

## Research on the collaborative development of the "Belt and Road" initiative with educational cooperation in the Philippines

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### Abstract

The "Belt and Road" initiative has significantly bolstered educational ties between China and nations along its path, including the Philippines. This paper examines the collaborative trajectory in educational management under this initiative, highlighting the pivotal role of the Philippines in Southeast Asia. It underscores the mutual benefits in resource sharing, talent development, and research collaboration between China and the Philippines. The paper mainly used literature review and case studies method to provide a deep understanding of the current state of China-Philippines educational cooperation. It advocates for enhanced policy dialogue and a robust cooperation framework to elevate educational management standards. It also identifies challenges like cultural and linguistic disparities, and educational inequality, proposing solutions such as cultural and language exchange programs, resource optimization, and a more integrated cooperation mechanism to foster educational advancement.

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## 1. Introduction

Since its inception, the "Belt and Road" initiative has become an important force for global economic development. This initiative not only aims at promoting infrastructure construction and economic development of countries along the Belt and Road, but also aims to achieve policy communication, facilities connectivity, unimpeded trade, financial integration and people-to-people connectivity among countries along the Belt and Road, aiming at building a community with a shared future for mankind and achieving common prosperity.

Education, as an important part of the Belt and Road " initiative for people-to-people connectivity, plays an irreplaceable role. Through educational cooperation, the understanding and friendship between the people of the countries along the Belt and Road can be enhanced, talents with international vision and cross-cultural exchange skills can be cultivated, and strong talent

and intellectual support can be provided for the in-depth implementation of the Belt and Road initiative.

As one of the countries along the Belt and Road routes, the Philippines has unique advantages in cooperation with China in the field of education. The two countries are complementary in their educational concepts and educational resources, providing a broad space for bilateral cooperation in the field of education management. In particular, in the field of education management, both the Philippines and China have rich experience and resources. The cooperation between the two sides will help improve the overall level of education management in the two countries and promote the prosperity and development of education in the two countries.

With the deepening of the Belt and Road " initiative, the cooperation between China and the Philippines in the field of education management has achieved certain results. However, in the face of the new trends and challenges in global education development, the two sides need to further strengthen cooperation and jointly explore new modes and paths of cooperation so as to promote the sustainable development and innovation of education in the two countries. This work aims to make contribution to the further development of China-Philippines educational cooperation.

## **2. Literature Review**

### **2.1 Deepening Educational Exchange and Cooperation**

In recent years, the exchange and cooperation between China and the Philippines in the field of education have continued to deepen. An article by Wu Xingyu published in World Education Information points out that the two countries have laid a solid foundation for educational cooperation by signing multiple education cooperation agreements. These agreements cover various aspects such as teacher-student exchanges, mutual recognition of academic qualifications, and joint school operations, providing a strong guarantee for in-depth cooperation in the field of education between the two countries. Among them, the promotion and development of Chinese language teaching in the Philippines is an important aspect of Sino-Philippine educational cooperation. Research by Luo Qingming and Wang Yan in Journal of Beihua University (Social Sciences Edition) shows that with the advancement of the "Belt and Road" initiative, the demand for Chinese language teachers in the Philippines has been increasing, and the popularity of Chinese language teaching in the Philippines has also been continuously improving. At the same time, the two countries have further promoted the promotion and development of Chinese in the Philippines by organizing Chinese proficiency tests and establishing Confucius Institutes.

### **2.2 Challenges Faced**

Despite the significant progress made in educational cooperation between China and the Philippines, they still face challenges posed by institutional and cultural differences. Research by Xu Helian and Wang Haicheng in Finance & Trade Economics indicates that the proximity of institutional distances affects cooperation between countries. Similarly, differences in institutions, culture, policies, and other aspects may also become important factors affecting educational cooperation. These differences may lead to issues such as poor communication and misunderstandings during the cooperation process. In addition, uneven distribution of educational resources is also a major challenge faced by Sino-Philippine educational cooperation. Due to the uneven economic development across regions in the Philippines, there are obvious differences in the distribution of educational resources between urban and rural areas and among regions. This may make it difficult for both sides to achieve effective sharing and optimal allocation of

educational resources during the cooperation process, thereby affecting the cooperation effect.

### **2.3 Future Trends and Prospects**

To overcome the above challenges, China and the Philippines should further strengthen policy communication and coordination. Both sides can regularly hold educational cooperation forums or seminars to conduct in-depth exchanges on educational policies, development plans, and other aspects, thereby enhancing mutual understanding and trust. At the same time, they can jointly formulate educational cooperation plans, clarify cooperation goals and key tasks, and ensure the orderly advancement of cooperation. Firstly, to address the issue of uneven distribution of educational resources, China and the Philippines can explore the establishment of an educational resource sharing mechanism, introducing high-quality educational resources to remote areas of the Philippines through remote education and online courses. At the same time, both sides can strengthen cooperation in areas such as teacher training and teaching facilities to improve the overall educational level of the Philippines. Secondly, educational cooperation is not only a supplement to economic cooperation but also an important way for humanistic exchanges and people-to-people connectivity. China and the Philippines should make full use of the educational cooperation platform to strengthen humanistic exchange activities such as teacher-student exchanges and academic cooperation, thereby enhancing understanding and friendship between the peoples of the two countries. This will help lay a solid foundation for the long-term stable development of relations between the two countries.

In summary, the "Belt and Road" initiative provides new opportunities and challenges for Sino-Philippine educational cooperation. Both sides should seize the opportunity, strengthen policy communication and coordination, promote balanced allocation of educational resources, deepen humanistic exchanges and people-to-people connectivity, and jointly push Sino-Philippine educational cooperation to a new level. In the future, with the in-depth advancement of the "Belt and Road" initiative and the continuous development of relations between the two countries, Sino-Philippine educational cooperation will surely usher in broader development prospects.

## **3. Methodology and Procedures**

This research employs a comprehensive qualitative approach to explore the collaborative development of the "Belt and Road" initiative with educational management majors in the Philippines. The methodology is designed to provide a deep understanding of the current state of China-Philippines educational cooperation, focusing specifically on the role and impact of educational management majors within the framework of the "Belt and Road" initiative.

The initial phase of our research is dedicated to a meticulous examination of the existing literature and policy documents that pertain to the "Belt and Road" initiative, educational management, and the educational cooperation between China and the Philippines. This comprehensive review serves as the cornerstone for our research, laying a solid theoretical and contextual foundation.

### **Documentary Analysis**

The literature review will encompass a wide range of sources, including academic journals, books, conference papers, and grey literature such as policy briefs and reports. The objective is to identify key trends, challenges, and opportunities in the field of China-Philippines educational cooperation within the framework of the "Belt and Road" initiative. This will involve analyzing the historical context of educational exchanges between the two countries, examining current practices and policies, and exploring potential future directions. The review will also delve into the broader themes of educational management, focusing on issues such as curriculum

development, teacher training, and quality assurance. By synthesizing the findings from these diverse sources, we aim to build a comprehensive understanding of the educational landscape in both China and the Philippines, and how it is influenced by the "Belt and Road" initiative.

Parallel to the literature review, we will conduct a thorough analysis of relevant policy documents. This will include government reports, white papers, and strategic plans related to the "Belt and Road" initiative, as well as specific policies on educational cooperation between China and the Philippines. The analysis will focus on identifying the key drivers, objectives, and constraints of these policies, as well as their potential impacts on educational exchanges. By comparing and contrasting the policies at both national and regional levels, we aim to uncover any inconsistencies or gaps that may hinder effective cooperation. This analysis will also provide valuable insights into the political and economic contexts that shape educational policies, and how these contexts may evolve in the future.

### **Interviews with Key Stakeholders**

The research endeavor will delve deeper into the intricacies of educational management cooperation between China and the Philippines through semi-structured interviews with a select group of key stakeholders in both nations. This comprehensive approach will encompass a diverse range of individuals, including seasoned educational management experts, influential policymakers, university administrators holding pivotal roles, and students specializing in educational management.

The interviews will serve as a pivotal tool to unlock a wealth of insights into the practical dimensions of cooperation between China and the Philippines in the realm of educational management. By engaging with these stakeholders, the research aims to uncover the myriad challenges faced by both parties in their collaborative efforts, the innovative strategies they have employed to overcome these hurdles, and the invaluable lessons they have garnered from their experiences.

Moreover, the interviews will provide an in-depth understanding of the day-to-day operations and decision-making processes within educational management cooperation projects. This will include exploring the nuances of policy implementation, resource allocation, curriculum development, and student mobility programs. By gathering these insights, the research will contribute to a more holistic picture of the strengths, weaknesses, opportunities, and threats (SWOT) facing educational management cooperation between China and the Philippines.

Furthermore, the interviews will offer a platform for stakeholders to share their personal perspectives and experiences, enriching the research with a human element that transcends mere data and statistics. This qualitative data will provide a deeper understanding of the motivations, aspirations, and constraints shaping the educational management cooperation landscape, enabling the research to offer more nuanced and actionable recommendations for future collaborations.

Ultimately, the semi-structured interviews with key stakeholders will serve as the cornerstone of the research, providing a rich and multifaceted dataset that will inform and inspire the development of effective strategies for enhancing educational management cooperation between China and the Philippines.

### **Data Analysis**

The collected data from the interviews, literature review, policy documents, and case studies will undergo a rigorous thematic analysis to extract meaningful insights and patterns. Thematic analysis is a widely used qualitative research method that involves systematically identifying, coding, and analyzing patterns and themes within the data. This process will be conducted in several stages to ensure thoroughness and accuracy.

### Stage 1: Data Familiarization

In the first stage, the researchers will familiarize themselves with the collected data by carefully reading through the interview transcripts, literature, policy documents, and case studies. This will help to establish a comprehensive understanding of the data and identify any initial themes or patterns.

### Stage 2: Initial Coding

The next stage involves initial coding of the data. The researchers will systematically read through the data and assign codes to segments of text that relate to specific themes or patterns. These codes will be based on the research questions and objectives, as well as emerging themes from the data.

### Stage 3: Theme Identification and Refinement

Once the initial coding is complete, the researchers will analyze the coded data to identify and refine the themes. This will involve grouping similar codes together and refining the themes to ensure they accurately represent the data. The researchers will also consider the relationships between the themes and how they interconnect to provide a comprehensive understanding of the research topic.

### Stage 4: Theme Mapping and Interpretation

In the fourth stage, the researchers will create a theme map to visually represent the identified themes and their relationships. This will help to clarify the findings and identify any gaps or inconsistencies in the data. The researchers will then interpret the themes in the context of the research questions and objectives, drawing connections to existing literature and theory.

### Stage 5: Writing Up the Analysis

Finally, the researchers will write up the analysis, presenting the themes and their interpretations in a structured and coherent manner. This will include a detailed discussion of the key findings, their implications for future China-Philippines educational cooperation within the "Belt and Road" initiative, and recommendations for policymakers, educators, and students.

## **Additional Analytical Techniques**

In addition to thematic analysis, the researchers may also employ other analytical techniques to provide a more comprehensive understanding of the data. For example, they may use content analysis to quantify the frequency and distribution of specific themes or concepts within the data. They may also use narrative analysis to explore the stories and experiences of interviewees, providing a more in-depth understanding of their perspectives and motivations.

By conducting a thorough thematic analysis of the collected data, the researchers will be able to identify key findings and recommendations for future China-Philippines educational cooperation within the "Belt and Road" initiative. These insights will be invaluable for policymakers, educators, and students seeking to enhance mutual understanding and growth through educational collaboration.

## **Ethical Considerations**

Throughout the research process, ethical considerations will be paramount. This includes ensuring the confidentiality and anonymity of interviewees, obtaining informed consent, and adhering to ethical guidelines for research involving human subjects.

By employing this comprehensive methodology, the research aims to provide a rich and nuanced understanding of the collaborative development of the "Belt and Road" initiative with educational management majors in the Philippines. The insights gained from this research will be invaluable for policymakers, educators, and students seeking to enhance China-Philippines educational cooperation and promote mutual understanding and growth.

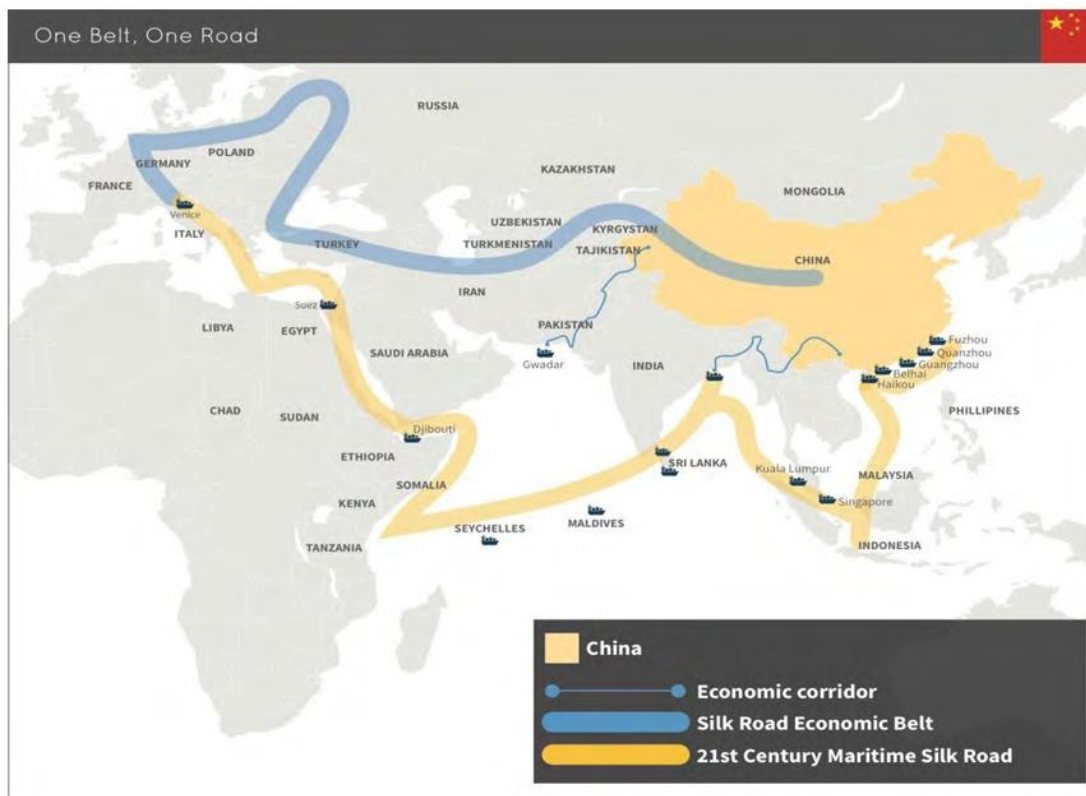


Figure 1. The map of Chinese Belt and Road Initiative

## 4. Results and Discussion

### 4.1 The "Belt and Road" initiative works in collaboration with educational management majors in the Philippines

#### An Overview of the "Belt and Road" initiative

The "Belt and Road" initiative refers to a major initiative of jointly building the Silk Road Economic Belt and the 21st Century Maritime Silk Road. The initiative aims to promote infrastructure construction and connectivity among countries along the Belt and Road, strengthen economic policy coordination and alignment of development strategies, and achieve common prosperity. Since its inception in 2013, the Belt and Road initiative has achieved remarkable results, promoting large-scale international cooperation, enhancing the momentum of global development, deepening regional economic cooperation, promoting the development of global trade, and maintaining the stability of the global supply chain.

#### The status of education management

In the field of education, education management major is an important discipline direction, which involves education policy, education planning, education management, education evaluation and other aspects. With the development of globalization and information technology, education management major is facing more and more challenges and opportunities. Especially in the context of the "Belt and Road" initiative, education management majors need to pay more attention to the cultivation of international vision and cross-cultural communication ability to meet the needs of educational cooperation in countries along the Belt and Road.

Among the countries along the Belt and Road routes, the Philippines, as an important partner, also has certain characteristics and advantages in educational management. The education system of the Philippines is relatively perfect, with many well-known universities and rich educational resources. At the same time, the Philippines has accumulated rich experience in the field of

education management and formed a unique education management model and method.

### **China-Philippines education cooperation under the Belt and Road initiative**

Driven by the Belt and Road " initiative, the cooperation between China and the Philippines in the field of education has been continuously strengthened. The two sides have signed a number of education cooperation agreements and memorandums, covering education policy making, education quality management, teacher training and academic exchanges. In particular, in the field of education management, universities and research institutions in China and the Philippines have carried out extensive cooperation and exchanges, and jointly promoted the innovation and development of education management.

For instance, China and the Philippines have the opportunity to collaborate on a range of scientific research endeavors and academic activities within the realm of educational management. Such joint ventures can serve as a catalyst for fostering academic exchanges and the dissemination of knowledge, thereby enhancing the educational landscape for both nations.

In tandem with these research initiatives, both countries can amplify their efforts to develop and nurture a cadre of educational management professionals. By investing in the training and collaborative development of these talents, China and the Philippines can cultivate a new generation of educational leaders who possess a global perspective and are adept at navigating cross-cultural exchanges. This focus on human capital development is essential for equipping educational managers with the skills necessary to thrive in an increasingly interconnected world.

These collaborative efforts not only elevate the caliber of educational management between China and the Philippines but also lay a robust foundation for educational cooperation across the nations that are part of the "Belt and Road" initiative. By working together, these countries can harness the collective wisdom and resources to address common educational challenges, share best practices, and innovate in the field of educational management.

To further elaborate, the collaboration between China and the Philippines can extend to the development of joint curricula and educational programs that incorporate international standards and cultural sensitivities. This would not only enrich the learning experiences of students in both countries but also prepare them for the diverse and dynamic global marketplace. Additionally, the exchange of faculty and staff between institutions can provide fresh perspectives and foster a deeper understanding of each other's educational systems and practices.

Moreover, the establishment of joint research centers and think tanks can facilitate the exploration of cutting-edge issues in educational management, such as the integration of technology in education, the development of sustainable educational policies, and the promotion of inclusive education. These centers can also serve as platforms for disseminating research findings and organizing international conferences, thereby enhancing the visibility and impact of the collaborative work between China and the Philippines.

In conclusion, the synergistic efforts between China and the Philippines in educational management have the potential to significantly bolster the educational capabilities of both nations and contribute to the broader goals of the "Belt and Road" initiative. By leveraging their collective strengths and resources, these countries can create a model of educational cooperation that is both sustainable and replicable, setting a precedent for other nations within the initiative to follow.

Topic	B&R Initiatives for higher education
Publication date	Between 2015 and 2020
Transparency	Explicit research methodology
Correlation	General higher education

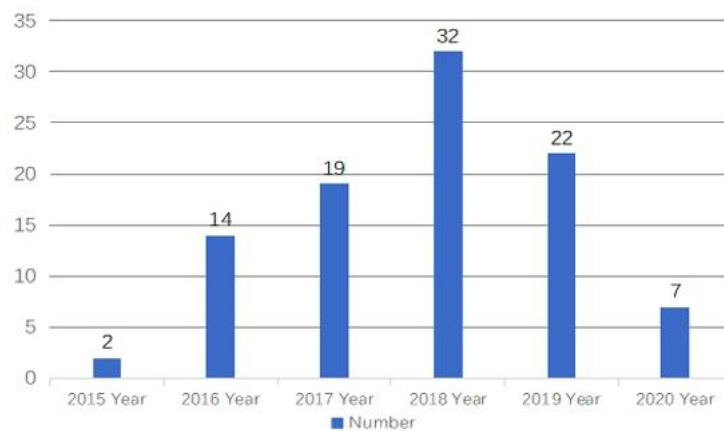


Figure 2. Annual volume of studies of China's Belt and Road Initiative for higher education in mainland China

## 4.2 Opportunities and challenges of china-Philippines education management professional cooperation under the "Belt and Road" initiative

### Opportunities

Policy dividend and resource complementarity:

The "Belt and Road" initiative has provided policy support and guarantee for China-Philippines education cooperation.

China and the Philippines have some complementarity in educational resources, and they can make common use of their respective advantages to improve the level of education management.

Deepening educational exchanges and cooperation: With the promotion of the "Belt and Road" initiative, the exchanges and cooperation between China and the Philippines in the field of education have been continuously deepened, and more cooperation opportunities will come in many fields, including education management. The two sides can jointly carry out scientific research projects, academic exchanges and personnel training activities in the field of educational management to promote the innovation and development of educational management.

Accelerating of education internationalization: The "Belt and Road" initiative has promoted the internationalization of education in countries along the Belt and Road. China and the Philippines can take this opportunity to strengthen international exchanges and cooperation in education and enhance the internationalization level of education management. This will help to cultivate educational management talents with an international perspective and cross-cultural exchange skills, and contribute to the prosperity and development of education in the two countries.

New opportunities for Chinese teaching cooperation: Under the "Belt and Road" initiative, the Philippines' demand for Chinese learning is increasing, providing new opportunities for Chinese teaching cooperation. Chinese language education institutions can strengthen cooperation with the education administration of the Philippines to jointly promote the popularization and development of Chinese language teaching in the Philippines.

### Challenge



The path towards collaborative educational management between China and the Philippines is fraught with several notable challenges, including cultural differences and language barriers. There exists a divergence in educational management concepts and teaching methodologies between the two countries, potentially hindering seamless cooperation. These cultural disparities necessitate a greater emphasis on mutual understanding and respect, fostering an environment conducive to shared learning and growth. Moreover, the language barrier poses a significant hurdle in effective communication, necessitating robust language training and enhanced communication channels to elevate the communication proficiency of both parties.

Another pivotal challenge lies in the uneven distribution of educational resources within the Philippines. This imbalance can adversely impact the quality and efficacy of education management, potentially undermining the overall success of cooperative endeavors. Hence, China and the Philippines must prioritize the equitable allocation of resources in their collaborative efforts, striving for a more balanced and inclusive approach to education management. This includes joint initiatives aimed at optimizing resource distribution and enhancing the accessibility and quality of education for all.

Furthermore, the existing education cooperation mechanism between China and the Philippines, while promising, requires substantial refinement and deepening. To this end, the two countries need to forge closer cooperation frameworks, emphasizing policy communication, infrastructure connectivity, unimpeded trade, financial integration, and people-to-people connectivity. These interwoven strands will provide a resilient foundation for cooperation in education management, ensuring mutual support and sustained progress.

Lastly, the "Belt and Road" initiative has placed the educational management cooperation between China and the Philippines under the scrutinizing gaze of global competitors. External competition and pressure from other countries present a formidable challenge, necessitating a steadfast commitment to openness and inclusivity. Both parties must embrace a proactive stance, actively seeking to learn from the successful experiences and practices of other nations. By doing so, they can continuously bolster their competitiveness and influence, ensuring that their educational management cooperation stands resilient against external challenges and thrives in the global landscape.

The "Belt and Road" initiative has presented unprecedented opportunities for the synchronized progression of educational management majors in the Philippines. By bolstering the establishment of robust policy communication and cooperation mechanisms, we can facilitate the sharing and optimal allocation of educational resources. Additionally, intensifying the cultivation and exchange of educational management personnel will foster a more dynamic and innovative educational environment. Furthermore, by promoting educational management innovation and practical application, as well as strengthening cultural exchanges, we can interlink and implement effective countermeasures that lead to mutual benefits and win-win outcomes in the realm of educational management.

This initiative not only holds the potential to elevate the overall standard of educational management between China and the Philippines but also serves as a valuable reference and model for educational cooperation among the countries along the Belt and Road. It signifies a pivotal step towards fostering deeper understanding, respect, and collaboration among diverse cultures, paving the way for more holistic and inclusive educational practices.

Looking ahead, as the "Belt and Road" initiative continues to unfold and the educational collaboration between China and the Philippines deepens, the coordinated development of educational management majors between the two nations promises to unfold even broader

horizons and brighter prospects. This will not only enhance the quality of education but also promote cultural harmony and mutual understanding, laying a solid foundation for sustainable development and long-term cooperation in the region.

## **5. Countermeasures and suggestions**

**Strengthening policy communication and cooperation mechanism construction:** China and the Philippines should establish a regular education policy dialogue mechanism, conduct in-depth discussions on the cooperation in the field of education management, and clarify the direction and objectives of the cooperation. We will promote the signing of an education management cooperation agreement, clarify the responsibilities and obligations of both sides, and provide a legal guarantee for the cooperation.

**Promoting the sharing and optimal allocation of educational resources:** Encourage universities and educational institutions in China and the Philippines to conduct resource sharing in the field of education management, including exchanges and cooperation in courses, teaching materials and teachers. Promote the optimal allocation of educational resources, especially in poor areas and vulnerable groups, to ensure the equity and quality of education.

**Strengthen the training and exchange of education management personnel:** set up education management scholarships and student exchange programs to encourage Chinese and Philippine students to learn education management knowledge in each other's countries and enhance mutual understanding and friendship. We will jointly hold training courses and seminars on educational management to enhance the professional quality and cross-cultural exchange ability of educational managers in the two countries.

**Promoting innovation and practice of education management:** China and the Philippines are encouraged to carry out innovative practices in the field of education management, such as the use of information technology to improve the efficiency and quality of education management. Jointly carry out educational management scientific research projects to promote the innovation and development of educational management theory.

**Strengthening cultural exchanges and people-to-people exchanges:** Promoting cultural exchanges between China and the Philippines in the field of education, such as holding cultural festivals and educational exhibitions, to enhance the understanding and friendship between the two peoples. We should strengthen exchanges and cooperation between education administrative departments and non-governmental organizations of the two countries to promote people-to-people bond and lay a solid public opinion foundation for cooperation in education management.

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## Conflict of Interest

The authors again declare that there is no conflict of interest.

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