluation and monitoring of financial performance. Strive to ensure that the project is led by effective leaders under the guidance of policies, with clear division of powers and responsibilities, and maintains a high standard management system that matches responsibilities. The researchers integrated the content of this section into the

dimension of "**System and responsibility management**". The following is a project designed by researchers based on expert interviews;

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.

Experts emphasized the importance of infrastructure management in the education management of international students in Shaanxi universities. They pointed out that under the influence of the "the Belt and Road" initiative, more and more foreign students from countries along the line choose to study in Shaanxi. Therefore, colleges and universities need to provide more foreign students with comfortable and safe accommodation conditions. Whether the infrastructure construction is perfect and whether the comprehensive management system of foreign students' apartments is perfect has become the primary issue affecting the education projects of foreign students in colleges and universities. Experts suggest that universities should appropriately increase investment in international student education projects and improve the hardware and software facilities of their school buildings. At the same time, the daily management of international students in universities should focus mainly 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. The experts also stressed that the university canteen should build a special foreign student restaurant according to the eating habits of foreign students in the university, or add "foreign student dining area" in the Chinese student canteen, and also provide comfortable, convenient and well-equipped classrooms for foreign students. They emphasized that universities prioritize the use of safe and environmentally friendly materials and equipment in their international student education programs. They also pointed out that it is necessary to ensure that international students receive appropriate training and supervision, and minimize the risk of accidents or injuries when using various materials and equipment. Facilities and equipment should be well maintained and regularly serviced during use to ensure their safe use. In addition, experts suggest establishing a class committee within international students, which can fully provide students with the opportunity to reflect on the problems in infrastructure management and propose practical and effective solutions through regular symposiums with representatives of international students. The researchers integrated the content of this section into the dimension of "**Infrastructure management**". The following is a project designed by researchers based on expert interviews;

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.

Experts emphasized that under the influence of the "the Belt and Road"

initiative, Shaanxi universities have attracted many students from countries along the line to study, which will inevitably lead to multicultural exchanges and collisions. For international students studying in Shaanxi, cultivating their cross-cultural adaptability during the process of cultural collision is not only an important educational content for international talent cultivation, but also a key factor affecting their success and future development in studying abroad. Whether they can better adapt to China's management system, social culture, learning and life, etc. Cross cultural adaptation focuses on cultivating and improving the abilities and qualities of international students. It requires international students not only to clearly and consciously grasp their personal abilities, but also to consciously understand the new social and cultural environment, in order to better promote the cultivation of international talents in universities in western Shaanxi. The researchers integrated the content of this section into the dimension of "**Cross-cultural adaptive management**". The following is a project designed by researchers based on expert interviews;

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.

Experts emphasized the importance of enrollment management in selecting high-quality international students and ensuring the quality of international education in Shaanxi universities, and proposed that special attention should be paid

to specific aspects such as the enrollment review and recruitment process of international students. They stated that the long-standing enrollment concept of "wide entry and wide exit" has affected the improvement of the quality of education for international students in Shaanxi. Each university's enrollment should comply with relevant national regulations and standards, reasonably regulate the school's admission standards for international students, and based on this, should consider the characteristics of the student's country of origin, consider their own cultural and educational concepts, and set targeted admission standards for each country, through qualification review, entrance examination or assessment, etc, Accurately evaluate the actual educational background, academic level, language ability, economic ability, identity and qualifications of the newcomer. Experts believe that universities should fully leverage the promotional role of the Internet, continuously improve the construction of enrollment websites for international students in China, provide objective and detailed relevant information, and actively establish external network connections. At the same time, international student managers and teachers can also use their long-term accumulated student resources to join the recruitment promotion team, further expanding the intensity and breadth of recruitment promotion. The experts also emphasized that it is far from enough only to promote enrollment. We should continue to expand funding and improve the scholarship system for international students, and combine the historical background, cultural

characteristics and higher education needs of countries along the "the Belt and Road" and other countries to create an education brand for international students with Shaanxi characteristics, so as to attract more high-quality students. These aspects have been integrated into the dimension of **"Enrollment management"** by researchers. The following is a project designed by researchers based on expert interviews;

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.

Experts emphasized that a university can help international students enrich their knowledge and improve their skills by improving its teaching and developing curriculum construction that includes international and cross-cultural elements. Firstly, the curriculum should be aligned with the needs of the industry and job market, meet the learning needs of international students, and prepare for their future employment and development. At the same time, we will deeply integrate China's history, culture, customs, religious beliefs, and other knowledge with the education curriculum of international students, create a disciplinary system with Chinese characteristics, and form a type of exemplary curriculum. The experts also emphasized that under the influence of the "the Belt and Road" initiative, Shaanxi's higher education has been continuously opening up to the outside world, and the professional structure of foreign students in Shaanxi has also changed. In the past, the study of language and culture courses has changed to the study of science, engineering, agriculture, medicine and other advantageous majors, and the distribution of disciplines has become more diverse and reasonable. Therefore, Shaanxi universities need to create high-quality international and professional courses for international students, cultivate a first-class teaching team with an international perspective, optimize all aspects of teaching, and promote the high-quality development of international student education in this province. Experts also suggest that courses and teaching should be regularly evaluated, and opinions and feedback

should be promptly listened to. These aspects have been integrated into the dimension of "**Curriculum and Teaching management**" by researchers. The following are the projects designed by the researchers based on expert interviews;

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 policy guidance, reward and punishment mechanism, 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.

Experts suggest that digital technology and new media should be added to the education projects of foreign students in Shaanxi colleges and universities to enhance the development of digital resources, the creation and optimization of digital teaching environment, so as to improve the learning experience of foreign students and attract more people from countries along the "the Belt and Road" to study in Shaanxi colleges and universities. Higher education institutions should invest in necessary infrastructure and equipment construction to support the integration of technology and international student education projects. Teachers engaged in international student education in 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' learning interest in teaching. In addition, establish standards for the construction of digital teaching resources, form a dynamic evaluation mechanism for collaborative construction and sharing of digital teaching resources, and regularly evaluate and evaluate technological integration to ensure its effective use and identify areas for improvement. In this way, we can respond to the Belt and Road initiative, better play the role of technology in the education and management of foreign students in Shaanxi universities, and bring foreign students a better and more advanced learning experience. The researchers integrated the content of this section into the dimension of "**Digital Resource Construction Management**".The following is a project designed by researchers based on expert interviews;

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.

Experts pointed out that under the influence of the "the Belt and Road" initiative, the development of foreign student education in Shaanxi universities should give priority to international alliance cooperation between domestic and foreign higher education. They emphasized that in the era of globalization, the formation of strategic international alliances among universities is an inevitable choice to enhance communication and cooperation among members of the alliance. The emergence of international alliances among universities is not only an inherent requirement for universities to pursue an international path of scientific research and talent cultivation, but also a requirement for building a new world order. Experts suggest that universities should not be complacent in their development process, but must "go global", face the world, and constantly seek partners. Of course, the government can also play a role in bridging the gap in the process of seeking cooperation among universities. Members of the alliance can create an environment conducive to knowledge, information sharing, and exchange through personnel exchange, technology sharing, joint teaching and research. By sharing high-quality courses and other means, we can enhance the competitive advantages of each alliance member, thereby improving the common problems and situations they face. They also suggest that international student education programs should provide

professional students with more and richer opportunities for practical exchange, which depends on the interconnection between universities. Cross national university cooperation should be actively carried out in international talent cultivation, scientific research, and other aspects. Researchers have combined these elements to form an **"International alliance cooperation in the field of higher education"**. The following is a project designed by researchers based on expert interviews;

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.

Experts emphasize the importance of international development in the field of education for international students in Shaanxi's higher education institutions. They pointed out that international student education brings students from different

countries together, exposes them to the culture and traditions of China and other different countries, creates an international campus atmosphere, strengthens international cooperation and exchanges, and is an effective measure to enhance the internationalization of international student education and attract more international students in the new era. Therefore, experts suggest that international student colleges establish domestic and international exchange programs and collaborate with other colleges at their own or foreign universities. In addition, they also suggest providing international students with corresponding internship or exchange programs, as well as opportunities to participate in various Chinese and foreign student competitions and activities, so that they can enrich their cultural knowledge accumulation through exchange experiences. Experts also emphasized the importance of international perspectives and literacy for the management teams and teachers of international students in various universities, in order to no longer be complacent and unchanging in international student management, classroom teaching environment design, and teaching content, strengthen the allocation of international resources, and continuously improve the internationalization of education. At the same time, the education of international students in Shaanxi universities is still in the exploration and development stage. Experts suggest that in terms of international student recruitment and quality evaluation and monitoring of international student education, it is necessary to learn from the advanced

experience of other domestic and foreign universities or organizations, in order to promote the continuous development of Shaanxi international student education and improve competitiveness and innovation ability in the fiercely competitive international student education market. These aspects have been integrated into the dimension of "**International integrated management**" by researchers. The following is a project designed by researchers based on expert interviews;

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.

Experts emphasize the importance of talent management in the field of international student education in Shaanxi universities. They pointed out that Shaanxi colleges and universities should rely on the "the Belt and Road" initiative to change the concept of development, focus on overseas students, and adhere to the new concept of talent cultivation of cultivating outstanding talents and serving the family and society. At the same time, internationalization is an inevitable choice for universities in the process of achieving their own development. Therefore, universities should strengthen students' independent creativity and logical thinking, and actively promote the cultivation and selection of innovative talents. Experts suggest that the development of international student education projects cannot be separated from high-quality teacher talents. As a developing region in the central and western regions of China, Shaanxi has certain development disadvantages, and universities need to coordinate resources from various aspects such as economy, culture, and education to attract teachers. And cultivate a group of outstanding talents who have an international perspective and are proficient in the languages of countries along the "the Belt and Road". Experts also emphasize that universities should not only take measures to improve the Chinese language proficiency of international students, but also enhance their understanding and identification with

China's social system and mainstream values, and cultivate a group of international talents who truly understand and understand China. In addition, in order to meet the demand for talents under the "the Belt and Road" initiative, colleges and universities have become the current development trend to strengthen the training of various types of complex and specialized talents, such as communicative, versatile, professional and linguistic talents. At the same time, international student education projects should follow the enterprise's "going global", give full play to the important role of the school enterprise collaborative education mechanism, and cultivate more complex, high-quality technical and skilled talents for the "the Belt and Road" construction. These aspects have been integrated into the dimension of **"Talent management"** by researchers. The following is a project designed by researchers based on expert interviews;

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.

Experts emphasized the importance of ensuring the safety and service quality of international student education management in higher education institutions in Shaanxi Province, and pointed out that due to the lack of relevant international cooperation and exchange experience, the awareness of international student management services in the central and western regions is poor. Experts suggest reforming and innovating 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 internationalization development process of universities in the province. Transforming 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, based on studying the spiritual and cultural needs of the international student community, respecting their cultural traditions and individual characteristics, adopting corresponding and easily accepted methods for educational management. We should focus on improving the comprehensive quality of foreign students' teaching and management personnel, and cultivate a group of foreign students' management personnel with high quality, strong ability, profound knowledge and excellent business. Their quality is directly related to

whether the training task of foreign students can be implemented to each student. At the same time, it has important and far-reaching significance for our province to continue to promote the "the Belt and Road" strategy. Undoubtedly, international student education has its unique characteristics that are different from national education. In order to enhance the sense of identity and belonging of international students, innovative management mechanisms for international student education are adopted, and convergent management is adopted. At the same time, the prevention of psychological crises for international students will be included in the "College Student Psychological Crisis Intervention System", and full-time or part-time positions of psychological counselors for international students will be established to provide personalized communication channels for international students. 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. The researchers integrated the content of this section into the dimension of **"International Student Service Management"**. The following is a project designed by researchers based on expert interviews.

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.

The Summary of International Students Education Management in Universities of Shaanxi Province

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. These dimensions are as follows:

- 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;
- 10) Service management for international students.

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.

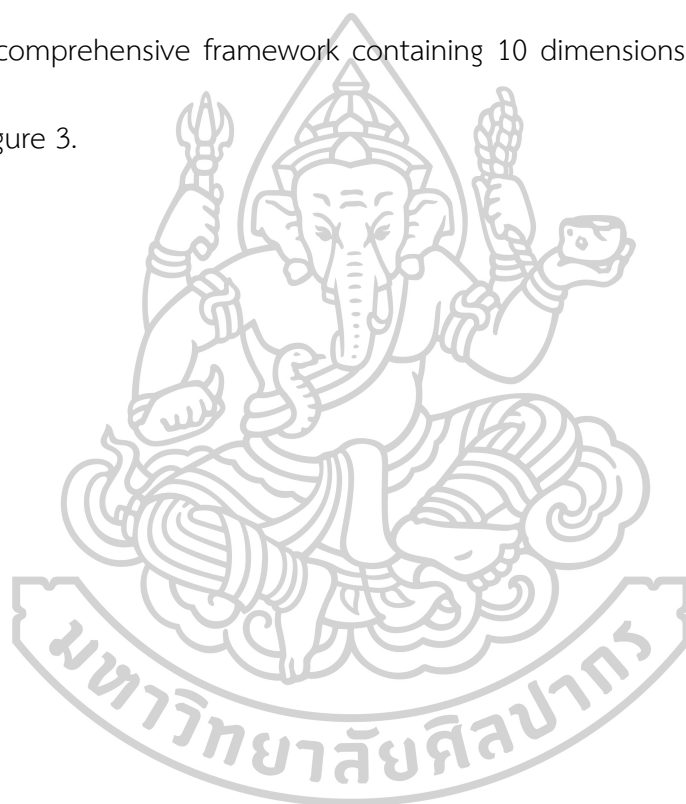
10) Service management for international students

Experts with strong research capabilities in international student education management have clearly stated that the upcoming efforts must revolve around the theme of international student service management. In order to advance their careers, these experts have identified several key areas that must be given considerable attention, including but not limited to: 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.

Looking forward to the future, under the influence of the "the Belt and Road", the education management of international students in Shaanxi universities should consider a comprehensive framework containing 10 dimensions and 97 projects, as shown in Figure 3.



The future of education management of international Students in Shaanxi

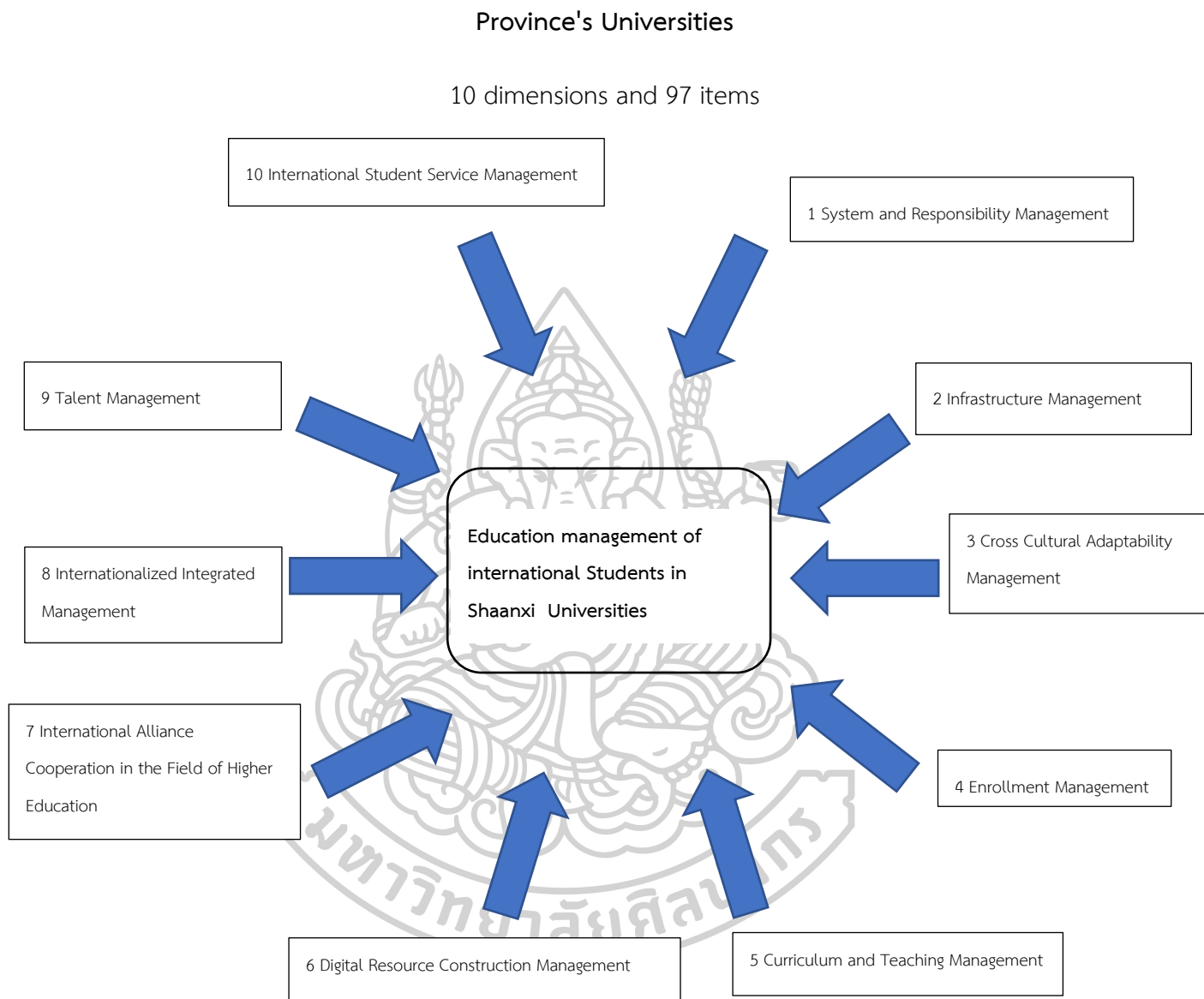


Figure 4 The future of education management of international Students in Shaanxi

Province's Universities

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATION

The purpose of this study is to explore the educational management of foreign students in Shaanxi universities under the influence of the "the Belt and Road" initiative. This study conducted in-depth interviews with 17 well-known experts with rich experience and professional knowledge in the field of international student education management to collect their keen insights and opinions on the education management of international students in universities in Shaanxi Province. Through detailed analysis and summary of the large amount of data and notes obtained from expert interviews, the researchers identified and extracted 10 dimensions, including 97 items, all of which have complex and profound connections with the management of international student education in universities in Shaanxi Province. This chapter consists of three parts of writing: The first part draws a comprehensive conclusion based on extensive research on 10 dimensions. The second part is a detailed discussion on key issues and an in-depth analysis of the research results. Finally, this chapter will provide a series of wise suggestions for future research to ensure that further research can be built on the knowledge gained through this chapter.

Conclusion of research findings

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.

Discussion

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.

System and Responsibility Management

When analyzing each dimension one by one, "System and Responsibility Management" is one of the ten dimensions of international student education management in Shaanxi Province's higher education institutions. Because Shaanxi Province's higher education institutions must pay attention to system and responsibility management in order to develop international student education projects, which requires Shaanxi Province's higher education institutions to break the closed nature of education management for foreign students and formulate standardized regulations suitable for international student education management from the perspective of scientific management, Achieve legal and regulatory management. This finding is consistent with Lu's research findings. Lu emphasized that universities should break free from the constraints of traditional international student education management concepts and interpret the work of international students on campus from a higher, deeper, and broader perspective, providing necessary policy support and institutional guarantees for the smooth implementation of international student education management work. Xu, Zeng and others also support this idea, that is, colleges and universities conduct education for foreign students in the context of comprehensively promoting the rule of law. Rules and regulations are an important basis for implementing education management for foreign students in China. Only with a sound system can the scientific, professional and normative nature of management for foreign students be significantly improved.

In the context of the "the Belt and Road" initiative and the opening up of regional education, the education management of overseas students from countries along the Belt and Road in China is facing new tasks and challenges in the allocation of rights and responsibilities. Shaanxi Province's higher education institutions support the implementation of a socialized management model, allowing more relevant departments or internal and external forces to participate in the social management of international students. Diversified management entities can exercise corresponding management responsibilities according to their respective responsibilities, forming a management situation that is neither absent nor offside. This suggestion is consistent with the views of Lu, Cao, Ning, and Wang. They clearly propose that the mode of

socialized management is an inevitable choice for international students' macro social management and practical development trends. Outside of universities, relevant departments, enterprises, and other external forces need to collaborate and effectively participate. Relevant departments, universities, enterprises, and others are the main bodies of international student education management, shouldering the mission of education management, To ensure the practical implementation of the "extension type" joint management mechanism.

Shaanxi universities should formulate relatively loose policies to further relax conditions and simplify procedures for the approval rights of international students in terms of off campus accommodation, work-study assistance, and self funded students. At the same time, in terms of establishing the scholarship system, financial management system, and appeal system, policy making departments should strictly control, distinguish between primary and secondary levels, and provide guarantees for the healthy and rapid development of foreign student education from a macro system perspective. This viewpoint is consistent with Xu's research findings. He believes that policy making departments should liberate their minds, comprehensively and dialectically view the problems encountered in the development of education for international students in China, such as social accommodation and part-time jobs, and strive to create a relaxed policy environment to promote the healthy and rapid development of foreign student education. In addition, it is necessary to comprehensively and multi-level grasp the dynamics of international students both inside and outside the school from a macro perspective, so that the management scope of international students goes beyond the constraints of geographical and economic barriers.

In summary, the education of international students in higher education institutions in Shaanxi Province needs to focus on institutional and responsibility management, and to improve the feasibility and effectiveness of international student management by accelerating the provision of necessary policy support and institutional guarantees. Universities in Shaanxi need to rationalize the allocation of financial resources, continuously reform and improve the scholarship system for international students to come to Shaanxi, in order to support the goals of

international student education projects. Universities should also implement sound financial management systems to optimize resource allocation and establish mechanisms for continuous evaluation and monitoring of financial performance. In addition, universities should establish a clear policy and procedure to handle complaints and dissatisfaction from international students, teachers, institutions, and other members of society.

Infrastructure management

Priority should be given to providing logistical support for international student management in international student education projects. On the one hand, the management of international student apartments in universities plays a crucial role in the entire infrastructure management; On the other hand, infrastructure can provide convenience and security for international students during their study abroad period. This is consistent with the research results of Lu, which states that building a world-class university not only includes the teaching and research level of the university, but also the improvement of the logistics service and guarantee facilities. The management of international students' apartments is an important link that cannot be ignored, and requires sufficient attention from school leaders and active cooperation from various departments. In addition, universities should appropriately increase investment in education projects for international students, improve hardware and software facilities in school buildings, and provide a comfortable and convenient campus living environment for international students. Lu also believes that universities should further increase funding investment on the existing basis, and various departments of the school should work together to fully consider the characteristics of international students, establish and improve logistics service mechanisms. Specifically, this can be achieved from three aspects: dormitory management, hardware investment, international student food management, and facilities, in order to improve the management and service level of international students.

International student education projects should fully consider the safe use

and maintenance of infrastructure. In order to provide comfortable, convenient, and fully equipped classrooms and apartments for international students, universities must prioritize the use of safe and environmentally friendly materials and equipment in international student education projects. This can also ensure the safe use of facilities by providing students with appropriate training and supervision, as well as regular maintenance and management services for infrastructure and equipment. This is consistent with the view of Zhu et al. that ensuring the safety and stability of international students is crucial in the management of university infrastructure. They stated that universities should fully understand the importance of maintaining the safety and stability of international student campuses at present; And strengthen safety education for international students, regularly carry out relevant educational activities, develop comprehensive emergency response plans, and ensure the ideological stability and personal safety of international students. In addition, a class committee or regular symposiums can be established within international students to provide them with the opportunity to reflect on infrastructure management issues. Cui pointed out that the construction of campus infrastructure is related to every student, and effective feedback can help managers identify and solve problems.

In short, effective infrastructure management should prioritize logistics support for international student management, including the construction and management of apartment and cafeteria facilities, as well as the allocation of software and hardware facilities. In addition, international student education projects should fully consider the safe use and maintenance of infrastructure, creating a comfortable and safe learning and living environment by providing fully equipped classrooms and apartments for international students, and prioritizing the use of safe and environmentally friendly materials and equipment.

Cross cultural adaptability management

The international student education management project should attract the attention of departments at all levels to the psychological health status of international students in China. Universities need to establish psychological

counseling centers for international students, and ensure their psychological health status through regular psychological counseling. This is consistent with the research results of Chen and Yuan, who found through investigation that international students need to go through a series of cross-cultural adaptation stages abroad, and the problem of cross-cultural adaptation is serious. The resulting cultural shock is a common phenomenon that international students experience. Most of the overseas students from countries along the "the Belt and Road" have never gone abroad. After arriving in China, the overseas students are far away from their native countries. In addition to facing the same academic, interpersonal, emotional and other pressures as domestic college students, they also need to cope with the social, academic and psychological pressures brought about by cross-cultural adaptation. How to adjust well as soon as possible, integrate into and enjoy the study life in China is the primary problem faced by international students. In addition to their own efforts, timely psychological counseling and cultural guidance can be regarded as an accelerator in the Adapted process of international students. Therefore, the cross-cultural psychological adaptation of this group needs the attention of all departments, and a three-layer intervention system of foreign students' peer organizations - counselors - mental health centers can be built. Chen and Yuan also believe that different international students may encounter different problems in their studies and lives under cross-cultural backgrounds. The management units of international students in universities should strengthen research on cross-cultural differences, enhance cross-cultural sensitivity, and view cross-cultural adaptation as a necessary ability and quality for international talents. In response to the special characteristics of the management objects, they should adopt an "open, inclusive, and respectful" attitude, Manage international students with a spirit of "efficiency, pragmatism, and innovation", and cultivate their cross-cultural adaptability. This viewpoint is also consistent with the research of this project.

The cultivation of cross-cultural adaptability in international student education management projects needs to fully leverage the roles of international students themselves and education management entities. On the one hand, international students cannot passively accept cultural exchanges, but should fully utilize their

personal enthusiasm, initiative, and creativity, and develop cross-cultural adaptability in the new cultural and social environment; At the same time, universities actively build platforms for cross-cultural competence training and quality development by conducting diverse cultural experience activities, fully leveraging the interaction between different subjects of cross-cultural adaptation, and enhancing the cross-cultural adaptation ability of international students. This is consistent with the viewpoint of Xu et al., that in order for international students to adapt to local life and learning as soon as possible, they need to make more efforts from themselves to help them better and quickly adapt to cross-cultural situations. They can choose language learning methods that are suitable for themselves based on their learning characteristics and improve their understanding of Chinese culture. In addition, colleges and universities should hold more Chinese and foreign cultural speech and exhibition activities, traditional festivals and customs experience activities, as well as various academic competitions, cultural and sports activities, etc. Such activities not only enable Chinese students to better understand the national culture of their home countries, understand and tolerate some of their speech and behavior, but also enable foreign students to have a deeper understanding of Chinese culture, strengthen exchanges and interactions between teachers and students, Encourage international students to actively integrate into local culture and respect cultural differences.

Experts emphasize that universities should build online communication platforms to maintain communication and exchange between international students, administrators, teachers, and Chinese and foreign students, in order to understand the obstacles in their life, learning, psychology, and other aspects, and provide timely guidance and assistance to them, in order to timely solve the problems encountered by international students in cross-cultural adaptation. This is consistent with Li's research viewpoint. Li pointed out that the cultivation of cross-cultural adaptability of international students can also expand their communication scope through the establishment of information communication websites. Specific measures that can be taken include creating networks to communicate with Congress, fellow countrymen's associations, etc., to eliminate the loneliness of

international students living far away from home, and to integrate and adapt to China's cultural life with the correct mindset.

In the management of cross-cultural adaptation for international students, education managers should attach great importance to and play the educational role and function of the "first lesson" of international students, which is the starting education for new students. Through collective activities such as special education, publicity, lectures, etc., they should lay a solid foundation for the cultural adaptation of international students in the later stage. In addition, the cultivation of cross-cultural adaptability is an important educational content for international talent cultivation. 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.

Enrollment management

The education management of international students in higher education institutions in Shaanxi Province should be a continuous development process, which needs to be guaranteed by enrollment.

Experts emphasize that universities should establish a standardized qualification review and admission system for international students in China in accordance with relevant national regulations and standards. In addition, the language application ability, scientific research ability, and innovation ability of international students should be included in the recruitment assessment scope. This result is consistent with Peng's research findings. Peng emphasized that enrollment can start from the national mechanism and policy level, strictly controlling the admission threshold for international students, and in order to further improve the quality of student sources, students who lack self-directed learning ability and poor foundation can be excluded. At the same time, the Ministry of Education and other relevant departments can establish a unified international student enrollment assessment system and set a unified national enrollment standard for colleges and

universities, specifically from the two aspects of language and specialty: on the one hand, the content of the Hanyu Shuiping Kaoshi (HSK) should be further optimized; On the other hand, professional knowledge exams can be appropriately increased to gradually increase the admission threshold for international students.

Experts believe that the enrollment management of international students in higher education institutions in Shaanxi Province should change the admission standards and concepts of "wide entry and wide exit" for international students, set targeted admission standards for different countries, and achieve a shift from focusing on quantity to quality in international student enrollment. The research results are consistent with Shen and Hu's suggestions on enrollment management strategies. Shen and Hu believe that it is necessary to improve enrollment standards and strictly control the quality of student sources. We cannot embark on the development path of "exchanging quality for quantity" and "replacing quality with scale" due to expanding scale. We should grasp the "entry and exit" barrier for international students coming to China, and achieve a transformation from the "wide entry and wide exit" to the "strict entry and strict exit" training mode. At the same time, in order to improve the quality of students themselves, strict control should be exercised in the enrollment plan, and the restrictions on admission conditions should be raised. A unified evaluation system should be used to strictly review the high school graduation scores of international students. After entering the school, they should take a unified entrance exam and be divided into classes based on the difference in scores. Special attention should be paid to problem students and teaching should be tailored to their aptitude.

In the international student education management project, the enrollment authority of international students 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. This discovery is consistent with what Li proposed. He mentioned that the main problem with the autonomy of universities lies in the enrollment process. Many universities still need to obtain formal approval from local government departments in terms of external enrollment, which brings many restrictions and inconveniences to the enrollment work of

universities. He emphasized in his research that the education regulatory authorities should refer to the relevant mature practices of developed countries and further expand the autonomy of Chinese universities in enrollment, teaching, and management. The school has full autonomy in accepting international students, and is no longer subject to approval from provincial education and foreign affairs authorities. Instead, the school directly provides admission documents and visa application documents to students, and our embassy abroad decides whether to issue visas to China based on national policies.

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. At the same time, 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. We can also improve the construction of the enrollment website for international students in China to provide objective and detailed information on studying abroad. These findings are consistent with the content proposed by Peng. He mentioned that universities should actively expand their enrollment channels by organizing educational exhibitions abroad, making full use of intermediary study abroad institutions, and promoting enrollment locally. At the same time, they should strengthen inter school cooperation with foreign universities. University teachers can also use opportunities such as studying abroad and participating in international conferences to promote our school and actively strive for students. In addition, Shu et al. also mentioned that the enrollment department of universities should establish good communication with foreign universities and intermediary agencies, fully understand the situation of students, ensure the smooth development of students' study abroad in China, and ensure the effective operation of enrollment projects. Then, pay attention to information websites, actively promote, and leverage the advantages of the Internet to publish educational characteristics and other promotional materials on the websites of domestic and foreign service or

educational institutions, so that more students can see them.

Finally, the experts stressed that the education management project for foreign students in Shaanxi colleges and universities should be based on the advantages and characteristics of our province's education openness, combined with 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 foreign students education with Shaanxi characteristics. This is consistent with Xu and Zhao's research point of view, that is, the proposal of the "the Belt and Road" initiative has provided policy guarantee for the development of foreign student education in Shaanxi, especially for the countries along the "the Belt and Road". Shaanxi should make full use of the "the Belt and Road" policy dividend, follow the steps of the developed eastern regions, vigorously develop the cause of foreign student education, improve Shaanxi's international influence and international recognition of higher education, Create a new business card for Shaanxi cities. In addition, Shu et al. also proposed that universities should increase enrollment promotion efforts, enhance the international competitiveness of international student programs, establish project brand effects, and expand the source of international students. Governments at all levels can also establish various scholarship programs to encourage international students to come to China.

In summary, the education program for international students in universities in Shaanxi Province should focus on enrollment management, including regulations and standards for international student enrollment, enrollment assessment, enrollment authority, enrollment promotion, award and scholarship funding system, and enrollment brand. These efforts will promote continuous improvement of the project and meet the needs and expectations of universities in Shaanxi Province for international students, in order to promote the sustainable development of international student education projects.

Curriculum and instructional management

The education programs for international students in universities in Shaanxi

Province need to focus on curriculum and instructional management, which requires universities in Shaanxi Province to deeply integrate knowledge of China's history, culture, customs, religious beliefs, and other aspects with the education courses for international students, and create a discipline system with Chinese characteristics. At the same time, universities should develop high-quality international and professional courses for international students, forming a type of exemplary curriculum. This suggestion is consistent with He's viewpoint that universities should carry out comprehensive construction of key disciplines for international students, form high-quality disciplines with strong professionalism and obvious characteristics, create classic professional disciplines, and improve core competitiveness. On the basis of ensuring the development of classic disciplines, we will expand the construction of international courses, align with international quality, introduce international high-quality courses, and create a comprehensive disciplinary construction. The idea of Sun et al. also supports this view, that is, Chinese universities should do more research and work harder on the curriculum of foreign students from countries along the "the Belt and Road". Taking the curriculum of Beijing Chinese Language Institute as an example, Chinese colleges and universities have the responsibility to offer more elective courses with Chinese characteristics related to Chinese traditional culture for foreign students in China, such as Chinese classical poetry, Chinese tea ceremony, Chinese painting, Chinese martial arts, Paper Cuttings, Chinese medicine, Chinese opera, etc. Maximize the stimulation of international students' strong interest in Chinese culture and leverage the value of courses in international student education programs.

At the same time, universities should ensure that the curriculum is in line with the needs of the industry and the job market, and regularly conduct project evaluations to ensure that the curriculum meets industry standards and meets the learning needs of international students, preparing them for their future employment and development. This finding is consistent with the research findings of Bildt, who emphasized the importance of ensuring that guidance is relevant to the needs of the labor market. The idea of Darling Hammond et al. also supports this finding that matching educational practices with scientific knowledge of learning and

development is crucial, including understanding what is needed in the labor and business sectors. To ensure that the curriculum meets the constantly changing requirements of students and society, teacher leadership can play a crucial role in curriculum development and decision-making. Higher education institutions can support the effectiveness and quality of international student education programs by investing in the professional development of teacher leaders. The research results also indicate that universities in Shaanxi Province need to obtain all necessary licenses and certificates to ensure that their courses comply with industry standards and national education department requirements. This is consistent with Zhao's viewpoint that the curriculum design of universities should be in line with the needs of society and the requirements of the Chinese education system.

Universities should formulate plans for the construction of high-level teaching staff for international student education, and create a first-class teaching team. Excellent young teachers, academic leaders, and others can also be selected in a planned manner to visit and exchange with high-level institutions abroad, accelerate the introduction of world-renowned teachers, promote the certification of foreign teacher qualifications, and continuously improve the internationalization level of the teaching staff, thereby ensuring the teaching level of international student education. This viewpoint is consistent with the research of Bai et al., who emphasized that teaching is the core link of international student education, and the teaching staff is the fundamental guarantee of educational quality. Universities must pay sufficient attention to the construction of the teaching staff for international student education. Wei proposed that universities should build an international teaching team based on the needs of their disciplines, introduce and exchange talents, and cultivate inherent teachers. They should create a new talent teaching team for international construction and strengthen the teaching staff.

Regular evaluation and improvement of courses and teaching techniques can effectively improve the management of international student education. The significance of continuous reflection and development in curriculum review and educational practice is consistent with the research of Graatthorne et al. In addition, universities in Shaanxi Province can also 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.

In summary, the education of international students in universities in Shaanxi Province needs to focus on curriculum management and teaching management. These universities must create a disciplinary system with Chinese characteristics. Develop high-quality international and professional courses for international students, forming a class of exemplary courses. Experts also suggest that the curriculum must be aligned with the needs of the industry and job market. Under the influence of the "the Belt and Road" initiative, the strength of the teaching staff determines the quality of education for international students in China. It is crucial to continuously strengthen the construction of the teaching staff and build an international teaching team. Teachers should play a leading role in the design and implementation of new courses, as well as the adoption of teaching methods. Ensure that all courses are offered in accordance with the training objectives of professional talents, and are certified by relevant departments, obtaining all necessary licenses and certificates. To ensure the quality of education management for international students in universities in Shaanxi Province, continuous evaluation and improvement of courses and teaching techniques can be carried out through the institution's reward and punishment mechanism and policy guidance.

Digital Resource Construction Management

Universities in Shaanxi should incorporate digital technology and new media into international student education projects to enhance the development of digital resources and the creation and optimization of digital teaching environments in universities. Digital technology and new media should be effectively integrated into the education and teaching of international students. This suggestion is consistent with Bao and Liu's views on university education management in the information age, which emphasize that in the new situation, universities should grasp the

characteristics of the information age, rely on information technology to make up for the shortcomings of traditional university education management, and actively explore innovative paths for education management models.

Shaanxi Province's universities have incorporated digital technology and new media into their international student education projects. They can 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. As Liu said in his research, the current traditional teaching model, which focuses on classroom teaching, has been unable to meet the needs of education and teaching informatization. Online teaching, which takes the network platform as the carrier, has risen rapidly and become an innovative practice of education and teaching. Online teaching, which integrates "Internet plus+" and "intelligence+" technologies, has become an important development direction of higher education in China and the world. In order to supplement various teaching methods and courses, many higher education institutions (HEIs) are committed to investing in digital technology. In addition, teachers engaged in international student education and teaching in Shaanxi universities must also receive training in the use of digital tools and new technologies to accelerate the updating of teachers' digital concepts and cultivate their digital literacy. Liu believes that universities should consider information literacy as one of the core indicators for teacher development, and strengthen the training of teachers and students in enhancing their information based teaching abilities.

Shaanxi universities should make necessary investments in these digital platforms and equipment to support the integration of technology into international student education projects. This discovery is consistent with Rao's view that cutting-edge tools and methods can enhance students' digital skills and employability. Hâcourt and Alenezi believe that digital technology and new media are indispensable components of today's society. As they pointed out, many students nowadays grow up with digital technology as a part of their daily lives, which is particularly important. In our society, there are still many different types of digital

divide that affect the younger generation and their digital future. At the same time, Du proposed that universities should continuously expand the scope of management on the existing basis, integrate diverse educational resources from society and universities, achieve friendly interaction and exchange between universities, use modern information technology to share successful teaching experiences on online platforms, effectively improve their openness, and achieve resource sharing. This viewpoint is consistent with the opinions of experts.

In addition to doing the above work well, digital technology should also be regularly evaluated and evaluated to ensure its effective use and identify areas for improvement. Between 2010 and 2011, UNESCO conducted a survey to assess the integration of digital technology in education systems in Latin America and the Caribbean. Such assessment and evaluation can well understand the trend and initiatives of Digital transformation of higher education institutions, and can integrate digital technology skills, literacy skills into art education courses. By doing so, students in international student education programs will be better prepared to excel in their chosen fields, and the integration of technology will promote innovation and creativity in the classroom.

In summary, universities in Shaanxi Province should integrate digital technology and new media into their international student education programs to improve students' learning experience. Teachers and managers of international student education should receive training in the use of digital tools and technologies to improve their digital literacy. Universities should invest in digital platform development and equipment construction to support the integration of technology into international student education projects. Digital technology should be regularly evaluated and evaluated to ensure its effective use and identify areas for improvement.

International Alliance Cooperation in the Field of Higher Education

Experts emphasize that promoting international alliance cooperation among Shaanxi universities is an important measure to establish a mechanism for resource

sharing and project cooperation among universities, promote the improvement of academic research and teaching levels of universities, and enable domestic and foreign students to have access to a wider range of disciplines and diverse cultures.

Universities must face the world, constantly seek strategic partners, and establish stable and long-term domestic and international alliances and cooperation in certain characteristic fields, exchanging information, sharing the latest scientific and educational achievements, and shaping high-quality international academic personnel. This is crucial for them to enhance their respective competitive advantages. This is consistent with the new trend of university international alliance cooperation proposed by Li and Li. They emphasized that international cooperative education in higher education is one of the important development trends in modern education, and the establishment of strategic international alliances clearly helps to create an environment conducive to knowledge sharing and exchange. Through personnel exchange, technology sharing, joint research, and other means, communication and cooperation among members of the alliance are enhanced, meeting development needs, and enhancing competitive advantages. In addition, universities should attract outstanding talents from different regions and cultural backgrounds to form think tanks, carry out cross-border academic exchanges and cooperation, and provide more practical exchange opportunities for international students. This viewpoint is also consistent with Li's research.

Experts also suggest that universities in the process of international alliance cooperation should not only play the role of the government in enhancing university participation in international cooperation, but also break through the "one-on-one" bilateral cooperation model in cooperation methods, in order to truly achieve strategic development towards the world. This discovery is consistent with Fu's exploration of international cooperation mechanisms in higher education, which suggests that in the process of regional integration around the world, government or organization led higher education integration and cooperation exchanges are gradually taking advantage. Taking the Erasmus Plan launched by the European Commission in 1987 as an example, more than 4000 universities in 33 European countries have participated, and since its implementation, over 2.2 million students

and 250000 teachers and employees have benefited from it. This plan has become a model in government led cases of this kind. At the same time, the current international alliance of universities has broken the boundaries of countries and regions, and their cooperation and competition have shown diversified development. In addition, universities cannot equate the existence of an international alliance of universities with the homogenization of higher education, losing their local characteristics and advantages. Fu believes that in the system of the International Alliance of Universities, each member school remains an independent and sound institution within its own country, seeking mutual dialogue, exchange, and mutually beneficial cooperation with higher education in other regions, countries, or countries.

Finally, universities 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. This viewpoint is consistent with Dai's research on the purpose of international cooperative education in higher education. Dai believes that through higher education, the knowledge level, ability, international perspective, culture, and other aspects of the educated can be improved, and personal qualities can be improved, in order to achieve the goal of revitalizing the country through science and education and enhancing the economic strength of the entire country. This type of international cooperation is not for the sake of cooperation, but only in the process of specifically serving the national economic construction can a true sense of international cooperation be achieved, Thus promoting the International Alliance of Universities to play a greater role on the world stage.

In summary, Shaanxi universities should actively establish an international alliance for higher education cooperation to meet the needs of international student education in terms of educational and teaching resources, talent exchange and cooperation. They should also play the role of the government in the process of international alliance cooperation, and develop from unilateral cooperation to diversified cooperation, providing more practical and exchange opportunities for international student education. In addition, universities should not lose their local characteristics and advantages in alliance cooperation, but also maximize the role of

the International Alliance for Higher Education on the world stage.

Internationalized integrated management

International student education projects should create an international campus atmosphere from a "student-centered" perspective, adding internationalization and cross-cultural interaction to environmental education. The international campus atmosphere created by such multiculturalism contributes to the expansion of international perspectives and the improvement of cross-cultural communication skills for international students. This is consistent with the research results of Han. That is to say, it is an inevitable requirement for colleges and universities to create an international campus environment to engage in the education of foreign students. International cultural festivals, international cultural salons, international food festivals, exotic art works exhibitions, international film festivals, etc. can be held to encourage foreign students to actively join various Student society, participate in volunteer services and practical teaching activities, and enhance two-way exchanges between Chinese and foreign students. In addition, universities in Shaanxi should strengthen international cooperation and exchanges, establish partnerships with relevant domestic and foreign universities or enterprises, and provide corresponding internships or exchange programs for international students, continuously improving the internationalization of education. Han also believes that it is necessary to establish a collaborative mechanism between the education of international students in China and the international human resource needs of Chinese enterprises, and establish a win-win development relationship between both sides from the perspective of international human resource development reserves and demand allocation.

International student education programs should actively incorporate international courses and teaching methods. On the one hand, in order to promote international understanding and appreciation through mutual collision and sharing, the curriculum should integrate the comparison and exchange of cultures and traditions of different countries. On the other hand, 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 study abroad spots and opportunities for teachers to visit abroad. At the same time, relevant knowledge such as cross-cultural communication and psychology should be included in training courses. This is consistent with Shen's viewpoint that universities should actively explore the construction of an international curriculum system suitable for their own development, and consolidate the curriculum content of education for international students coming to China. They found that the implementation of international courses involves the integration of diverse cultures and the infiltration of cutting-edge educational concepts, which can effectively enhance students' active exploration and absorption of knowledge, and is greatly beneficial for expanding their international perspective and improving their overall quality. He pointed out that the international exchange of teachers can clearly reflect the development level of international exchange and cooperation, increase the number of public Visiting scholar and teachers sent to study abroad, and increase the opportunities for teachers to visit and study abroad, which can promote the international integration of university teachers.

At the same time, in order to ensure the effective implementation of international student education projects, universities should strengthen cooperation with international organizations, actively participate in the research and development of international education quality standards, international student evaluation and testing, and accumulate experience to improve the evaluation and monitoring capabilities of international student education quality in universities in our province. This is consistent with the views of Xue et al., who emphasize that in order to comply with the overall trend of the internationalization of contemporary higher education, participating countries should organize relevant departments to develop sound cooperation management and evaluation mechanisms, thereby ensuring the healthy development of international exchange and cooperation. This is very important.

In summary, in the context of international integrated management, the goal should be for universities to establish partnerships with relevant domestic and

foreign universities or enterprises, strengthen international cooperation and exchanges, and actively promote international exchange plans. In addition, the curriculum and teaching methods of specific international student education projects need to be internationalized, through teacher training, overseas exchange visits, international student recruitment plans, the introduction of international evaluation standards, the creation of a positive teaching environment, and the creation of an international talent cultivation ecosystem.

Talent management

The education management of foreign students in Shaanxi universities must comply with the "the Belt and Road" initiative, be based on the national macro support, and the talent allocation should be highly consistent with the national overall strategy. Therefore, Shaanxi universities need to 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. This discovery is consistent with Wei's research findings, which suggest that in a complex and ever-changing international society, talent cultivation must first update educational concepts, transform educational ideas, and strengthen the original intention of education. Secondly, it is necessary to strengthen moral education, enhance educational cognition, and cultivate students' awareness and concept of serving society.

High quality talents are the guarantee for the implementation of international student education projects. Shaanxi Province's 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. Equally important is to attract more high-quality multinational talents to the outside world, safeguarding the development of international student education projects. This research result is consistent with Wei's point of view. He stressed the importance of colleges and universities to achieve the cultivation of internationally applicable innovative talents, and emphasized that

Critical thinking is an important cornerstone to promote the sustainable innovation and development of academic. The research results of Han and Zhao have also proved that the education of foreign students in China is an effective way for China to effectively attract, develop and maintain international talents. On the one hand, it is necessary to strengthen the cultivation of local innovative talents, and on the other hand, it is necessary to attract more outstanding talents through discipline construction and improving the corresponding supporting policies. From this, it can be seen that Shaanxi universities should focus on cultivating the professional and academic abilities of international students coming to Shaanxi, and do a good job of connecting the preparatory and undergraduate stages, as well as the undergraduate and graduate stages, to create a talent gathering area with domestic and international competitive strength and innovative vitality.

When formulating talent cultivation plans for international student education projects, universities in Shaanxi Province should prioritize humanistic spirit and professional qualities, strengthen education on the Chinese national conditions for international students, and form good legal and moral concepts throughout their entire study abroad career. In addition, experts suggest that international students studying in China should enhance their understanding and identification with China's social system and mainstream values, cultivate a group of international talents who understand and understand China, and take practical and feasible measures to retain talents for regional development. The experts' opinions are consistent with Gao's research results. He believes that the education of Chinese traditional culture should be strengthened for overseas students, so that they can master the common sense of life, laws and regulations, social culture, traditional customs, etc. in China, get familiar with the school's surrounding environment, school life, historical background, etc. with the guidance of teachers and the help of classmates, and spontaneously increase their love for Chinese traditional culture and their recognition of China's Core Socialist Values, Let the "the Belt and Road" pass on from generation to generation. The research results of Cheng, Zhang, and others also reveal the new positioning of cultivating elite talents who are "knowledgeable, friendly, and love China" in the development of education for studying abroad in China in the new era,

as well as the new challenges of developing towards high-level and high-quality development, optimizing the structure of graduate education, and improving the quality assurance system.

Shaanxi universities should respond to the market's demand for talents, strengthen the cultivation of various types of composite and specialized talents such as communicative, versatile, professional, and language oriented, and fully leverage the important role of the school enterprise collaborative education mechanism, so that international students have more opportunities to participate in horizontal scientific and technological projects or product research and development in cooperation between teachers and enterprises on campus, So as to cultivate more "Chinese+" high-quality technical and skilled talents for the construction of the "the Belt and Road". The experts' suggestions are consistent with Fang's research results. He stressed that in the new era of the increasingly in-depth development of the "the Belt and Road Initiative", not only a large number of theoretical and scientific talents, but also a large number of skilled and practical talents are needed. Therefore, colleges and universities should speed up the professional adjustment and layout of the education of foreign students in China, and improve the appropriateness of talent training and the cooperation and construction of the "the Belt and Road". Fang also proposed that universities should cooperate with local enterprises in the education of international students in China, and strengthen the exploration and practice of the "order based" talent training model. Some universities have boldly attempted this model in their education of international students in China.

In general, the Talent management of the education management of foreign students in colleges and universities in Shaanxi Province highlights the importance of ensuring the talent cultivation under the influence of the "the Belt and Road" initiative in the education project of foreign students. Through the establishment of the new concept of talent cultivation, innovative talent cultivation and the absorption of high-quality talents at home and abroad, and the implementation of cooperation between universities and enterprises to cultivate talents, institutions can respond to the development needs of the "the Belt and Road" to cultivate talents needed to adapt to social development, and promote the sustainable practice and

growth trend of international student education.

International Student Service Management

Shaanxi Province's university needs to reform and innovate the management concept of international student education, placing equal emphasis on "bringing in" and "going out", and implementing management based on the collision of multicultural exchanges, thereby promoting the transformation and upgrading of education services for studying abroad in China. At the same time, it is necessary to transform the long-term implementation of institutional based rigid management into flexible management. Based on studying the spiritual and cultural needs of the international student community, respecting their cultural traditions and personality characteristics, corresponding and easily accepted methods should be adopted for educational management and services. These suggestions are consistent with Xie, Dong, Liu and others' views on the management and service of international students. They put forward that university administrators should establish a "people-oriented" service-oriented management concept, fully respect the cultural diversity and individual differences of international students, and more from the perspective of cultural differences and Cultural identity to find the root causes of contradictions and problems in the management of international students, and fully consider the opinions and suggestions of international students, Improve and enhance the service management level of universities. Hu emphasized that in addressing the issue of international student education management, the first step is to establish a correct concept of education management, and secondly, to create a good educational and teaching atmosphere, which is extremely important for the sustainable development of international student management services.

The quality of international student management services cannot be separated from professional management personnel. Shaanxi universities should focus on improving the comprehensive quality of teaching and management personnel for international students, and cultivate a group of international student management personnel with high quality, strong abilities, profound knowledge, and

excellent business skills. Zhang proposed to provide targeted training for management personnel, starting from observation, management, communication, guidance, and other directions, to enhance service capabilities and awareness, make them adapt to the living habits of international students in China, and enable them to better adapt, which is consistent with the results of this study. For international student education programs, it is important to treat international students equally with local university students and adopt assimilation management. This discovery is consistent with the views of Zhang, Li, and others, that assimilation management is an effective way to manage international students, which can reduce the sense of alienation between Chinese and foreign students, implement effective management measures under the premise of treating Chinese and foreign students equally, and enable international students to better integrate into the new environment and new collective.

In addition to doing the above work well, Shaanxi universities should also pay attention to the mental health of international students, and ensure that international students have a platform for communication, socializing, and activities by setting up specialized psychological counselor positions and playing the role of class cadres and international student associations. This is consistent with Xu's research viewpoint, emphasizing that international student management services should be student-centered, starting from the psychological characteristics of international students, and proposing management methods that are in line with their psychological characteristics. Firstly, it is necessary to pay attention to the psychological status of international students, provide correct psychological guidance, and conduct irregular tests and consultations; Secondly, it is necessary to scientifically use network management methods; The connection with international student organizations needs to be strengthened again; Finally, it is necessary to enrich the extracurricular life of international students by leveraging the campus environment and relevant social organizations.

At the same time, the apartments and accommodation provided by Shaanxi universities for international students need to be strengthened in management, provide high-quality services, and prevent risks. 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. This is consistent with the view of Liu et al. that it is necessary to build a diversified service mechanism, improve the system and service aspects of logistics management, and provide support and assistance in all aspects of daily life, residence, medical treatment, employment, etc. for international students in China, in order to ensure that they are fully engaged in learning in universities. Shaanxi universities should also focus on improving the self-management ability of international students. This is consistent with Gui's research viewpoint that universities should integrate management into services, encourage international students to deeply reflect on the school's teaching work, propose opinions and build a two-way communication education management mechanism, thereby ensuring the effective implementation of the "self-education, self-management, self-service, and self-motivation" functions of international students in China, Construct an interactive governance system characterized by self management of Chinese international students under the macro guidance of the school.

In summary, higher education institutions in Shaanxi Province need to reform and innovate the concept of international student education management, while transforming the long-term implementation of rigid management based on systems into flexible management, in order to promote the transformation and upgrading of education services for studying abroad in China. The quality of international student management services cannot be separated from professional management personnel. Shaanxi universities should focus on improving the comprehensive quality of international student teaching and management personnel, adopt assimilation management, and better integrate international students into the new environment and collective. Finally, the psychological health of international students, as well as their daily lives such as apartments and accommodation, should also be strengthened in management, providing high-quality services, and preventing risks.

So, To improve the management of international student education in universities, institutional and responsibility management and enrollment management are important aspects, which is consistent with Shu's research. Shu

believes that in order for universities to successfully implement and develop international student education management projects, it is necessary to strictly implement various management rules for studying abroad in China based on China's basic national conditions, combined with the characteristics of foreign students. At the same time, universities should formulate regulations and school rules to regulate the behavior of international students, in order to make them comply with Chinese laws and the school rules of their respective schools, and to achieve clear rights and responsibilities. In addition, Shu also emphasized that enrollment is the primary link in the management of education for studying abroad in China. Universities should establish a standardized system for ensuring the quality of enrollment and enrollment, avoiding the phenomenon of relying solely on reviewing application materials for enrollment. Recruitment projects should implement strict entrance exams to ensure their scientificity and fairness, and ensure the quality of international student sources.

The importance of infrastructure management is supported by the research of Xie, Dong, and Liu. In their joint research, they believe that the promotion of the "the Belt and Road" initiative and the increase of international exchanges between China and foreign countries have led to a continuous increase in the number of students studying in China. Universities must coordinate in advance, do a good job in planning and design, and not overload enrollment or fail to meet development needs. They must combine their own conditions, increase investment in education management for international students in an orderly manner, and strive to do a good job in teaching facilities and school infrastructure construction. Every year, a certain proportion of the budget should be planned to be invested in international student education, improving various infrastructure conditions, Further enhance the external competitiveness of international student education in universities.

In order to accelerate the orderly promotion of international student education management projects in universities, cross-cultural adaptability management is an important aspect, which is consistent with the research of You. You believes that colleges and universities should pay attention to various problems encountered by foreign students in the process of cross-cultural Adapted process,

guide them to respect cultural differences, strengthen cultural adaptation and strengthen academic and cultural guidance. In addition to the importance of cross-cultural adaptability management, the role of curriculum and teaching management cannot be ignored. Xie and Dong's research supports universities to attach great importance to the curriculum and teaching management of international students. While the scale of international students is increasing, it is necessary to pay attention to the improvement of teaching quality. Only by highlighting teaching quality can we ensure that international student education projects achieve better student scale and social benefits. At the same time, in response to the problems in the curriculum and teaching of international students, universities should conduct targeted surveys of their opinions, collect their demands, and adjust the curriculum and teaching methods in a timely manner to meet the needs of international students for curriculum and teaching management.

A study by Du supports the importance of digital resource construction and management. Du stressed that teachers and staff should be encouraged to constantly reform and innovate teaching models, teaching methods and teaching means on the basis of existing teaching in the higher education stage, and share successful teaching experience in the network platform by using modern information technology. The construction and management of digital resources has become a mainstream trend at present. Universities should adopt diversified methods to effectively improve the openness of their teaching systems, thereby effectively integrating and optimizing teaching resources, exploring new educational development paths from multiple channels, optimizing educational ideas, and broadening students' horizons.

In addition, in order to further promote the reform and innovation of higher education management, transform systematic educational ideas, and cater to the strategic thinking of national innovation and entrepreneurship, Xu's research found that effective international student education management needs to focus on international alliance cooperation in the field of higher education. He proposed that universities should continuously expand the scope of management on the existing basis, establish alliances and cooperation between universities, integrate diverse

educational resources from society and universities, achieve friendly interaction and exchange between universities, effectively improve their openness, and achieve resource sharing.

Since international student education is an important indicator to measure a city's opening up to the outside world and an important yardstick to measure the development level of an international university, international integrated management and Talent management have become the key to the management of international student education in universities. These findings have been supported by Zhu's research and Sun's research. Zhu Qiangtiao believes that vigorously developing the study abroad industry is conducive to strengthening China's cultural exchanges with foreign countries, promoting the internationalization of higher education in China, and continuously enhancing the international influence and competitiveness of China's education. Sun believed that in order to make the education of foreign students from countries along the "the Belt and Road" more effective and more in line with the "the Belt and Road" initiative, many domestic universities have adopted the school enterprise cooperation education model when educating foreign students from countries along the "the Belt and Road". Zhu also believes that Chinese enterprises can establish an order based talent cultivation mechanism with universities, cooperate from the perspective of international human resource development reserves and demand allocation, and achieve a balance of interests between enterprises and universities in talent supply and demand. Zhu Hesun's research findings support that Talent management is an important dimension of international student education management in colleges and universities.

In addition, Jiang's research found that good management of international student education requires a focus on international student service management. He proposed that international student management service staff should not only possess professional management skills, but also possess cross-cultural communication skills in service. Xie, Dong, and Liu believe that university managers should establish a "people-oriented" service-oriented management concept, fully respect the cultural diversity and individual differences of international students, fully consider the opinions and suggestions of international students, and improve

and enhance the service management level of universities. Transforming from a single institutional management model to a service-oriented management model, and shifting from passive and restrictive management to a service-oriented management model with democratic student participation, emphasizing that students should be the main body and practitioners of management.

In summary, the 10 dimensions of international student education management identified in this study are all key to the success of international student education projects in higher education institutions in Shaanxi Province, and have been supported by existing research in the field of international student education management. Managers and organizers of international student education should carefully consider these aspects and strive to implement strategies to promote outstanding performance in international student education, and prepare for the competitiveness and long-term development of international students in the future job market. The following content will further discuss the specific details of each dimension.

Recommendation

General recommendations

According to the research results of the education management of international students in Shaanxi universities, the 10 dimensions that need to be considered in the education management of international students in Shaanxi universities under the influence of the "the Belt and Road Initiative" are: 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; 10) Service management for international students. 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. The mental health status of international students from Shaanxi universities in China should be taken seriously by departments at all levels and effectively ensured.

6. Shaanxi universities should reasonably increase investment in international student education projects, improve infrastructure construction, and improve software and hardware facilities.

7. 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.

8. 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.

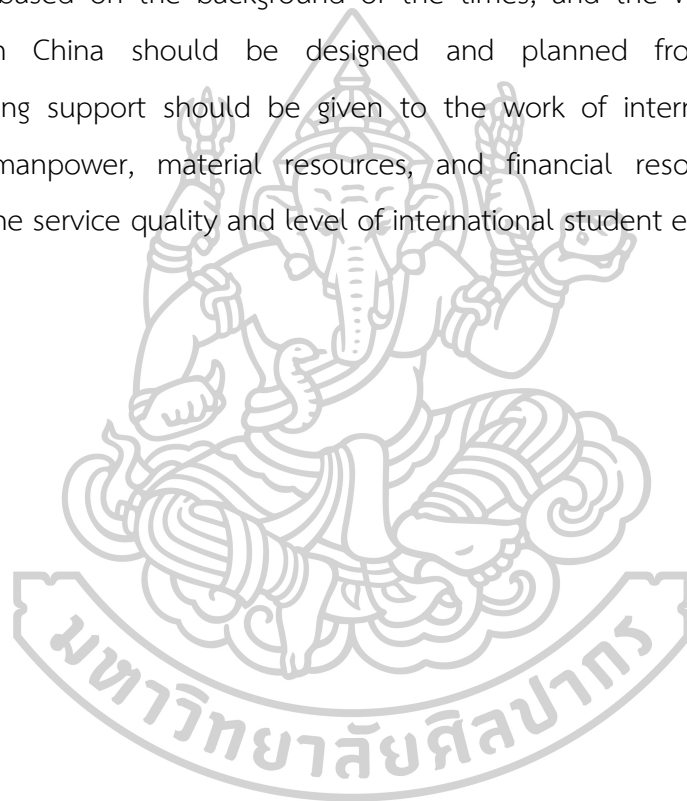
9. The education projects for international students in Shaanxi universities should strengthen digital technology and new media, enhance the development of

digital resources, create and optimize digital teaching environments, and build a digital exchange platform for sharing resources between teachers and students.

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

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

12. 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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Appendix I

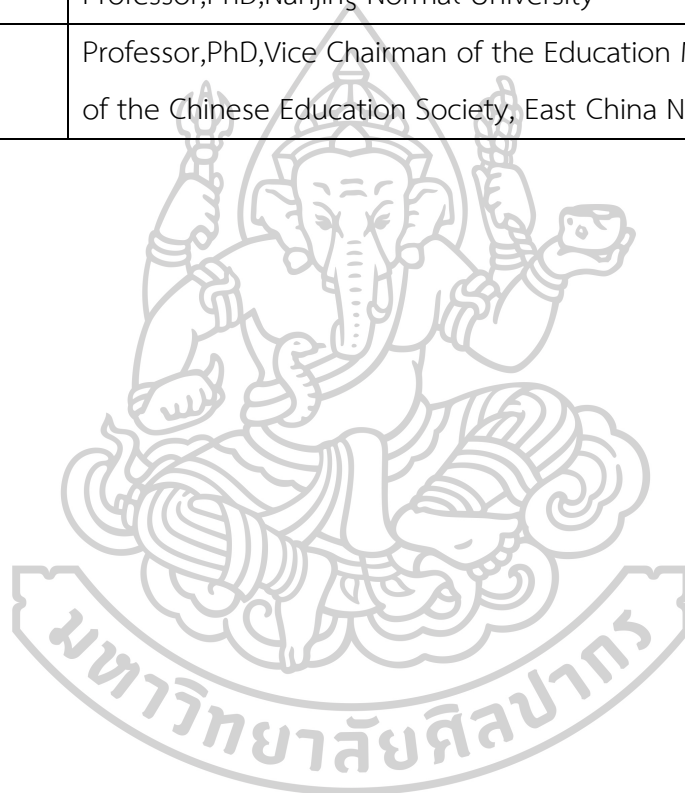
Expert List

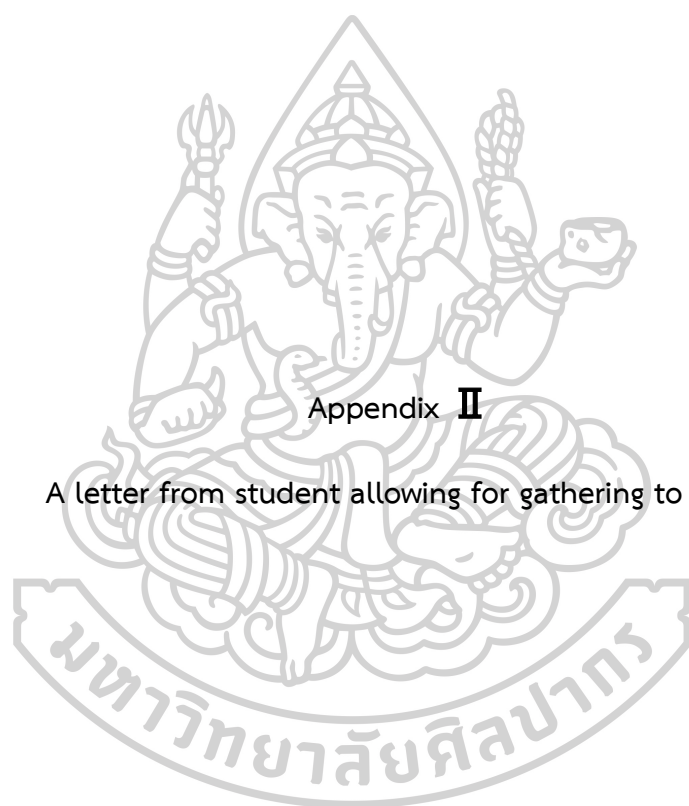
The researcher has classified the 17 experts from 3 groups according to their areas of expertise, and for privacy reasons the names of the experts will be replaced by letters.

Table 1 shows their degrees, research focus and experience.

Name	Title
A-Zou, T.Q.	Professor, PhD, assistant to the president of Beijing International Studies University
B-Xu, Q.H.	Professor, PhD, director of the Institute of Russian Eastern European and Central Asian Studies, Vice President of the National Development and Strategy Research Institute of Renmin University of China
C-Wang, K.	Professor, PhD, Doctoral supervisor, professor and deputy director of the ISEAS–Yusof Ishak Institute of Sun Yat-sen University
D-Li, Q.	Professor, Doctoral supervisor, director of the Central Asia Research Institute of Shaanxi Normal University
E-Huang, X.M.	Professor, PhD, Doctoral supervisor, Professor of the School of Public Affairs of Xiamen University
F-Chen, H.L.	Associate professor, PhD, Dean of School of International Education, Xidian University
G-Shi, L.X.	Professor, PhD, Doctoral supervisor, Vice chairman of the Western China Foreign Language Education Research Association
H-Zhao, H.X.	Professor, Graduate Tutor, Vice President of Xi'an Siyuan College
I-Wang, J.Y.	Associate professor, PhD, Graduate Tutor, Director of the Chinese Department of Xi'an Shiyou University
J-Yang, J.H.	Associate professor, PhD in Education, Shanghai University of Political Science and Law
K-Chen, L.	Professor, PhD, Graduate Tutor, Shaanxi Normal University
L-Yang, J.P.	Associate professor, PhD, Graduate Tutor, Shaanxi Normal University

Name	Title
M-Si,X.H.	Professor,Doctoral supervisor,the leader of Shaanxi Normal University's pedagogy discipline
N-Cai,Y,H	Professor,PhD,Doctoral supervisor,director of the Research Center for Educational Human Resources Management and Development
O-Mao,Y.Q.	Professor,Doctoral supervisor,Deputy leader of the working group of experts for training primary,Beijing Normal University
P-Yao,J.J.	Professor,PhD,Nanjing Normal University
Q-Zhi,T.J.	Professor,PhD,Vice Chairman of the Education Management Branch of the Chinese Education Society, East China Normal University





Appendix II

A letter from student allowing for gathering to data



NO.8612.2/

Department of Educational Administration

Faculty of Education, Silpakorn University

Nakhon Pathom, Thailand 73000

January 28,2023

Subject: Requesting letter for research interview

Dear:

Mrs. ZHU QIAO MEI , ID. NO.620630030,who is a Ph.D. Candidate, majoring in Educational Administration at the Faculty of Education,Silpakorn University,Thailand.She has been approved to conduct the doctoral dissertation on the topic of **“The Education Mangement of International Students in Universities of ShaanXi Province under The Influence of The Belt And Road Initiative”**.

I would like to ask for your kind cooperation to allow Mrs. ZHU QIAO MEI to have an interview session with you for your expertise and views on the the education mangement of international students in universities of ShaanXi Province under The Influence Of The Belt And Road Initiative.The study findings will be based on the entire group of participants and not on individual participants .There are no

known risks to participate in this study .If you have any questions about this process ,please contact our department.

Your kind cocperation will be highly appreciated and thank you very much for your kindness.

Sincerely yours,

(Assoc.Prof.Mattana Wangthanomsak,Ph.D)

Head of the Educational Administration Department

Silpakorn University





Appendix III

A letter allowing for interview



January 30,2023

Dear Expert:

I am Mrs. Zhu QiaoMei, ID. NO.620630030, PhD candidate, majoring in Educational Administration at the Faculty of Education, Silpakorn University, Thailand. She has been approved to conduct the doctoral dissertation on the topic of “The Education Mangement of International Students in Universities of ShaanXi Province under The Influence of The Belt And Road Initiative”. I would like to ask for your cooperation and have an interview with you about your professional knowledge and opinions on the topic of this doctoral thesis.

This interview has been reviewed and approved by my department. For privacy reasons, I will use letters instead of your first name. Rest assured that there are no known risks to participating in this study.

I hope you can agree to participate in my interview, I will be very grateful for your cooperation and kindness.

Hope your work goes well.

Sincerely yours,

Zhu Qiaomei

VITA

NAME Zhu Qiaomei

DATE OF BIRTH November 30,1992

PLACE OF BIRTH Shaanxi city, China

INSTITUTIONS ATTENDED 1998-2004 Mianxian Banqiao Primary School
2004-2007 Dingjunshan Middle School, Mian County,
Shaanxi Province
2007-2012 Mianxian No. 2 Middle School, Shaanxi
Province
2012-2016 Graduated from Xi 'an Shiyou University,
majoring in Chinese Language and Literature, with a
bachelor's degree
2016-2019 Xi 'an Shiyou University with a master's
degree in Teaching Chinese to Speakers of Other
Languages
Since 2019 Silpakorn University, Majoring in Education
Management

Full-time work experience
Full-time teacher, School of Literature, Siyuan University,
Xi 'an, from 2021 to present

HOME ADDRESS Fourth Chunlin Road, Qujiang, Yanta District, Xi 'an city,
Shaanxi Province, China