

Core Functions and Challenges of International Education Management under the Background of Educational Internationalization

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Abstract: Focusing on the background of educational internationalization, this paper analyzes the core functions of international education management, points out the challenges such as cultural difference adaptation, cross-border policy conflicts, and quality balance guarantee, and further proposes strategies including cross-cultural integration, policy coordination, full-process quality monitoring, and management team building. The purpose is to improve the management system, ensure the quality of international education, help cultivate talents with a global perspective, and promote the sustainable development of international education.

Keywords: Educational internationalization; International education management; Core functions

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1. Introduction

With the continuous advancement of economic globalization, educational internationalization has become an inevitable trend in global education development. Forms such as transnational school-running, international exchange programs, and cross-border talent flow are emerging one after another, and the scale of international education continues to expand. Against this background, the importance of international education management has become increasingly prominent. It is not only the foundation for ensuring the orderly development of international education activities, but also the key to promoting the cross-border optimal allocation of educational resources and improving educational quality^[1]. However, educational internationalization has also put forward many new requirements for international education management. Clarifying its core functions has become an urgent issue to be solved, which is of great significance for promoting the healthy development of international education and enhancing the international competitiveness of national education.

2. Core functions of international education management under the background of educational internationalization

2.1. Cross-border integration and optimal allocation of educational resources

The cross-border integration and optimal allocation of educational resources are the basic core functions of international education management. In the wave of educational internationalization, high-quality educational resources are distributed transnationally, covering teachers, curriculum systems, scientific research platforms, teaching facilities, and other aspects. International education management needs to take the initiative to build a bridge for connecting domestic and foreign educational resources, strengthen cooperation and exchanges with overseas universities, scientific research institutions, and educational organizations, and promote the cross-border flow and sharing of various resources ^[2]. For example, through the establishment of an international teacher exchange and cooperation mechanism, introduce high-level overseas teachers to participate in teaching work, and at the same time select local teachers to study abroad for further education to improve the internationalization level of the teaching team; in terms of curriculum resources, integrate high-quality domestic and foreign curriculum content according to local educational needs and international educational standards, develop an internationally distinctive curriculum system, and build a resource sharing database using online platforms to realize the efficient use of textbooks, courseware, teaching cases and other resources.

2.2. Construction and monitoring of international education quality standards

The construction and monitoring of international education quality standards is a key function to ensure the sustainable development of international education. Due to differences in educational systems and cultural backgrounds among countries around the world, educational quality evaluation standards also vary, which brings challenges to the quality assurance of international education. International education management needs to take the lead in building an educational quality standard system that balances international versatility and local adaptability, clarifies specific requirements for teaching objectives, curriculum settings, teacher qualifications, student training goals, teaching management processes, etc., to ensure that the quality of international education programs meets internationally recognized standards and adapts to the actual development of local education. In the quality monitoring link, it is necessary to establish a normalized and all-round monitoring mechanism, and to real-time grasp the quality dynamics in the process of international education and teaching through regular teaching quality inspections, student satisfaction surveys, graduate employment quality tracking, teaching achievement evaluations, and other work ^[3]. In addition, third-party professional evaluation institutions should be introduced to conduct independent evaluations of international education programs with reference to internationally accepted educational quality certification standards, so as to enhance the objectivity and authority of quality monitoring.

2.3. Cross-cultural student services and development support

Cross-cultural student services and development support are important functions to improve the international education experience and promote the all-round development of students. In international education, student groups come from different countries and regions, with diverse cultural backgrounds, language habits, and values, and face many challenges such as language barriers, cultural adaptation, and psychological pressure in study and life. International education management needs to provide comprehensive services and support around students' full-cycle growth needs. At the enrollment stage, carry out targeted orientation services to help international students understand the local education system, campus management regulations, living environment, etc., and assist in handling enrollment procedures, visa renewal and other affairs; during the study process, offer language training courses and cross-cultural communication courses to help students overcome language and cultural barriers, and establish an academic counseling mechanism to provide students with course consultation, thesis guidance, learning method guidance and other services to help students successfully complete their studies ^[4]; in terms of life and psychology, build a cross-cultural communication platform, organize multicultural activities, promote cultural exchange and integration between local and international students, and enhance students' cultural identity and sense of belonging.

3. Challenges faced by international education management under the background of educational internationalization

3.1. Management adaptation difficulties caused by multicultural differences

The management adaptation difficulties caused by multicultural differences are the primary challenges faced by international education management. With the increasing diversification of international education participants, students and teachers from different countries have significant differences in values, codes of conduct, and learning habits, which are likely to cause conflicts in teaching management. For example, students from some countries prefer a collective learning model, while students from other countries pay more attention to personalized expression. If teaching arrangements and management methods fail to take such differences into account, it is easy to lead to insufficient student participation or teacher-student communication barriers^[5]; at the same time, there are deviations in the understanding of educational evaluation standards among different cultures. For example, some cultures pay more attention to academic achievements, while others emphasize practical abilities. Such cognitive differences will increase the difficulty of teaching evaluation and management assessment. If management strategies lack cultural adaptability, it will not only reduce management efficiency but also may trigger cultural conflicts, affecting the overall progress of international education programs.

3.2. Dynamic conflicts and connection dilemmas of cross-border policies and regulations

The dynamic conflicts and connection dilemmas of cross-border policies and regulations bring persistent challenges to international education management. Based on their own educational development needs and national conditions, various countries will constantly adjust education-related policies, such as visa management rules, academic certification standards, and cross-border school-running permission requirements. These dynamic policy changes often lack synchronization and coordination. For example, a sudden tightening of visa approval processes for foreign teachers and students in a country may force the interruption of teacher deployment and student enrollment plans for international education programs; at the same time, conflicts between policies of different countries are also prominent. For example, course credits recognized in country A may not be recognized in country B and need to be re-certified, which not only increases the communication costs and workload of management parties, but also may damage the stability of international education programs and even trigger student rights disputes, putting forward extremely high requirements for the compliance and timeliness of international education management.

3.3. Quality balance guarantee pressure and monitoring blind spots

The quality balance guarantee pressure and monitoring blind spots are key challenges faced by international education management. In the process of educational internationalization expansion, international education programs show the characteristics of “multi-point distribution and diverse forms,” such as overseas branch campuses, cross-border online courses, and joint training programs. The teaching implementation scenarios of these programs are scattered, and there are significant gaps in the allocation of educational resources in different regions: teachers’ level and teaching facilities of cooperative institutions in some developing countries are difficult to meet international education quality standards. If management parties want to achieve cross-border quality monitoring, they need to break geographical restrictions and resource constraints. For example, when conducting real-time supervision of the teaching process of overseas branch campuses, it is easy to form monitoring blind spots due to time differences, communication conditions, local management authority, and other issues; at the same time, it is difficult to fully unify the quality standards of different programs. If excessive emphasis is placed on “local adaptation”, it may lead to a decline in international education quality; if strict implementation of unified standards is carried out, it may be disconnected from local educational reality. This contradiction further exacerbates the pressure of the quality balance guarantee.

4. Improvement strategies for international education management under the background of educational internationalization

4.1. Constructing a cross-cultural integration management system

To address the management adaptation difficulties caused by multicultural differences, it is necessary to construct a cross-cultural integration management system to effectively guide and transform cultural differences. Firstly, establish a normalized cross-cultural training mechanism, and incorporate cultural literacy education into the whole process of teacher and student management—carry out special training for teachers on differences in educational concepts and teaching methods in different countries, help teachers master cross-cultural classroom management skills, such as designing group discussion sessions for students who pay attention to personalized expression, and arranging collaborative projects for students who tend to collective learning; offer cross-cultural communication courses for students, covering cultural etiquette, analysis of differences in values, etc., and improve students' cultural tolerance through case teaching, scenario simulation and other methods^[6]. Secondly, form a multicultural management team, recruit managers with different cultural backgrounds, fully solicit opinions from multicultural perspectives when formulating teaching plans and management rules, and avoid management deviations caused by a single cultural perspective. In addition, build a cross-cultural communication platform, regularly organize activities such as cultural salons and international cultural festivals, encourage teachers and students to share local culture and exchange learning experiences, eliminate cultural barriers through interaction, transform cultural differences into characteristic advantages of international education, and improve the cultural adaptability of management.

4.2. Improving the cross-border policy and regulation coordination mechanism

To solve the dynamic conflicts and connection dilemmas of cross-border policies and regulations, it is necessary to improve the coordination mechanism from three aspects: active docking, information early warning, and multilateral cooperation. Firstly, establish an active cross-border policy docking mechanism, assign special personnel to track the dynamics of education policies in major cooperative countries, regularly carry out policy communication with cooperative universities and local education administrative departments, clarify the policy requirements of both parties in school-running permission, credit recognition, visa processing and other links, and plan project implementation plans that comply with the policies of both parties in advance. For example, in joint training programs, confirm the credit conversion standards with cooperative parties in advance to avoid later certification disputes. Secondly, build a policy information early warning system, integrate domestic and foreign education policy databases, analyze policy change trends using big data technology, and issue early warnings for policy adjustments that may affect international education programs. For example, before a country tightens its visa policy, timely adjust the visa application plans for teachers and students, and coordinate with cooperative parties to provide supplementary certification materials to reduce the risk of project interruption^[7]. Thirdly, promote multilateral policy cooperation, actively participate in policy formulation and exchange activities of international educational organizations (such as UNESCO, the International Association of Education), and take the initiative to advocate for the establishment of an inter-regional education policy mutual recognition framework. For example, participate in policy coordination initiatives in the “Belt and Road” education action, promote member states to reach consensus on academic certification, school-running standards, etc., reduce policy conflicts, and improve the compliance and stability of international education management.

4.3. Building a full-process educational quality monitoring network

To address the quality balance guarantee pressure and monitoring blind spots, it is necessary to build a full-process quality monitoring network covering “pre-event, in-event, and post-event.” In the pre-event stage, formulate a hierarchical and classified quality standard framework. On the basis of the following internationally accepted quality standards (such as ISO education service standards), formulate differentiated quality indicators according to the characteristics of different project types (overseas branch campuses, online courses, joint training). For example, require overseas branch campuses to

have the same teacher qualifications as the headquarters, and focus on clarifying platform technical standards, interactive teaching hours, and other indicators for cross-border online courses. In the in-event stage, use technical means to break geographical restrictions on monitoring, and real-time grasp the quality dynamics of scattered teaching scenarios through live supervision, random inspections of teaching videos, online learning situation analysis, etc. For example, conduct remote observations of classroom teaching in overseas branch campuses, track students' participation in online courses and homework completion quality through learning management systems, and timely discover and urge rectification of problems in the teaching process ^[8]. In the post-event stage, establish a multi-dimensional quality evaluation and feedback mechanism. In addition to regular teaching achievement evaluations and graduate employment quality surveys, introduce third-party professional evaluation institutions to conduct independent evaluations, and collect quality feedback from teachers, students, and cooperative parties to form evaluation reports for optimizing teaching management—if feedback shows that a cross-border course lacks practical links, timely adjust the course content and add virtual simulation experiments or offline practical modules to ensure no blind spots in quality monitoring and realize dynamic balance of educational quality.

4.4. Strengthening the professional capacity building of the internationalized management team

The efficient advancement of international education management is inseparable from a professional team with cross-cultural literacy, policy interpretation ability, and quality control awareness. It is necessary to strengthen team building from three aspects: selection, training, and incentives. In the selection link, clarify the core competence requirements for internationalized management talents, give priority to recruiting personnel with bilingual communication skills, cross-cultural work experience, and international education project management experience, and pay attention to absorbing compound talents familiar with international education policies and mastering technical tools such as big data analysis to ensure that the basic capabilities of the team meet the needs of internationalized management. In the training link, construct a systematic training system, regularly organize managers to participate in international education forums, policy interpretation seminars, cross-cultural management training, and other activities, and invite experts and senior managers in the field of international education to share experience. For example, carry out training on cross-border policy compliance management and international education quality evaluation methods to improve managers' ability to deal with complex problems ^[9]. In the incentive link, establish an incentive mechanism linked to the performance of international education management, incorporate project quality evaluation results, policy connection efficiency, cross-cultural conflict resolution effects, and other indicators into the assessment, and reward outstanding managers with promotions, overseas training, and other rewards. At the same time, build a career development platform, encourage managers to participate in the planning and implementation of major international education projects, accumulate experience and improve capabilities in practice, and build a professional management team that meets the needs of international education development ^[10].

In the process of in-depth advancement of educational internationalization, international education management is not only the core support for ensuring the orderly development of cross-border education activities, but also the key to addressing issues such as cultural differences, policy conflicts, and quality imbalance. The effective exertion of its core functions lays the foundation for the development of international education, while the existing challenges highlight the urgency of management optimization. The strategies of cross-cultural integration, policy coordination, full-process quality monitoring, and management team building proposed above are not only responses to practical problems, but also practical paths to promote the quality and efficiency of international education management. In the future, only by continuously improving the management system and dynamically adapting to internationalized needs can we better integrate global educational resources, ensure educational quality, provide a strong guarantee for cultivating high-quality talents with a global perspective, and help international education achieve more sustainable development.

Disclosure statement

The author declares no conflict of interest.

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