Revitalizing Talent Development in Jiangsu Province's Representative Universities under 'The Belt and Road' Initiative in the Post-Pandemic Landscape: A Data-driven Analysis
Huang Ting, Borah Prasad Siba*, Xie Qi

Abstract
Examining four universities in Jiangsu Province’s "Belt and Road" international talent programs, this study finds disparities in planning, faculty diversity, and student exchanges. Despite Jiangsu’s reputation for excellence in higher education, these institutions perform in a range of ways, most notably in cooperation and planning within the initiative. Although some universities are excellent at internationalizing their faculty, it is still difficult to recruit from "Belt and Road" nations. The pandemic affected participation rates by interfering with exchange and student enrollment programs. Evaluating and correcting shortcomings in Jiangsu universities’ "Belt and Road" talent programs was the main goal. With an emphasis on student exchanges, faculty compositions, and educational planning, the study sought to close gaps that prevent successful internationalization. The research sought to reconcile current practices with the urgent need for strong international talent development through careful analysis. Using a thorough methodology, the study examined student exchange data, faculty compositions, and educational plans, identifying notable differences. These results highlight the need for better planning, diverse faculty hiring, and equitable student exchanges. In summary, this study offers crucial recommendations to higher education institutions and decision-makers for improving the success of "Belt and Road" projects in the aftermath of the pandemic, stressing the importance of better international talent development and more robust global alliances.

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INTRODUCTION
The paper released by China following the 2013 worldwide Belt and Road Initiative is named "Vision and Actions for Jointly Building the Silk Road Economic Belt and the 21st Century Maritime Silk Road" (Li, 2021). The Belt and Road countries are encouraged to facilitate mutual knowledge exchange between different civilizations and cultures in order to achieve synchronised advancement and economic prosperity. The establishment of friendships among individuals enhances the consolidation of relationships between nations. According to Wen and Hu (2019), the Belt and Road Initiative includes a pillar called the people-to-people link. It serves as the fundamental social premise and ultimate goal of policy discussions, interconnected roadways,
unhindered trade, and the flow of currency. It is crucial to promote mutual understanding and unity among the people of the Belt and Road countries in order to facilitate collaboration in various areas. The Belt and Road Initiative necessitates a group of global champions to carry out the thorough marketing of each issue separately (Wen & Hu, 2019).

The Third Belt and Road Forum for International Cooperation, with the theme "High-quality Belt and Road Cooperation for Common Development and Prosperity," commenced in Beijing on October 18, 2023. Although economic globalisation encounters difficulties, the global community maintains its enthusiasm for this phenomenon due to its underlying principle of collective wealth and advancement. In this dynamic and chaotic world, nations must set aside their divergences, come together against fragmentation, and cooperate to foster advancement. The significance of collectively constructing the Belt and Road is growing, and the outlook appears auspicious. The gathering will encompass deliberations on connectivity, sustainable development, the digital economy, unrestricted commerce, think tank exchanges, marine collaboration, the clean Silk Road, and a range of other subjects.

LITERATURE REVIEW

The Ministry of Education, in their 2016 Education Action on Promoting Belt and Road Cooperation, highlighted the crucial role of education in the overall success of the Belt and Road programme and the advancement of the nation and its people (Wen & Hu, 2019). Through educational exchanges, countries along the Belt and Road can strengthen their interpersonal relationships, improve infrastructure connectivity, promote policy dissemination, facilitate free trade, and achieve financial unification. The nations included in the Belt and Road initiative have strong connections and significant possibilities for educational collaboration (Conley & Ah Yun, 2017). In order to benefit the residents of each country involved in the Belt and Road Initiative, it is crucial that they collaborate to promote education and the Belt and Road Initiative (Jingwei, 2013).

Higher education institutions serve as the repository of a nation's wealth of information, expertise, creativity, and experience, and play a crucial role in driving the nation's economy and fostering social cohesion. The Belt and Road Initiative (BRI) was implemented by China in September 2013. This comprehensive global development programme aims to broaden opportunities beyond the confines of any single country, region, or business community. In addition, China is experiencing a growing influx of international students who are pursuing higher education, as observed by Wen and Hu (2019). The Belt and Road Initiative (BRI) is capitalising on this progress by establishing Chinese universities as a central hub for academic research across the area. The BRI nations constitute more than 60% of the college's total of 492,000 registered international students (Akhtar et al., 2019). When analysing "The Belt and Road," a duality of perspectives becomes apparent. Chinese institutions will support the exchange of students from nations along the "Belt and Road" route, enabling them to pursue academic opportunities in the "Belt and Road" regions. Through their efforts, these students will enhance the spread of China's technological knowledge and cultural heritage, thereby strengthening China's influence and promoting mutually advantageous connections. In order to strengthen China's relationships with the countries along the "One Belt, One Road" corridor, we will make efforts to attract students from these regions to enhance their talent pools (Yu & Downing, 2012).
It is not difficult to find that there are the following new characteristics in the cultivation of international talents in Chinese universities in the action of jointly building the "Belt and Road": first, international talents cultivation from the perspective of providing the world with international public goods; second, international talents cultivation that goes beyond the individual level to serve national development; third, international talents cultivation under the concept of "not for all, but for all" (Peng & Wu, 2019).

The proposal and implementation of the "One Belt and One Road" initiative has brought great opportunities for the internationalization of higher education and also put forward new requirements for the cultivation of international talents, which has become the focus of scholars. The literature mainly focuses on the following three aspects. International students are becoming more and more interested in studying in China's universities and colleges. The remarkable and ongoing rise in the nation's global influence, be it in politics, the military, or the economy, supports this interest and draws in foreign students pursuing higher education in proportion. This inflow, which is partially the result of higher education as a state-directed endeavor under the Belt and Road Initiative, advances China's international political and economic agendas, fortifies inter-Asian understanding, and raises the profile of the Chinese language in international marketplaces for goods and services.

An analysis is performed at the macro level to assess the need for internationalising higher education in the context of the Belt and Road Initiative. Xin and Ni (2016) argue that higher education institutions should shift from a traditional talent training framework to an interdisciplinary one focused on "The Belt and Road" in order to meet the country's most urgent needs. Revise the organisation of academic disciplines, improve programmes for international students, expand opportunities for global collaboration and knowledge exchange, maximise universities' role in advancing new technologies, promote cross-cultural understanding, and align with the broader objectives of the "Belt and Road" initiative (Wang, 2019; Wang, 2021).

Secondly, from the micro level of investigation and research, to explore the "Belt and Road" initiative of China's international talent training status, model, and path innovation. Some studies have clarified the knowledge, ability, and quality requirements that international talents should possess, the main performance of the internationalization of colleges and universities, and the effective path of the cultivation of international talents (Song, 2018). Some studies have built a "multi-dimensional linkage" international talent training innovation model realized through four paths, such as international education resource sharing, teachers' international competitiveness enhancement, teaching internationalization reform, and international integration of industry and education (Xu & Xue, 2021). Some scholars have also discussed the ideas of promoting engineering education certification in China under the background of "One Belt and One Road" (Song & Zhang, 2017), the specific goals and training methods of different types of international talents (Zhang & Zheng, 2018), such as the new model of "major + language + country" international applied talents training.

Thirdly, from the perspective of problems, it points out that there are many bottlenecks in the cultivation of international talents in Chinese universities. For example, the training model is outdated, the training mechanism lacks new ideas, obvious homogeneity, insufficient total amount, low quality, low innovation ability, narrow professional fields, etc. (Shoudong & Kai., 2018). The mainstream mode of single-discipline talent training leads to discipline differentiation and knowledge fragmentation, which restricts practical development, and is not conducive to the country's comprehensive analysis and long-
term planning of talent training under the Belt and Road Initiative (Li & Zhao, 2022). Some colleges and universities reduce financial pressure by recruiting international students, carrying out Sino-foreign cooperation in running schools, and running schools overseas, but there are no matching various systems and mechanisms, leading to numerous management problems (Chen, 2022). The overall non-degree education of students in China is more than half, the level of education is low, and the endogenous traction is insufficient. In addition, there are obvious differences in the regional allocation of scholarships, and economic and trade exchanges have become the dominant factor in the allocation of Chinese government scholarships (Shuohao, 2019). In addition, the introduction of advanced and effective education and teaching modes to world-class universities is inadequate, and the teaching quality control system is imperfect, resulting in low and non-uniform admission standards for international students, and insufficient seriousness and confidentiality of academic management (Wang & Meng, 2022); The curriculum resources are not rich enough, the design is not combined with the characteristics of the "Belt and Road" countries, the English teaching level of teachers is not high, and the training quality of international students is not good.

**METHODOLOGY AND RESEARCH CONTENTS**

It The research was conducted at four universities in the Jiangsu provincial region from May to August 2023. The universities were chosen based on their geographical location, distinctive features, and ambiance. Jiangnan University was classified as a First-Class Academic Discipline Construction University by the Ministry of Education. Similarly, Southeast University was also designated as a First-Class Academic Discipline Construction University within the province. Soochow University, on the other hand, was recognised as a high-level university at the provincial level. Given that the year 2023 is still in progress, relevant conditions and statistics are obtained from 2022, with additional student data from 2021 to enable comparisons. The "Belt and Road" Specialised Courses encompass a diverse range of topics, such as the industries, legal frameworks, cultural practices, and languages of the nations along the Belt and Road route. The Chinese Ministry of Education has authorised any educational programme or institution that qualifies as a Sino-foreign cooperative education programme or institution. When it comes to developing internationally-oriented talent for the "Belt and Road" initiative, the foreign education circumstances of these four schools in China serve as notable examples. Each institution possesses unique characteristics and capabilities, and we may get valuable insights from their achievements and shortcomings.

**Table 1. Cultivation of the "Belt and Road" Internationalized Talents in Four Universities in Jiangsu Province – Concept & Planning**

<table>
<thead>
<tr>
<th>Name of University-level &quot;Belt and Road&quot; education co-construction special comprehensive plan</th>
<th>Number of courses with the &quot;Belt and Road&quot; characteristics</th>
<th>Name of international talent cultivation college/class and annual enrollment scale</th>
<th>Name of overseas education programs/collages/universities in the &quot;Belt and Road&quot; countries</th>
<th>Names of Chinese-foreign cooperative education programs/institutions with Belt and Road countries</th>
<th>Quality assurance measures for the training of internationalized talents in the &quot;Belt and Road&quot; countries</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Table 2.
Cultivation of The "Belt and Road" Internationalized Talents in Four Universities in Jiangsu Province - Faculty Staff & Scientific Research

<table>
<thead>
<tr>
<th>Name of University</th>
<th>Total number of full-time teachers</th>
<th>Number of foreign teachers working on campus for three months</th>
<th>Number of teachers holding positions in international organizations</th>
<th>Proportion of full-time teachers who have been abroad for one year or more</th>
<th>Name of the &quot;Belt and Road&quot; regional country studies centre/laboratory</th>
<th>Name of the &quot;Belt and Road&quot; international alliance</th>
<th>Name of the International Conference for the &quot;Belt and Road&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sout heast Univ ersity</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Jian gnan Univ ersity</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Soo cho w Univ ersity</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Jian gu University</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

The fourth batch of universities accredited by the Ministry of Education for Higher General Education for international Students in China.
<table>
<thead>
<tr>
<th>Name of University</th>
<th>Academic students studying in China</th>
<th>Top 5 Countries of International Students from the “Belt and Road”</th>
<th>Number of Courses Taught in English</th>
<th>Number of English language boutique courses in Jiangsu Province by the Ministry of Education</th>
<th>Chinese Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>South East University</td>
<td>3141</td>
<td>49 (8 from the Belt and Road countries)</td>
<td>156</td>
<td>47%</td>
<td>None</td>
</tr>
<tr>
<td>Jiangnan University</td>
<td>2173</td>
<td>23 (4 from the Belt and Road countries)</td>
<td>177</td>
<td>43.2%</td>
<td>None</td>
</tr>
<tr>
<td>Soochow University</td>
<td>3464</td>
<td>85 (4 from the Belt and Road countries)</td>
<td>81</td>
<td>33.5%</td>
<td>None</td>
</tr>
<tr>
<td>Jiangsu University</td>
<td>2700</td>
<td>67 (13 from the Belt and Road countries)</td>
<td>46</td>
<td>41%</td>
<td>None</td>
</tr>
</tbody>
</table>

1. "China-Pakistan Joint Laboratory on Intelligent Disaster Prevention for Major Infrastructure ‘Belt and Road’" (Ministry of Science and Technology)  
2. Institute of Culture, Media and International Strategy, Southeast University  

The "Belt and Road" University Food Education and Technology Alliance  

1. China-Portugal Joint Laboratory of Cultural Heritage Protection Science "Belt and Road" (Ministry of Science and Technology)  
2. Laos-Greater Mekong Subregion National Research Centre (Laos)  

1. International Alliance of Agricultural Engineering Universities  
2. The "Belt and Road" Agricultural Equipment International (Capacity) Cooperation Union  
3. The "Belt and Road" Forum on International Cooperation and Development of Agricultural Education and Research  

Table 3. Cultivation of The "Belt and Road" Internationalized Talents in Four Universities in Jiangsu Province - Chinese & International students
## Analysis of the Status Quo of the Belt and Road Students Studying in Four Universities in Jiangsu Province

### Overall underperformance of concept & planning

There are gaps in the university-level "Belt and Road" education co-construction special planning, the "Belt and Road" special courses, and Chinese-foreign cooperative education with the "Belt and Road" countries in the four universities. Jiangsu Province has always ranked among the top three in the country in various types of data on higher

<table>
<thead>
<tr>
<th>University</th>
<th>Undergraduate Students</th>
<th>Postgraduate Students</th>
<th>Number of students enrolled</th>
<th>Number of students who went abroad (including online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southeast University</td>
<td>1182 784</td>
<td>1411 844</td>
<td>2021 882</td>
<td></td>
</tr>
<tr>
<td>Jinan University</td>
<td>288 221</td>
<td>679 283</td>
<td>2021 325</td>
<td></td>
</tr>
<tr>
<td>Soochow University</td>
<td>546 244</td>
<td>915 988</td>
<td>2021 715</td>
<td></td>
</tr>
<tr>
<td>Jiangsu University</td>
<td>916 988</td>
<td>1051 1119</td>
<td>2021 409</td>
<td></td>
</tr>
</tbody>
</table>
education, including international cooperation. The lackluster performance of these four representative universities shows that universities in Jiangsu Province and the country as a whole are in dire need of significant improvement in these areas. Southeast University has two Chinese-foreign cooperative institutions with Australia and France, but its performance in the development of the "Belt and Road" cooperative education is not yet outstanding, it was not until April 2021 that it started the first Higher General Education Accreditation for international Students in China. Jiangnan University has an average performance among the four universities. 

Soochow University and Jiangsu University performed relatively well in this field. Soochow University's advantage is that the internationalized talent cultivation class is based on professional disciplines, focusing on artificial intelligence, physics and other science and engineering fields. 2021 July, in order to respond positively to the national biosafety strategy for the urgent need for complex talents, a new "Pasteur class of excellence" has been opened in the Pasteur Institute; however, regardless of the country with which the However, no matter which country we cooperate with, there is still a gap between Chinese and foreign cooperative educational institutions, and Laos Suzhou University has encountered difficulties in running schools.

Jiangsu University, which is not a "Double First-Class" initiative university, performs better than the comprehensive strength of the university in various categories, and is one of the first 27 universities accredited by the Ministry of Education for Higher General Education for international Students in China. The internationalized talents training classes of Jiangsu University all adopt the professional integrated style, which is in line with the current interdisciplinary fusion of complex talents training concept, but the overseas education program to the "Belt and Road" countries has just started and the prospect is not clear.

**Faculty staff & Scientific research has both advantages and disadvantages**

All four universities attach importance to the internationalization of the faculty, the total number of full-time teachers is 2100-3500, the proportion of foreign teachers who have been abroad for more than one year is more than 43% in the ministry-affiliated universities and more than 33% in the province-affiliated universities. However, the proportion of foreign teachers working in universities for three months or more to the total number of full-time teachers is too low, Southeast University, Jiangnan University, Soochow University and Jiangsu University are 1.56%, 1.05%, 2.45%, 2.48% respectively. Jiangsu University performs a little bit better, but none of them meets the requirements of internationalization development, especially Southeast University is too big a gap between Southeast University and the world's first-class universities which often have more than 30% of foreign teachers. Moreover, the employment of foreign teachers from "Belt and Road" countries in the four universities is weaker than the overall situation of foreign teachers.

Southeast University is at an advanced level in China in terms of overseas experience, positions in international journals internacional organizations, and international scientific and technological platforms of its faculty members. Relying on its existing disciplines and scientific research advantages, Soochow University has achieved national-level Belt and Road joint laboratories and international alliances of high quality and renown in China. Southeast University still focuses on cooperation with Europe and the United States in
terms of international alliances and international conferences, while the remaining three universities closely integrate the Belt and Road alliance with their advantageous disciplines. Jiangsu University actively insisted on hosting the "Belt and Road" international conference despite the pressure of the new pneumonia epidemic, while the other three universities chose to give up.

**Talent cultivation is stronger in bringing in than going out**

The enrollment of international students coming to China in all four universities has been greatly affected by the epidemic. Jiangnan University and Soochow University's 2022 enrollment size dropped 9% and 18% respectively compared to 2021. Although Southeast University and Jiangsu University's 2022 size bucked the trend by 15% and 16%, the large number of international students who were unable to return to China due to the epidemic or who had financial difficulties in completing their studies and thus delayed their graduation were also factors that could not be ignored in the rise of enrollment in their two universities. The number of Chinese students going abroad for more than three months (including online classes) has dropped off a cliff, with the number of students actually going abroad excluding online classes being only 10 to 20 or so.

Southeast University, Jiangnan University, Soochow University, Jiangsu University, the main countries of origin of international for academic degrees in China are Asian and African countries, accounting for 6.37%, 1.71%, 1.58% and 5.97% of the total number of students respectively, which is still far from the world's recognized 10% of the best international students. The top five countries of origin all have Pakistan, but international students of Jiangsu University are mainly from African countries, and the remaining three universities are mainly from Asian countries. Southeast University has a similar size of study abroad degree students as Jiangsu University, but Chinese nationals have more advantages over Jiangsu University in terms of exchanges abroad. The internationalization advantage of JNU is in the cooperation with European and American countries, but it is not leading in the "Belt and Road" internationalization training, which shows that the "Belt and Road" internationalization training is not necessarily positively correlated with the existing cooperation base with higher education powerhouses. Many universities can make more contributions to the construction of "Belt and Road" by rising above the rest. The size of non-degree international students in Soochow University is twice as large as the size of degree students, which needs to be gradually adjusted in the long run.

**CONCLUSION**

Jiangsu University actively responds to the requirements of the Ministry of Education and Jiangsu Province, and vigorously cultivates international talents who are friends of China and love China in the "Belt and Road" countries. As of December 31, 2022, a total of 4,783 students from 113 countries under the Belt and Road Initiative have been trained, 1,285 degree students from 86 countries under the Belt and Road Initiative, of which 54.5% are postgraduate students. The main countries of origin are Ghana, Pakistan, Nigeria, Zimbabwe, Zambia, Ethiopia, Morocco, Tanzania, Bangladesh, and the Democratic Republic of the Congo. Students in 22 agriculture-related disciplines, including agricultural engineering, mechanical engineering, and electrical engineering, accounted for 51 percent. However, it can also be found that the participation of Chinese students in the "Belt and Road" education is weak, and the "introduction" and
"going out" show an obvious imbalance. In the new development pattern with the domestic great cycle as the main body and the domestic and international double cycles promoting each other, the national policy of accelerating and expanding education opening to the outside world continues to emphasize both "bringing in" and "going out", and paying equal attention to serving education and serving the overall situation of the country.

The global scenario that has emerged in the aftermath of the epidemic is clearly complex and unpredictable. Chinese institutions must utilise the new focal point of the "Belt and Road" education project, create plans to improve interpersonal contacts, and establish policies that increase financial support, resources, and staff dedicated to educating foreign talent. The allocation of educational support for Chinese students studying in Belt and Road nations will experience a substantial increase, both in terms of the actual amount and relative proportion. Our goals in the Belt and Road Initiative go beyond simply recruiting and increasing the number of students in China. Furthermore, we will make efforts to enhance the ease of movement for Chinese students to other countries along the route, promote mutual understanding between different cultures, and support the expansion of educational possibilities through collaborative collaborations. An in-depth understanding of the future study is essential to enhance the number of exceptional alumni, overcome resource limits, and address geographical constraints:

**The concept & planning of international talents cultivation needs to be positioned more clearly**

The concept of international talent training should be further defined and strive to create the characteristics of national leading, and it is necessary to vigorously cultivate interdisciplinary and composite international talents of the "Belt and Road" around the advantageous subject groups. You can start with the project and try first. Set up the "Belt and Road" talent training undergraduate demonstration class project, and vigorously and carefully cultivate high-quality interdisciplinary talents who are interested in serving the "Belt and Road" construction. The annual enrollment scale is 30-50 students, the ratio of Chinese and foreign students is about 1:1, and the basic major of liberal arts and science and engineering are both. The international students in China come from the "Belt and Road" countries, and the Chinese students need to achieve IELTS 6.0 and above. The 4-year training mode is "1.5 (domestic study) +0.5(study in Europe and the United States) +1 (study in "Belt and Road "countries) +0.5(internship in international enterprises or international organizations) +0.5(graduation project on campus)".

**International faculty staff should have distinctive characteristics**

Teachers should change from knowledge imparted to learning activity designer and instructor, and the relationship between teachers and students should become a new learning partnership. Invest funds to introduce teachers from relevant foreign colleges and universities, and systematically and scientifically equip the demonstration class with a multilingual compound teaching team composed of high-quality Chinese and foreign teachers and management service personnel, who are capable of teaching cross-cultural communication, international affairs management, international economic and trade law, international engineering practice, transnational business and other aspects.
of the "Belt and Road". Among them, the proportion of teachers with foreign doctoral degrees is not less than 40%, the proportion of foreign teachers is not less than 30%, and 50% of foreign teachers are from the "Belt and Road" countries. When it is temporarily impossible for all of them to be full-time teachers of the home university, we can consider hiring high-paying foreign teachers from famous domestic universities to teach the demonstration class part-time.

**International curriculum should meet the needs of Characteristic development for Chinese and foreign students**

The curriculum system is set up in the form of "demand project, project curriculum", focusing on the cultivation of students' international vision, language communication, foreign cooperation and other international abilities. Set up "internationalization" course modules for outstanding talents, "cross-cultural" course modules for disciplinary talents, and "localization" course modules for international talents, and implement a modular combination of different class schedules for each student in the demonstration class. Courses on national conditions, culture and non-common languages of countries along the Belt and Road are offered. In the domestic 1.5 years of professional basic learning, the direction of the university's advantage disciplines, of which 0.5 years is the "Belt and Road" characteristic courses, but also consider sending students to Shanghai International Studies University, Beijing Foreign Studies University and other universities to master the "Belt and Road" minority languages in addition to English and Chinese. In addition, combined with the factors affecting the epidemic, it is necessary to pay attention to the "Internet +" network platform technology, reform the traditional classroom teaching mode, innovate the learning process, change the learning mode, and adjust the teaching organization.

**The form of international communication should have the characteristics of the Belt and Road**

The students of the demonstration class will be sent to European and American universities and universities in the "Belt and Road" countries to study in various forms such as credits and degrees, which can maximize the international vision of students. At the same time, he will also intern in enterprises or relevant international organizations along the "Belt and Road", pay attention to overseas industrial cooperation with Chinese enterprises going out, and conduct "order-type" student training. Students of the demonstration class can personally feel the advanced education concept and successful teaching experience of high-quality education resources in Europe and the United States and can also go deep into the "Belt and Road" countries to familiarize themselves with local customs, laws and regulations. "Immersion" enhances international competence and lays a solid foundation for future investment in the construction of the "Belt and Road".

**The quality of international education needs to be evaluated professionally**

In teaching evaluation, quality evaluation and employment evaluation, international and domestic third-party evaluation outside the government should be introduced. By referring to the working mechanism of the British Higher Education Quality Assurance Agency, the American higher education quality certification system, and the Chinese higher education quality certification for overseas students, we will clarify the quality
standards, optimize the index system, pay attention to student feedback, and carry out regular monitoring of the quality of international talent training under the Belt and Road Initiative. And ensure the coordination and effectiveness of the internal quality control of the demonstration class training system and the relevant security system of the university.

**IMPLICATIONS OF THE STUDY**

**Gaps in Concept and Planning:** The deficiencies in "Belt and Road" educational planning that have been found highlight the critical need for strategic improvements to match academic programs with the objectives of international cooperation.

**Challenges of Faculty Internationalization:** Targeted initiatives are required to attract diverse international educators and foster a richer cultural and academic environment, as evidenced by the uneven recruitment of faculty from "Belt and Road" nations.

**Disruptions to Student Enrollment:** The pandemic-related disruptions to student exchange programs and enrolment underscore the significance of adaptable and robust educational models that can cope with unanticipated global challenges.

**Jiangsu University’s Outstanding Achievement:** By demonstrating the possible advantages of proactive involvement in the development of international talent, Jiangsu University’s success serves as a model for other academic institutions looking to maximize their contributions to the "Belt and Road" Initiative.

**Unbalanced Involvement of International and Chinese Students:** The disparity that has been seen highlights the necessity of an all-encompassing strategy to promote fair participation, guaranteeing that Chinese and foreign students actively participate in and gain from the global education environment.

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