

IMPLEMENTING NEW TALENT CULTIVATION MODE THROUGH CROSS-BORDER HIGHER EDUCATION FOR “ONE BELT ONE ROAD” ENTERPRISES IN ASEAN COUNTRIES

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ABSTRACT

One Belt One Road” Initiative not only enhances economic cooperation and political mutual trust among countries along the routes, but also promotes industry convergence and resources integration. It’s great significance for “going global” enterprises in the wake of good neighborly and friendly and policy dialogue between ASEAN (Association of South East Asian Nations) and China. High-skilled international talents, who are proficient in expertise and Chinese, play a pivotal role for “One Belt One Road” enterprises during the steady development of “going global” enterprises in ASEAN. Professional personnel are the bridge and link of industry undertaking and industry chain shaping. Meanwhile, talents being proficient in Chinese are helpful to realize cultural blending and public diplomacy. This paper aims to explore a new talent cultivation mode, which is necessary for enterprises to participate in the cultivation of talents in colleges. And it is also required to seek support from international organization, reach a consensus among countries, coordination in sector and complete software or hardware infrastructure. Cross border higher education, as an impetus and means for win-win results, boost the soft power of education of China; disseminate excellent traditional culture and education model and meet the huge demand for talents in “going global” enterprises and facilitating industrial upgrading in ASEAN countries. High-skilled international talents increase interdependence through in-depth communication; push forward the implementation of One Belt One Road” Initiative; as well as promote industrial transformation and upgrading in ASEAN. It is beneficial to facilitate the cooperation and accelerate the pace of building community with a shared future to share peace for prosperity in both sides.

Keywords: new talent cultivation mode; cross-border higher education; “One Belt One Road” enterprises; ASEAN countries

INTRODUCTION

“One Belt One Road” initiative, namely the Silk Road Economic Belt (SREB) and 21st Century Maritime Silk Road (MSR), was launched in 2013, in order to promote policy coordination, infrastructure connectivity, trade and financial integration and people-to-people bonds (Das, 2017). It is aimed at forging an open, harmony, inclusive and balanced regional platform that benefits all. ASEAN, as key hubs of MSR, keeps bilateral cooperative partnership historically. With the inception of the initiative, China and ASEAN will upgrade

from “golden decade” (2003-2013) to “diamond decade” (2014-2024) of economic relations (Council, 2013). Indeed, bilateral trade volume increased to almost USD684 billion in 2020. ASEAN have surpassed EU, becoming the largest trading partner with China nowadays on the 10th anniversary of the establishment of China ASEAN Free Trade Area (CAFTA, 2021). The initiative is widely considered as main force of “going global” and expanding the reach of Chinese enterprises in the countries along the routes (Hou, 2015). ASEAN also remains the first priority for outward direct investment for “going global” enterprises of China due to abundant raw materials, geographical location, and capacious market and so on. Industry 4.0 ushered in a new era in which industry structure was optimized, scientific and technological prowess enhanced for ASEAN. High-skilled international talents in short supply have serious influence on the development of “going global” enterprises of China and industrial transformation of ASEAN (Li and Cheong, 2018). Accordingly, it is noteworthy to understand how to implement a new talent cultivation mode. This research proposed that institutions between China and ASEAN enhance cooperation of cross-border higher education and implement college-enterprise joint cultivation for providing a constant source of talent and intellectual support, catering to the talents demand of industrial integration and economic development.

BACKGROUND AND LITERATURE REVIEW

Talents are of great significance for “going global” enterprises in ASEAN countries under OBOR Initiative. At first, ASEAN take the priority in the implementation of the initiative. China and ASEAN has close maritime relations with China in Ming dynasty historically (Kong, 2019). It’s an important trade position about Strait of Malacca for China contemporarily. ASEAN is the third route of SREB connecting mainland of a several member countries of ASEAN with China, including Cambodia, Laos, Myanmar, Vietnam, Thailand, Malaysia and Singapore. ASEAN countries are also seen as a connection in the second route of Maritime Silk Road. Geographically speaking, ASEAN, as the intersection of Asia and Oceania, the Pacific Ocean and the Indian Ocean, are adjacent to China. Meanwhile, ASEAN are the world’s third-largest market. There are total 661 million population in 2019, while nearly double that in 1980 and one tenth of world’s total population. The character of the ASEAN’ population is high proportion of youth aged 0-19 years old and productive working-age aged 15-59 years old, accounting for 33.9% and 61.8% respectively in 2018. Furthermore, the ASEAN’s GDP has tremendous development nearly five times after the millennium, increased from 615 billion in 2000 to US \$3.17 trillion in 2019 (Institute Of International Trade And Economic Cooperation and ASEAN et al., 2020). Moreover, ASEAN countries have abundant raw resources and huge export volume. For example, Indonesia, as the largest economy of ASEAN, ranks first about palm oil production in the world. Thailand is the world’s largest rubber producer, which is one-third of the world’s total annual output. Thailand is also the world’s largest exporter, accounting for 40-45% of the world’s total annual volume (Institute Of International Trade And Economic Cooperation and ASEAN et al., 2020). Seven countries in ASEAN are in the 100th position among 141 economies in the global ranking, with Singapore at the top of the list (World Economic Forum, 2019). In brief, these considerations are attributes that make ASEAN the priority investment region under the initiative.

The rise of China and the growing clout of foreign direct investment (FDI) in ASEAN promote “Going global” enterprises flourishing in ASEAN markets (Institute Of International Trade And Economic Cooperation and ASEAN et al., 2020). China is playing an increasing role in the world stage not only in terms of import and export volume, but also the scope of involvement in investment market. China is committed to enhance economic cooperation and

development, institutionalized through membership of both International Monetary Fund and the World Bank. Furthermore, “going out” strategy is implemented by Chinese state at the early 2000s, which is an essential measure to promote China’s integration into the global markets (Jintao, 2007). It remains a main task for Chinese government to accelerating the pace of “going global” of Chinese enterprise these years. China took part in the treaty of The Amity and Cooperation in Southeast Asia and established strategic partnership with ASEAN in 2003. There are many new achievements and much progress in economic cooperation between two sides. China has been ASEAN’s largest trading partner in goods for 11 years since 2009. While acknowledging that China ASEAN Free Trade Area agreement came into force in 2010, this also laid the solid foundation of cooperation for both sides. After One Belt One Road initiative in 2013, China has enlarged the scale of outward direct investment particularly in ASEAN countries, prompted by mutual benefit and community of a shared future between China and ASEAN. In terms of China’s outward FDI stock in ASEAN US \$1098.91 billion in 2019, it is about three-fold more than US \$356.68 billion in 2013. There are seven ASEAN countries in the top ten of China’s FDI stock (Institute Of International Trade And Economic Cooperation and ASEAN et al., 2020). Moreover, investment by Chinese enterprises in ASEAN increased to USD 14.3 billion in 2020, risen by 51.2% year-on-year (Harbor, 2021). In addition, there are deep engagement in domestic development of Chinese government and transnational companies with host countries, building overseas economic & trade cooperation zone together. Thai-Chinese Rayong Industrial Zone is recognized as a successful practice, building an industrial center to enhance mutual economic cooperation and development under joint efforts between China and Thailand (Kosaikanont, 2018). China-Indonesia Economic and Trade Cooperation Zone is positioned in a modern international economic and trade cooperation zone integrating industrial production, trade, warehousing and service (Kitic, 2016). These demonstrate “Going global” enterprises have strong competitiveness and broad prospects in ASEAN.

Obviously, high-skilled international talents, who acquire expertise and language skills and are familiar with international rules, take up the certain position from which to act and make sense of the “Going global” enterprises. With the rapid pace of FDI about Chinese enterprises strengthening a firm foothold in ASEAN market, the aim of the Chinese enterprises is to extend the competitiveness, and promote industrial transformation and upgrading in ASEAN region (Li and Cheong, 2019). Spontaneously, high-skilled international talents, as an engine of technology advancement and innovation, promote the development and high-production of enterprises. The alternatives are either to cultivate talents at home country or import high-skilled talents from developed countries. Very often, there is a stance that the government at host country implements the strategy of talent localization in transnational enterprises (Zhongguang and Lifang, 2021). This condition makes stakeholders ponder how to make contributions in fostering workforce they need, this of interests not only involves in policy makers, but also enterprises and college. The college is an incubator for talents production. Responding to demand practically, enterprises and colleges should move forwards hand in hand. This is also a need to embrace professional education of internationalization related to college-orientation and the enterprising self. And the more recent trend is to implement cross-border higher education to produce skilled talents for skill requirement of enterprises’ development (Zhaohui and Chunsheng, 2018). In general, Individuals in the middle of cross border high education acquire some new competences, like another language; advanced professional knowledge; adaptability and transnational communication skills. Talents not only maintain national identity and indigenous characteristic, but also increase international understanding and experiences of culturally connected (Dejun, 2016). Individuals also get high returns and promotion opportunities after graduation. These benefits are so compelling

that it is evitable to have a great effect on the choice of higher education for more individuals. Increasingly internationalized of higher education foster more qualified talents, the contributions of human capital in return which increases the pace of development of cross border high education.

RESEARCH METHODOLOGY

The research presents colleges are committed to cultivate high-skilled international talents to meet the demand of the enterprises according to cross-border higher education under One Belt One Road” Initiative. Based on the situation of “going global” enterprises and the internationalization of higher education, this research was a qualitative type conducted with 30 participants. The interviewees, administrators from the enterprises and colleges, described current situations and recommendations about talents cultivation.

The results included three parts, the importance of cross-border higher education, the prosper communication and implications about cross border higher education between ASEAN and China. In terms of results and discussion, consideration is given to obtain the conclusion of this research.

RESEARCH RESULTS AND DISCUSSION

The results of this research are presented from content analysis derived from interviews and group meeting of experts. The findings are divided into following three aspects:

1. The role of cross-border higher education

Cross-border higher education is identified as the movement of people, program and institution across boundaries, which means integrating an international, intercultural, and global dimension into higher education (Knight, 2007). In the new era of knowledge-based economy and globalization, there are several rationales at national level. Cross-border higher education is the major means of human capital recruitment and capacity building attributing to demographics change and the movement of lifelong learning (Bakhtiari, 2009). Strategic alliances and intercultural understanding, those that involving in geo-political and economic ties, are still significant, and also generate financial gain for exporting countries. When it comes to importing countries, domestic educational system could not meet the demand of the increasing number of secondary school graduates (Youssef, 2014). Higher education institutions transform to implement practices or policies of internationalization, expanding educational cooperation with foreign educational institutions. Whether government sponsored or market oriented, the cross-border ventures are dominated by developed countries, compared to developing countries (Vincent-Lancrin, 2004). The aim of cross border higher education is either to provide access and availability to students or academics; or to offer an effective and transparent system for academic exchange and quality assurance (Daniel, 2005). The results showed about the main concerns, regardless of export or import countries, are the improvement of competitiveness and academic quality. And the mobilization and circulation of educational resources is transnational, promoting the complementarity of advantages and realizing the maximum utilization of resources. From micro level, individuals participating in cross border higher education develop their competence and get more returns in the employment. From macro level, improving educational capacity of cross border higher education is still prominent, increasing the variety and the range of field according to import developed educational resources. Consequently, high-quality cross border higher education produces excellent human capital, contributing economic growth and social development.

2. Cross-border higher education between ASEAN and China

The findings showed cross border higher education between ASEAN and China has been increasingly highlighted given by engagement with “Going global” enterprises, where government orientation focus on expanding foreign investment and industry transformation. On one hand, education system of ASEAN countries is insufficient given for current situation under the circumstance of abundant labor resources but low cultural quality. Remarkably enough, net enrollment rate of half of ASEAN members in secondary education, which is the ratio of participating in some subject or skilled-oriented school, is still below 80% in 2017. There is even plenty of room for improvement in a few of countries, such as 37.1% in Cambodia; 34.7% in Laos and 54% in Myanmar (The ASEAN Secretariat, 2020). On the other hand, China and ASEAN countries keep close relationship in higher education. China sets likewise a significant priority for ASEAN countries since the launch of One Belt One Road especially based on a series of causes above. The attributes are necessary to be aware of long-term implications of national policies but also sector demand, institutional practices in terms of talents’ cultivation. ASEAN, member states included, take some steps to enlarge scale and raise the profile of cross border higher education. ASEAN Economic Community was perceived as an ambitious step for economic integration and free flow of capital resources, committed to inspire cooperation potential particularly in trade, mechanical processing and higher education and so on. Also, ASEAN Universities Network aspires to build an educational platform with free movement of students, teacher or researchers for academic communication and collaboration (Zeng and Adams et al., 2014). In terms of ASEAN member, Singapore has the most substantial relations with Chinese higher education system, in that three-quarters of its population are of Chinese origin. The fact that all-dimensional partnership, Singapore’s longstanding and substantial presence in regional service trade, is a hub for supporting higher education links with China. Indeed, there are 356,499 international students studying in China in 2013, which increased to 492,185 in 2018. And three of the top 10 countries in the number of international students are ASEAN countries (MOE, 2019).

3. Implications in cross border higher education between ASEAN and China

The educational cooperation at both sides has encountered some challenges. First, 52.44 percent of international students are attending degree education in 2018 (MOE, 2019). But they choose a single expertise influenced by Confucians or Chinese traditional culture, such as Chinese language, Chinese medicine or literature. Which cities did these students chose? Figures from Ministry of Education of China, the majority of international students chose prestigious cities, such as Beijing, Shanghai, Jiangsu, etc., which means high cost and turned away some students. Many highly reputed universities in these cities have more opportunities in collaboration with international counterparts, including joint program, personnel’s exchange and set up branches. However, highly reputed universities are mostly research universities, aiming to feed theoretical not practical knowledge. Individuals have limited capacity in expertise and language, lacking of dual competitiveness in transnational enterprises.

Second, the deficiency of labor service is one of the major constraint factors of cooperation between ASEAN and China. “Going global” enterprises in this segment repositioned innovation-based industry, aligned with industry upgrading of ASEAN, and thrive to win-win cooperation. For example, Guangdong, Hainan and Yunnan State Farms are keen to seek substantial cooperation with Southeast Asia for the establishment of overseas natural rubber bases, developing rubber planting, processing and trade (Yeoh and Gee et al., 2009). In this concrete practice, one of main concerns is labor service. Transcultural communication risks

among employment and management impede mutual cooperation among enterprises. The demand for employment of enterprises is good at language and expertise, familiar with international rules and situation where invested. Improved talents are expected to facilitate matching of employment with enterprises, promoting more cooperation at both sides.

Third, current international talents, participating in cross border education, could not satisfy these requirements of “One Belt One Road” enterprises in ASEAN countries. International talents are insufficient in the quality of the professionalism and not competent to some positions. For instance, Zhongce Rubber (Thailand) Co., Ltd, the largest Chinese SOE investments in Thailand, is a successful model in Thai-Rayong Industrial Zone (Kosaikanont, 2018). This company generated great tax revenue and employment for Thailand. A ratio of Thai and Chinese employees is four to one complying with the requirement of Department of Employment, Ministry of Labor. But stemming from the inadequate of Thai management personnel, the company import Chinese employees to take up most senior management position. Actually, Chinese enterprises implement talents’ localization strategy to address talents’ shortage. But this is still a longstanding way to go in all Chinese enterprises.

RECOMMEDATION

There are three dimensions of cross border higher education lie in interdependence for a coherent and sustainable development of “One Belt One Road” enterprises. Cross border higher education needs the governments’ scheme, coordination in sector and devotion of multi-side respectively.

1. National level

Both sides make commitment to reach a consensus for educational development whether in sending or receiving countries. AEC synergizing with OBOR initiative gives a fresh impetus with taking advantage of highly cohesive and interconnectivity to navigate unprecedented changes. And with the advocacy of RCEP (Relational Comprehensive Economic Partnership), upgrading from “ASEAN plus one” in 2012 to “ASEAN plus six” in 2018, the RCEP accounts for 48% of the world’s population and 30% of global GDP (Soong, 2018). On the basis of huge potential, the mutual efforts are fruitful on services, trading, investments and cultural exchange. Hence, focus is assigned to increase investment by setting mid or long-term goals for education expenditure. Given fiscal support, the governments, aiming for high standard of internationalization, take more international educational resources into account. Not only is the increase in the quantity, quality and variety of cross border higher education, the relevance also adjusted in line with national development strategy. Some developing members of ASEAN could do better, expanding enrolment and affordability to higher education, serving the needs of recipients due to under-supply, inadequate infrastructure or high cost. Moreover, accreditation and quality assurance should be highlighted with the implementation of cross border higher education. The government has ultimate authority for accreditation and quality assurance, building complete and transparent system to enforce regulations. Cross border higher education, as a capacity building approach, is also a certainly powerful catalyst for brain gain. It is significant for all countries to raise the level of economic development and augment the capacity of cross border higher education in case of brain drain. The governments create good research or employment environment; provide employment guidance and assistance for returnees; increase incentives support for starting a business. National sector is a magnet about brain gain and offer a series of means of fast-tracking the development of cross border higher education.

2. Sector level

It is meaningful for improvement of the consistence of sector policies and a better coordination among organization. In terms of sector policies, supply chain of production could compliment with demand chain of consumption each other. There is a model that ZTE response to Chinese government's call with the launch of "Going out" policy (Palanca and Ong, 2018). The localization strategy of ZTE was successful, taking advantage of local skilled but low cost talents, internal technology and existing management system in its entry into local market. Approved of ZTE's service is beneficial for the enterprises' endorsement of international standards, while also training and upgrading local labor and technological innovation. With regard to the coordination among organizations, it is important to facilitate synergy between colleges and enterprises. The aim of students' cultivation in college corresponds to the talents' strategy of enterprises. Based on "One Belt One Road" Initiative and the principle of "Rubber linked and education first", Qingdao University of Science and Technology, Prince of Songkla University and Rubber Valley Group established Sino-Thai International Rubber College in 2015. This college is committed to cultivate professional and technical personnel with Chinese language competence and rubber chemical knowledge. The role of the enterprises in the engagement of talents' cultivation in college is remarkable not only in terms of investment but also practice base or students' employment as well. Platform built by college and enterprise serves for the long-term development of industry on the expediency of education. The consistence of sector policies enhances the communication and cooperation among organizations. International talents, who participating in directive breeding of cross border higher education, serve for transnational enterprises.

3. Organizational level

Synergy between colleges and enterprises gives full play the role of the resource advantage about college and enterprises, increasing the contribution of cross border higher education to talents' strategy of the enterprises. In terms of two main parts of talents' producing, there is a common vision and concerted in performing the mission about international strategy. The university moving towards greater investment expansion, focuses on developing education cooperation with foreign university, and establishes an administrative system with complete hardware and software infrastructure. The former about technological support includes digital classrooms with ICT and intelligence for teaching, practice base with well-equipped offered by the enterprise, learning center with virtual reality and a scientific research center for technological innovation and production improvement. While the latter involves in an effective team, including great visionary leadership provided, international teachers and researchers assisted and peers supervision and evaluation. And both knowledge domains of expertise and its related labor market is heavily internationalized and characterized by a general focus on professionalism. This organization offers adapt programs; Chinese and expertise curricula, online-offline pedagogy and overseas exchange opportunities for staff. On the other hand, the enterprise provides funding support, such as scholarship, order form training chances and internship allowance and so on. The two sides joint make talent training program and establish cultivation mode to aim at the essential requirement of professional knowledge and practice skills, which is more than a matter of mutual personnel engagement. Technicians could participate in teaching, and teachers engage in production guidance of enterprises. Here is an example; Prinx Chengshan Tire Co., Ltd has signed the cooperation agreement of Industry, University and Research Institute with Qingdao University of Science and Technology for five years in 2021. Increasingly intensified cooperation between two sides

is beneficial to take targeted measures in talents' cultivation keeping pace with employment.

CONCLUSION

The aim of cross border higher education is producing high-skilled talents, meeting the demand of "Going global" enterprises under "One Belt One Road" Initiative. High-skilled talents facilitate technology innovation, industry transformation and people-people bond.

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