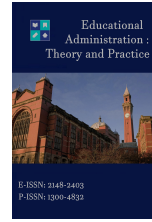




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## SWOT Analysis of International Talent Training at Local Colleges and Universities in Guangxi in the Context of the Belt and Road Initiative

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<p><b>Article History</b></p> <p><b>Article Submission</b> 12 June 2023</p> <p><b>Revised Submission</b> 16 July 2023</p> <p><b>Article Accepted</b> 14 August 2023</p>	<p><b>Abstract</b></p> <p>This research examines the international talent training programs offered by local colleges and institutions in Guangxi under the Belt and Road Initiative. The primary objective is to conduct a comprehensive SWOT analysis, evaluating the strengths, weaknesses, opportunities, and threats associated with these programs. The study delves into China's vision for talent development through the Belt and Road Initiative and assesses the effectiveness of Guangxi's colleges and universities in delivering impactful international talent training. A thorough analytical procedure was employed to assess the key aspects of the talent training programs. The investigation identifies the positive aspects, including highly qualified professors with cross-cultural expertise, state-of-the-art facilities, and established collaborations with reputable foreign institutions. Conversely, the study highlights existing challenges, such as limited financial resources, language barriers, and the need to revamp curricula to align with evolving industry demands. The study identifies promising prospects for the talent training programs, including the growing demand for cross-cultural competencies, potential partnerships with foreign organizations, and enhanced regional connectivity facilitated by the Belt and Road Initiative. However, it also uncovers potential risks, such as intense competition from other organizations, geopolitical uncertainties, cultural barriers, and economic instability. This research provides valuable insights for stakeholders in the global talent training arena through a comprehensive SWOT analysis. The findings aid in formulating strategies and policies to enhance the effectiveness and competitiveness of these programs, ensuring their alignment with the evolving needs of the global labor market while fostering cross-cultural competences among students.</p> <p><b>Keywords:</b> International Talent Training; Local Colleges and Universities; Guangxi; Swot Analysis; Belt and Road Initiative</p>
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## Introduction

The need for foreign talent training programs has become more important in today's globalized environment (Azevedo & Shane, 2019). The Belt and Road Initiative was presented by China's President Xi Jinping with the goal of strengthening economic cooperation, cultural interchange, and educational partnership (Li, 2020; Summers, 2021). This ambitious effort aims to resurrect the old Silk Road pathways by encouraging regional integration and infrastructural development across Asia, Europe, and Africa (Abegunrin et al., 2020; Pandey, 2023). Guangxi, in southern China, has emerged as a critical actor in boosting commerce, cultural interaction, and educational cooperation as a major hub within the Belt and Road network (Ge & Ho, 2022).

In light of this, local colleges and institutions in Guangxi have acknowledged the value of internationalization and have taken aggressive initiatives to nurture global skills (Rabe, 2022). These institutions want to provide students with the information, skills, and intercultural competences needed to flourish in an interconnected society by establishing collaborations, developing collaborative programs, and attracting foreign students (Suguku, 2023). However, in order to assure the success and competitiveness of these worldwide talent development initiatives, a thorough examination is required (Al-Romeedy, 2019).

The SWOT analysis framework (Strengths, Weaknesses, Opportunities, and Threats) offers a systematic way to evaluating the internal and external elements that drive talent training programs (Budihardjo et al., 2021; Fan et al., 2023). This research intends to analyze the strengths and limitations of the foreign talent training programs provided by local colleges and universities in Guangxi by performing a SWOT analysis (Yu et al., 2019; Zeng, 2021). These strengths may include things like outstanding faculty knowledge, well-established relationships, and cutting-edge infrastructure, while shortcomings could include things like insufficient resources, language hurdles, or curricular gaps (Mian et al., 2020).

The research will also examine the possibilities and dangers that these initiatives face in the context of the Belt and Road Initiative. Opportunities may occur as a result of improved regional connection, engagement with foreign organizations, or the global job market's expanding need for cross-cultural competence (Kai Liao et al., 2021). Threats, on the other side, might come from rivalry with other educational institutions, shifting geopolitical dynamics, or cultural impediments that impede successful talent development (Karaboga et al., 2021).

Finally, as local colleges and universities in Guangxi work to improve their foreign talent training programs (Zhang, 2022), the SWOT analysis provides a useful tool for assessing their present strengths, weaknesses, opportunities, and threats (see Table 1). This study seeks to give insights and suggestions for the creation of successful strategies and policies for international talent training in Guangxi by studying these elements in the context of the Belt and Road Initiative. By integrating the findings of the SWOT analysis with existing research, this study aims to provide valuable insights into the current state of foreign talent training programs in Guangxi (Table 1).

Table 1. Aims and objectives of the research

Research Aim	Research Objectives
Conduct a SWOT analysis	<ul style="list-style-type: none"> <li>Identify strengths, weaknesses, opportunities, and threats in international talent training programs at local colleges and universities in Guangxi within the context of the Belt and Road Initiative</li> </ul>
	<ul style="list-style-type: none"> <li>Examine the factors influencing the effectiveness and competitiveness of talent training programs</li> </ul>
	<ul style="list-style-type: none"> <li>Provide recommendations for the development of effective strategies and policies for international talent training in Guangxi</li> </ul>

## Literature Review

The Belt and Road Initiative has in recent years drawn considerable attention to international cooperation and networking (Wang et al., 2021). The goal of this global development plan is to promote economic and cultural ties among nations along the historic Silk Road routes (Qian, 2022). As part of this initiative, many community colleges and organizations in Guangxi, China have realized the need for foreign talent and contributed to this large-scale effort (Zeng, 2021).

A SWOT study (Strengths, Weaknesses, Opportunities, and Threats) offers a complete framework for evaluating the existing condition and potential of international talent training in these educational institutions (Farrokhnia et al., 2023). By undertaking such an analysis, schools and universities may identify their distinctive strengths and weaknesses in this environment, as well as assess the possibilities and dangers that come from their participation in the Belt and Road Initiative.

### Belt and Road Initiative (BRI)

The Belt and Road Initiative (BRI) of China is a significant worldwide development endeavor (Gonzalez-Vicente, 2019; Silvius, 2021). The objective of this initiative is to enhance economic ties and promote cooperation among countries situated along the historical trade routes of the Silk Road (Yu, 2017). Initiated in 2013, the program endeavors to enhance the development of infrastructure, commerce, investment, and cultural exchanges within the member nations (Ip & Lam, 2023). The BRI comprises of two segments, namely the terrestrial "Silk Road Economic Belt" and the aquatic "21st Century Maritime Silk Road" (Chen et al., 2023). The former pertains to the establishment of infrastructure and connectivity across the Eurasian region, whereas the latter focuses on fostering marine cooperation across Asia, Africa, and Europe (Pascha, 2020). The objective of the BRI is to create a system of nations that can reap the advantages of enhanced interconnectivity, streamlined trade, and mutually beneficial economic growth (Udo & Edoho, 2000).

### China's Vision for Talent Development through the Belt and Road Initiative

China acknowledges the necessity of developing foreign talent to help the Belt and Road Initiative succeed (Jin et al., 2022). China's goal for talent training is to produce a globally competitive workforce capable of successfully contributing to BRI initiatives and partnerships (Thite et al., 2023). This aim comprises strengthening educational collaborations between Chinese universities and institutions in participating nations, as well as stimulating academic exchanges and cooperative research initiatives (d'Hooghe, 2021). China intends to provide high-quality education and training opportunities to students and professionals, preparing them to succeed in a constantly changing global context. China hopes to promote itself as a center of educational excellence via the BRI, recruiting brilliant persons from all backgrounds to contribute to regional and global growth (Feijóo et al., 2021).

### Guangxi Colleges and Universities' Academic Performance

Guangxi colleges and universities have made considerable achievements in recent years in terms of academic performance and contributions to regional development (Wang et al., 2022). These institutions have been involved in research, supporting innovation, and promoting educational achievement. Numerous colleges and universities in Guangxi have established collaborations with foreign counterparts, leading to the exchange of knowledge, expertise, and assets (Gao & Liu, 2021; Wang, 2022). The facilitation of interdisciplinary programs and research endeavors has contributed to the emergence of novel findings and advancements across diverse fields (Mäkinen et al., 2020). Moreover, the aforementioned establishments have significantly contributed to the cultivation of indigenous expertise by imparting superior academic instruction and equipping learners with the necessary skills to pursue diverse vocations. Guangxi colleges and universities' achievement demonstrates their dedication to academic quality, research, and social influence (Liu, 2023).

### International talent training at local colleges and universities in Guangxi

The significance of international talent training has grown significantly in an increasingly linked society. The institutions and colleges situated in Guangxi, China have taken note of this

pattern and are currently engaged in endeavors aimed at cultivating a workforce that possesses global competencies (Tang, 2023; Yin et al., 2022). The institutions aim to draw in skilled individuals from various backgrounds, provide them with necessary expertise and abilities, and ready them to make valuable contributions to worldwide issues, such as those associated with the Belt and Road Initiative, by means of international programs for developing talent (Benabdallah, 2019; Yu, 2017).

#### Various Academic Programs

International students may find a broad variety of degree programs at colleges and institutions in Guangxi (Lijun & Dechhome, 2023). Engineering, business, the social sciences, and the humanities are only few of the fields represented in the available courses (Peek et al., 2020). International students may follow their passions and develop their skills in fields relevant to the Belt and Road Initiative thanks to the many courses of study available at the world's universities (Wang, 2020). The curriculum often mixes theoretical and practical knowledge, producing a complete educational experience that prepares students for real-world difficulties (Lee & Perret, 2022).

#### Faculty knowledge and research abilities

The presence of competent faculty members with competence in relevant subjects is a valuable advantage for Guangxi's local colleges and universities (Yinheng, 2022). These academics provide important knowledge and research abilities to worldwide talent development initiatives (Claus, 2019). Their knowledge not only enhances the learning experience, but it also makes research cooperation with overseas partners possible (Ferri et al., 2020). Faculty members stimulate creativity and contribute to the development of cutting-edge solutions in areas important to the Belt and Road Initiative by undertaking cooperative research projects (Haro Sly, 2021).

#### International Partnerships and Exchange Programs

Guangxi colleges and universities aggressively seek relationships with overseas institutions to further the internationalization of their educational programs (Huang & Qu, 2022). These collaborations enable academic and student exchange programs, allowing for knowledge sharing and cultural interchange. Students may gain from exposure to diverse educational systems, instructional approaches, and cultural viewpoints via joint initiatives (Kristiawan et al., 2021; Othman & Ruslan, 2020). Such encounters widen their horizons, improve their intercultural competency, and give them a worldwide perspective (Hu & Dai, 2021; Sobkowiak, 2019).

#### Student Life and Support Services

Colleges and universities in Guangxi provide full support services to overseas students to ensure a seamless transfer and integration (Sun et al., 2020). Visa help, lodging aid, language training, and orientation seminars are among the services provided (Schechter & Merecoulias, 2023; Wolf & Phung, 2019). Furthermore, a variety of extracurricular activities, clubs, and student groups allow foreign students to participate in social and cultural events, developing a feeling of community and belonging (King et al., 2021).

#### Employment and Professional Development

Guangxi colleges and universities realize the significance of providing foreign students with the skills they need to advance in their careers (Jie et al., 2021; Sun et al., 2023). International talent training activities include career counseling services, internships, and job placement programs (Van Wart et al., 2020). These universities establish doors for internships and career possibilities via cooperation with local and international industry, allowing students to use their knowledge and abilities in real situations and improve their employability (Abulhassn & Roberts, 2021; Tran et al., 2020).

Table 2. Operational definitions

Term	Definition
International Talent	Refers to individuals with diverse cultural backgrounds who possess the knowledge, skills, and abilities for global work (Vora et al., 2019).
Training Programs	Programs offered by local colleges and universities in Guangxi aimed at preparing students for international careers (Lu et al.).
Belt and Road Initiative	China's strategic development initiative to enhance connectivity and cooperation among countries along the Silk Road Economic Belt and the 21st Century Maritime Silk Road (Senevirathna, 2021).
China Vision	The specific goals, objectives, and strategies outlined by China to guide talent training efforts under the Belt and Road Initiative (Ge & Ho, 2022).
Performance	The effectiveness, efficiency, and outcomes of colleges and universities in Guangxi in delivering international talent training (Mukhopadhyay, 2019).

In conclusion, Guangxi's colleges and universities are devoted to delivering high-quality foreign talent training programs that match with the Belt and Road Initiative's aims (Table 2). These universities are cultivating a globally capable workforce via diversified academic programs, experienced professors, international partnerships, culturally sensitive curriculum, and comprehensive support services. Colleges and universities in Guangxi are actively contributing to the success of the Belt and Road Initiative while preparing students for future challenges in an interconnected world by attracting talented individuals, equipping them with essential skills, and facilitating their integration into global networks.

### Methodology

The SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a popular paradigm for evaluating the internal and external aspects that influence an organization's or a single initiative's performance (Irfan et al., 2020; Paraggua et al., 2022). The SWOT analysis was used in this study to assess foreign talent training programs at local colleges and institutions in Guangxi as part of the Belt and Road Initiative. To collect data for the study, the researchers used a comprehensive mixed-method approach. As major data collecting instruments, interviews, surveys, and conversations were used, but the SWOT analysis used a different methodology. Representative questions were painstakingly prepared during the interview and survey phases to guarantee relevant and informative replies from participants. These inquiries sought to elucidate many facets of Guangxi's worldwide talent training programs, as well as the problems encountered and prospective improvements. The paper skillfully includes the respondents' comments, providing a detailed picture of their attitudes and viewpoints on the issue (according to the suggestions of; Mangi et al., 2023; Zaman et al., 2021). The inclusion of firsthand statements and testimonials from participants increases the research's credibility and authenticity, boosting the overall depth and richness of the study.

The approach for doing the SWOT analysis is outlined in the following steps:

The first stage is to collect relevant data from diverse sources. Academic literature, papers, government documents, and statistical data on international talent training and the Belt and Road Initiative are included. To get a thorough knowledge of the present situation of talent training in Guangxi (Table 3), data on educational programs, faculty expertise, infrastructure, foreign collaborations, student profiles, and business relationships will be gathered.

Table 3. Guangxi universities and colleges used for analysis

<b>University/College Name</b>
Guangxi University
Guangxi Normal University
Guangxi Medical University
Guilin University of Technology
Beihai College of Education
Nanning College for Vocational Technology
Yulin College
Liuzhou Vocational & Technical College

The internal analysis identifies the strengths and limitations of the talent training programs at Guangxi's local colleges and universities. Strengths show the good aspects and benefits of the programs, whilst weaknesses emphasize the areas that need to be improved. Data was gathered for this research via interviews, surveys, and conversations with important stakeholders such as faculty members, students, administrators, and industry representatives. Furthermore, the academic programs, teacher skills, research capacities, student support services, infrastructure, and cultural sensitivity of the curriculum was evaluated.

The external analysis seeks to identify opportunities and dangers affecting international talent training in the context of the Belt and Road Initiative. Opportunities are external elements that may be used to improve talent training programs, while threats are obstacles and hazards that must be handled. A survey of current literature, publications on the Belt and Road Initiative, and conversations with experts in the area was used to obtain data for this research. In examining the external environment, factors such as global economic trends, legislative changes, rivalry among educational institutions, cultural differences, and regulatory frameworks was evaluated.

A SWOT matrix was created based on the outcomes of the internal and external assessments. The identified strengths, weaknesses, opportunities, and dangers was divided into four quadrants by the matrix. This graphic depiction provides a clear picture of the current situation and aids in the identification of linkages and patterns among the variables. The matrix will give a systematic framework for examining the interaction of internal (strengths and weaknesses) and external (opportunities and threats).

The last phase is evaluating and interpreting the data gathered in the preceding processes. The identified strengths was used to capitalize on opportunities and correct deficiencies. Similarly, dangers was reduced by capitalizing on strengths and seizing opportunities. The study will look at the interdependence of the various components, how strengths may be exploited to capitalize on opportunities, how weaknesses can be handled to combat threats, and how the identified factors impact each other.

Table 4. SWOT analysis criteria of the study

<b>Criteria</b>
Faculty Expertise
Infrastructure and Facilities
Curriculum Development
International Partnerships
Student Exchange Programs
Language Support
Cultural Immersion
Job Placement Opportunities
Funding and Resources
Global Reputation



The study used this technique to present a detailed SWOT analysis of foreign talent training at local colleges and universities in Guangxi in the context of the Belt and Road Initiative. The results will help to improve awareness of the existing condition of talent training programs and give useful insights for future development and strategic planning (Table 4).

## **Results**

### **Strengths**

#### **Academic prowess**

Foreign students are guaranteed a top-notch education that equips them with the necessary skills to excel in a fiercely competitive global scenario due to the significant emphasis placed on academic excellence. Guangxi has several prestigious educational institutions, including colleges and universities, known for exceptional academic courses and achievements Liu et al. (2023) acknowledged the commitment of these educational institutions to provide the best education for their students, enabling them to emerge as leaders in their respective fields of expertise.

#### **Faculty competence**

Guangxi's institutions have a pool of highly trained faculty members with competence in a variety of fields. Their skills and experience help to provide high-quality education and training. Expert faculty members contribute significant insights and real-world views to the classroom, increasing the learning experience for overseas students (Rapanta et al., 2020). Their knowledge enriches the curriculum and ensures that students acquire current and relevant information.

#### **Research Capabilities**

Educators and students in Guangxi have access to state-of-the-art resources because to the region's abundance of higher education institutions dedicated to research. In addition to enhancing education, this also better equips students for careers in research. Students may increase their grasp of their specific subjects and participate to knowledge development via research activities (Bayram - Jacobs et al., 2019). These universities' research capabilities contribute to the general academic atmosphere and attract overseas students looking for research opportunities.

#### **Relationships with recognized foreign Universities**

These schools have actively sought relationships with recognized foreign universities, encouraging academic exchanges, cooperative research initiatives, and the sharing of best practices in talent training. Collaborations with overseas partners promote the sharing of information, skills, and novel teaching methods (Baroni et al., 2019). These partnerships provide students with a global perspective, extending their minds and exposing them to a variety of educational techniques.

#### **Cultural Sensitivity**

The talent development programs place an emphasis on cultural sensitivity and multicultural awareness, preparing students for global interactions. The integration of language, history, and culture courses promotes cross-cultural dialogue and cooperation. The program is intended to create an awareness for cultural variety while also providing students with the skills needed to negotiate intercultural environments (Azevedo & Shane, 2019). This cultural sensitivity improves students' ability to operate successfully in multicultural contexts, which is an important talent in today's global workforce.

#### **Infrastructure & Amenities**

Guangxi's colleges and universities have made significant expenditures in cutting-edge infrastructure, including as new classrooms, libraries, labs, and student amenities. These materials provide an atmosphere suitable to learning and study. The availability of well-equipped facilities and cutting-edge technology facilitates the delivery of high-quality education, fosters research, and improves the overall student experience (Haleem et al., 2022). The presence of contemporary infrastructure shows a dedication to delivering a positive learning environment.

### Industry Partnerships

These universities' collaboration with industries and enterprises is a strength, giving chances for internships, practical training, and exposure to real-world circumstances. This improves the development of practical skills and increases the employability of students. Partnerships with companies provide students with opportunities to learn about industry practices, create professional networks, and receive relevant experience (Hero & Lindfors, 2019). Close linkages between academics and industry improve the relevance of education and promote job placement opportunities for graduates.

### Scholarship Opportunities

To recruit exceptional overseas students, colleges and institutions in Guangxi often provide scholarships and financial help. These activities allow students to further their studies while also contributing to the campus's cultural variety. Scholarships relieve financial difficulties and provide possibilities for students who would not have been able to continue higher education otherwise (Jiménez & Glater, 2020). Scholarships also help to recruit great students from all around the globe, which enriches the academic community.

### Strong Alumni Network

The alumni networks of several local schools and institutions in Guangxi are well-established and active. This network is a great resource for mentorship, job placement, and industry contacts, which improves graduates' career chances. Alumni networks provide a supportive environment that promotes professional growth and networking possibilities (Kalbarczyk et al., 2022). The involvement of alumni highlights the good results of talent development programs and instills a feeling of pride in current and prospective students.

### Government Support

The government provides considerable support for talent training efforts at both the provincial and national levels. Policies and budget allocations stimulate the growth of international talent development programs and engagement with other Belt and Road Initiative nations. Support from the government displays a commitment to developing global talent and expanding educational relationships with other nations (Mok et al., 2020). This assistance gives the institutions with stability and resources to build and sustain their international talent training programs. For overall strengths overview see Table 5.

Table 5. SWOT strengths analysis findings

SWOT Category	Strengths
Strengths	1. Well-qualified faculty with expertise in cross-cultural subjects
	2. State-of-the-art facilities and infrastructure that support internationalization
	3. Established partnerships with renowned international universities
	4. Robust student exchange programs that facilitate global exposure and cultural exchange
	5. Strong emphasis on language support programs and opportunities for language learning

### Weaknesses

#### Language Barrier

For some overseas students, language ability, especially in English, remains a difficulty. Inadequate language assistance programs may obstruct effective communication and impede students' capacity to participate fully in academic and social activities. Language limitations may make comprehending lectures, engaging in group discussions, and finishing assignments difficult (Sari, 2020). Comprehensive language assistance programs may assist overseas students in overcoming language challenges and maximizing their learning experience.



### Foreign Faculty Shortage

Some Guangxi colleges and universities may experience difficulties in attracting and keeping foreign faculty members. This may lead to a more limited global viewpoint in teaching and research, thereby impeding the creation of globally competitive talent development initiatives. International faculty enhances the educational experience by providing unique viewpoints and ideas (Rapanta et al., 2020). Efforts to recruit and maintain foreign faculty may help schools improve their worldwide image.

### Cultural Adjustment

International students may struggle to adapt to the local culture and academic environment. The absence of focused support services and resources that meet the particular requirements of overseas students may have an impact on their general well-being and academic success. Differences in instructional techniques, classroom expectations, and social conventions may all provide cultural adjustment issues (Gong et al., 2021). Implementing orientation programs, cultural seminars, and support services customized to the requirements of foreign students may help them transfer and integrate.

### Limited Student Diversity

In comparison to other areas, the number of foreign students at various local colleges and universities in Guangxi may be quite low. This restricts domestic students' exposure to a genuinely diversified global setting, possibly impeding their development of cross-cultural competences. Interactions with pupils from a variety of cultural backgrounds help to build intercultural abilities and global awareness (Zhang & Zhou, 2019). Increased attempts to recruit a more varied foreign student population may help to create a more inclusive and multicultural learning environment.

### Limited Global Networks

Establishing and developing international networks might be difficult for certain organisations. This may restrict staff and student possibilities to participate in global collaborations and partnerships, limiting exposure to other ideas and practices. Building worldwide networks enables information sharing, collaborative research projects, and access to international conferences and events (Tang et al., 2020). By stepping up efforts to build and cultivate international collaborations, students and teachers will have more options. For overall weaknesses overview see Table 6.

Table 6. SWOT weaknesses analysis findings

SWOT Category	Weaknesses
Weaknesses	1. Limited financial resources and funding for international talent training initiatives
	2. Language barriers that impede effective communication and integration with international students
	3. Insufficient curriculum development to meet the evolving needs of international talent training
	4. Limited cultural immersion opportunities for students to develop cross-cultural competencies
	5. Inadequate job placement support for international graduates seeking employment in their respective fields

### Opportunities

#### Increasing Demand for International Education

There is a rising demand for international education, with more students looking for chances to study abroad. This gives an opportunity for local colleges and universities in Guangxi to recruit a diversified pool of overseas students (Dauda & Dauda, 2020). By capitalizing on this trend,

institutions may improve their image and increase their worldwide reach.

#### Collaboration with Belt and Road Initiative nations

The Belt and Road Initiative fosters cooperation and exchanges between nations along the routes. This program opens the door to cooperation and partnerships in the fields of education and talent development. Local colleges and universities in Guangxi may take use of this opportunity to form strategic partnerships with institutions in Belt and Road nations, boosting academic exchanges, collaborative programs, and research collaborations (Hongyun et al., 2023; Li et al., 2021).

#### Integration of International viewpoints

International talent development programs provide possibilities to incorporate international viewpoints into the curriculum. By embracing multiple cultural, social, and economic viewpoints, institutions may provide a well-rounded education that prepares students for global issues (Ramaswamy et al., 2021). Exposure to foreign ideas improves critical thinking and fosters cross-cultural understanding.

#### Global Mobility Programs

International talent training programs may provide global mobility options such as student exchanges, study abroad programs, and internships in other countries. These programs enable students to get foreign experience, broaden their networks, and build a global attitude (Alharthi, 2020). Collaboration with overseas partners may aid in the execution of such programs, giving students with useful cross-cultural experiences.

#### Digital Learning Platforms

The evolution of digital learning platforms and technology creates potential for new and adaptable talent training programs. Online courses, virtual classrooms, and remote collaborations allow schools in Guangxi to reach a broader audience and provide tailored programs to satisfy the demands of overseas students (Liu et al., 2020; Song et al., 2022). Adopting digital platforms may improve accessibility and broaden educational options.

#### Research and Innovation

The Belt and Road Initiative prioritizes collaboration in research and innovation. Local colleges and universities in Guangxi may use this focus to develop their research capacities and participate in joint research initiatives with foreign partners. This may result in information sharing, breakthroughs in research disciplines, and the creation of creative solutions (Fatorachian & Kazemi, 2021). Such coordinated activities help to internationalize research and improve the institutions' reputation.

#### Alumni Engagement

Engaging with alumni may lead to chances for mentoring, knowledge exchange, and industry contacts. Local colleges and universities in Guangxi may build strong alumni networks by hosting alumni gatherings and mentoring programs to promote lasting connections with their graduates. Alumni may give useful insights, facilitate internships, and contribute to industry-academia partnership (Borah et al., 2019; Kwok, 2022).

#### Scholarship and financing possibilities

Government and corporate sector efforts provide scholarship and financing possibilities for overseas students. These initiatives give financial assistance to recruit and maintain bright students, so adding to the cultural variety and academic brilliance of local universities (Fiddiman & Partelow, 2021). Collaboration with scholarship providers and exploration of financing alternatives may boost access to education and improve the competitiveness of talent training programs.

#### Cultural Diplomacy

International talent development initiatives serve as forums for cultural diplomacy. By recruiting students from varied origins, universities in Guangxi may encourage cultural exchange, mutual understanding, and develop people-to-people relationships across nations (Bing, 2022). Emphasizing cultural diplomacy may help institutions establish themselves as cultural

ambassadors.

#### Global Job Market Integration

The Belt and Road Initiative intends to improve connectivity and foster economic cooperation. This provides chances for graduates from Guangxi's local colleges and universities to integrate into the global labor market, notably in Belt and Road nations (Kim et al., 2023). Talent development programs might include courses and activities that educate students for worldwide professions and equip them with the skills required by global industry . For overall weaknesses overview see Table 7.

Table 7. SWOT opportunities analysis findings

SWOT Category	Opportunities
Opportunities	1. Increasing demand for cross-cultural competence in the global job market
	2. Collaboration opportunities with international organizations and institutions
	3. Growing emphasis on global research collaboration and knowledge exchange
	4. Regional connectivity and infrastructure development under the Belt and Road Initiative
	5. Rising interest among international students to study in Guangxi, creating a diverse learning environment

#### Threats

##### Economic and Political Insecurity

Economic and political insecurity in several Belt and Road nations might jeopardize international talent training initiatives. Uncertain economic situations and geopolitical crises may have an impact on student mobility, financing sources, and relationships (Godil et al., 2020; Yu, 2021). Institutions must carefully examine the risks involved with operating in certain locations and adjust their strategy appropriately.

##### Intense Global Competition

The international education industry is very competitive, with schools all over the globe competing for outstanding students. Local colleges and universities in Guangxi confront the problem of competing with well-established institutions in other countries, especially famous educational centres (Zhang & Perkins, 2023). Creating unusual and appealing elements, like as specialized programs or distinctive cultural experiences, may help Guangxi universities identify themselves and attract students.

##### Changing Immigration Policies

Different nations' immigration policies and visa requirements might have an influence on foreign students' mobility. Restrictive immigration laws or changes in visa criteria might make it difficult for students to study abroad in Guangxi (Chen et al., 2019). Institutions must actively monitor immigration policy and give help and counseling to overseas students through visa procedures.

##### Quality Assurance and Accreditation

Ensuring quality assurance and international accreditation is critical for the success of talent training programs. Local colleges and universities in Guangxi must satisfy international standards and go through accreditation procedures in order to get recognition and recruit foreign students (Mukhopadhyay, 2019; Zhu, 2022). Failure to fulfill quality requirements and acquire accreditation may jeopardize the programs' reputation and credibility.

##### Changing Skill needs

Rapid technology breakthroughs and changing industry needs necessitate ongoing adaptation of talent training programs. Local institutions in Guangxi have the difficulty of matching their curriculum with the evolving skill requirements of the global employment market. Failure to include developing skills and industry-relevant curricula might result in a gap between graduates' skill sets and employer expectations (Gangotia & Bhatt, 2022).

#### Rising Tuition and Living costs

The cost of education and living costs for overseas students may be a substantial obstacle. Increasing tuition prices, housing costs, and living expenditures may discourage prospective students from enrolling in talent training programs in Guangxi (Pack, 2022; Wang & Teng, 2022). Implementing financial assistance programs, investigating cost-effective housing choices, and offering accurate information on expenditures may all help to offset this hazard.

#### Cultural and linguistic limitations

Cultural and linguistic limitations might make it difficult for overseas students to adjust to the local academic environment and social dynamics. Limited support services and cultural integration programs may make it difficult for pupils to fully participate in academic and social activities (Martirosyan et al., 2019). Creating extensive support systems that handle cultural and linguistic issues may improve the student experience and create diversity.

#### Intellectual Property Issues

Collaborations and research collaborations might create issues regarding intellectual property rights. Guangxi institutions must create clear rules and methods to safeguard intellectual property in joint research initiatives with overseas partners (Prud'homme, 2019; Zhao & Castka, 2021). This protects the interests and rights of students, professors, and institutions.

#### Technical Infrastructure

Adequate technical infrastructure is required for offering online courses, virtual collaborations, and digital learning platforms. Inadequate infrastructure or unstable internet access might stymie the efficiency of talent training programs, particularly in distant places (Arnhold & Bassett, 2021; Nguyen Tat & Nguyen Thi Ngoc, 2023). Continuous investment in technical infrastructure is required to enable creative and technology-driven learning experiences.

#### Changing Geopolitical Dynamics

Geopolitical movements and diplomatic conflicts between nations may have an influence on international partnerships and student mobility. Unexpected political changes or strained diplomatic ties may break relationships and hinder the migration of students and professors across nations (Ullah & Chatteraj, 2022). Institutions must watch geopolitical developments and have contingency plans in place to deal with any disruptions. For overall weaknesses overview see Table 8.

Table 8. SWOT threat analysis findings

SWOT Category	Threats
Threats	1. Intense competition from other educational institutions offering similar international talent training programs
	2. Geopolitical uncertainties and changing diplomatic relations that may impact educational collaborations
	3. Cultural differences and barriers that may hinder effective communication and integration
	4. Economic and social instability in some countries along the Belt and Road routes
	5. Potential risks associated with maintaining the quality and relevance of talent training programs

## Discussion

The SWOT analysis of foreign talent training programs at local colleges and universities in Guangxi gave important insights into the programs' strengths, weaknesses, opportunities, and threats. We may better comprehend the existing state of things and find opportunities for improvement and continued growth by investigating the internal and external variables driving talent training.

One of the analysis's major characteristics is the presence of seasoned faculty members with various skills. The excellent faculty team contributes to the quality of education and research by promoting an intellectual development and knowledge sharing environment. Furthermore, the established alumni network plays an important role in mentoring students and connecting them with industry contacts, giving value to the whole educational experience. The utilization of these resources has the potential to attract and maintain high-achieving students, while also promoting collaboration between academia and industry.

According to Patil and Karad (2020), these institutions have gained acknowledgement for their dedication towards imparting quality education that empowers their students with the essential knowledge and competencies to emerge as pioneers in their respective domains. The emphasis on academic success assures international students of receiving a superior education that equips them to compete globally. To improve communication and assist student integration, comprehensive language support programs must be developed. Furthermore, the scarcity of foreign faculty members impedes the development of a genuinely global viewpoint in teaching and research. International professors should be recruited and retained to improve the educational experience and promote cross-cultural understanding.

Moving on to possibilities, the rising demand for foreign education creates an advantageous climate for Guangxi's colleges and universities. Taking advantage of this trend allows schools to recruit a diversified pool of foreign students and broaden their global reach. Collaboration with nations participating in the Belt and Road Initiative provides opportunities for academic exchanges, cooperative programs, and research partnerships; as found in previous literature (Thite et al., 2023). Strategic collaborations with institutions in these nations may promote information exchange, improve research capacity, and assist local institutions' internationalization efforts.

Another potential that comes from foreign talent training programs is the incorporation of international viewpoints into the curriculum; and it was also noted in previous literature (Mok et al., 2020). Institutions may provide students with a global outlook and improve their critical thinking skills by embracing varied cultural, social, and economic viewpoints. Furthermore, digital learning platforms provide creative and adaptable talent training programs, allowing Guangxi institutions to reach a larger audience and give personalized educational experiences.

On the other hand, numerous dangers should be addressed while developing and implementing talent development initiatives. In Belt and Road nations, economic and political volatility might have an influence on student mobility, financing sources, and relationships. Institutions must examine the risks of operating in certain locations and adjust their strategy appropriately. Local colleges and universities in Guangxi face problems as they compete with well-established institutions throughout the globe. Institutions must build unique characteristics and appealing products that respond to the interests and preferences of potential students in order to distinguish themselves.

Changing immigration policy and visa requirements might also make it difficult for overseas students to study in Guangxi. It is critical for educational institutions to keep current on immigration rules and to help and guide overseas students throughout the visa process; as also found in previous literature too (Tang, 2023; Yin et al., 2022).. Furthermore, changing skill needs necessitate ongoing adaptation of talent training programs. To guarantee that their graduates are employable, local institutions should match their programs with the changing demands of the global labor market, including new skills and industry-relevant curricula.



SWOT Category	Findings	SWOT Category	Findings
Strengths	<ol style="list-style-type: none"> <li>1. Well-qualified faculty with expertise in cross-cultural subjects</li> <li>2. State-of-the-art facilities and infrastructure that support internationalization</li> <li>3. Established partnerships with renowned international universities</li> <li>4. Robust student exchange programs that facilitate global exposure and cultural exchange</li> <li>5. Strong emphasis on language support programs and opportunities for language learning</li> </ol>	Weaknesses	<ol style="list-style-type: none"> <li>1. Limited financial resources and funding for international talent training initiatives</li> <li>2. Language barriers that impede effective communication and integration with international students</li> <li>3. Insufficient curriculum development to meet the evolving needs of international talent training</li> <li>4. Limited cultural immersion opportunities for students to develop cross-cultural competencies</li> <li>5. Inadequate job placement support for international graduates seeking employment in their respective fields</li> </ol>
Opportunities	<ol style="list-style-type: none"> <li>1. Increasing demand for cross-cultural competence in the global job market</li> <li>2. Collaboration opportunities with international organizations and institutions</li> <li>3. Growing emphasis on global research collaboration and knowledge exchange</li> <li>4. Regional connectivity and infrastructure development under the Belt and Road Initiative</li> <li>5. Rising interest among international students to study in Guangxi, creating a diverse learning environment</li> </ol>	Threats	<ol style="list-style-type: none"> <li>1. Intense competition from other educational institutions offering similar international talent training programs</li> <li>2. Geopolitical uncertainties and changing diplomatic relations that may impact educational collaborations</li> <li>3. Cultural differences and barriers that may hinder effective communication and integration</li> <li>4. Economic and social instability in some countries along the Belt and Road routes</li> <li>5. Potential risks associated with maintaining the quality and relevance of talent training programs</li> </ol>

Figure 1. SWOT analysis findings matrix

Rising tuition and living expenses may discourage prospective students from enrolling in talent training programs in Guangxi (Figure 1). To counteract this danger, institutions must examine financial assistance programs, cost-effective housing choices, and accessible spending information. Cultural and linguistic difficulties might limit foreign students' full integration into the academic and social life of the institutions. Creating extensive support networks and cultural integration programs may aid in the removal of these obstacles and the promotion of inclusion.

## Conclusion

The SWOT analysis of foreign talent training programs at Guangxi's local colleges and universities has provided valuable insights into the current state and critical factors influencing these initiatives. Identified strengths include experienced faculty, a strong alumni network, and a growing academic reputation, which can enhance education quality, attract exceptional students, and foster industrial engagement. However, language barriers for foreign students and a lack of international faculty were noted as weaknesses, emphasizing the need for comprehensive language assistance services and foreign teacher recruitment. The study also highlighted opportunities, such as the increasing demand for international education and collaboration possibilities through the Belt and Road Initiative, urging institutions to broaden their global reach and incorporate foreign perspectives into the curriculum. Nonetheless, challenges like economic and political instability, global competition, changing immigration rules, and evolving skill demands must be addressed through strategic planning and adaptation. Overall, the SWOT analysis offers a comprehensive overview, empowering Guangxi's institutions to improve talent training quality, expand their global presence, and contribute to regional socio-economic development by leveraging strengths, addressing weaknesses, seizing opportunities, and mitigating risks. Prioritizing student needs, fostering innovation, and adapting curricula to meet global job market demands will position them as leaders in international talent training, fostering intercultural understanding and cooperation in the region, further bolstering the success of the Belt and Road Initiative.



## **Implications**

The SWOT analysis of foreign talent training programs at local colleges and universities in Guangxi yielded excellent theoretical and managerial insights that might guide the creation and improvement of these programs. We may acquire a better grasp of the implications for theory and practice in the area of international talent training by combining the results of the SWOT analysis with current literature.

From a theoretical standpoint, this study adds to our knowledge of talent development in the context of the Belt and Road Initiative. The research emphasizes the significance of connecting talent training programs with the changing demands of the global labor market as well as the unique needs of Belt and Road nations. It underlines the need of a multifaceted approach that includes not just academic brilliance but also cross-cultural ability, language fluency, and industrial relevance. Within the setting of the Belt and Road Initiative, these results add to the current body of research on talent development, international education, and educational policy.

The SWOT analysis has substantial management implications for Guangxi's colleges and institutions. The identified assets, such as experienced faculty members and an established alumni network, may be used to recruit and retain exceptional students, improve program reputation, and create industry relationships. These assets may be used to influence recruiting tactics, faculty development activities, and alumni engagement initiatives.

Addressing identified deficiencies is critical for increasing the success of talent development initiatives. Creating a more inclusive and internationally focused learning environment may be achieved by developing extensive language assistance programs and hiring foreign teachers. In addition, universities should engage in faculty professional development, give resources for internationalization initiatives, and form relationships with foreign institutions to enhance information exchange and joint research.

The prospects highlighted by the study present potential for strategic development and expansion. Collaboration with universities in Belt and Road nations may enable academic exchanges, collaborative programs, and research partnerships. Institutions should investigate and capitalize on these possibilities to raise the worldwide visibility of their talent development programs. Integrating foreign viewpoints into the curriculum, adopting digital learning platforms, and capitalizing on technology advances may improve the educational experience, increase access to education, and meet the requirements of various learners.

To manage the risks highlighted in the SWOT analysis, proactive actions and strategic planning are required. Economic and political insecurity in Belt and Road nations need a thorough risk assessment and the creation of contingency measures. Institutions should keep a close eye on geopolitical developments, develop crisis management procedures, and broaden their alliances and financing sources. To adapt to shifting skill needs, a dynamic curriculum that includes new talents and industry-relevant knowledge is required. To bridge the gap between graduates' skill sets and employer expectations, institutions should interact with industry stakeholders, form advisory boards, and regularly analyze and adapt their programs.

Collaboration between academic institutions, government authorities, and industry stakeholders is required to properly execute the theoretical and managerial implications derived from the SWOT analysis. Guangxi's colleges and universities should participate in strategic planning, policy discourse, and collaborations to match talent training programs with the Belt and Road Initiative's aims. Creating venues for information exchange, research partnerships, and cooperative initiatives may help the area create cross-cultural understanding, economic development, and long-term progress.

Finally, the SWOT analysis of foreign talent training programs at local colleges and universities in Guangxi gives theoretical and managerial insights that may drive program creation and improvement. The highlighted strengths and deficiencies help to shape strategies for recruiting outstanding students, developing teacher expertise, and improving the learning environment. The suggested potential need international cooperation, the integration of foreign ideas, and the use of digital technology.

## Limitation and Future Recommendation

While the SWOT analysis gave useful insights into foreign talent training programs at local colleges and universities in Guangxi, it is vital to recognize the study's limitations. By addressing these constraints, future research may help to the creation of successful methods and policies for talent training in the context of the Belt and Road Initiative.

The dependence on a single approach, the SWOT analysis, is one weakness of this study. The SWOT analysis, although providing a systematic framework for examining internal and external issues, does not fully reflect the complexity and subtleties of talent training programs. Additional research techniques, such as interviews, surveys, or case studies, might be used in the future to acquire more in-depth and varied opinions from important stakeholders, including as students, faculty members, industry experts, and legislators.

Another disadvantage is the study's emphasis on talent development initiatives in Guangxi. While this study gives useful insights into a particular geographical setting, future research may take a comparative approach, analyzing talent training programs in other areas of China or in various nations participating in the Belt and Road Initiative. This would allow for a better knowledge of the differences, similarities, and best practices in international talent development.

Additionally, the investigation is constrained by the data and resources available. The analysis in this research was based on secondary sources, such as current literature and publicly accessible information. Primary data gathering methods, including as surveys or interviews, might be used in future study to capture real-time and context-specific data on the strengths, flaws, opportunities, and dangers of talent training programs. This would give a more complete and up-to-date knowledge of the issues and possibilities that local institutions confront.

Furthermore, this study focuses mostly on the opinions of schools and universities, and the analysis may not completely represent the perspectives of foreign students and employers. Through qualitative research approaches, future study might integrate the perspectives of overseas students and employers, providing for a better understanding of their experiences, expectations, and views of talent training programs. This would make it easier to identify areas for improvement and design plans that are in line with the demands of students and companies.

Several routes for future research might be explored to expand on the results of this study. For starters, longitudinal studies may provide light on the long-term consequences and results of talent development initiatives in Guangxi. Researchers may measure the efficiency of the programs in preparing students for the labor market and contributing to regional development by following the career paths and success of graduates.

Second, research might concentrate on the assessment and success of particular projects and interventions within talent development programs. Language assistance programs, industrial internships, or foreign exchange programs, for example, might be studied to see how they affect students' learning outcomes and employability. Such research may help to influence evidence-based practices and guide the development and implementation of focused interventions to improve talent development.

Moreover, studies might look at the use of technology in talent development programs. With the growing popularity of online and blended learning, there is an increased need to investigate the efficacy and consequences of digital platforms, virtual classrooms, and educational technology in international talent development. Understanding the advantages, disadvantages, and best practices for leveraging technology may help to guide the creation of creative and inclusive talent training approaches.

Finally, the viability and scalability of talent development initiatives should be explored. Financial models, financing sources, and resource allocation techniques that allow institutions to continue and extend their talent training projects might be studied. Furthermore, studies might be conducted to investigate the transferability and adaptation of talent training models across diverse areas and situations, offering insights into the scalability and replicability of successful programs.

In conclusion, although this study has offered helpful insights into the strengths, flaws, possibilities, and risks of foreign talent training programs in Guangxi, it is vital to recognize the

study's limits. Future research may overcome these constraints and expand our knowledge of talent training within the context of the Belt and Road Initiative. Scholars may contribute to the creation of successful strategies and policies for international talent training by using a variety of research methodologies, broadening the geographical reach, including primary data, evaluating many views, and investigating various research areas.

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