

Article

Current Situation and Countermeasures of Education Quality Assurance for International Students in Guangxi Universities

 Zhibin Miao ¹, Xiaohong Cong ^{2,*}, Qishuo Pang ¹, Wenbo Zhang ¹ and Ruize Shi ¹
¹ College of Mechanical and Marine Engineering, Beibu Gulf University, Qinzhou, China

² College of Computer Science and Technology, Harbin Engineering University, Harbin, China

* Correspondence: Xiaohong Cong, College of Computer Science and Technology, Harbin Engineering University, Harbin, China

Abstract: As a strategic bridgehead between China and the Association of Southeast Asian Nations (ASEAN), Guangxi possesses abundant resources and unique geographical advantages in fostering international academic exchanges. Consequently, the region has historically attracted numerous international students from ASEAN countries and other global regions, significantly contributing to regional educational integration. However, in the wake of shifting global dynamics and post-pandemic realities, universities in Guangxi are currently facing multifaceted challenges. These include a noticeable decline in the enrollment of international students, structural difficulties in adapting traditional training models to diverse cultural backgrounds, and the persistence of outdated administrative management methods. There is an urgent need to systematically strengthen education quality assurance mechanisms for international students to meet the rigorous development requirements under the new globalized educational situation. This paper comprehensively analyzes both the internal and external factors affecting education quality assurance for international students in Guangxi universities. Internally, it examines institutional infrastructure, curriculum design, and faculty intercultural competence. Externally, it evaluates macroeconomic policies, geopolitical shifts, and cross-border mobility constraints. Furthermore, this study discusses strategic countermeasures and actionable suggestions for improving the overall level of education quality assurance. By proposing innovative management frameworks, tailored pedagogical approaches, and enhanced feedback systems, this research aims to provide a robust theoretical foundation and practical guidelines for Guangxi universities to revitalize their international education programs and sustain long-term competitiveness.

Keywords: international education; quality assurance; higher education; educational management; student enrollment

Received: 12 April 2026

Revised: 20 May 2026

Accepted: 04 June 2026

Published: 11 June 2026



Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

Guangxi, as one of China's largest border provinces, possesses significant advantages in terms of natural resources and geographical positioning, making it a pivotal region for fostering international exchanges and cooperation, particularly within the framework of China-ASEAN relations. The province has actively leveraged these strengths to promote educational opening-up and cross-border academic collaboration. Universities in Guangxi have played a crucial role in this process by attracting international students from ASEAN countries and other regions, thereby contributing to the development of a diverse and globally engaged academic environment. In 2019, statistical data revealed that nearly 10,000 international students from ASEAN member states and other regions pursued studies or participated in exchange programs at Guangxi universities. This influx of students underscores the region's appeal as an educational hub. However, despite these achievements, universities in Guangxi are encountering several challenges that threaten the sustainability of their internationalization efforts. These include a noticeable decline in international student enrollment, inefficiencies in training models tailored to diverse

student needs, and outdated management practices that fail to align with contemporary educational standards. Addressing these issues is imperative to ensure the quality and competitiveness of education for international students. Enhancing education quality assurance mechanisms, modernizing administrative systems, and developing innovative training models are essential steps to meet the evolving demands of international academic collaboration under the current global and regional circumstances [1, 2].

2. Research Status

2.1. Relevant Data

According to data from the Ministry of Education, in 2018, China hosted a total of 492,185 international students originating from 196 countries and regions [3, 4]. This figure reflects an increase of 3,013 students compared to the previous year, representing a modest year-on-year growth rate of 0.62%. Among these students, the majority came from Asian countries and regions, accounting for 65.31% of the total. European countries and regions contributed 16.76%, while African countries and regions made up 10.64%. Students from American countries and regions represented 5.47%, and those from Oceanian countries and regions constituted 1.07%. This distribution highlights the significant role of Asia as the primary source of international students in China, as illustrated in Figure 1. The data underscores the growing appeal of China as a destination for higher education, particularly among neighboring Asian nations, which may be attributed to geographical proximity, cultural ties, and increasing academic collaborations.

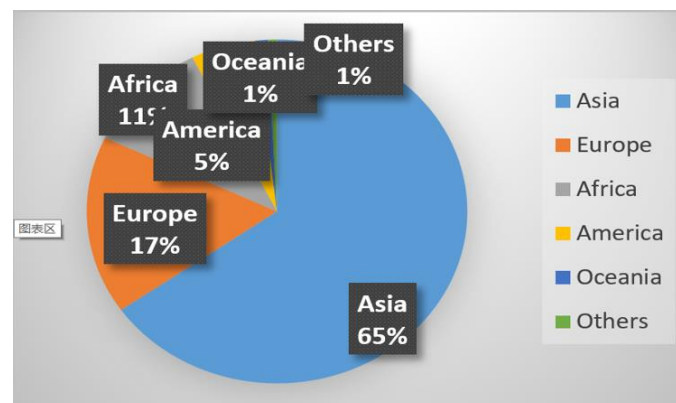


Figure 1. Distribution of International Students in China

The top ten countries and regions sending the highest number of international students to China in 2018 were led by the Republic of Korea, with 50,600 students. Thailand followed with 28,608 students, and Pakistan ranked third with 28,023 students. India contributed 23,198 students, while the United States accounted for 20,996 students. Russia and Japan sent 18,226 and 17,978 students, respectively. Indonesia, Laos, and Kazakhstan also featured prominently, with 16,694, 16,487, and 14,923 students, respectively. These figures, as shown in Figure 2, reflect the diverse international interest in Chinese educational institutions. The dominance of Asian countries in this list further emphasizes the regional preference for China as a hub for academic pursuits. Factors such as China's expanding global influence, the availability of scholarships, and the increasing reputation of its universities likely contribute to this trend.

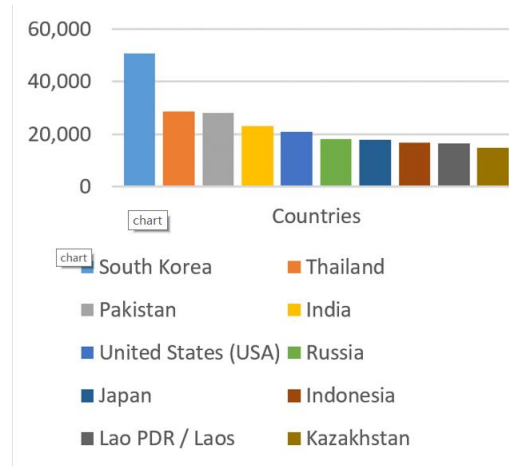


Figure 2. National Distribution of International Students in China

The distribution of international students across China's provinces and municipalities reveals a concentration in key urban and academic hubs. Beijing hosted the largest number of international students, with 80,786 individuals, followed by Shanghai, which accommodated 61,400 students [5]. Jiangsu and Zhejiang provinces also attracted significant numbers, with 41,779 and 38,189 students, respectively. Liaoning hosted 23,239 students, while Guangdong welcomed 22,996. Other provinces and municipalities with notable international student populations included Hubei with 19,591, Tianjin with 18,497, Guangxi with 15,217, and Shaanxi with 12,919. This distribution, as depicted in Figure 3, highlights the appeal of China's major cities and economically developed regions as educational destinations. The concentration in these areas can be attributed to the presence of prestigious universities, better infrastructure, and a more vibrant cultural and social environment, which collectively enhance the academic experience for international students.

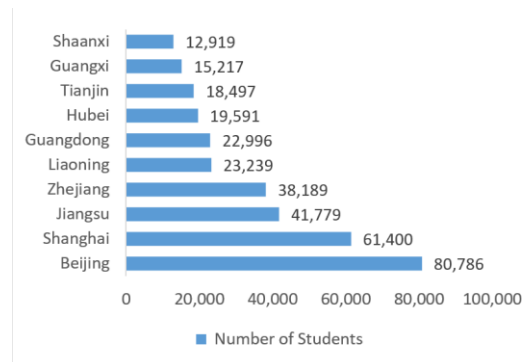


Figure 3. Provincial Distribution of International Students in China

2.2. Research Situation

The number of international students in Guangxi universities has demonstrated a consistent upward trajectory in recent years, with a significant proportion originating from ASEAN countries. In 2018, the total number of international students enrolled in Guangxi universities reached 15,217, with students from ASEAN countries constituting 80.4% of this population [1, 6]. However, in 2020, the number of international students experienced a decline, settling at approximately 12,200. Despite this reduction, the trend is expected to reverse in 2021 due to strengthened pandemic prevention measures and enhanced international cooperation. These efforts aim to foster a conducive environment for the resumption and growth of international student enrollment, reflecting the region's commitment to maintaining its appeal as a destination for higher education.

During the pandemic period, Guangxi Medical University implemented a series of measures to adapt to the challenges posed by COVID-19. These initiatives included the development of a diversified education system for international students, aimed at enhancing the quality and standards of education provided. Additionally, efforts were made to strengthen the management teams responsible for overseeing international student education. On a broader scale, analyses of the global impact of COVID-19 highlighted the effectiveness of China's strategies in combating the pandemic. This research explored methods to ensure the normal and efficient operation of international student education, proposing a hybrid teaching model as a viable solution. The model integrates online and offline teaching methods, offering flexibility and resilience in the face of disruptions, while emphasizing its advantages in maintaining educational continuity and quality [7].

Research has delved into the challenges and opportunities associated with cultivating research capabilities among ASEAN graduate students in China. Key difficulties and restrictive factors have been identified at both individual and institutional levels, necessitating targeted interventions. Recommendations include the establishment of an international high-level supervisor team to provide expert guidance, the refinement of research assessment systems to ensure rigorous evaluation, and the implementation of precise educational support tailored to the needs of these students. Furthermore, from a legal perspective, suggestions have been made to develop a funding system aligned with strategic objectives, enhance tuition management and supervision mechanisms, and promote the healthy development of international higher education. These measures aim to adapt to the evolving landscape of law-based governance and ensure sustainable growth in the sector [8].

The educational service trade for international students in China has been analyzed to identify current challenges and areas for improvement. Adjustments in policy norms, ideological guidance, and teaching management have been proposed to achieve high-quality development in this domain. Emphasis has been placed on fostering connotative growth, which prioritizes depth and substance over mere expansion. Additionally, the pandemic has underscored the need for innovative approaches to managing international student education. Strategies include refining policies, strengthening management cadre teams, and enhancing risk response mechanisms. These recommendations aim to address the multifaceted challenges posed by the pandemic while ensuring the continued development and resilience of international student education in China.

Innovative approaches to the education management model for international students in vocational colleges have been proposed to address the challenges of de-globalization exacerbated by the pandemic. These include the development of short-term exchange programs to foster cross-cultural engagement, the promotion of localized internationalization to adapt to regional contexts, and the improvement of enrollment websites to enhance accessibility and transparency [9]. Deepening cooperation with partner institutions and innovating online teaching design are also critical components of this strategy. Furthermore, constructing a multi-governance system and improving convergent management practices are essential for ensuring effective oversight and coordination. The era significance and development opportunities of higher vocational education for international students have been highlighted, emphasizing the need for a quality assurance system that integrates assurance content, subjects, methods, and effectiveness. This holistic approach aims to enhance the connotation and quality of vocational education, ensuring its alignment with broader developmental goals.

The management of education for international students in universities presents both opportunities and challenges [10]. Efforts to promote traditional Chinese culture have been emphasized as a means of fostering cross-cultural understanding and appreciation. Ideological guidance plays a pivotal role in shaping the educational experience, alongside innovations in teaching methods and practical engagement. By focusing on these aspects, universities can enhance the effectiveness of their education management practices, ensuring that international students receive a comprehensive and enriching academic

experience. These strategies aim to address the evolving needs of international students while maintaining the integrity and quality of education provided.

3. Analysis of Internal and External Factors Affecting Education Quality Assurance for International Students in Guangxi Universities

This paper conducts a comprehensive analysis of the factors influencing education quality assurance for international students in Guangxi universities, focusing on three distinct levels: macro, meso, and micro. At the macro level, the international situation plays a pivotal role, encompassing global trends in education, cross-border academic collaborations, and geopolitical dynamics that shape the policies and strategies adopted by universities. National policies, including regulations on international student enrollment, curriculum design, and language requirements, further impact the overall framework for quality assurance. At the meso level, the local environment, such as regional economic development, cultural integration, and community support systems, significantly affects the experiences and academic outcomes of international students. Finally, at the micro level, university-specific conditions, including institutional resources, faculty expertise, infrastructure, and student support services, directly influence the effectiveness of education quality assurance mechanisms. By identifying existing problems and deficiencies across these levels, this study aims to provide actionable insights for enhancing the educational experiences of international students in Guangxi universities, ensuring alignment with global standards while addressing localized challenges.

3.1. Macro Level: International Situation

The international situation plays a significant role as an external factor influencing the quality assurance of education for international students in Guangxi universities. This encompasses a variety of global dynamics that directly or indirectly shape the educational environment. Understanding these dynamics is essential for developing strategies to enhance the academic experience and outcomes for international students. By analyzing the broader international context, universities can better align their policies and practices with global standards, ensuring that their educational offerings remain competitive and relevant in an increasingly interconnected world.

Pandemic prevention and control measures have emerged as critical considerations in the global education landscape, particularly in the wake of the COVID-19 crisis. This unprecedented public health emergency has disrupted traditional educational systems worldwide, compelling institutions to adapt rapidly to new challenges. For Guangxi universities, the pandemic has necessitated the implementation of stringent health protocols, the transition to online or hybrid learning models, and the development of support systems for international students facing travel restrictions and health concerns. These measures, while essential, have also introduced complexities in maintaining consistent education quality. Universities must continuously evaluate and refine their approaches to ensure that international students receive a robust and equitable education, even amidst ongoing global health uncertainties.

International competition in education is a multifaceted phenomenon that significantly impacts the quality assurance processes for international students in Guangxi universities. This competition manifests in various dimensions, including the quality of academic programs, the scale of international student enrollment, the level of innovation in teaching methodologies, and the extent of international collaboration. On one hand, such competition serves as a powerful motivator, driving universities to enhance their academic standards, invest in cutting-edge research, and foster global partnerships. On the other hand, it presents challenges, as institutions must navigate resource constraints, cultural differences, and the need to balance local and international priorities. By strategically addressing these factors, Guangxi universities can strengthen their position in the global education market and provide a more enriching academic experience for their international students.

3.2. Meso Level: National Policies

National policies serve as critical internal determinants influencing the mechanisms of education quality assurance for international students enrolled in Guangxi universities. These policies encompass a range of strategic frameworks and operational guidelines that collectively shape the educational landscape. By establishing clear directives and objectives, national policies provide a structured foundation for institutions to align their practices with broader developmental goals. This alignment ensures that the educational experience for international students is both consistent and conducive to fostering academic excellence. Furthermore, these policies act as a regulatory framework, enabling universities to maintain high standards while adapting to the evolving needs of a globalized education system.

Education strategy, as a cornerstone of national policy, involves comprehensive planning and the articulation of guiding principles aimed at achieving long-term educational development objectives. This strategic approach encompasses the formulation of key tasks, the establishment of foundational principles, and the identification of priority areas for growth. In the context of Guangxi universities, education strategy has significantly contributed to enhancing the quality assurance mechanisms for international students [11]. By providing a clear roadmap, it enables institutions to implement targeted initiatives that address specific challenges, such as curriculum development, faculty training, and resource allocation. Moreover, the strategic emphasis on inclusivity and innovation fosters an environment where international students can thrive academically and culturally, thereby reinforcing the global reputation of Guangxi's higher education system.

Education cooperation represents another pivotal aspect of national policy, focusing on fostering international collaboration and exchange in the educational domain. This cooperation is manifested through the establishment of bilateral and multilateral agreements, the creation of joint institutions, and the implementation of collaborative projects. For Guangxi universities, such initiatives have been instrumental in broadening the scope of education quality assurance for international students. By facilitating cross-border partnerships, these cooperative efforts enable the sharing of best practices, the exchange of academic expertise, and the development of innovative programs tailored to diverse student needs [12]. Additionally, education cooperation enhances cultural understanding and global connectivity, which are essential for creating a supportive and enriching academic environment for international students. These collaborative endeavors not only elevate the standards of education but also contribute to the internationalization of Guangxi's higher education system.

3.3. Micro Level: Local Environment and University Conditions

The local environment and university conditions play a pivotal role as internal factors influencing the assurance of education quality for international students in Guangxi universities. These elements collectively shape the academic and social experiences of international students, directly impacting their learning outcomes and overall satisfaction [13]. By understanding and addressing these factors, universities can create a more conducive environment for academic excellence and cultural integration. The interplay between these aspects highlights the need for a comprehensive approach to quality assurance that considers both external and internal dynamics.

Local environment encompasses various dimensions such as the natural surroundings, social dynamics, and economic conditions of Guangxi. The natural environment, including climate and geographical features, can influence the comfort and adaptability of international students. Social factors, such as the inclusivity of local communities and the availability of cultural exchange opportunities, play a significant role in fostering a welcoming atmosphere. Economic conditions, including the cost of living and access to resources, also affect the feasibility of international students pursuing education in Guangxi. These elements collectively present both opportunities and

challenges, requiring universities to strategically leverage local advantages while mitigating potential drawbacks to enhance the educational experience.

University conditions refer to the infrastructure, administrative systems, and human resources available to support international student education. Hardware facilities, such as modern classrooms, libraries, and dormitories, provide the physical foundation for academic activities. Software systems, including digital learning platforms and administrative support mechanisms, ensure the smooth operation of academic and extracurricular programs. Human resources, particularly qualified faculty and staff with cross-cultural competencies, are essential for delivering high-quality education and support services [14]. Together, these conditions form the backbone of education quality assurance, requiring continuous investment and improvement to meet the evolving needs of international students and maintain competitive standards in the global education landscape.

4. Countermeasures and Suggestions for Improving Education Quality Assurance Level for International Students in Guangxi Universities

4.1. Principles for Improving Education Quality Assurance Level for International Students in Guangxi Universities:

Government-led initiatives with active social participation are essential for enhancing the quality assurance of education for international students. The government plays a pivotal role in overall planning, policy formulation, funding allocation, and supervision of international student education. By taking the lead, it can ensure that resources are effectively distributed and that policies align with the broader goals of educational development. Simultaneously, encouraging social forces, such as private organizations, non-governmental institutions, and community groups, to participate in the reform and development of international student education can foster innovation and inclusivity. Tailored guidance and teaching methods are equally critical. Recognizing the diverse backgrounds, academic levels, and professional aspirations of international students, universities should develop customized guidance programs and training plans. This approach ensures that teaching methods are personalized and differentiated, catering to the unique needs of each student. Such strategies not only enhance the learning experience but also contribute to the holistic development of students, preparing them for global challenges.

Focusing on connotative development and quality improvement is a cornerstone for advancing international student education. Prioritizing the enhancement of education quality requires a robust curriculum framework and continuous teaching reform. Universities must invest in the development of comprehensive evaluation systems and establish rigorous quality standards to measure educational outcomes effectively. These measures can significantly improve the effectiveness of education and boost social satisfaction with the programs offered. Furthermore, fostering open cooperation and mutual benefit is indispensable [15]. By actively engaging in international education exchanges and collaborations, universities can establish strong partnerships with both domestic and international institutions. Such collaborations expand the pool of educational resources and create diverse opportunities for international students. This approach not only promotes the internationalization of education but also enriches the cultural and academic experiences of students. Through these efforts, universities can create a dynamic and inclusive environment that supports the academic and personal growth of international students while contributing to the global reputation of the institution.

4.2. Contents for Improving Education Quality Assurance Level for International Students in Guangxi Universities Mainly Include the Following Aspects:

Improving the policy system is a fundamental step in enhancing the quality assurance level of education for international students [16]. It is essential to establish and refine a comprehensive policy framework that aligns with both the unique characteristics

of Guangxi and international standards. This framework should encompass the formulation and enhancement of laws, regulations, and operational guidelines specifically tailored to international student education. Clear delineation of responsibilities and authorities across various administrative levels is crucial to ensure effective governance. Additionally, standardizing processes and benchmarks for all aspects of international student education will promote consistency and transparency. By ensuring that all policies and procedures are legally sound and systematically organized, the education system can better support the diverse needs of international students while maintaining high standards of quality and compliance.

Optimizing curriculum design is a critical component in addressing the diverse academic and cultural needs of international students. Curricula should be carefully tailored to reflect the varying educational backgrounds, learning objectives, and career aspirations of these students. Emphasis should be placed on designing courses that are both practical and relevant, ensuring that the content is applicable to real-world scenarios. Furthermore, integrating elements of local culture and language into the curriculum can enhance the learning experience and foster a deeper connection between international students and their host environment. By continuously evaluating and updating course offerings, universities can ensure that their programs remain dynamic, inclusive, and aligned with global educational trends.

Innovating training models is essential to keep pace with the evolving landscape of international education. Training programs should be designed to offer greater flexibility and adaptability, catering to the diverse learning styles and schedules of international students. This can include the incorporation of blended learning approaches, combining traditional classroom instruction with online modules and interactive workshops. Additionally, fostering interdisciplinary learning opportunities can broaden students' academic horizons and equip them with versatile skill sets. Universities should also explore partnerships with industries and organizations to provide practical training and internship opportunities, bridging the gap between theoretical knowledge and real-world application. By embracing innovative and diverse training models, institutions can better prepare international students for the challenges and opportunities of a globalized world.

Strengthening the construction of teaching staff is a pivotal factor in ensuring high-quality education for international students. Universities must prioritize the recruitment and development of qualified educators who possess not only subject matter expertise but also cross-cultural communication skills [13]. Regular professional development programs should be implemented to enhance the teaching staff's ability to address the unique challenges of educating a diverse student body. Encouraging faculty members to engage in international academic exchanges and collaborative research can further enrich their perspectives and teaching methodologies. Additionally, providing incentives and recognition for outstanding teaching performance can motivate educators to continuously improve their craft. By investing in the professional growth and diversity of the teaching staff, universities can create a more supportive and effective learning environment for international students.

Strengthening supervision and evaluation mechanisms is a vital strategy for maintaining and improving the quality assurance level of education for international students. Effective supervision involves the systematic monitoring of teaching practices, curriculum implementation, and student outcomes to identify areas for improvement [1]. Evaluation processes should be designed to be both scientific and objective, utilizing quantitative and qualitative metrics to assess the effectiveness of educational programs. Regular feedback from students, faculty, and external stakeholders can provide valuable insights into the strengths and weaknesses of the current system. Moreover, leveraging technology, such as data analytics and digital platforms, can enhance the precision and efficiency of supervision and evaluation efforts. By establishing robust and transparent evaluation frameworks, universities can ensure continuous improvement and uphold high standards of education for their international student population.

5. Conclusion

This paper, set against the backdrop of the global pandemic, delves into the critical theme of education quality assurance for international students in Guangxi universities. It systematically examines both internal and external factors that influence the quality assurance mechanisms in these institutions. Internal factors include institutional policies, faculty qualifications, curriculum design, and the availability of support services tailored to international students. External factors encompass governmental regulations, societal expectations, and the broader internationalization trends in higher education. By identifying these factors, the study highlights the challenges faced by Guangxi universities in maintaining and enhancing education quality for their international student population. Furthermore, the paper proposes a series of countermeasures and actionable recommendations aimed at improving the overall quality assurance framework. These include the adoption of advanced quality monitoring systems, increased investment in faculty development programs, and the establishment of robust feedback mechanisms to address student concerns effectively. The findings underscore the importance of a holistic approach to quality assurance, emphasizing collaboration between universities, policymakers, and international stakeholders. Future research could explore the long-term impact of these measures on student satisfaction and academic outcomes, as well as comparative studies with other regions to identify best practices.

Funding: This paper is funded by the 2021 Higher Education Internationalization Special Project of Guangxi Education Science "14th Five-Year Plan" - Research Project on Education and Management Quality Assurance for International Students in Guangxi Universities Post-Pandemic (Project No.: 2021ZJY1677).

References

1. Y. Wang and P. Chen, "DEVELOPING QUALITY ASSURANCE SYSTEM FOR COLLEGE ENGLISH CURRICULUM IN CHINESE VOCATIONAL UNIVERSITIES: A PDCA CYCLE MODEL APPROACH," *European Journal of Education Studies*, vol. 12, no. 7, 2025.
2. Y. Ge and K. C. Ho, "The cultivation of research labor in Pacific Asia with special reference to Singapore," *Asia Pacific Education Review*, vol. 19, no. 2, pp. 199-210, 2018.
3. P. Jones and D. Miles, "Transformative learning in international student exchange: A critical perspective," *Advances in Social Work and Welfare Education*, vol. 19, no. 2, pp. 47-60, 2017.
4. M.-S. Zhang and C.-M. Sun, "Trends in international educational services: Implications for China after entering WTO," *Educational Research for Policy and Practice*, vol. 2, no. 1, pp. 41-54, 2003.
5. K. H. Mok and S. K. Tan, "Transnationalization of higher education in China and Asia: quality assurance and students' learning experiences," *Asian Education and Development Studies*, vol. 13, no. 3, pp. 208-226, 2024.
6. N. Arthur, "Supporting international students through strengthening their social resources," *Studies in Higher Education*, vol. 42, no. 5, pp. 887-894, 2017.
7. X. Li, X. Wang, X. Deng, and B. Li, "Study on Tuition Strategy for Overseas Students of Higher Education in China," in *2nd International Conference on Arts, Design and Contemporary Education*, Atlantis Press, May 2016, pp. 1245-1248.
8. R. Qian, "Research on the Innovative Management Model for Vocational Education Students in the Construction of Smart Campuses," *Journal of International Education and Science Studies*, vol. 2, no. 9, 2025.
9. R. Castle and D. Kelly, "International education: Quality assurance and standards in offshore teaching: Exemplars and problems," *Quality in Higher Education*, vol. 10, no. 1, pp. 51-57, 2004.
10. W. C. Chien, "Internationalization of quality assurance and the international quality of higher education in Taiwan," *Higher Education Evaluation and Development*, vol. 17, no. 2, pp. 113-128, 2023.
11. S. Karakhanyan and B. Stensaker, Eds., *Global trends in higher education quality assurance: Challenges and opportunities in internal and external quality assurance*, 2020.
12. D. Van Damme, "Trends and models in international quality assurance and accreditation in higher education in relation to trade in education services," *Quality Assurance*, May 2002.
13. M. J. Lemaitre and S. Karakhanyan, "Quality assurance in higher education, a global perspective," in *The International Encyclopedia of Higher Education Systems and Institutions*, Dordrecht: Springer Netherlands, 2020, pp. 2400-2410.
14. Y. Cheong Cheng, "Quality assurance in education: internal, interface, and future," *Quality Assurance in Education*, vol. 11, no. 4, pp. 202-213, 2003.

15. D. T. Dugarova, S. E. Starostina, T. S. Bazarova, V. I. Vaganova, and G. N. Fomitskaya, "Quality assurance as internal mechanism of increasing the competitiveness of the higher education institution in the context of international integration," *Indian Journal of Science and Technology*, vol. 9, no. 47, pp. 109082-109082, 2016.
16. D. Coleman, "Quality assurance in transnational education," *Journal of Studies in International Education*, vol. 7, no. 4, pp. 354-378, 2003.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of Publisher and/or the editor(s). Publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.