GUIDELINES FOR IMPROVING EDUCATION MANAGEMENT TO INTERNATIONALIZATION IN GUANGDONG UNIVERSITIES

LU CHANYU

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the Degree of Doctor of Philosophy Program in Educational Administration
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Thesis Title Guidelines for Improving Education Management to Internationalization in Guangdong Universities

Author Miss Lu Chanyu

Thesis Committee

..... Chairperson
(Associate Professor Dr. Niran Sutheeniran)

..... Committee
(Assistant Professor Dr.Patchara Dechhome)

..... Committee
(Assistant Professor Dr.Sarayuth Sethakhajorn)

Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration

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(Assistant Professor Dr. Banjob Boonchan)

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..... Committee
(Assistant Professor Dr.Teerawat Montaisong)

Thesis	**Guidelines for improving education management to internationalization in Guangdong universities**
Author	**Lu Chanyu**
Program	**Educational Administration**
Major Advisor	**Associate Professor Dr.Niran Sutheeniran**
Co-advisor	**Assistant Professor Dr.Patchara Dechhome**
Co-advisor	**Assistant Professor Dr.Sarayuth Sethakhajorn**
Academic Year	**2023**

ABSTRACT

The objectives of this research were: 1) to study the current level of education management to internationalization in Guangdong universities 2) to develop guidelines for improving of education management to internationalization in Guangdong universities 3) to evaluate the guidelines for improving education management to internationalization in Guangdong universities. The sample were 424 administrators involved in the education management to Internationalization from 10 universities which located in different cities in Guangdong. Research instruments: 1) questionnaire 2) structured interview and 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that 1) the current situation of education management to internationalization in Guangdong universities in seven aspects was at a high level. 2) the guidelines for improving education management to internationalization was seven aspects, which contain 62 measures. There are 8 measures to enhance internationalized management mechanism, 6 measures to promote the financial support, 10 measures to improve the mobility of personnel, 10 measures to promote the educational cooperation, 10 measures to improve curriculum construction, 10 measures to enhance talent cultivation, and 8 measures to enhance brand building. 3) the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities were at high level with.

Keywords: Guidelines for Improving, Education Management to Internationalization, Guangdong Universities

ชื่อเรื่อง **แนวทางการปรับปรุงการจัดการศึกษาสู่ความเป็นสากลของมหาวิทยาลัยในมณฑลกวางตุ้ง**
ชื่อผู้วิจัย **ลู่ ฉานอวี่**
สาขาวิชา **การบริหารการศึกษา**
อาจารย์ที่ปรึกษาหลัก **รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์**
อาจารย์ที่ปรึกษาร่วม **ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม**
อาจารย์ที่ปรึกษาร่วม **ผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร**
ปีการศึกษา **2566**

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการจัดการศึกษาสู่ความเป็นสากลของมหาวิทยาลัยในมณฑลกวางตุ้ง 2) เพื่อพัฒนาแนวทางการปรับปรุงการจัดการศึกษาสู่ความเป็นสากลของมหาวิทยาลัยในมณฑลกวางตุ้ง และ 3) เพื่อประเมินแนวทางการปรับปรุงการจัดการศึกษาสู่ความเป็นสากลของมหาวิทยาลัยในมณฑลกวางตุ้ง กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารที่มีส่วนร่วมในการจัดการศึกษาสู่ความเป็นสากลในมหาวิทยาลัยในมณฑลกวางตุ้ง จำนวน 10 แห่ง รวมทั้งสิ้น 424 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของการจัดการศึกษาสู่ความเป็นสากลของมหาวิทยาลัยในมณฑลกวางตุ้ง โดยภาพรวมทั้ง 7 ด้าน อยู่ในระดับสูง 2) แนวทางการปรับปรุงการจัดการศึกษาสู่ความเป็นสากล ประกอบด้วย 7 ด้าน รวมทั้งสิ้น 62 มาตราการ ได้แก่ การเสริมสร้างกลไกการจัดการแบบสากล จำนวน 8 มาตรการ การส่งเสริมการสนับสนุนด้านการเงิน จำนวน 6 มาตรการ การปรับปรุงความคล่องตัวของบุคลากรมหาวิทยาลัย จำนวน 10 มาตรการ การส่งเสริมความร่วมมือทางการศึกษา จำนวน 10 มาตรการ การปรับปรุงโครงสร้างหลักสูตร จำนวน 10 มาตรการ การส่งเสริมการพัฒนาบุคลากร จำนวน 10 มาตรการ และการเสริมสร้างการสร้างแบรนด์ของมหาวิทยาลัย จำนวน 8 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการปรับปรุงการจัดการศึกษาสู่ความเป็นสากลของมหาวิทยาลัยในมณฑลกวางตุ้ง อยู่ในระดับสูง

คำสำคัญ: แนวทางการปรับปรุง การจัดการศึกษาสู่ความเป็นสากล มหาวิทยาลัยในมณฑลกวางตุ้ง

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Chapter 1
Introduction

Rationale

On February 27, 2017, the Central Committee of the Communist Party of China and the State Council, stressing that colleges and universities are responsible for the important missions of international exchange and cooperation. Since then, international communication and cooperation has become the fifth function of universities with the positioning of national development strategy. The international management and development role of higher education is becoming increasingly prominent. In February 2019, the State promulgated the China Education Modernization 2035, which proposes to create a new pattern of education opening to the outside world, comprehensively improve the level of international exchange and cooperation, and solidly promote the "Belt and Road" education initiative. The country is vigorously implementing the development strategy of the Guangdong-Hong Kong-Macao Greater Bay Area and proposes that education should be the first step for economic development. In June 2020, Opinions on Accelerating and Expanding the Opening-up of Education in the New Era, which issued by the Ministry of Education and other eight state departments, pointing out that the opening of education to the outside world is a distinctive feature and an important driving force of education modernization, and more active opening of education to the outside world.

Guangdong Education Modernization 2035, points out that the level of international exchange and cooperation in education should be improved, and the international influence of Guangdong education should be enhanced. The policy shows the importance of internationalization development of higher education in China in the new era.In 2021, the Guangdong Provincial Government put forward the "14th Five-Year Plan for the Development of Education in Guangdong Province", which pointed out that in the country's 14th Five-Year Construction Period from 2021-2025, it is necessary to vigorously develop the high-quality development of higher education, to comprehensively improve the quality of education, to promote international

exchanges and cooperation, and to enhance the overall competitiveness of higher education and its international influence. Guangdong, located in the southern coastal region of China, is one of the highest level of economic development and most dynamic regions in China. Compared with the core areas of the capital city and the Yangtze River Delta, the level of higher education in Guangdong still has some gaps, and higher education ranks relatively low in the international arena, and the level of international development is not strong enough, which to a certain extent affects the attractiveness of talents coming to Guangdong.

Xinghai Conservatory of Music, located in Guangzhou, the capital city of Guangdong province, is the only institution of higher music university (conservatory) in south China, and enjoys a wide reputation in the society. Together with other universities located in Guangdong province, Xinghai Conservatory of Music has written its educational internationalization development into its own development plan outline, and I work in the international exchange and cooperation office of this school. In my long-term work, I have found that because the subject settings and other related reasons, art universities colleges are less comprehensive, and there is still much room for improvement in the international development level. Universities in Guangdong province, however, as the lack of policy support, imbalance of resources, insufficient financial support to carry out the internationalization enhancement of education management, imbalance of managers' quality, and lack of opportunities for international cooperation have led to the uneven level of education management to internationalization of higher education institutions, as well as the large difference between high and low levels. Therefore, it is necessary to study the universities in this region to understand the current situation of education management to internationalization, to find the problems, and to propose guidelines for improvement, in order to improve the internationalization level of education management in the region as a whole, and thus to further enhance the competitiveness and international attractiveness of universities in Guangdong Province.

Research Questions

1. What is the current situation of education management to internationalization in Guangdong universities?

2. What are the guidelines for improving education management to internationalization in Guangdong universities?

3. Are the guidelines for improving education management to internationalization in Guangdong universities Suitability and feasibility?

Objectives

1. To study the current level of education management to internationalization in Guangdong universities.

2. To develop guidelines for improving of education management to internationalization in Guangdong universities.

3. To evaluate the guidelines for improving education management to internationalization in Guangdong universities.

Scope of the Research

Population

The population were 424 administrators involved in the education management to Internationalization from 10 universities which located in different cities in Guangdong.

The 10 universities involved are: Xinghai Conservatory of Music, Guangzhou Academy of Fine Arts, Sun Yat-Sen University, South China Normal University, Jinan University, South China University of Technology School of Arts, Guangdong University of Foreign Studies College of Art, Beijing Normal University-Hong Kong Baptist University United International College, Guangdong University of Technology School, and Guangzhou University.

The interviewee

The interviewees in the research are 10 middle-level and above administrators from the above-mentioned 10 universities. The qualifications are: 1) at least 5 years of related working experience as a middle-level and above administrator.

2) have extensive working experience in education management to internationalization field in Guangdong universities. 3) educational background with a master degree or above.

The expert group

The experts for evaluating the suitability and feasibility of Guidelines for Improving Education Management to Internationalization in Guangdong Universities was 15 high-level administrators in Guangdong. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in universities, 2) have extensive working experience in education management to internationalization field, 3) graduated with doctor's degree. 4) academic title is associate professor or above.

The Variable

By reviewing the literature related to this thesis study and counting the features mentioned in education management to internationalization, the features with a frequency of 3 and above were selected as variables for this thesis study, including: 1) Internationalized Management Mechanism, 2) Financial Support, 3) Mobility of Personnel, 4) Educational Cooperation, 5) Curriculum Construction, 6) Talent Cultivation, and 7) Brand Building.

Advantages

1. To use the performance of education management to internationalization in Guangdong universities as a reference for understanding the current situation of education management to internationalization construction in Guangdong.

2. To use the guidelines as a reference to improve the policy of education management to internationalization in Guangdong universities.

3. To provide a practical framework and recommendations to enhance the effectiveness of education management for internationalization in Guangdong universities.

Definition of Terms

Education Management to Internationalization refers to higher education internationalization management is this thesis, is the process of managing and implementing strategies, policies and activities that promote internationalization in the field of education. The goal of education management internationalization is to promote the level of science and research in higher education, continuously improve the quality of education, and enhance the comprehensive level and international competitiveness of higher education institutions by fostering a global awareness and a more international outlook. There are consisted of seven aspects: internationalized management mechanism, financial support, mobility of personnel, educational cooperation, curriculum construction, talent cultivation, and brand building.

Guidelines for Improving refers to a series of guidelines or suggestions for improvement in the management of internationalization of higher education, in order to improve the quality and effect of internationalized education. These guidelines or suggestions may involve various aspects of internationalized education, such as talent cultivation, faculty and student exchanges, curriculum construction, international student management, international cooperation, etc., and are designed to help school administrators better carry out the work of internationalized education, and to improve the internationalization level and influence of the school. These guidelines or recommendations are usually formulated according to the actual situation of the school and the development trend of internationalized education, and are scientific and operable. Through the implementation of these guidelines or recommendations, schools can better plan the development direction and goals of internationalization education, formulate corresponding implementation plans and measures, and improve the quality and effect of internationalization education.

Guangdong Universities refers to public undergraduate universities located in Guangdong Province. Technical, adult, private universities and colleges are not included in the study.

Guidelines for Improving Education Management to Internationalization in Guangdong Universities refers to a series of guiding suggestions and recommendations for the internationalization of education management in public

undergraduate universities in Guangdong Province. These guiding recommendations aim to help university administrators better carry out internationalized education work and improve the university's level of internationalization and influence. These guiding recommendations are usually formulated based on the actual situation of the university and the development trends of internationalized education, covering areas such as talent cultivation, faculty and student exchange, curriculum construction, international student management, international cooperation, and are scientific and operable. By implementing these recommendations, universities can better plan the development direction and goals of internationalized education, formulate corresponding implementation plans and measures, and improve the quality and effect of internationalized education.

Internationalized Management Mechanism refers to the integration of internationalization management and enhancement into the overall development plan of the university. Administrators establish an internationalized management mechanism to facilitate the implementation of internationalization policies, practices and procedures. Usually, administrators have a special internationalization management department or management team in the university. They formulate scientific internationalization development goals, management systems and development plans. In the internationalization management mechanism, administrators clearly emphasize both long-term and short-term development goals. Administrators establish good partnership and cooperation with international organizations. They carries out international cross-cultural exchange activities. They also establish an international activity and business management system. Administrators incorporates global perspectives and practices into the international management mechanisms and cultural operations of the organization. Administrators ensure that the internationalization management system is effective. Also, administrators regularly assess the effectiveness of the internationalization management system and make the necessary adjustments and improvements to ensure its continuous improvement. Administrators allocate sufficient resources within the framework of the internationalization management system to support its implementation and sustainability.

Financial Support refers to having a well-established financial management system. Administrators provide sufficient financial support for the internationalization of educational management. They financially support the implementation of internationalization strategies, policies and activities in the field of education. Financial support is provided for the development of international partnerships. Administrators ensure financial support for the promotion of intercultural exchange. Administrators also ensure financial support to provide opportunities for students and faculty to participate in international experiences. Administrators ensure financial support to safeguard the costs of work related to the internationalization of educational administration, such as travel, project and personnel costs. Very importantly, financial support from administrators guarantees the adequacy of teaching and learning resources. Financial support ensures the effective implementation of the internationalization strategy. Financial support also given to improve the quality of higher education by enhancing global participation.

Mobility of Personnel refers to the development of policies made by administrators to encourage two-way staff exchanges. Administrators ensure that good mobility mechanisms are in place to enable the international movement of personnel between higher education institutions or organizations. Administrators consider the mobility of personnel, including administrators, teachers, researchers, managers, students and, in some cases, senior administrative leaders. Mobility is a two-way flow that includes both outflows and inflows. Administrators consider mobility to facilitate academic and cultural exchanges. Mobility promotes research collaboration. Mobility fosters global competence among students and faculty. Administrators believe that mobility takes many forms, including short- and long-term programs such as short-term visits, study abroad programs, research collaborations, and long-term assignments. Mobility contributes to the internationalization of the exchange of knowledge and ideas. The purpose of mobility is to contribute to improving the quality of higher education. Administrators actively evaluate and improve their mobility programmes, including collecting feedback from participants, monitoring the outcomes of the programmes and making adjustments as necessary to ensure the continued effectiveness and relevance of the programmes.

Educational Cooperation refers to the incorporation of educational internationalization cooperation into the overall development planning framework. Administrators carry out high-level educational cooperation. Administrators carry out various types of educational cooperation, such as school-enterprise cooperation, school-school cooperation, and cooperation between schools and performing arts organizations. Educational cooperation facilitates the exchange of knowledge and professional skills between educational institutions, organizations, or governments. High level of educational cooperation helps to improve the quality of higher education. Educational cooperation includes joint project research. Educational cooperation aims to promote the development of diversity in teacher and student exchanges. Educational cooperation aims to share educational and practical resources. Educational cooperation aims to promote mutual understanding and respect among different cultures and societies. Administrators believe that educational cooperation enhances international partnerships, enhances competitiveness and contributes to the globalization of higher education.

Curriculum Construction refers to formulate appropriate curriculum development plans and objectives in accordance with the school's internationalization development strategy. Administrators' ability to actively explore and introduce internationalized educational concepts and methods to provide innovative ideas and directions for curriculum development. Administrators ensure that curriculum building includes the process of designing and developing educational programs that meet international standards and best practices of higher education institutions. Also, administrators ensure that curriculum building and development takes into account specific cultural, social and economic factors. Curriculum construction covers both undergraduate and graduate students. Curriculum construction is aligned with the learning objectives of the university at all levels and course content is developed accordingly. Curriculum construction includes the development of sound and effective teaching methods. Curriculum construction is designed to assess student progress and learning outcomes. Administrators focus on enhancing faculty training and mentoring to improve the University's capacity to develop and teach internationalized curricula. Administrators emphasize that internationalization of curriculum building contributes

to the global competitiveness of students. Administrators prioritize the incorporation of interdisciplinary and cross-cultural perspectives into the curriculum to provide students with a comprehensive understanding of global issues and to prepare them for diverse career paths. Administrators collaborate with industry partners and international agencies to develop and implement hands-on components of the curriculum to enhance students' practical skills and global experiences.

Talent Cultivation refers to have a perfect international talent training education system at universities. Administrators emphasize on the overall development mechanism of talent training. Talent cultivation provides the necessary knowledge, skills and attitudes for talent growth. Administrators have formulated a scientific model for internationalization and enhancement of talent training. They develop diversified talent training development strategies to accommodate different types of students. They provide an intercultural learning environment for talents. Administrators also provide opportunities for talents to learn foreign language skills. Administrators ensure to cover a wide range of talent training, including undergraduate and graduate students, and actively promote interaction and exchange between undergraduate and graduate students to facilitate the full implementation of internationalized talent training. Talent cultivation seek to improve the quality of talent training. Administrators lay emphasis on cultivate talents who can adapt to various internationalized environments, enhance their international competitiveness, and make positive contributions to the global society. Administrators prioritize the development of soft skills, such as communication, teamwork, and Suitability, in addition to technical skills, to prepare talents for success in diverse international environments.

Brand Building refers to set clear brand building goals and plans to ensure the scientific and effective brand building. During the process, administrators are committed to building strong, distinctive internationalized brand programs. Administrators develop a strong international reputation for universities through brand building. Administrators strive to build the "Study in China" brand program. Administrators strengthen cooperation with important domestic and international media and organizations to expand the influence of the university's brand. They

strengthen the construction of campus culture and brand image to improve the overall image and brand value of the university. They can also actively promote the university's internationalized features and advantages, and increase the awareness and understanding of the university among students and teachers at home and abroad. Administrators are able to strengthen the service and management of international students, improve their study experience and satisfaction, and enhance the reputation of the university brand. Administrators are able to enhance their social responsibility and public welfare participation rate to improve their social image and reputation. Administrators attract more international students through brand building and enhance their competitiveness in the global marketplace. Administrators should regularly evaluate and adjust their brand building strategies to ensure they are meeting their goals and staying relevant in a rapidly changing global landscape.

Research Framework

According to the analysis of related theories and research, characteristics of Education Management to Internationalization are as follows:

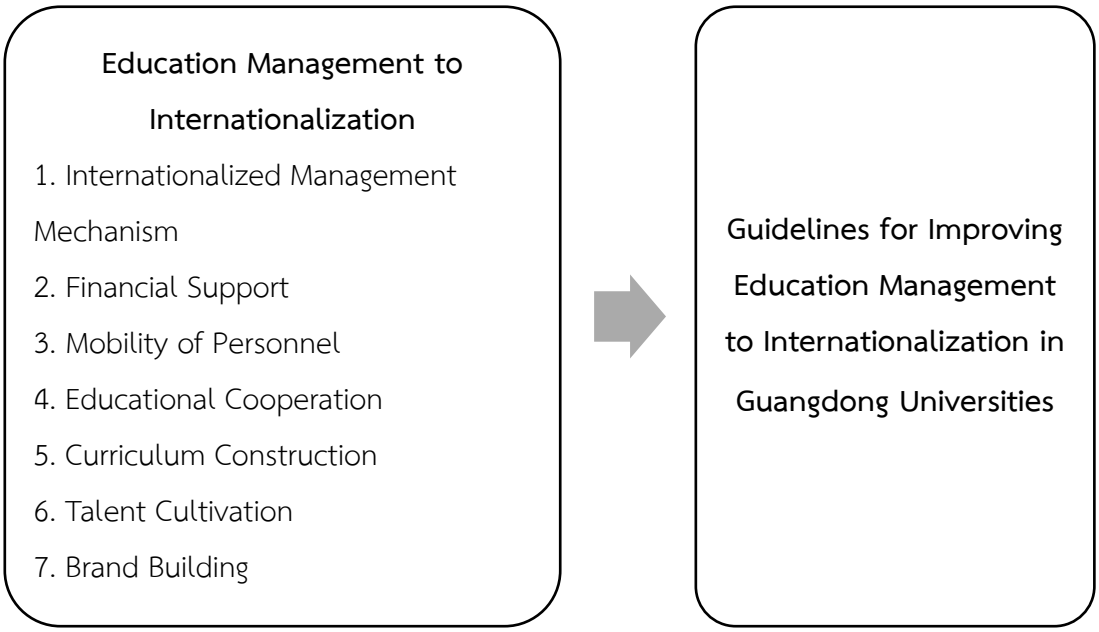

Figure 1.1 Research Framework

Chapter 2

Literature Review

This chapter will focus on the research questions raised in Chapter 1 and summarize the main theoretical basis and related researchers involved in this research, so as to clarify the theoretical inheritance, improvement and expansion relationship between this research and existing achievements. In order to explore the theoretical basis of the education management to internationalization of Guangdong universities, this chapter sets out the theories as follow:

1. Concept of Education Management
2. Concept of Education Management to Internationalization
3. Context of Guangdong Universities
4. Related Research

The details are as follows.

Concept of Education Management

Education management is a field of study that focuses on the management and leadership of educational institutions, including schools, colleges, and universities. the field of educational management draws on a wide range of theories and concepts from various disciplines, including management, psychology, sociology, and education. The goal is to improve the effectiveness and efficiency of educational institutions through effective leadership and management practices. Scholars who have contributed to this field include Frederick Taylor (1911), Elton Mayo (1945), Chester Barnard (1938), Max Weber (1947), Henri Fayol (1949), and Mary Parker Follett (1940).

Taylor, F. W. (1911, p.3-15) is known for his ideas on scientific management, which emphasized the need for efficiency and productivity in organizations.

Mayo, E. (1945, p.134-145) is known for his work on human relations, which emphasized the importance of social factors in organizations.

Barnard, C. I. (1938, p.35-50) emphasized the importance of cooperation and communication in organizations.

Weber, M. (1947, p.1-10) is known for his ideas on bureaucracy, which emphasized the importance of rules and procedures in organizations.

Fayol, H. (1949, p.30) is known for his work on management functions, which identified five key functions of management: planning, organizing, commanding, coordinating, and controlling. Follett, M. P. (1940) emphasized the importance of collaboration and teamwork in organizations.

O Horban, L Babenko, I Lomachinska, O Hura, R Martych (2021, p.173-177) focused on Improving the quality of educational services by identifying the characteristics and current trends in the development ofeducation management culture in the European higher education system. It was found that the culture of education management in the European higher education system is divided into three main levels: 1) the cognitive level, which implies a change in the way of thinking, the mobilization of intellectual potential and creativity. 2) managerial level, which involves the use of analysis and innovative leadership. 3) the technological level, based on the use of information and communication technologies in knowledge accumulation, transfer and management. Ingenuity. The study of education management culture is closely related to organizational and information culture. The characteristics of education management at three organizational levels are identified: cognitive, managerial and technological.

The research areas in education management are diverse and cover a wide range of topics related to the management and leadership of educational institutions. Some of the main research areas in educational management include: organizational behavior and culture, leadership and management, strategic planning and decision-making, policy analysis and development, education finance and budgeting, international and comparative education, etc. These research areas are interconnected and often overlap with each other. Scholars in education management use a variety of research methods, including quantitative and qualitative approaches, to investigate these topics and develop strategies to improve the effectiveness and efficiency of educational institutions.

There are many Chinese scholars who have made significant contributions to the field of education administration management, like Chen Baosheng (2018), Wai, H. (2021), Cheng Kai-Ming, et al. (2012), LI Jun (2022), Zhang Minxuan (2024), and Xie Weihe (2023) etc.

Chen Baosheng (2018, p.4-9), the former Minister of Education in China and has conducted research on education policy, curriculum development, and teacher training. Wai, H. (2001, p.19-28) categorized Western educational management theories of the 20th century into four models: classical (efficiency-based), humanistic (human-centered), scientific (rationality-driven), and postmodern (multivariate integration). Analyzing their historical evolution, viewpoints, and characteristics, Wai explores the inter connectivity among these models and offers insights on their potential applications. The author discusses each model's historical development, fundamental perspectives, and distinguishing features before examining their interrelationships and proposing strategies for their adaptation.

Anatoly V. Oleksiyenko, Cheng Kai-Ming, Yip, Hak-Kwong. (2012, p.1-23) is well-known for his research on educational policy, school management, and teacher education.

Professor Li Jun (2022, p.1-13) from the Faculty of Education at the University of Western Ontario in Canada has mainly conducted research on the theme of Educational Improvement Science in Global Perspectives.

Zhang, M., Kong, L., & Shu, M. (2024), professor at East China Normal University and has conducted research on educational leadership, school improvement, and curriculum development.

Xie, W. (2023, p.9-12) considered China’s higher education Management needs to grasp its international positioning from three aspects. That is, we should promote the common value of education for all mankind based on our own development, provide a new option for the modernization of education in other countries through the successful practice of Chinese education and talent cultivation, and promote international exchange and cooperation with an equal perspective. This orientation of the internationalization of China’s higher education shed light on higher education development in other developing countries.

These scholars have contributed to the field of educational management in China by conducting research on a wide range of topics related to the management and leadership of educational institutions. Their research has focused on issues such as educational policy, school improvement, teacher professional development, and curriculum development. They have used a variety of research methods, including both quantitative and qualitative approaches, to investigate these topics and develop strategies to improve the effectiveness and efficiency of educational institutions in China. In recent years, many scholars have emerged in the professional direction of educational management focusing on the research of educational management in higher education and the internationalization development of higher education. The views of these scholars have emphasized the internationalization and diversification of higher education to meet the challenges of globalization. They believe that higher education needs to focus more on quality, innovation, cooperation, and diversity in order to increase global influence and competitiveness.

To sum up, education management is a multidisciplinary field that emphasizes the effective management and leadership of educational institutions, integrating theories and concepts from various disciplines such as management, psychology, sociology, and education. It focuses on enhancing efficiency and productivity while recognizing the importance of social factors, cooperation, and communication within organizations. Key areas of research include organizational behavior, leadership, strategic planning, policy analysis, finance, and international education. Scholars utilize both quantitative and qualitative methods to improve the effectiveness and efficiency of educational institutions. In the context of China, research often addresses unique challenges within the education system, including educational policy, school improvement, teacher development, and curriculum. Meanwhile, in Europe, studies explore the development of education management culture in higher education, identifying cognitive, managerial, and technological levels that enhance educational services. Recent trends in educational management emphasize the need for internationalization and diversification in higher education to address globalization challenges, advocating for quality, innovation, cooperation, and diversity to enhance global influence and competitiveness.

Educational Management in Higher Education

Educational management in higher education is rapidly evolving, driven by the need for innovation and global alignment. Research highlights the advantages of distance education, the importance of adopting international standards due to globalization, and the optimization of interactions between educational institutions. Additionally, strategies for informatization in China's higher education emphasize continuous reform to meet talent demands. These studies collectively underscore the significance of strategic management and innovative approaches in enhancing the effectiveness and equity of education.

Altinay et. al., (2019, p.314-321) focused on the implementation and evaluation ofeducation management and e-transformation strategies of higher educational institutions in distance education. After an evaluation of higher educational practices in different countries, distance education was considered a different strategy and was emphasized as an advantage in competitiveness. Equal opportunities in education are provided by distance education. It is important that individuals are aware of their roles in the process of accessibility, institutional support, technological infrastructure, support provided for students, learning-teaching environments and evaluation of distance education programs based on equality and life-long learning.

Tymofiy Desyatov (2019, p.7-18) proved that the influence of integration processes of the growth of the role of globalization requires the necessity of using and adapting international educational standards and criteria of assessing the quality in the field of national education.

Zavatska et. al., (2019, p.55-64) devoted to the complex problem of managing interaction between secondary and higher educational institutions. Scientific methods of studying the problems of interaction of secondary and higher educational institutions in the country and abroad are analyzed, the essential features of the management of interaction of secondary and higher educational institutions are determined, the criteria, indicators and the level of effectiveness of the management of interaction are determined. General educational management work is determined. Studying the theoretical foundations of the management of educational institutions,

as well as methodological approaches to the development of education and management of the pedagogical system, it is possible to conclude that it is desirable to use a systemic, synergetic, optimization, activity, functional, functional approach to the study of the essence of education. Managing the interaction between secondary and higher education institutions.

Rong Liu (2020, p.738-741) explored the strategies for the educational management informatization in China's higher education institutions. In the era of informationization and against the background of building socialism with Chinese characteristics, the education management of higher education institutions should conform to the development of the times and meet the demand for talents in the world on the basis of quality-oriented education reform. Continuous reform and innovation is the key for higher education to realize its ultimate goal and management informatization. The purpose is to optimize the management mechanism of higher education, promote the improvement of the quality of China's higher education and cultivate more comprehensive talents.

The aim of Wen-Chi Huang (2021, p.111-114) is to share selective initiatives innovative approaches to enhance education for the higher educational institution for agribusiness.

Fernando Alfonso Flores Ruelas et. al., (2021, p.1-5) presented a design proposal for a Balanced Scorecard system to support educational management in Higher Education Institutions.

The subject of Barra et. al., (2021, p.1-17) is to propose a maturity model for educational management of higher education institutions focusing on the balanced scorecard - BSC.

To sum up, educational management in higher education has advanced significantly, emphasizing distance education as a competitive advantage that fosters equal opportunities. There is a pressing need for national systems to adopt international standards due to globalization. Research also highlights the importance of optimizing interactions between secondary and higher institutions, continuous reform in management informatization, and innovative approaches in specialized fields like agribusiness. Frameworks such as the Balanced Scorecard further illustrate the

critical role of strategic management and innovation in improving the effectiveness and quality of higher education.

Internationalization Development of Higher Education

The internationalization of higher education is crucial for addressing globalization's challenges, focusing on quality and innovation across research, teaching, and services. While progress has been made, imbalances in global academic relations remain. International organizations are vital in promoting cooperation and governance. The dynamic nature of internationalization involves expanding exchanges and enhancing collaboration through a multi-level approach. Key strategies include aligning with global standards, fostering comprehensive development ecosystems, and integrating sustainable development goals. Evidence-based policy development and adaptation to digitalization trends are essential for enriching the quality and global relevance of higher education, making internationalization a strategic priority for institutions worldwide.

As the former Minister of Education of China, Chen Baosheng (2018, p.7-16) focused on the internationalized development of higher education and educational reform. He believes that higher education needs to focus more on quality and innovation to meet the challenges of globalization.

Boston College scholar Hans de Wit (de Wit, H. 2020, p.i-iv) proposed that universities have always had an international dimension to their research, teaching and social services, but these dimensions have generally been more ad hoc, dispersed and implicit than explicit and comprehensive. International organizations such as the Organisation for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank, national governments, the European Union (EU), and higher education organizations such as the International Association of Universities (IAU), have placed internationalization at the forefront of their reform agendas. Internationalization has become a key change agent in higher education in developed countries as well as in emerging and developing societies.

Hong Kong scholars Yang, R. (2016, p.35-49) considered that the internationalization of Chinese higher education has made remarkable progress over the past few decades and has had a significant impact on the transformation of the Chinese education system. By assessing China's internationalization experience by placing it in its historical and international context, the authors point out the imbalance in China's academic relations with both developed and developing countries, and emphasize China's internationalized education as part of the fusion of East and West. Although China has made some progress in internationalizing its education, it still has a long way to go before its vision of becoming a truly world-class higher education system is realized.

Duan Shifei, Ma Xuemei (2019, p.28-35) considered that International organizations have increasingly become an important motive for the internationalization of higher education, and promoting their participation in global governance of higher education has become an indispensable measure for the development of internationalization of higher education. In recent years, there has been an increasing number of studies on international organizations and internationalization of higher education, and the studies have interpreted how international organizations can promote the development of internationalization of higher education through global governance of higher education from different perspectives. As the most important hub of global governance of higher education among international intergovernmental organizations, UNESCO has attracted great attention.

Hou Shuxia, Han Peng (2019, p.46-51) propsoed that internationalization of higher education is an important way to strengthen the comprehensive strength of higher education, but also a dynamic process of continuous development and change. At present, the internationalization of higher education in China presents four major features: the scale of international exchange and cooperation is expanding, the awareness of internationalization of higher education is increasing, the mode of "one-way flow" to "two-way interaction" and "single-line cooperation" to "multi-college cooperation" is changing, and the international scientific research cooperation is being rapidly promoted. The construction of "double first-class" is an important turning point

for the internationalization of China's higher education, and also an important opportunity to stimulate the vitality of universities and improve the level of internationalization.

Yang Qiguang (2019, p.79-86) believed that, as the influence of globalization on higher education becomes more and more extensive and profound, the internationalization of higher education has entered into a new and deepened stage of "globalized internationalization" (globalized internationalization), which is in line with the global knowledge society, and globalization has become an important viewpoint and background for observing and analyzing the internationalization of higher education. As a new paradigm and practice picture, "globalized internationalization of higher education" is manifested in the proactive attitudes and innovative behaviors of higher education institutions in response to globalization, and has enriched the breadth, depth, and complexity of internationalization of higher education in a diversified way. While shaping a new global cultural model of higher education, globalized internationalization of higher education also brings potential risks of homogenization, commercialization, and resource inequality. The "global participation" of higher education is becoming an important strategic choice for different institutions in the world to cope with the challenges of "globalization and internationalization of higher education". In the new mission of building a community of human destiny, Chinese higher education should be more open and actively promote the development strategy of global participation of universities.

Liu Yi, Luo Lamei (2020, p.3-6) proposed that the development of internationalization of higher education should be coupled with the logic of micro, meso and macro, seek the solution paths of inward and outward internationalization, realize the effective mobility and co-construction of personnel, projects and institutions, and build a more energetic internationalization system of higher education. At the micro level, the conceptual change should be strengthened to enhance the vitality of internationalization of higher education; at the meso level, the integration of resources should be emphasized to form the synergy of internationalization of higher education in the region; and at the macro level, the effectiveness of internationalization of higher education should be boosted at a high level. The

synergistic promotion of triple logic is a systematic process of gradually improving the vitality, synergy and effectiveness of internationalized higher education.

Wen Wen & Cui Yanan (2019, p.21-35) believed that internationalization is the development strategy and talent cultivation method of higher education in all countries to cope with globalization. According to a questionnaire survey on the heads of international affairs administration departments of 125 universities, the importance of internationalization is highly recognized by Chinese universities, but the implementation of internationalization activities is relatively insufficient. In the internationalization development of higher education, there are problems such as diversity and convergence, utilitarian orientation, insufficient education output and lack of comprehensive ecological environment. The authors suggest that Chinese universities should unswervingly take the road of internationalization development, adhere to the orientation of serving the major national strategies, give full play to the role of the main body, define their own advantages and characteristics of internationalization development, and promote the internationalization development to a new stage by building a comprehensive ecosystem for internationalization development both inside and outside the university.

Has de Wit & Philip G. Altbach (2021, p.1-15) proposed that Internationalization as a concept and as a strategic agenda is a relatively new, widespread and diverse phenomenon in higher education. Over the past half-century, internationalization has evolved from a peripheral activity to an important aspect of the reform agenda.

John Aubrey Douglass (2021, p.15-35) as a professor at the University of California, Berkeley, whose research focuses on internationalization and global competitiveness in higher education. He believes that higher education needs to focus more on internationalization and collaboration to increase global impact.

Simon Marginson, a professor at the University of Melbourne, Australia, and his research, Marginson Simon & Wende Marijk (2007, p.1-85) focused on internationalization and globalization development in higher education. He argues that higher education needs to focus more on internationalization and diversification to meet the challenges of globalization.

Zaikovsky (2020, p.70-81) studied modern patterns of development higher education internationalization. The multidimensional nature of the phenomenon of internationalization is proved, of which there is a need to use multidimensional estimates.

Ramaswamy et. al., (2021, p.388-406) studied reimagining internationalization in higher education through the united nations sustainable development goals for the betterment of society. The knowledge needed to tackle the complex global challenges faced by society is created and distributed by higher education institutions. This role is often linked with the idea of internationalization of higher education, but it is also subject to criticism. Integrating the UN sustainable development goals into the teaching and learning functions, partnerships, research, and discovery functions of institutions has the potential to transform institutions and improve society through internationalization according to this article. The intersection of internationalization and the SDG are discussed in the article. The examples of initiatives around the world that have shaped societal discourse through the lens of internationalization and sustainable development are reviewed. The authors maintained to rise up to the global challenge of creating a better world with the integration of both concepts.

Garwe et. al., (2021, p.521-538) underscored the importance of baseline research and benchmarking in propelling an evidence-based and participatory approach to IHE policy development. The methodology and framework used here makes it possible to draw comparisons in similar settings in a way that enables a more holistic understanding of the complexities and practicalities of national internationalization policy development. The study can assist nations to take a strategic approach to guide institutional internationalization responses.

Rakhimbekova, B., Seisebayeva, R., & Abdigaliyeva, G. (2022, p.4-12) researched the system of higher education in Kazakhstan. The task of the authors was to determine whether the quality of higher education in Kazakhstan corresponds to the global trends of internationalization, digitalization and "lifelong education" in the field of university education. For this purpose, official documents of the Ministry of Science and Higher Education, analytical reports, statistical data, as well as foreign and domestic studies on the issue were studied. Comparative and systemic-functional

research methods revealed the efficiency of implementation of the core global trends in education in the policy of reforming education at the national universities. The trend of modern global socio-economic processes, expressed in the progress of the "knowledge, technology and information economy", has put the issue of professional and personal growth and the need to invest in "human capital" on the agenda. Globalization and internationalization of education implies gradual transformation of national education systems into global education systems while preserving traditions and cultural differences. The author also analyzes the basic objectives of the State policy of reforming higher education in the Republic of Kazakhstan in the context of the trend of globalization of education.

Wu, C. (2022, p.1-5) considered that China's colleges and universities must change the educational concept and curriculum system, strengthen the training of teaching and management team, innovate teaching mode, strengthen scientific research cooperation, make good use of network technology, and make correct response measures to achieve success. Based on the problems of internationalization of higher education under the background of network education provide some help on how to deal with this change.

To sum up, The internationalization of higher education is essential for addressing the challenges of globalization. It requires a focus on quality, innovation, and structured international dimensions in research, teaching, and services. Despite significant progress, there are still imbalances in global academic relations. International organizations play a crucial role in promoting global governance and fostering international cooperation. The dynamic nature of internationalization in higher education involves expanding exchanges, growing awareness, and increased cooperation. A multi-level approach enhances the vitality and effectiveness of internationalization, addressing both internal and external factors. Key strategies include integrating global standards, fostering comprehensive ecosystems for development, and emphasizing collaboration and competitiveness on the global stage. Furthermore, aligning higher education with sustainable development goals can address global challenges. Evidence-based policy development and adaptation to trends like digitalization and network education are critical. Ultimately,

internationalization enriches higher education's quality and global relevance, making it a strategic priority for institutions worldwide.

Concept of Education Management to Internationalization

The concept of education management to internationalization refers to the strategies, policies, and practices that educational institutions and systems use to globalize their operations, programs, and services. It involves the development and implementation of plans and initiatives that enable institutions to effectively engage with international partners, attract international students and staff, and provide high-quality education that is globally relevant and responsive to the needs of diverse learners. Education management to internationalization also involves the promotion of cross-cultural understanding, diversity, and inclusion within educational institutions and systems.

Educational management to internationalization is a multidisciplinary research topic that focuses on the research areas of educational policy, educational markets, educational quality, educational management, educational communication and intercultural communication. Educational policy mainly studies the formulation and implementation of internationalization education policy, as well as the impact of internationalization education policy on the development of education internationalization. Education market research, mainly refers to the study of the trend, scale, competition and opportunities of the internationalized education market, as well as the impact of the internationalized education market on the development of education internationalization. Research on education quality focuses on the study of standards, assessment and improvement of internationalized education quality, and the impact of internationalized education quality on the development of education internationalization. Educational management mainly involves the study of the theory, practice and strategy of internationalized educational management, as well as the impact of internationalized educational management on the development of internationalization of education. Educational exchange, which mainly involves studying the forms, contents and effects of internationalized educational exchange, as well as the impact of internationalized educational exchange on the development of

internationalization of education. Intercultural communication studies the related theories, practices and strategies, as well as the impact of intercultural communication on the development of educational internationalization.

Beine, M., Noël, R., & Ragot, L. (2014, p.40-54) explores the factors influencing student mobility and the implications for educational management in the context of internationalization.

Knight, J. (2004, p.5-31) discusses various strategies and frameworks for the internationalization of higher education, providing insights into educational policies and practices, which provide a deeper understanding of the dynamics of education management in the context of internationalization.

Education management to internationalization aims to study all the elements affecting the educational development of educational management machine, through understanding and observing the level and current situation of education management to internationalization of the organization or institution at the present stage, and based on the methodology of scientific research, propose the development strategy in order to promote the institution to a higher education management to internationalization level.

To sum up, the concept of education management to internationalization refers to the strategies, policies, and practices that educational institutions and systems employ to globalize their operations, programs, and services. This involves developing and implementing initiatives that enable institutions to effectively collaborate with international partners, attract international students and staff, and provide high-quality education that meets the needs of diverse learners worldwide. Education management to internationalization also promotes cross-cultural understanding, diversity, and inclusion within educational settings. Overall, education management to internationalization aims to analyze all elements affecting educational development and proposes strategies to enhance an institution's level of internationalization through scientific research methodologies.

Table 2.1 Literature on factors contribute to education management to internationalization in higher education

Researchers \ Factors	Internationalized Management Mechanism	Financial Support	Mobility of Personnel	Educationoal Cooperation	Curriculum Construction	Talent Cultivation	Brand Building
Li Mei (2021)	√	√	√	√			
Gan Yongtao (2021)	√	√	√	√		√	
Zhao Qiaoqin (2020)	√		√	√			
Yang Xin (2020)	√		√	√			√
Cheng Ge, et. al. (2022)			√	√			
Wang, H. J., & Yu, Y. (2020)		√				√	
Ye Xin, et. al. (2021)	√	√	√		√		
Wu Anna, Li Zihao (2020)	√	√		√			
Huang Ying, et. al. (2021)	√	√			√	√	
Li Dexian, Xu Yining (2022)		√	√	√	√		√
Chen Wu, et. al. (2022)	√			√		√	√
Du Yuchen (2022)	√			√	√		
Amount to	9	7	7	9	4	4	3

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to education management to internationalization of universities and colleges, which consists of Li Mei (2021, p173-188), Gan Yongtao (2021, p1-50), Zhao Qiaoqin (2020, p22-24), Yang Xin (2020, p46-52), Cheng Ge, et. al. (2022, p196-200), Wang Hengjie, Yu Yi (2020, p.5-9), Ye Xin, et. al. (2021, p.138-142), Wu Anna, Li Zihao (2021, p75-77), Li Zihao (2021, p.75-77), Huang

Ying,et. al. (2021, p.75-83), Li Dexian, Xu Yining (2022, p.88-96), Wu Chen,et. al. (2022, p.1-5), Du Yuchen (2022, p.18-22). The research used the criteria to consider the corresponding characteristics. To use as a framework for research in this this thesis study. By selecting characteristics with a frequency of 3 and above, which can be synthesized in 7 characteristics as following: 1) internationalized management mechanism, 2) financial support, 3) mobility of personnel, 4) educational cooperation, 5) curriculum construction, 6) talent cultivation, and 7) brand building.

Internationalized Management Mechanism

Internationalized Management Mechanism refers to a set of strategies, policies, and practices implemented by organizations to effectively manage their operations and activities in an international or global context. It involves the development and implementation of frameworks, processes, and systems that enable organizations to adapt to diverse cultural, economic, legal, and social environments across different countries or regions. The goal of an internationalized management mechanism is to enhance the organization's ability to navigate and succeed in the global marketplace by addressing challenges related to cross-border operations, international collaboration, cultural diversity, and global competitiveness.

Li Mei (2021, p.173-188) reflected on the contributions and limitations of internationalization theories and analyzes the challenges and strategies facing the internationalization of Chinese higher education. The article also proposes new ideas and methods for constructing a new type of higher education internationalization. The authors systematically sort out and analyze internationalization theory, the current situation and challenges of internationalization of Chinese higher education. Through the collection and organization of related literature and data, the definition of internationalization, influencing factors, and the trend of international student mobility are thoroughly studied and analyzed. The authors point out that in the current context of new changes in the internationalization of higher education in the context of globalization, the development should focus on strengthening the top-level design and leading the continuous development from the institutional level.

Haiyun Zhang, Yi Zhu (2022, p.68-74) consided that with the rapid development of China's postgraduate education, the number of enrolled postgraduates shows a trend of continuous growth, and the management system mechanism of postgraduate education in most colleges and universities has been gradually improved, and the cultivation of high-level and innovative talents adapted to the social and economic development of the country is the primary task of the contemporary postgraduate education administrators. The authors also analyze the current problems in the management of graduate education in colleges and universities, and put forward corresponding countermeasures to solve them.

Hong Xu, Jiahui Zhang (2021, p.123-140) focused on studying higher education internationalization: new methods and approaches. These studies include the modules of universities' development, university education, academic research, school management strategy, etc. The survey is based on Cite Space visualization technology and corpus methodology to study the keywords and annotations of the publications of 25 leading higher education journals for the years 2010-2021, examining the trends and hotspots of managing internationalization in the field of higher education. The authors propose that in order to effectively respond to the challenges facing the management of internationalization in higher education, the authors propose to take advantage of the stability of the quality of teaching and learning, and to utilize the strengths of regional and local resources to create a three-dimensional platform of interconnected talents and ways of employing them. It is also important to take into account the historical context when summarizing these experiences so that this platform will inevitably be combined with national policies to provide further development for the reform of globalization of higher education.

SU Jirun (2020, p.125-126) hihglighted that the administrative management of universities belongs to the scope of university management, and plays an important role in the development of universities. Colleges and universities should put administrative management in an important position, establish a good administrative operation mechanism, to ensure the efficient and steady development of education and teaching work in colleges and universities.

Bo Wang et. al., (2020, p.46373-46399) introduced the evolutionary game theory to theoretically qualitatively study the validity and stability of the trust management mechanism proposed. The innovation of scientific research and management mechanism has become the trend of the scientific research institutes, and enhancing employee experience is one of the urgent tasks of the scientific research institutes.

Based on the current situation of human resource management in these research institutes, Li Tang et. al., (2020, p.801-804) proposed the effective ways to enhance employee experience in human resource management from four perspectives, so as to lay a foundation for the overall realization of human resource strategic transformation.

Liang et. al., (2021, p.90757-90766) proposed an interference-based consensus mechanism, which can be employed to improve transaction efficiency and reduce system overhead while promoting spectrum sharing.

Zhenyu Jiang et. al., (2021, p.65) discussed the coupling mechanism of mandatory regulations and voluntary certifications in the process of corporate technological innovation, based on the panel data of 419 Chinese emerging firms from 2010 to 2015.

Wu Chen (2022, p.1-5) aimed to explore the relationship between internationalization of higher education and connotative development, as well as the mechanism and practical framework for achieving connotative development of higher education under the internationalization perspective. Internationalization of higher education and connotative development are of great significance in promoting the reform and innovation of higher education concepts and modes, the integration and allocation of elements and resources, the optimization and adjustment of structures and functions, and the enhancement and dissemination of quality and reputation, and so on, and so there is a need to study the mechanism for its realization and the practical framework.

Huang, Y., Wu, G., & Xiao, Y. (2021, p.75-83) proposed that the internationalization of higher education and economic and social development complement each other, and their relationship has experienced a historical evolution

from independence to integration. The economic foundation determines the superstructure, and the economic and social development has a guiding and determining effect on the internationalization of higher education, which is mainly manifested in the fact that the economic system, the total scale, the supply and demand of the market, the level and so on determine the scale, level and benefit of the internationalization of higher education. The authors believe that the internationalization management of higher education depends on the following seven factors: the concept and planning of internationalization, the working mechanism and system, the investment in internationalization, the level of internationalization of teachers and students, the construction of internationalized curriculum, the service power of internationalized talents cultivation, and the satisfaction of enterprises with the cultivation of internationalized talents, and other seven dimensions. Among them, internationalized school-running concept, top-level design, and internationalized management work mechanism and system are the key factors at the top of the list.

Wu Anna, Li Zihao (2021, p.75-77) put forward in their paper that with the impetus and support of national legislation and policy formulation, and with the continuous upgrading of management, decision-making and other practical means, the forms of categorized summaries for various subfields have become more and more abundant. The various series of "Blue Books on Education" assess the results of the construction of subfields year by year or stage by stage in the form of development reports, covering all types and stages of education.

Ye Xin, et. al. (2021, p.138-142) interpreted the top-level design, planning system, and implementation scheme of the internationalization development process of higher education in Germany, Japan, and Canada with their own characteristics, draws inspiration from the experience and practice of internationalization of higher education in these developed countries, and puts forward the construction of a road of internationalization and development of higher education with Chinese characteristics. Promote the great development of internationalization of Chinese higher education. The author points out that the management and development of internationalization of higher education should strengthen the top-level design,

reinforce the policy leadership, and continuously improve the internationalization management mechanism.

Chen Wu, et. al. (2022, p.115) believed that under the background of deepening globalization, internationalization of higher education and connotative development have inherent logical self-consistency in theory and practice, and both of them have achieved logical self-consistency in promoting the reform and innovation of higher education concepts and modes, integrating and allocating elements and resources, optimizing and adjusting structures and functions, and improving and spreading quality and reputation. Harvard University has integrated the concept of internationalization into the whole process of school running, coordinated resources through internationalized sites and teams, and pursued excellence with an inclusive mindset, so as to explore a successful road of connotative development of higher education, which provides a good example for the development of higher education in all countries in the world. The value of internationalization of higher education, practical strategies and the connotation of the connotation of the connotative development of higher education can be organically unified, and the internationalization of higher education is one of the important ways to realize the connotative development of higher education. Therefore, it is necessary for us to deeply explore the realization mechanism of internationalization to help the connotative development of higher education. With the help of internationalization, we can realize the reform and innovation of the concept and mode of school running. It is believed that the internationalization of China's higher education has taken shape with the underpinnings of its development as a national-level strategy. In order to further promote the strategy, a special organization for the internationalization of higher education should be established.

Du Yuchen (2022, p.18-22) proposed that in order to further promote the strategy, a national institution specializing in organizing the internationalization of higher education and coordinating domestic institutions, organizations at all levels of government, and local associations should be established, so that internationalized education can be developed synergistically, and the disadvantage of each province, city, and institution in the past of working alone can be turned into an advantage, so

as to exchange internationalization experiences and help each other. Top-level design needs to be strengthened, with national, provincial and ministerial policies as comprehensive development guidelines, so that all types of colleges and universities can have a basis for improving their internationalization level.

Cheng Ge, et. al. (2022, p.196-200) believed that the strategic initiative of internationalization transformation and development of higher education, the so-called transformation, refers to the fundamental and deep-seated transformation of the structure and form of things, the mode of operation and people's concept of thinking, is the innovation process of actively seeking new changes. The state of different transformation subjects and the degree of adaptation of their objective environment determine the diversity of transformation content and development. Since the reform and opening up, the internationalization of China's higher education has been developing in depth, and the connotation of internationalization of higher education has been constantly expanded.

Yang Xin (2020, p.46-52) argued that creating a mechanism for language and policy interoperability, and enhancing the mobility of people The Belt and Road Initiative advocates promoting a better understanding and recognition of the connotation, goals, and tasks of the joint construction of the Belt and Road among countries along the routes, through cooperation and research, forums and exhibitions, personnel training, and exchanges and visits. Further Understanding and Recognition of the Connotation, Objectives and Tasks of the Joint Construction of the Belt and Road Initiative English is the world's common English is the world's common language and an important bridge for globalized communication. Institutions of higher education should use English as a medium of higher education management and academic communication for international students. Institutions of higher education should use English as a medium of higher education administration and academics for international students. From the perspective of top-level design, we should promote the continuous improvement of policies, lead by policies, and improve various exchange and cooperation policies, so as to promote the communication of languages and policies.

Zhao Qiaoqin (2020, p.22-24) believed that the concept of internationalization of school running is incorporated into the career development planning of colleges and universities. The internationalization of school running is an important goal for the reform and development of colleges and universities in the new era. Incorporating the concept of internationalized school running into the overall development plan of the university is an important guarantee for internationalized development, and also shows the determination to promote internationalization. At the same time, the establishment of internationalization management institutions and system construction are emphasized. The internationalization management organization mainly refers to the specialized internationalization management and service department established within the university. In terms of rules and regulations, universities have established comprehensive rules and regulations covering the management of foreign teachers and international students.

Gan Yongtao (2021, p.1-50) studied of the process of internationalization of Australian higher education concludes that the country's high level of internationalization has been facilitated by a move from aid to win-win: the development of policies to promote the internationalization of higher education. From the early days of the Australian government's promotion of international higher education from a single aid-oriented approach to funding developing countries and maintaining international relations, to a trade-oriented approach as the basic orientation of its development in the 1990s, the Australian government has gradually realized the drawbacks of the narrow profit-oriented view, and has moved towards a more diversified approach to the internationalization of higher education. In this new era, the Australian government has emphasized quality, global marketing, strategic advancement and the consolidation of sustainable development through the development of a strategy for the internationalization of higher education, a detailed action plan and a monitoring mechanism. It actively builds partnerships, strengthens domestic cooperation, promotes international cooperation, enhances student mobility, and promotes alumni participation; promotes academic collaboration, scholarship strategies, upgrades curriculum standards, strengthens quality assurance of human resources training, and faculty training to attract foreign students; and seeks to

attract foreign students through bilateral means of "importing" and "exporting". The bilateral means of "importing" and "exporting" will be used to win the European and American markets, consolidate the Asian and African markets, and strengthen the competitiveness of globalization, so as to achieve a win-win situation. This reflects the advantages and benefits of top-level design at the government level.

Tian Xin (2020, p.41-42) believed that in the era of big data all kinds of information transmission speed is fast, the human thinking is active, the traditional management mechanism can not keep up with the requirements of the times. In order to improve the long-term management capacity of higher education management in the era of big data, the long-term management mechanism of higher education management in the era of big data is established. Using big data technology, scientific and reasonable structural layout, fully absorbing the experience of the operation of the existing management platform, gradually improving the construction of the software environment, improving the operational efficiency of the education management platform, and exploring the method of realizing the long-term mechanism of higher education management based on big data.

Wang, G., & Zhang, H. (2021, p.173-175) considered that in order to ensure the achievements and standardization of higher education, supporting management mechanism should be created. The management mechanism of higher education is a prerequisite for the development and implementation of education in colleges and universities, which involves various aspects, such as the system of controlling the order of education and the system of supervising the quality of education, etc. In the past, the traditional management mechanism was mainly in the form and content.

To sum up, from the views of the above experts, we conclude that the internationalized management mechanism refers to a set of strategies, policies, and practices implemented by organizations to effectively manage their operations and activities in an international or global context. Scholars generally agree that internationalized school-running concept, top-level design, and internationalized management work mechanism and system are the key factors at the top of the list. It involves the development and implementation of frameworks, processes, and systems that enable organizations to adapt to diverse cultural, economic, legal, and social

environments. It belongs to the scope of university management, and plays an important role in the development of universities. Top-level design needs to be strengthened, with national, provincial and ministerial policies as comprehensive development guidelines. It is also important to take into account the historical context when summarizing these experiences so that this platform will inevitably be combined with national policies. Many top-level universities like Harvard University, has integrated the concept of internationalization into the whole process of school running. Since the reform and opening up, the internationalization of China's higher education has been developing in depth.

Financial Support

Financial support is important for the management of the internationalization of education and helps to fund the various initiatives and projects necessary to promote the internationalization of education. Financial support can be used to fund study abroad programs, international student scholarships, faculty exchange programs, and international research collaborations, which are very important for promoting international cooperation in education, enhancing international exchange and mobility of people, and not only international cooperation in education. Without adequate financial support, it is difficult for educational institutions to fully realize their internationalization goals and provide students with the global competencies necessary to succeed in today's interconnected world. To a certain extent, the level of financial support determines the level of management of the internationalization of education.

Yu Xiaoyan, Du Yanfeng (2020, p.36-43) analyzed the motivation and development of internationalization assessment, this article discusses the value orientation and foundation of internationalization assessment in higher education. The article also suggests issues that should be concerned in the assessment of internationalization in higher education and how to balance the challenges of market orientation and academic freedom. The article emphasizes the importance of the market for higher education. As the scale of higher education grows and the number of students in universities shows an increasing trend, making the demand for higher education funding expand, higher education institutions in more and more countries

are in different degrees of financial crisis, and for the development of universities and countries, universities and national unions are turning to the international market for help. This has given the market an increasing say in the evaluation of higher education. To a certain extent, this reflects the important role of financial support in the management and development of internationalization of education.

Li Gao (2017, p.382-384) believed that, in the era of globalization, higher education systems need to meet the requirements of market mechanisms. This includes financial independence, increasing market competitiveness, attracting foreign investment, improving teaching and learning conditions and developing overseas education markets. The management philosophy of higher education institutions also needs to change to accommodate different cultures and promote independent innovation. The management system should be less government-controlled and allow more autonomy and decision-making capacity. In addition, management models should be adapted to the networked and transparent management models brought about by information technology.

Li Mei (2021, p.173-188) believed that the degree of internationalization is closely related to financial support. To a certain extent, the epidemic of the past few years has caused financial constraints in many countries or institutions, which has affected the level of internationalization management and development.

Li Dexian, Xu Yining (2022, p89-96) proposed that in the context of deepening globalization, the internationalization of higher education has become an important way to enhance comprehensive national power, promote economic recovery and expand cultural exchanges. After entering the 21st century, Japan has adopted the strategies of building an internationalized curriculum system, perfecting the study abroad service system, improving the guarantee mechanism through multiple channels, and promoting the cultivation and mobility of talents through multilateral channels in order to form a higher education cooperation network, so as to attract cutting-edge talents from abroad and ensure the superiority of scientific and technological innovations, to obtain economic benefits and increase the financial income, and to export the values and expand the international influence.

Huang, Y., Wu, G., & Xiao, Y. (2021, p.75-83) believed most colleges and universities have taken internationalized education service for economic and social development as an important concept in their development strategy, established special internationalization management organizations, and explored diversified paths of internationalized education; however, at the same time, due to the insufficient investment in funding, the overall level of internationalized course teaching is not high, and the layout of disciplines and majors does not fit in well with the regional economy, which has led to internationalized education service for economic and social development remaining at a shallow level.

Wu Anna, Li Zihao (2021, p.75-77) noted that in order to raise the level of higher education in Russia, to build high-level universities, for the purpose of accurate assessment of the overall feasibility, the authorities at all levels have successively issued explanatory documents, published bylaws, and developed budgets as a positive feedback and response. Prevents haste and purposelessness in the subsequent implementation. This shows the importance and relevance of financial support for the internationalization of the country.

Ye Xin, et. al. (2021, p.138-142) analyzed that in Germany, for example, the federal government in the country's financial resources are not abundant, between 2009 and 2015, between the six years, the Ministry of Education and Research on the total amount of international cooperative research funded by colleges and universities from 5.67 billion euros to 8.02 billion euros. The number of international cooperation projects at German universities has doubled as a result of the Ministry's support. This demonstrates the importance of special funding in developed countries for the development of the management of internationalization in education.

Wang, H. J., & Yu, Y. (2020, p.5-9) believed that funding should be guaranteed to support the development of education internationalization management. Colleges and universities should regard the internationalization transformation and development under the "Belt and Road" initiative as a new growth point for the development of schools, and incorporate it into their development strategies, and the government should also regard it as a complementary measure of the economic development strategy, and an important basic link for the export of production

capacity and technology by the state and the local government. Schools themselves need to plan carefully and arrange special budgets, and the government should support them with sufficient funds to ensure that colleges and universities can complete the necessary software and hardware construction, so as to create good conditions for the cultivation of internationalized talents.

Gan Yongtao (2021, p.1-50) considered that under neo-liberalism and neo-managerialism, the financial resources of the Australian higher education system have been reduced, coupled with the fact that the Australian government has given more autonomy to higher education institutions, allowing them to decide on their own development strategies, offer special degrees and courses, and set up relevant operating methods, and Australian higher education institutions have adopted diversified funding methods, including industry-academia cooperation and raising tuition fee income, when they have to look for sources of funding from sources other than the government.

To sum up, financial support is important for the management of the internationalization of education. Financial support can be used to fund study abroad programs, international student scholarships, faculty exchange programs, and international research collaborations. Without adequate financial support, it is difficult for educational institutions to fully realize their internationalization goals.

Mobility of Personnel

Mobility in higher education is about diversity and coexistence in the learning and growth process; in education, together is both the means and the purpose. Mobility in higher education facilitates the formation of a true community of destiny through learning and growing together among diverse human beings with different cultural backgrounds, different classes and ethnic groups, different stages of economic development and different life plans, which also contributes to the realization of the Global Development Initiative and the United Nations 2030 Agenda for Sustainable Development.

Valeeva, R. et. al.,(2020, p.1-35) focused on international academic mobility in the context of internationalization of higher education. China's success stems from the rapid development of academic mobility. The article discusses the prerequisites

necessary for the development of academic mobility in Chinese higher education; it defines current trends in the development of academic mobility in Chinese universities, describes the conditions for the implementation of academic mobility in engineering-oriented universities and the prospects for its use in other countries. The paper also describes the mechanism of intercultural competence development as an indispensable condition for the promotion of academic mobility.

De Wit, H. (2020, p.i-iv) considered that mobility of students, scholars, and programs; reputation and branding and a shift in paradigm from cooperation to competition have been the main manifestations of the agenda of internationalization in higher education over the past 30 years. International education has become an industry, a source of revenue and a means for enhanced reputation.

Li Mei (2021, p.173-188) considered that online courses, hybrid online and offline teaching, and online conferences have become important forms of teaching and scholarly communication. However, large-scale online teaching has raised concerns about the quality of education, the lack of effective interaction, and the reduced attractiveness for international students compared to face-to-face courses. The shift to online and blended teaching has also affected the learning experience and outcomes for international students, with reduced access to campus facilities, interaction with faculty and peers, and difficulties in adapting to different time zones. Authentic international mobility of students and faculty is essential.

Li Dexian, Xu Yining (2022, p.89-96) believed that internationalization brings risks to the development of higher education, but also contains many opportunities. China should learn from the beneficial experience of Japan's internationalization of higher education, improve the level of education and services for international students, expand the scale of two-way flow of international students, and enhance cultural self-confidence. We should also enhance our cultural self-confidence, pay attention to the changes of the times, and develop local internationalization to promote the development of China's higher education. At the same time, we should enhance cultural self-confidence, pay attention to the changes of the times, develop local internationalization in due course, and promote the internationalization of China's higher education.

Ye Xin, et. al. (2021, p.138-142) researched on the development of internationalization management in higher education in developed countries has led to a commonality across countries, namely the continuous planning and construction of internationalized student mobility platforms to promote internationalized mobility of personnel. Diversified initiatives to promote two-way international mobility of students.

Cheng Ge, et. al. (2022, p.196-200) proposed to Enhance understanding between countries and strengthen education for international understanding; internationalize higher education by transforming the modes of communication and valuing and promoting international student mobility; internationalize higher education by valuing the role of teachers and encouraging the internationalization of the teaching force.

Yang Xin (2020, p.46-52) proposed that promoting international mobility of students through incentive policies International student mobility can better promote cultural exchange and understanding, and broaden students' international perspective. It is an important factor in measuring the degree of internationalization of higher education. It is an important factor to measure the degree of internationalization of higher education, and is also an important measure for countries to promote the internationalization of higher education. It is also an important measure of the degree of internationalization of higher education and an important measure for countries to promote the internationalization of higher education. It is also an important measure of the degree of internationalization of higher education and an important measure for countries to promote the internationalization of higher education. It involves both "bringing in" and "going out", and is a benign two-way interaction.

Zhao Qiaoqin (2020, p.22-24) concluded that it is necessary to promote international mobility of teachers and students in various ways. Frequent international mobility is mainly manifested in the exchange of faculty and students, or high-level academic exchanges, mutual visits, or the pursuit of higher-level degrees, international scientific research cooperation, etc., with institutions and research organizations that have signed cooperation agreements.

Gan Yongtao (2021, p.1-50) supporting forms to enhance mobility. These include, in particular, supporting international mobility through practical visa settings and work arrangements; expanding the mobility of students, education and training professionals and researchers; and supporting the mobility of graduates through qualifications. In addition, student mobility is enhanced through various types of cooperation, and alumni engagement is promoted. Promoting academic collaboration, scholarship strategies, etc., upgrading curricular standards, strengthening the quality of human resources development, teacher training, etc., attracts foreign students in various forms and promotes two-way mobility.

To sum up, mobility in higher education is about diversity and coexistence in the learning and growth process. China's success stems from the rapid development of academic mobility. International education has become an industry, a source of revenue and a means for enhanced reputation. We should enhance our cultural self-confidence, pay attention to the changes of the times, and develop local internationalization. International student mobility can better promote cultural exchange and understanding, and broaden students' international perspective. It is an important factor in measuring the degree of internationalization of higher education.

Educational Cooperation

Educational Cooperation refers to collaborative efforts between two or more higher education institutions to enhance the quality of education and research. This can involve sharing resources, exchanging faculty and students, joint curriculum development, and research collaboration. The goal is to create a more diverse and comprehensive learning environment that benefits all parties involved.

Yang Yvette,Pronkina Olga,Du Yongjun. (2023, p.123-127) considered that the Belt & Road initiative has brought opportunities for Gansu Province to improve the internationalization level of higher education. Under the inclination of national policies and the active advocacy of local governments, the cooperation of higher education between Gansu Province and Russian-speaking countries along the "Belt and Road" has achieved remarkable results in the past ten years. It is necessary to further strengthen the top-level design, improve the supervisory mechanism, and mobilize the participation of social resources in order to gradually solve the problems of limited

scale, insufficient depth and single mode of exchange faced in the current cooperation, so as to promote the internationalization of higher education in Gansu Province in the next decade. In the future, it is necessary to further strengthen the top-level design, improve the supervision mechanism and mobilize the participation of social resources in order to gradually solve the problems of limited scale, insufficient depth and single mode of exchanges faced in the current cooperation, thus promoting the leapfrog development of higher education in Gansu Province in the next decade.

Cao Shuli (2023, p.151-153) considered, as China's higher education gradually meets the international standards, with the continuous development of China's economy and society, the level of China's higher education has also been greatly improved, and colleges and universities in various regions of the country have begun to try to run Chinese-foreign cooperative schools, so as to realize the continuous optimization of their own education level. The teaching level of music majors in Chinese-foreign cooperative schools has also been significantly improved, bringing more diversified experiences to students' music learning. The author analyzes the basic outline of the teaching of Chinese-foreign cooperative music majors in the context of internationalization, and then discusses the construction of the relevant teaching system.

Qin Yurong (2022, p.19-26) considered that the synergy of cross-border higher education service cooperation is composed of the interaction of the main system of cooperation and the support system of cross-border government, universities, educational institutions (industry), international student market, etc. International organizations such as UNESCO, WTO, OECD, etc., through policies, agreements, quality assurance and degree accreditation standards, collaborate and guide the cross-border higher education service of various countries to open up the education market, share high-quality education resources and develop together, so as to achieve the optimal result of the overall quality of cross-border higher education service and realize the change of the higher education system. This will optimize the quality of cross-border higher education services and bring about changes in the higher education system.

De Hei, M., Tabacaru, C., Sjoer, E., Rippe, R., & Walenkamp, J. (2020, p.190-211) studied developing intercultural competence through collaborative learning in international higher education. It was hypothesized that collaborative learning in international higher education contributes to the development of intercultural competence.

Volodymyr Isaienko et. al., (2019, p.1-8) determined the extent to which the implementation percentage of one of such National Aviation University`s educational projects and the percentage of the involved educational process participants influence the achievement of the strategic goal.

Isaienko et. al., (2019, p.1-8) presented a comprehensive analysis of the project aimed at creating a clear and transparent cooperation mechanism between the University and its graduates together with business and the local community, that is, with external stakeholders.

Wu, C. (2022, p.1-5) discussed the relationship between internationalization and the connotative development of higher education, pointing out that the internationalization of education, the integration and allocation of educational factors and resources, and the optimization and adjustment of educational structures and functions play an important role in promoting the improvement of the management level of internationalization of education and the degree of internationalization of education.

Li Dexian, Xu Yining (2022, p.89-96) believed that by deepening exchanges and integration with foreign universities and forming a network of cooperation in higher education, domestic and foreign universities can improve their own countries through mutual cooperation and exchanges. It is necessary to deepen the exchanges and integration with foreign universities and form a network of cooperation in higher education. Domestic and foreign universities can improve the internationalization level of their own higher education and promote the internationalization process of higher education through mutual cooperation and exchange. For example, mutual recognition of credits with foreign universities, exchange and cooperation programs among many countries, and so on. It provides more reference for the integration of

higher education in the global context, and itinerary of diversified development of higher education cooperation network.

Wu Anna, Li Zihao (2021, p.75-77) proposed that internationalization of higher education is undoubtedly a mainstream trend in the future, and the development of national higher education needs to face high-intensity international cooperation and exchanges. Therefore, the internationalization of higher education should have an independent development system and a special status, and a systematic and logical plan can enable the system to cope with the variables in the international education field with ease.

Ye Xin, et. al. (2021, p.138-142) believed that the internationalization strategy of education and research will go hand in hand, focusing on the development of innovative potential and creating international collaborative research with both platforms and resources.

Wang, H. J., & Yu, Y. (2020, p.5-9) believed that it should specialize in a collaborative training model for talents. For large-scale long-term cooperation projects of basic personnel needs. Based on a long-term cooperation contract, the two partners designate a joint talent cultivation program by using the educational resources owned by each side or by their respective host countries, and cooperate to carry out the training of professional and technical talents required by the project in the long term. The educational institutions participating in the cooperative training under this mode are often higher education institutions with deep industry background, involving transportation, communication, aviation, ship engineering, port and navigation management and services and other industry fields. Specific modes of cooperation may include joint development of training programs and syllabi, mutual recognition of credits for segmented training (2+2, 3+1, 1+3, etc.), sharing of faculty, sharing of curricula, and cooperation in faculty research.

Chen Wu,et. al. (2022, p.115) believed that in the context of internationalization, China's In order to realize the connotative development of higher education in China, in addition to the domestic utilization of the relevant resources, it is also necessary to further look at the world. In addition to fully utilizing the resources of relevant educational factors at home, it is also necessary to further look at the

world and integrate and allocate the resources of relevant educational factors in the world. In order to realize the connotative development of China's higher education in the context of internationalization, in addition to making full use of the resources of relevant educational factors at home, it is also necessary to further look at the world and integrate and configure the relevant educational factors in the world. resources in the world. For example, through international cooperation, the introduction of high-quality teachers from abroad, the introduction of high-quality curricula and teaching materials from abroad. We also need to look further into the world to integrate and allocate the relevant educational resources in the world. and specialties that are urgently needed by the country, as well as attracting high-quality students from all over the world. etc.

Du Yuchen (2022, p.18-22) believed that vigorously developing emerging modes Vigorously strengthening such emerging modes as cooperative schooling and joint cultivation, which actively provide new ideas for the cultivation of internationalized talents, have been called "study abroad without leaving the country". Sino-foreign cooperation, on the one hand, fully absorbs overseas advanced concepts and methods on the one hand, and on the other hand, it also introduces high-quality learning resources. Based on the internationalized development of education, it creates the brand program of studying in China.

Cheng Ge, et. al. (2022, p.196-200) considered that the development of internationalization of higher education needs to strengthen interaction, exchange and cooperation and enrich internationalized educational resources. The internationalization of higher education should encourage participation and joint participation in global education governance; the internationalization of higher education should keep abreast of the times and seize the opportunities of the information age. Building an inter-regional platform for sharing academic resources with international joint schooling as the fulcrum Sharing of academic resources between regions.

Yang Xin (2020, p.46-52) proposed that the "Belt and Road" initiative advocates expanding the scale of mutual student exchanges, developing cooperative schooling, and deepening the exchange of talents among countries along the route.

The Belt and Road Initiative advocates expanding the scale of mutual student exchanges, launching cooperative school cooperation; strengthening scientific and technological cooperation, building joint laboratories (research centers), international technology transfer centers The "Belt and Road" initiative advocates expanding the scale of mutual student exchanges, cooperating in running schools, and deepening the exchange of talents among countries along the route; strengthening scientific and technological cooperation, and jointly establishing joint laboratories (research centers), international technology transfer centers, and maritime cooperation centers. Strengthen scientific and technological cooperation, jointly establish joint laboratories (research centers), international technology transfer centers, maritime cooperation centers, promote the exchange of scientific and technological personnel, cooperate in major scientific and technological research, and jointly enhance scientific and technological innovation capacity. Strengthen scientific and technological cooperation, establish joint laboratories (research centers), international technology transfer centers and maritime cooperation centers, promote exchanges of scientific and technological personnel, cooperate in major scientific and technological research, and jointly enhance scientific and technological innovation capacity. The main purpose of international joint schooling is to promote exchanges of scientific and technological personnel. The nature of international joint The nature of international joint education is to integrate the advantages of teaching, academia and governance of higher education in different countries. The nature of international joint education is a combination of the advantages of teaching, academic and governance resources of higher education from different countries, and it is also a microcosm of the education community. It is also the epitome of educational community, reflecting the high degree of cultural, political and economic integration among countries. It is also the epitome of an educational community, reflecting a high degree of cultural, political and economic integration among countries.

Zhao Qiaoqin (2020, p.22-24) improved the system of international exchanges, "bring in and go out" at the same time, and create a multi-level "Belt and Road" international cooperation in education. To create a multi-level international cooperation in education on the "Belt and Road". The focus is to carry out more

diversified forms and richer levels of international cooperation in running schools and exchanges, and to create a complete system, distinctive features, and richly layered international education cooperation and exchange mechanism.

Gan Yongtao (2021, p.1-50) Moving from communication to cooperation: learning from others and valuing partnership building The Australian Government's approach to promoting higher education internationalization policy places a high value on learning from and cooperating with other countries. In promoting the internationalization of higher education, governments can learn from each other's successes and failures by observing and referencing what works best in their own country's context, and although they cannot replicate the experiences of other countries, they can gain information and resources that will benefit their own country. It is also a necessary means for a country to promote internationalization by knowing whether or not it has kept pace with the international community when formulating relevant policies, and by keeping abreast of new information and trends.

To sum up, educational cooperation in international higher education contributes to the development of intercultural competence. Educational cooperation at the same time needs to further strengthen the top-level design, improve the supervision mechanism and mobilize social resources to participate. Domestic and foreign universities can improve the internationalization level of their own higher education. To realize the connotative development of China's higher education, we need to further look at the world in addition to utilizing the relevant resources at home. We also need to further look to the world to integrate and allocate relevant educational resources in the world and specialties that are urgently needed by the country. The essence of educational cooperation is to integrate the teaching, academic and management strengths of higher education in various countries. It also epitomizes the educational community, reflecting the high degree of cultural, political and economic integration among countries.

Curriculum Construction

Curriculum construction refers to the process of designing and developing an educational program that aligns with international standards and best practices, while also taking into account the specific cultural, societal, and economic factors of the

local context. This includes determining the appropriate learning objectives, selecting relevant content, developing effective teaching methods, and assessing student progress and outcomes. The goal of curriculum construction is to prepare students with the knowledge, skills, and competencies needed to succeed in a globalized world.

Ye Xin, et. al. (2021, p.138-142) argued that internationalized curriculum should be established for both degrees and competencies. Increasing the labor competitive advantage of local students in the international market and enhancing more competencies of international students, building an international campus as one of the strategic goals is centered on the internationalization of the curriculum. The Joint Conference of German University Rectors issued a recommendation "Commitment to the Internationalization of the Curriculum" in May 2017 about the necessity and importance of building an internationalized curriculum, an internationalized curriculum that aims to develop self-development skills as well as intercultural communicative competence of students, while improving their foreign language proficiency, among other things. Based on the data from the University Guide website for the winter semester of the 2015-2016 academic year, 18 German university programs were registered. Based on the data of the winter semester 2015-2016 on the website of the University Guide, there are 18,243 courses registered at German universities and colleges. The proportion of courses defined as "internationalized" is 11%. At the same time, dual-degree programs are also on the rise at German universities. German universities are also on the rise, with 640 dual degree programs registered in the 2015-2016 academic year. In the 2015-2016 academic year, 640 dual-degree programs were registered, which are mainly offered by 1,316 partner universities abroad and German universities. 1,316 partner HEIs and German universities, with the highest share of 24.7% of the total number of partner universities in France.

Huang, Y., Wu, G., & Xiao, Y. (2021, p.75-83) believed that the quality of higher education internationalization in serving economic and social development should be improved through various measures such as improving the internationalization development planning and school running objectives, perfecting the regularized school running supervision mechanism, raising funds for internationalization through multiple channels, improving the degree of internationalization of faculty and

students, constructing an internationalized curriculum system, setting up a benign interaction mechanism for balancing supply and demand, and constructing a tripartite cooperation mechanism among the government, universities and enterprises.

Li Dexian, Xu Yining (2022, p.89-96) concluded from the development path of internationalization of higher education in Japan that in the context of deepening globalization, the internationalization of higher education has become an important way to enhance comprehensive national power, promote economic recovery and expand cultural exchanges. In the era of deepening globalization, internationalization of higher education has become an important way to enhance comprehensive national power, promote economic recovery and expand cultural exchanges. After entering the 21st century, Japan has taken the measures of constructing internationalized curriculum system, improving study abroad service system, improving guarantee mechanism through multiple channels. service system, improving the guarantee mechanism through multiple channels, and promoting the cultivation and mobility of talents through multilateral channels, so as to form a cooperative network of higher education to attract advanced talents from abroad and to ensure the scientific and technological development. In order to attract cutting-edge talents from abroad and ensure the superiority in science and technology innovation, to obtain economic benefits and increase financial revenue, to export values and to expand international influence. exporting values and expanding international influence.

Du Yuchen (2022, p.18-22) believed that while drawing on and introducing excellent foreign experience, the distinctiveness and principles of our education should be maintained. The holistic nature of the reform of the cultivation program lies in taking the organic connection between these internationalization elements as the logical main line of the program to support its operation and content. Specifically, a holistic internationalized cultivation mode should firstly start from the actual situation of China's education, and gradually cultivate the internationalized quality of students through curriculum design, overseas exchanges, and the cultivation of learning concepts, etc., so as to finally form a virtuous cycle.

Jiang, Qiwei (2019, p.30-37) considered that internationalization is a mission requirement for universities to serve the national strategy. Internationalization of postgraduate education is not only an important tool for the construction of "double first-class", but also an important index to measure the level of university education. The internationalization of China's postgraduate education still has a lot of urgent improvements: the internationalization of the student structure shows a serious "study abroad surplus"; the internationalization of the faculty, which is necessary for the construction of "double first-class", still has much room for improvement; the simplification of the operation mode of postgraduate international education cannot meet the requirements of the "double first-class" construction. The simplicity of the operation mode of international education for postgraduates cannot meet the diversified goals of the construction of "double first-class"; the setting of internationalized curriculum system is still far from the talent cultivation goal of "three strong and one high". In order to enhance the international influence, promote the interoperability of resources and create a diversified future through internationalization of postgraduate education, "double first-class" universities need to: accelerate the updating of the concept of education and promote the education of international understanding; intensify the creation of first-class disciplines and build the brand of "Study in China"; increase the number of internationalized courses and the number of internationalized courses; and increase the number of internationalized courses to meet the diversified goals of "double first-class" construction. To accelerate the updating of education concepts and promote education for international understanding; to intensify the creation of first-class disciplines and build the brand of "Study in China"; to intensify the construction of curriculum system and cultivate elite talents; and to strengthen the training of teaching staff and enhance the human capital.

Liu Nan, Gao Rulin & Lv Haixia (2019, p.28-30) analyzed about the connotation of curriculum construction in the context of the "Belt and Road" era, put forward the application value, construction goal and curriculum orientation of promoting the internationalized curriculum construction of higher vocational education based on the "Belt and Road" perspective, and focused on the analysis of the research content of internationalized curriculum construction of higher vocational education, including

promoting the internationalized curriculum construction with the China-India cooperation and exchanges as the starting point, promoting the internationalized curriculum construction with the support of the international class and the international cooperation project, promoting the exploration of the internationalized curriculum teaching mode with the support of China-Zambia Luban Academy vocational technical innovation talent cultivation project, promoting the internationalized innovative project with the support of World Skill Competition, and promoting the exploration of the internationalized curriculum teaching mode with the support of school-enterprise cooperation. It focuses on analyzing the research contents of internationalized curriculum construction in higher vocational education, including promoting internationalized curriculum construction with China-India cooperation and exchanges as an entry point, promoting internationalized class and international cooperation projects as a basis for internationalized curriculum teaching standard research, promoting the exploration of internationalized curriculum teaching mode with the vocational technology innovation talent cultivation project of China-Zanzan Luban School, promoting internationalized innovation projects with the World Skills Competition as a basis for university-enterprise cooperation and collaborative school-running mechanism research, etc., and putting forward the way and construction strategy of internationalized curriculum construction for higher vocational education in the perspective of the Belt and Road.

Dang, J. & Ren, X. (2021, p.195-197) believed that among the internationalization of the elements of postgraduate education, the internationalization of curriculum construction is the most direct and important carrier, and the most important way to cultivate international talents. The internationalization of curriculum design is mainly manifested in the types and number of foreign language courses, the number of bilingual teaching in each specialized course, inviting foreign experts and scholars to give lectures or offer international courses, and so on. In terms of the introduction of curriculum system, the agreement on the Sino-British High-level Applied Construction Project was signed on November 15, 2017, which is committed to introducing more British high-quality curriculum system, and the curriculum construction is on par with that of the international first-class colleges and universities.

To sum up, the goal of curriculum construction is to prepare students with the knowledge, skills, and competencies needed to succeed in a globalized world. The Joint Conference of German University Rectors issued a recommendation "Commitment to the Internationalization of the Curriculum" in May 2017. Internationalization of higher education has become an important way to enhance comprehensive national power, promote economic recovery and expand cultural exchanges. Japan has taken the measures of constructing internationalized curriculum system, improving study abroad service system. To accelerate the updating of education concepts and promote education for international understanding. To intensify the creation of first-class disciplines and build the brand of "Study in China"; to intensify the construction of curriculum system and cultivate elite talents.

Talent Cultivation

Talent cultivation refers to the process of developing individuals with the necessary knowledge, skills, and attitudes to thrive in a globalized world. This includes providing opportunities for cross-cultural learning, language acquisition, and exposure to diverse perspectives and experiences. The goal of talent cultivation is to produce graduates who are equipped to succeed in a variety of international contexts and contribute positively to global society.

Gan Yongtao (2021, p.1-50) believed that the promotion of deeper and deeper development of higher education in developed countries mainly stems from the promotion of academic collaboration, scholarship strategy, upgrading of curriculum standards, strengthening of quality assurance of talent cultivation, teacher training and other ways to attract foreign students; to attract the European and American markets and consolidate the Asian and African markets by means of bilateral means, thus realizing a win-win situation. Bilateral means of "importing" and "exporting" are used to win over the European and American markets, consolidate the Asian and African markets, enhance the attractiveness of talents, and improve the competitiveness of universities in globalization, so as to achieve a win-win situation.

Wang Hengjie, Yu Yi (2020, p.5-9) considered that domestic and foreign universities should independently choose the mode of cooperation in talent cultivation, take the initiative to cooperate with the strategic requirements of inter-

country cooperation, and select suitable foreign colleges and universities to carry out inter-institutional cooperation in talent cultivation. Both sides of the cooperating colleges and universities take the promotion of cooperation as their daily work and actively guide students to participate in the cooperative education programs. There are already mature modes of such cooperation, including mutual recognition of credits, student/faculty exchanges, dual degrees, provision of pathways to higher education, and cooperative research. In addition, when carrying out University-Industry-Research Cooperation, applied colleges and universities should deliberately choose those enterprises that have been or are going to carry out multinational business activities, design cooperative education programs based on the talent needs of enterprises, select and absorb high-quality students to participate in cooperative education programs with good employment expectations, and carry out practical teaching based on enterprise resources to ensure that the talents are well trained, and to ensure that the students are well educated. We will carry out practical teaching based on the resources of enterprises to ensure the quality of talent cultivation.

Huang, Y., Wu, G., & Xiao, Y. (2021, p.75-83) believed that the administrators of higher education, in response to the internationalization of schooling, depends to a certain extent on whether the professional settings, curricula and personnel training programs of universities are oriented to the needs of localities and industries, and whether they are proactively articulated with the needs of regional socio-economic development.

Chen Wu, et. al. (2022, p.115) believed that while drawing on and introducing excellent foreign experience, the distinctiveness and principles of our education should be maintained. The holistic nature of the reform of the cultivation program lies in taking the organic connection between these internationalization elements as the logical main line of the program to support its operation and content. Specifically, a holistic internationalized cultivation mode should firstly start from the actual situation of China's education, and gradually cultivate the internationalized quality of students through curriculum design, overseas exchanges, and the cultivation of learning concepts, etc., so as to finally form a virtuous cycle. Therefore, resources that can fill the gaps in China's education should be actively utilized to promote the improvement

of the talent cultivation mode and scientific research system of related disciplines. Realize the organic coupling of foreign schooling resources and other local schooling subjects.

To sum up, talent cultivation refers to the process of developing individuals with the necessary knowledge, skills, and attitudes to thrive in a globalized world. This includes providing opportunities for cross-cultural learning, language acquisition, and exposure to diverse perspectives and experiences. The goal of talent cultivation is to produce graduates who are equipped to succeed in a variety of international contexts and contribute positively to global society.

Brand Building

Brand building refers to the process of establishing and promoting a strong and recognizable internationalization brand image for an educational institution that appeals to a global audience. This involves creating a unique identity, developing a strong reputation, and effectively communicating the institution's values, strengths, and offerings to prospective students, faculty, and partners around the world. The goal of brand building is to position the institution as a top choice for international students and to enhance its competitiveness in the global education market.

Yang Xin (2020, p.46-52) considered that quality improvement and brand building are the new goals of internationalization of higher education From the national level, the establishment of education brand depends on the quality improvement of higher education institutions; from the level of higher education institutions, the internationalization of higher education contributes to the improvement of education quality. Thailand's Department of Higher Education released "Initial Guidelines on Internationalization: achieving the goal of quality in the development of global citizens" in 2018, which not only indicates the direction of comprehensive internationalization, but also covers the quality assurance process, arguing that Thai higher education providers should create a globally recognizable brand of Thai higher education that showcases the unique advantages and opportunities of studying in Thailand. It is evident that internationalization of higher education is seen as an important means of enhancing It can be seen that countries regard internationalization of higher education as an important means to improve quality and build educational brands.

Li Dexian, Xu Yining (2022, p.89-96) argued that many developed countries have been expanding their international influence by exporting culture, which is an important step in the management and enhancement of the internationalization of higher education. Cultural export, as a way of brand building, has always been an important element in the development strategy of many countries and a major measure to expand their influence. Japan realizes cultural export by accepting foreign students, hosting visiting scholars, and sending foreign students overseas. Since the implementation of Japan's internationalization strategy for higher education, the number of international students in the four categories of humanities, social sciences, education, and the arts has accounted for more than 65% of the total number of international students and is on an upward trend, resulting in more and more international students gradually accepting and even spreading Japanese culture through their studies. The number of international students is increasing.

Chen Wu, et. al. (2022, p.115) believed that under the background of deepening globalization, internationalization of higher education and connotative development have inherent logical self-coherence in theory and practice, and both of them have realized theoretical logical self-coherence in promoting the reform and innovation of higher education concepts and modes, the integration and allocation of elements and resources, the optimization and adjustment of structure and function, and the enhancement and dissemination of quality and reputation, and so on. By enhancing the reputation of internationalization, it creates a specialized international brand and enhances the influence of higher education.

To sum up, brand building refers to the process of establishing and promoting a strong and recognizable internationalization brand image for an educational institution. Thailand's Department of Higher Education released "Initial Guidelines on Internationalization: achieving the goal of quality in the development of global citizens" in 2018.

Context of Guangdong Universities

Guangdong Province is a large province in China and one of the regions with very rich educational resources. As of June 7, 2023, there are 68 undergraduate universities (including independent colleges), 92 technical colleges, and 14 adult universities (colleges) in Guangdong, which are located in Guangzhou, the capital of the province, and in other cities, such as Shenzhen, Zhuhai, Shantou and Zhaoqing. In this thesis, Guangdong universities refers to public undergraduate universities located in Guangdong Province. Technical, adult, private universities and colleges are not included in the study. Among these 68 undergraduate colleges and universities, there is a big difference in the levels of operation, and this thesis mainly focuses on Guangdong Universities, which have the qualification of conferring degrees at three levels of operation: bachelor's degree, master's degree and doctor's degree at the same time. This study will take 10 universities as the research object, combining quantitative and qualitative research methods, with a view to statistically analyzing the basic situation of education management to internationalization in Guangdong Province, and proposing the future of education management to internationalization in this region. internationalization in the region in the future.

Universities in Guangdong Province are mainly comprehensive universities, with the development of specialties such as normal universities(teacher training universities), foreign language universities, music university, fine arts university, sports university, and universities with Chinese-foreign cooperative education, etc., which have sent a large number of high-level and high-quality talents to the country and the society. The internationalization development level of Guangdong's higher education management is very important to China and even to the world. With the acceleration of globalization and the intensification of international competition, the internationalization of higher education has become an important strategy for various countries and regions. Universities of all levels and types, have written the development strategy of internationalization into their development strategies and future visions, aiming to better enhance the international competitiveness and world influence of universities. The study of education management to internationalization in Guangdong universities can help us better understand the degree of

internationalization, characteristics and trends of Guangdong higher education, help Guangdong higher education institutions to better formulate and implement internationalization strategies, and improve the international influence and competitiveness of Guangdong higher education. It will also help to promote international academic exchanges and talent cultivation, and promote the internationalization of Chinese higher education.

The Outline of the Fourteenth Five-Year Plan for the National Economic and Social Development of the People's Republic of China and the Vision 2035 states that it is necessary to face 2035, continuously improve the quality of higher education, and implement a high level of opening to the outside world. Modernization of Education 2035 is an important document released by China's Ministry of Education in 2018 to guide the modernization of education in China. The document emphasizes the need to strengthen innovative, diversified and quality education, which is in line with the educational philosophy of art colleges and universities. Art colleges and universities focus on cultivating students' creative ability and aesthetic quality, and emphasize students' diversified development and comprehensive quality education.

On November 1, 2021, the People's Government of Guangdong Province issued the "Notice on the Issuance of the 14th Five-Year Plan for the Development of Education in Guangdong Province", which specifies that within the next five years, the province's comprehensive strength, overall competitiveness, and international influence in education will reach an advanced level in China, and that the construction of the Guangdong-Hong Kong-Macao Greater Bay Area International Education Demonstration Zone will make significant progress. The Guangdong Provincial Government has issued the Guangdong Education Modernization 2035, which fully demonstrates that Guangdong has embarked on a new journey to accelerate the modernization of education and build a strong education province for 2035. The document proposes that opening up to the outside world and internationalization is an important symbol of education modernization, the province should vigorously enhance the level of openness and cooperation in education, promote the development of education cooperation in Guangdong, Hong Kong and Macao Bay Area, deepen the exchanges and cooperation with countries and regions along the "Belt and

Road" and the Friendship Cities, and promote the integration and innovation of international high-quality education resources and experience with Guangdong education. It will also deeply participate in international exchanges and cooperation in education, introduce internationally renowned universities to run schools in cooperation, improve the service and support system for students studying in Guangdong, join hands with Hong Kong and Macao to build an international education demonstration zone radiating to Southeast Asia and facing the whole world, and enhance the international influence of Guangdong's education.

The promulgation of these documents provides policy support and guidance for the education management to internationalization of Guangdong universities, and promotes the reform and development of colleges and universities in Guangdong. At the same time, these documents also provide clear work directions and goals for the relevant departments and institutions.

Schools at all levels and of all types in Guangdong Province have, to varying degrees, written the international development of education, the internationalization of higher education, and education management to internationalization into their respective development planning outlines, while at the same time seeking to develop paths that are appropriate for their own universities. However, among universities, the lack of policy support, imbalance of resources, insufficient financial support to carry out the internationalization enhancement of education management, imbalance of managers' quality, and lack of opportunities for international cooperation have led to the uneven level of education management to internationalization of higher education institutions in Guangdong Province, as well as the large difference between high and low levels. Therefore, it is necessary to study the universities in this region to understand the current situation of education management to internationalization, to find the problems, and to propose guidelines for improvement, in order to improve the internationalization level of education management in the region as a whole, and thus to further enhance the competitiveness and international attractiveness of universities in Guangdong Province.

Qin Yu. (2021, p.9-10) pointed out that in the wave of "double first-class" construction, it is worthwhile to study in depth how art colleges carry out discipline construction and how to promote "connotation construction". The study points out that art colleges and universities should explore how to better grasp the opportunity of "double first-class" construction to carry out discipline construction from the aspects of discipline specialization, talent cultivation specialization, scientific research specialization, and social service specialization.

Li Yufeng, Dong Panpan. (2022, p.122-124) vigorously developing art education and teaching, and promoting the improvement of technical skill talents cultivation system is an important measure to accelerate the construction of a strong education country. In this context, teaching reform and talent cultivation have become the inevitable requirements of society. According to the characteristics of art colleges and universities, the author analyzes the basic needs of the current society for art education, discusses what basic qualities colleges and universities need to cultivate talents in teaching reform, and puts forward new measures in the areas of innovative concepts, faculty construction, and moral and aesthetic education, aiming at continuously and profoundly advancing the teaching reform of art colleges and universities and perfecting the system of talent cultivation.

LI Xiang. (2020, p.122-123) taking into account the cultivation of high-quality talents under the framework of universal education has been an important issue in the undergraduate teaching of higher art colleges and universities, and the cultivation of top-notch talents has become a breakthrough to improve the quality of teaching and to better deliver high-quality talents to the society.

To sum up, Guangdong Province is a significant educational hub in China. This study focuses on public universities that confer bachelor's, master's, and doctoral degrees, analyzing their education management strategies for internationalization. The region's universities are primarily comprehensive, with various specialized institutions contributing to the development of high-quality talent. The internationalization of higher education in Guangdong is crucial for enhancing global competitiveness and influence. As globalization accelerates, universities are integrating internationalization into their strategic plans to improve their standing and foster academic exchanges.

Recent government initiatives emphasize the importance of international collaboration, educational modernization, and the establishment of an International Education Demonstration Zone in the Guangdong-Hong Kong-Macao Greater Bay Area. Despite these efforts, challenges such as resource imbalances, insufficient financial support, and varying levels of managerial expertise hinder the progress of education management to internationalization across institutions. Addressing these issues is essential for elevating the overall internationalization of education management in Guangdong and enhancing the global appeal of its universities.

Related Research

Anatoly V. Oleksiyenko, Cheng Kai-Ming, Yip, Hak-Kwong. (2012, p.1-23) The Hong Kong case study looks at outbound and inbound student mobility and explains how the government can promote cross-border educational balance and promote cross-border educational balance. Using the four modes of the General Agreement on Trade in Services (GATS) framework, the researchers argue that international student mobility has become a key source of social and educational change in the economically booming East Asian region. Employees and employers alike increasingly value international competencies. Given the uneven distribution of international student mobility and the unequal levels of benefits they bring to different regions and institutions, some jurisdictions are seeking the best policy tools to capitalize on the public and private benefits of human resources and knowledge mobility.

CHOI Yi-Lin, CHEN Pan-Pan, WEN Zhan-Jie, JAN Jing-Zhen. (2023, p.133-135) took the major cities in the Guangdong-Hong Kong-Macao Greater Bay Area as the research objects to study the radiation effect of the Guangdong-Hong Kong-Macao Greater Bay Area on the surrounding cities. From a holistic perspective, social network analysis is adopted to analyze the current status of education development, the number of universities and changes in cooperation among universities in the Guangdong-Hong Kong-Macao Greater Bay Area, in order to gain a deeper understanding of the evolutionary characteristics of the higher education innovation and cooperation network in the Guangdong-Hong Kong-Macao Greater Bay Area. Problems of higher education talent cultivation mode in Guangdong, Hong Kong and

Macao Greater Bay Area are explored and analyzed, and relevant suggestions are put forward.

OECD (2009, p.13-314) discussed quantitative and qualitative perspectives were used to explore higher education as a driver of globalization. Higher education produces highly skilled people and contributes to the research base and innovation capacity that determine competitiveness in a knowledge-based global economy. International cooperation and cross-cultural exchange are promoted by higher education. The environment in which higher education institutions operate is changing due to the movement of ideas, students, faculty and funds across national borders. Under the influence of market forces and the emergence of new players, competition is intensifying. At the same time as global competition in higher education is intensifying, developments in Europe are showing the benefits of cooperation. Reflections on the global context, particularly on the potential of China and India, are the focus of the book. The book explores important trends in the provision, financing and management of higher education, including the future role of market forces, mobility and quality assurance.

SUN Qingzhong, HUANG Fangfang, LEI Dan, SUN Lixin. (2022, p.98-103) considered that the cooperation of higher education in Guangdong, Hong Kong and Macao Greater Bay Area is a fundamental and sustainable impetus for the construction of the Bay Area, which provides a path for Hong Kong and Macao to integrate into the overall situation of national development, and is a practical need to build an international higher education demonstration area. Based on Bourdieu's field theory, the author analyzes the problems of higher education cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area, the responses to the development path of higher education field cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area, and explores the path of its realization according to the contents and characteristics of higher education fields in the Guangdong-Hong Kong-Macao Greater Bay Area.

Liu Shuhua, Lu Ke (2023, p.26-35) researched about China-India higher education exchanges and cooperation. The results showed that the two countries face many problems, such as very small scale and low level of student exchanges,

little inter-university cooperation, insufficient scientific research cooperation, cooperation in running schools at the initial stage, and limited language and cultural exchanges. The "Belt and Road" initiative provides a new historical opportunity to create a trusting relationship between China and India in higher education exchanges and cooperation. To this end, the two countries need to release the signals of sincerity in education exchanges, deepen the docking of policies on education internationalization and high-level contacts, optimize the explicit and implicit contracts of education cooperation, broaden the channels of education exchanges and cooperation, integrate the strengths of education exchanges and cooperation, and increase the reciprocity of education exchanges and cooperation.

Zhang Jiming. (2022, p.23-30, 40) considered the construction of high-quality higher education system is the basis for realizing the high-quality development of higher education, and the inter-university relationship of colleges and universities is an important factor affecting the construction of higher education system, and the optimization of inter-university relationship of colleges and universities has become a perspective that cannot be ignored in the construction of higher education system. At present, the inter-university relationship in China is mainly characterized by the overall strengthening of competition and local limited cooperation, due to the lack of effective regulation, the competition is alienated from the necessary development-driving mechanism to the ecological destructive mechanism. Based on this, strengthening cooperative thinking and guiding colleges and universities to establish a new paradigm of cluster development in order to optimize the inter-college relationship has an important value for the restoration of higher education ecology and the construction of high quality of higher education system. Specifically, on the one hand, the governance of higher education should profoundly adjust its strategic direction and actively explore the governance of higher education clusters; on the other hand, all the governing bodies should collaborate and provide the necessary conditions for the governance of higher education clusters.

Cui Yanan, Wen Wen (2022, p.100-109) studied that internationalization of higher education is an important symbol and key way to build a country's cultural soft power. The study adopts a mixed research method to analyze the research

cooperation, student mobility and institutional cooperation in China-Thailand higher education cooperation and exchanges, and finds that China-Thailand higher education cooperation and exchanges have made significant progress, and the two countries have great potential for cooperation in the fields of humanities, social sciences and the arts, and the rapid development of China's economy, the favorable trend of China-Thailand economic and trade cooperation, the generous scholarship programs, and the internationalization of Chinese universities are potential growth points for attracting Thai students. There are some bottlenecks that need to be broken through, such as the attractiveness of Chinese higher education to Thai students, the limited space for Chinese and Thai universities to cooperate in higher education, and so on. In order to deepen the cooperation and exchange between Chinese and Thai higher education in the new era, it is necessary to expand the cooperation in the fields of humanities, social sciences and arts, enhance the cultural exchanges and mutual trust between China and Thailand, improve the quality of international students and their management, unswervingly take the road of internationalization of higher education, and give full play to the active role of Chinese and Thai colleges and universities in China-Thailand cooperation in higher education.

XU Qian, GAO Pengyu, LI Yajun. (2022, p.157-163) researched about cooperation between Heilongjiang Province and Russia. The Cooperative education is characterized by a large number of projects, early start, rapid development and various modes of running schools. In the new period, Heilongjiang Province should continue to make full use of the geographic advantages, and keep looking for new modes of cooperative education to innovate talent cultivation, promote the updating of means of cooperative education, realize the deployment of excellent teaching resources, stimulate the enthusiasm of students to study abroad, and cultivate high-level internationalized professionals, so as to play a demonstrative and inspirational role for the foreign cooperative education of universities in other regions.

WANG Yumeng. (2021, p.3-6) proposed that cultivating art degree talents with innovative ability and excellent character has become a top priority, which is a necessary measure to respond to the national strategy actively. Taking the quality of art degree talents training as the starting point, the paper analyzes in detail the

important initiatives and significance of some universities' training of art degree talents in terms of ideology, teamwork, facilities, external exchanges and contribution to the society from six perspectives, namely, cultivation of moral character, faculty, innovation and entrepreneurship, practice base, internationalization level and social service, in the context of the national strategy.

Hsiang-Yueh Wang. (2019, p.31-68) utilized government documents, research studies, and semi-structured interviews to investigate the theoretical foundations of internationalization and internationalization at home in Taiwanese universities. The study also explored the practical implementation of internationalization and internationalization at home in Taiwan's higher education system. Based on the findings from document analysis and interviews with Taiwanese scholars and experts, the study proposes recommendations for the future direction of Taiwan's higher education and suggests enhancements and support measures for internationalization at home. The article concludes by emphasizing the importance of achieving consensus among stakeholders regarding internationalization and internationalization at home before implementing improvements in related fields, and encourages second-generation residents to share their experiences.

Wei Yuting & Gao Changwan (2019, p.67-74). Since the mid-1990s, the Korean government has been actively promoting the internationalization of higher education in order to reverse the brain drain, narrow the trade deficit in the education sector, and improve the core competitiveness of higher education. In order to improve university rankings, obtain financial assistance from the government, and increase tuition revenue, universities have been actively cooperating with the government in implementing various strategies for internationalization of higher education. The Korean government has launched the "Study in Korea Program" to attract foreign students to improve the internationalization of the student population, set up the "21st Century Smart Korea" project to improve the level of scientific research to accelerate the pace of internationalization of scientific research, introduced outstanding foreign professors through the "World Class University Program" to strengthen the internationalization of the faculty, increased the proportion of English-medium courses to deepen the internationalization of the curriculum reform, and set

up a regional education hub to create a highland of internationalization of higher education. The internationalization of Korean higher education has been maintained at a good level, although it is still in good shape.

Chen, J., Zhang, X., & Chen, R. (2024, p.505-549) researched the worldwide comparison of international education is the main topic. The chapter begins with a working definition of international education for the sake of this chapter and an outline of international education in China. It then examines China's educational mobility from a worldwide comparative standpoint. The findings of this research, which rely on data from official yearbooks, government websites, and academic reports, show that China has successfully supported the growth of international research collaboration and education over the previous few decades. In terms of foreign campuses, international research centers, exchange programs, international faculty ratios, international joint publications, international student ratios, international student mobility, and international doctorate degrees, it also demonstrates how China has been catching up to the world's best universities. Chinese universities still have a lot of room to grow in terms of faculty and student-related metrics, especially in light of the relatively low numbers of foreign staff and students at these institutions. This chapter's second section provides an overview of the growth of international education in China from four perspectives: best practices in the field, tales of successful international partnerships, the most recent findings in the field, and a summary of the foundational principles and important regulations in the field. The present chapter posits that the advancement of international education in China has been facilitated by the consistent enhancement of pertinent policies, the reinforcement of regulatory frameworks, and the progressive refinement of China's international exchange initiatives. In order to foster cross-cultural interactions between China and the rest of the world and to produce a global workforce, international education is becoming more and more crucial.

Ngao, A. I. (2023, p.629) believed higher education internationalization is seen as a catalyst for every nation's progress. Different approaches were taken by national governments worldwide to internationalize higher education. The goal of the current study was to comprehend China's strategies for internationalizing higher

education. This study unpacked Chinese attempts to internationalizing higher education by carefully reviewing and analyzing 26 published publications. The results outlined the five primary strategies for internationalizing Chinese higher education: (i) attracting diverse and high-caliber international students by offering scholarships and providing excellent services (ii) increasing the opportunities for Chinese students to enroll in various programs overseas; (iii) partnerships or collaborations between international universities; (iv) enhancing the process of attracting top-tier foreign academics to universities and ardently pushing domestic scholars to conduct research overseas; and (v) augmenting funding allocated to higher education, global endeavors, and global initiatives such as the English language and Chinese culture programs. Subsequent research endeavors have to focus on comprehending the strategies employed by foreign nations to internationalize their higher education systems.

Li, J. (2023, p.87) focused of this chapter is China's international school curriculum. Globalization of education also results from economic globalization, which boosts the international economy and creates prospects for progress. The establishment of international schools is one of the tangible manifestations of educational globalization, which is a common element of educational reform and progress in all nations.

Yang, R. (2018, p.462) researched globalization and the internationalization of higher education of China and considered its painstaking century-long education in the West appears to be paying off. Although China still hasn't figured out how to reconcile the Western values that underpin modern universities with its cultural traditions, which are still pervasive throughout society, there are growing indications that the country's major universities may be able to assist in striking a balance between Chinese and Western ideas of a university and, consequently, achieve a cultural combination that incorporates both Western and Chinese intellectual traditions. With historical and global ramifications, this would be a major contribution to our understanding of the internationalization of higher education.

Texeira-Quiros et al. (2022, p.1-11) examined the impacts of innovation strategies, internationalization strategies, and Total Quality Management (TQM) characteristics on the organizational performance of Higher Education Institutions

(HEIs). In response to globalization and evolving demands, HEIs are seeking new quality assurance tools to enhance competitiveness. The study employed multiple linear regression analysis to explore the relationship between organizational performance (dependent variable) and TQM dimensions, innovation strategies, and internationalization strategies (independent variables). A multivariate linear regression model with nine predictors was proposed, including focus on students, data analysis, leadership commitment, continuous improvement, teacher empowerment, teacher training, innovation strategies, and internationalization approach. The findings revealed that teacher empowerment and training significantly correlate with organizational performance, along with strong relationships between internationalization and innovation strategies. This research is vital for understanding how HEIs can thrive in increasingly competitive markets, emphasizing their role in societal advancement as knowledge producers.

Alsharari, N.M. (2020, p.315-334) explored the internationalization of higher education (HE) in Jordan, utilizing a quantitative research design that includes statistical and SWOT analyses. Data were gathered from various sources, including documents, surveys, and interviews with academic staff. The findings suggest that Jordan should position itself as an "education hub" in the Middle East, addressing the skills required by globalization. The SWOT analysis highlights both opportunities and challenges, indicating that while the internationalization of HE in Jordan is still in its early stages, there are significant prospects for improvement in education quality and workforce competency. Recommendations include admitting international students and pursuing global accreditation to enhance the international standing of Jordanian universities. The study underscores the need for strategic development in HE policy to foster a more internationally competitive education system.

Abazov, R. (2021, p.1-13) examined how HEIs are involved in internationalizing education, implementing UN Agenda 2030, and assisting with the SDGs' implementation. It does this by examining the UNAI's activities at the university level as an example. In order to understand how international institutions affect internationalization, organizational culture, the creation of educational processes, and international cooperation activities at HEIs, the article first gives a brief overview of

the empirical and theoretical aspects of HEI internationalization. Second, it examines organizational instruments for internationalization by examining the global reach and operations of academic networks like UNAI as well as the influence of these networks on university internationalization. Third, it explores how the UNAI programs have affected the perception of internationalization and organizational culture at the university and provides a case study of the operations of an international university network using the example of UNAI Hub at Al-Farabi Kazakh National University.

Ubogu, R., & Orighofori, M. V. (2020, p.586-598) researched Information and communication technology (ICT) is one of the aspects that determines how globalized education is. The purpose of this research was to investigate ICT as a tactical instrument in the globalization of higher education. The research design used in the study was a descriptive survey. Using systematic and straightforward random sampling approaches, 294 lecturers—1171 male and 123 female—were chosen from six educational institutions in Delta State, Nigeria, to make up the study's sample size. Data from respondents was gathered using the correlation coefficient. The z-test, mean, and standard deviation were used for data analysis. The study's conclusions showed that information and communication technology (ICT) significantly contributed to the internationalization of higher education by facilitating collaboration and information sharing between various higher education institutions and easing the burden associated with the admissions process. Additionally, it simplified teaching and learning in higher education institutions, improving their reputation globally and lightening the workload of their personnel. The difficulties facing the internationalization of higher education through ICT have been identified, and these include inadequate funding and budgets for postsecondary institutions as well as inadequately equipped ICT infrastructure. The perceptions of male and female instructors about the importance of ICT in the internationalization of higher education did not differ significantly. It was suggested by the results that the government increase accessibility.

Tight, M. (2019, p.52-74) considered that globalization and internationalization are phrases that are becoming more and more common in literature about higher education today. They are also being utilized as frameworks for research on higher

education. The definition and applications of these terms are covered in this article, along with a documentation of their use in higher education research and a critical evaluation of the study's applicability to higher education policy. It concludes that, despite the fact that many see the increasing internationalization and globalization of higher education as a result of neo-liberal agendas, higher education institutions do play a role in promoting these trends and should be held accountable for the compromises they make in the process. It also implies that academics in higher education themselves should consider and do research outside of their national comfort zones.

Zhao, B., & Liu, S. (2023, p.132-153) consider that although China has emerged as a major destination for international students, its international higher education programs still require development. This study used Luc Boltanski's concept of everyday critique to investigate the academic difficulties faced by foreign postgraduates in China. Semi-structured interviews were used to gather data from 18 international students enrolled in two Chinese universities using a qualitative research methodology. International postgraduates frequently criticize academic challenges by pointing out that curricula lack sufficient Westernized learning content, teachers lack strong academic recognition from Western journals, diploma value is questioned, and English is not recognized as an internationalization marker in local institutions. These results are examined in the context of general guidelines for the internationalization of higher education and provide potential future consequences for this process.

Brooks, R. (2023, p.517-535) examined the current situation of higher education studies and makes the case that it is, for the most part, a dynamic field. Higher education-focused REF2021 submissions in the UK serve as proof of this, as does the growing emphasis that these institutions are placing on undertaking their own pedagogical research (somewhat driven by business imperatives). Furthermore, the field's focus has shifted toward internationalism, with more researchers working in collaboration and addressing problems outside of their own countries. The essay also contends that there are a number of "threats" associated with this increased internationalization, not the least of which is the narrow meaning of "international" that is frequently implied in our research.

Tight, M. (2022, p.239-259) believed that traditionally, the internationalization of higher education has been viewed as a modern phenomenon spearheaded by developed Western nations, wherein specific elite methods of instruction—typically offered in English—have an impact on practice throughout the world. This has involved the opening of branch campuses by their universities abroad or the recruitment of international faculty and students, particularly to the United States, Australia, the United Kingdom, and other Western countries. However, the situation is far more complicated than this, with numerous more institutional and national entities involved, acting differently at different levels, and with regionally distinct patterns. Through a thorough analysis of contemporary scholarly writing, this essay investigates the research evidence on the internationalization of higher education outside of the West. By doing this, it raises issues about whether the internationalization of higher education is a phenomenon that is genuinely global in scope and highlights the potential and challenges noted in the study literature.

To sum up, the reviewed literature emphasizes the critical role of internationalization in enhancing education management within Guangdong universities. It highlights the importance of international student mobility as a catalyst for social and educational transformation in the East Asian region, urging policymakers to adopt strategies that promote cross-border educational balance. Studies on the Guangdong-Hong Kong-Macao Greater Bay Area illustrate the need for collaborative networks among universities to optimize talent cultivation and foster regional integration. Additionally, the significance of higher education as a driver of globalization and cultural soft power is underscored, suggesting that Guangdong universities should focus on international partnerships and innovative practices. The literature also points to the necessity of adapting to global trends and utilizing technology to enhance educational quality and competitiveness, ultimately providing a comprehensive framework for improving education management in the context of internationalization.

Chapter 3

Research Methodology

This research focuses on improving and developing the education management to internationalization in Guangdong universities. To study the current situation, put forward guidelines and evaluate guidelines for improving the education management to internationalization in Guangdong universities. The researcher have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

Phase 1: The objective of this phase is to study the level of education management to internationalization in Guangdong universities

The population / Sample group

The Population

The population of this research were 424 administrators involved in education management to internationalization, from 10 universities in Guangdong province.

Table 3.1 Lists of university and population size

No	Guangdong Universities	Population
1	Xinghai Conservatory of Music	78
2	Guangzhou Academy of Fine Arts	67
3	Sun Yat-Sen University	35
4	South China Normal University	47
5	Jinan University	35
6	South China University of Technology	34
7	Guangdong University of Foreign Studies	30
8	Beijing Normal University-Hong Kong Baptist University United International College	29
9	Guangdong University of Technology	35
10	Guangzhou University	34
	Total	**424**

According to table 3.1, it showed that the data from the questionnaire part is going to be distributed and collected in the form of electronic questionnaires to the administrators of 10 universities, including Xinghai Conservatory of Music, Guangzhou Academy of Fine Arts, Sun Yat-Sen University, South China Normal University, Jinan University, South China University of Technology, Guangdong University of Foreign Studies, Beijing Normal University-Hong Kong Baptist University United International College, Guangdong University of Technology, and Guangzhou University. According to the table 3.1, population of each university also listed above.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of education management to internationalization in Guangdong universities was questionnaire. The questionnaire designed based on education management to internationalization in seven following aspects: 1) internationalized management mechanism, 2) financial support, 3) mobility of personnel, 4) educational cooperation, 5) curriculum construction, 6) talent cultivation, 7) brand building. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by classified by school, gender, age, education, and position.

Part 2: Survey about the current situation of education management to internationalization in Guangdong universities. There are 12 questions for having a sound internationalized management mechanism, 10 questions for having adequate financial support, 11 questions for having good mobility of personnel, and 10 questions for having sufficient educational cooperation, 12 questions for curriculum construction, 11 questions for talent cultivation, 11 questions for brand building, total 77 questions. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of education management to internationalization at strongly high level

4 express the level of education management to internationalization at high level

3 express the level of education management to internationalization at medium level

2 express the level of education management to internationalization at low level

1 express the level of education management to internationalization at low level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a questionnaire process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to education management to internationalization in Guangdong universities.

Step 2: Constructing the questionnaire about the current situation of education management to internationalization in Guangdong universities. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. The index of objective congruence (IOC) was 0.67.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 administrators in Guangdong universities for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient, the reliability was 0.904.

Step 6: The questionnaire was applied to 424 administrators in Guangdong universities.

Data Collection

The data collection for objective 1: to study the current situation of education management to internationalization in Guangdong universities, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 424 administrators in Guangdong universities.

Step 2: The researcher distributed the questionnaire to 424 administrators. A total of 424 questionnaires.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by the school, gender, age, education, and position.

Step 2: The current situation of education management to internationalization in Guangdong universities in seven following aspects 1) Internationalized Management Mechanism, 2) Financial Support, 3) Mobility of Personnel, 4) Educational Cooperation, 5) Curriculum Construction, 6) Talent Cultivation, and 7) Brand Building was analyzed by Mean and standard deviation.

Phase 2: the objective of this phase is to provide guidelines for improving education management to internationalization in Guangdong universities.

The population

The population

The interviewees in the research are 10 middle-level and above administrators from the above-mentioned 10 universities. The qualifications are: 1) at least 5 years of related working experience as a middle-level and above administrator. 2) have extensive working experience in education management to internationalization field in Guangdong universities. 3) educational background with a master degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two, to provide guidelines for improving education management to internationalization in Guangdong universities. The structured interview designed based on the current situation of education management to internationalization in Guangdong universities in seven following aspects: 1) Internationalized Management Mechanism, 2) Financial Support, 3) Mobility of Personnel, 4) Educational Cooperation, 5) Curriculum Construction, 6) Talent Cultivation, and 7) Brand Building. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, education background, interview date, and interview time.

Part 2: the questions about suggestion for developing the current situation of education management to internationalization in Guangdong universities in seven following aspects: 1) Internationalized Management Mechanism, 2) Financial Support, 3) Mobility of Personnel, 4) Educational Cooperation, 5) Curriculum Construction, 6) Talent Cultivation, and 7) Brand Building.

Constructing a structured interview process

The construction process of structured interview are as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to education management to internationalization of university administrators.

Step 2: Constructing the structured interview about suggestion for developing the current situation of education management to internationalization on seven aspects: 1) Internationalized Management Mechanism, 2) Financial Support, 3) Mobility of Personnel, 4) Educational Cooperation, 5) Curriculum Construction, 6) Talent Cultivation, and 7) Brand Building. Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to formulate guidelines for improving education management to internationalization in Guangdong universities., as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview the high-level administrators from 10 universities in Guangdong.

Step 2: The researcher interviews the high-level administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

The structured interview about Guidelines for Improving Education Management to Internationalization in Guangdong Universities was analyzed by content analysis.

Phase 3: the objective of this phase is to evaluate the guidelines for improving education management to internationalization in Guangdong universities.

The population

The Population

The population of this phase was 15 high-level administrators from 10 universities in Guangdong.

The experts for evaluating the suitability and feasibility of Guidelines for Improving Education Management to Internationalization in Guangdong Universities was 15 high-level administrators in Guangdong. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in universities. 2) have extensive working experience in education management to internationalization field. 3) graduated with doctor's degree. 4) academic title is associate professor or above.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, to evaluate the guidelines for improving education management to internationalization in Guangdong universities. The evaluation form designed based on evaluate the guidelines for improving education management to internationalization in Guangdong universities in seven following aspects: 1) Internationalized Management Mechanism, 2) Financial Support, 3) Mobility of Personnel, 4) Educational Cooperation, 5) Curriculum Construction, 6) Talent Cultivation, and 7) Brand Building. The evaluation form provide into two parts:

Part 1: The personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for improving education management to internationalization in Guangdong universities. The criteria for data interpretation based on a five-point Likert’s scale, as follows:

5 refers to the Suitability and feasibility of the model at the highest level

4 refers to the Suitability and feasibility of the model at a high level

3 refers to the Suitability and feasibility of the model at a medium level

2 refers to the Suitability and feasibility of the model at a low level

1 refers to the Suitability and feasibility of the model at the lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a evaluation form process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about guidelines for improving education management to internationalization in Guangdong universities.

Step 2: The evaluation form was applied to 15 high-level administrators in 10 universities in Guangdong.

Data Collection

The data collection for objective 3: to evaluate the guidelines for improving education management to internationalization in Guangdong universities, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guidelines.

Step 2: The researcher distributed the evaluation form to high-level administrators. A total of 15 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the Suitability and feasibility of the guidelines for Improving Education Management to Internationalization in Guangdong Universities is analyzed by Mean and standard deviation.

Chapter 4

Data Analysis Results

This research was to study improving education management to internationalization in Guangdong universities. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of Data Analysis
3. Results of Data Analysis

The details are as follows.

Symbol and Abbreviations

N Refer to population

n Refer to sample group

$\bar{x}$ Refer to mean value

S.D. Refer to stand deviation

Presentation of Data Analysis

Part 1: The analysis results of the personal information of the respondents, classified by school, gender, age, education, and position. The researcher presented the data by frequency and percentage.

Part 2: The analysis results of the current situation of education management to internationalization in Guangdong universities. The researcher presented the data by Mean and standard deviation.

Part 3: The analysis results of interview data about the guidelines improving education management to internationalization in Guangdong universities.

Part 4: The analysis results of the evaluation of the suitability and feasibility of improving education management to Internationalization in Guangdong Universities. The researcher presented the data by Mean and standard deviation.

Results of Data Analysis

The researcher analyzed the data in four parts as follows:

Part 1: Personal information of managers involved in education management to internationalization in Guangdong universities, classified by of the school, gender, age, education, and position. The sampling situation is shown in Table 4.1.

Table 4.1 Number and percentage of respondents

(n=424)

	Personal information	Number of people	Percentage (%)
School	Xinghai Conservatory of Music	100	23.5
	Guangzhou Academy of Fine Arts	34	8.0
	Sun Yat-Sen University	41	9.6
	South China Normal University	41	9.6
	Jinan University	34	8.0
	South China University of Technology	33	7.7
	Guangdong University of Foreign Studies	32	7.5
	Beijing Normal University-Hong Kong Baptist University United International College	33	7.7
	Guangdong University of Technology School	33	7.7
	Guangzhou University	43	10.1
	total	**424**	**100**
Gender	Male	205	48.35%
	Female	219	51.65%
	total	**424**	**100**
Age	25 years old or below	101	23.82%
	26 to 35	46	10.85%
	36 to 45	112	26.42%
	46 to 55	96	22.64%
	56 years old or up	69	16.27%
	total	**424**	**100**

Table 4.1 (Continue)

(n=424)

	Personal information	Number of people	Percentage (%)
Education	Bachelor degree	90	21.23%
	Master's degree	170	40.09%
	Doctoral degree	164	38.68%
	total	**424**	**100**
Position	Teaching assistant	58	13.68%
	lecturer or Assistant Professor;	10	2.36%
	Associate professor;	165	38.92%
	Professor	191	45.05%
	total	**424**	**100**

According to Table 4.1, the distribution of respondents' schools shows that male respondents for 205 people accounted for 48.35%, and female respondents for 219 people accounted for 51.65%. Respondents' age distribution is as follows: 101 people accounted for 23.82% are between 25 years old or below, 46 people accounted for 10.85% are between 26-35 years old, 112 people accounted for 26.42% are between 36-45 years old, 96 people accounted for 22.64% are between 46-55 years old, and 69 people accounted for 16.27% are 56 years old or older.

In terms of educational background, 90 people accounted for 21.23% of respondents hold a bachelor's degree, 170 people accounted for 40.09% hold a master's degree, and 164 people accounted for 38.68% hold a doctoral degree.

The professional titles of respondents are as follows: 58 people accounted for 13.68% are teaching assistants, 10 people accounted for 2.36% are lecturers or assistant professor, 165 people accounted for 38.92% are associate professors, and 191 people accounted for 45.05% are professors.

Part 2: The analysis results of current situation of education management to internationalization in Guangdong universities. The researcher presented the data by Mean and standard deviation.

Table 4.2 The average and standard deviation of the current situation of education management to internationalization in Guangdong universities in seven aspects

(n = 424)

NO	education management to internationalization in Guangdong universities	$\bar{x}$	S.D.	Level	Order
1	Internationalized Management Mechanism	4.11	.733	High	2
2	Financial Support	4.03	.731	High	6
3	Mobility of Personnel	4.08	.744	High	4
4	Educational Cooperation	4.14	.739	High	1
5	Curriculum Construction	4.01	.768	High	7
6	Talent Cultivation	4.09	.740	High	3
7	Brand Building	4.05	.697	High	5
	Total	**4.07**	**.738**	**High**	

According to Table 4.2, the data showed that the current situation of education management to internationalization in Guangdong universities in seven aspects was at a high level ($\bar{x}$=4.07). Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest level was Educational Cooperation ($\bar{x}$=4.14), followed by Internationalized Management Mechanism ($\bar{x}$=4.11), followed by Talent Cultivation ($\bar{x}$=4.09), followed by Mobility of Personnel ($\bar{x}$=4.08), followed by Brand Building ($\bar{x}$=4.05), followed by Financial Support ($\bar{x}$=4.03), and Curriculum Construction was the lowest level ($\bar{x}$=4.01).

Table 4.3 Analysis result of the current situation of education management to internationalization in Guangdong universities in Internationalized Management Mechanism

(n = 424)

No	Internationalized Management Mechanism	$\bar{x}$	S.D.	Level	Order
1	Administrators include internationalization management and enhancement in their universities' overall development plans.	3.92	.675	High	12
2	Administrators develop internationalization management mechanism to facilitate the implementation of policies, practices and procedures for internationalization.	4.08	.688	High	7
3	Administrators have specialized internationalization management departments or management teams in universities.	3.96	.837	High	11
4	Administrators have formulated scientific internationalization development goals, management systems, and development plans.	4.13	.776	High	5
5	Administrators clearly emphasize the long-term and short-term development goals in the internationalization management mechanism.	4.22	.757	High	3
6	Administrators have established good partnerships and cooperation with international organizations.	4.09	.663	High	6
7	Administrators implement international cross-cultural exchange practices.	4.26	.670	High	1
8	Administrators have created a system for managing international activities and operations.	4.25	.780	High	2

Table 4.3 (Continue)

(n = 424)

No	Internationalized Management Mechanism	$\bar{x}$	S.D.	Level	Order
9	Administrators have integrated global perspectives and practices into the internationalized management mechanism and cultural operations of the organization.	4.08	.811	High	8
10	Administrators ensure internationalization management mechanism effective and efficient Internalization.	4.08	.581	High	9
11	Administrators regularly assess and evaluate the effectiveness of the internationalization management mechanism, making necessary adjustments and improvements to ensure its continuous enhancement.	3.99	.687	High	10
12	Administrators allocate sufficient resources under the framework of internationalization management mechanism, to support the implementation and sustainability of the mechanism.	4.21	.723	High	4
	Total	**4.11**	**.733**	**High**	

According to Table 4.3, the data showed that current situation of education management to internationalization in Guangdong universities in internationalized management mechanism was at high level ($\bar{x}$= 4.11). Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest level was administrators implement international cross-cultural exchange practices ($\bar{x}$= 4.26), followed by administrators have created a system for managing international activities and operations ($\bar{x}$=4.25), and the administrators include internationalization management and enhancement in their universities' overall development plans was the lowest level ($\bar{x}$=3.92).

Table 4.4 Analysis result of the current situation of the current situation of education management to internationalization in Guangdong universities in Financial Support

(n = 424)

No	Financial Support	$\bar{x}$	S.D.	Level	Order
1	Administrators in universities have a well-established financial management system.	3.88	.798	High	10
2	Administrators provide sufficient financial support for the internationalization of education management.	4.08	.716	High	3
3	Administrators financially support the implementation of internationalization strategies, policies and activities in the field of education.	3.99	.860	High	8
4	Administrators financially support for the development of international partnerships.	4.12	.756	High	2
5	Administrators ensure financial support promotes intercultural exchange.	3.96	.671	High	9
6	Administrators ensure financial support to provides opportunities for students and faculty to participate in international experiences.	4.07	.589	High	4
7	Administrators financial support guarantees the costs of work related to the internationalization of education management, such as travel, projects, and personnel expenses.	4.15	.653	High	1
8	Administrators financial support guarantees the adequacy of teaching and learning resources.	4.02	.770	High	5
9	Administrators Financial support ensures the effective implementation of the internationalization strategy.	4.02	.690	High	6

Table 4.4 (Continue)

(n = 424)

No	Financial Support	$\bar{x}$	S.D.	Level	Order
10	Administrators financial support improves the quality of higher education by enhancing global participation.	4	.735	High	7
	Total	**4.03**	**.731**	**High**	

According to Table 4.4, the data showed that current situation of the current situation of education management to internationalization in Guangdong universities in Financial Support in financial support was at a high level ($\bar{x}$ = 4.03). Among them, "Administrators financial support guarantees the costs of work related to the internationalization of education management, such as travel, projects, and personnel expenses." ($\bar{x}$ =4.15) are the highest score and ranked top one. The rest were followed, and "Administrators in universities have a well-established financial management system" enjoyed the lowest score. ($\bar{x}$ = 2.99).

Table 4.5 Analysis result of the current situation of education management to internationalization in Guangdong universities in Mobility of Personnel

(n=424)

No	Mobility of Personnel	$\bar{x}$	S.D.	Level	Order
1	Administrators have make policies in place to encourage two-way staff exchanges.	4.09	.750	High	7
2	Administrators ensure to have good staff mobility mechanisms for the international and rational movement of individuals between higher education institutions or organizations.	4.13	.693	High	5
3	Administrators consider mobility of personnel, including administrators, teachers, researchers, administrators, students, and sometimes senior administrative leaders.	3.91	.861	High	11
4	Administrators consider mobility of personnel is a two-way flow, including outflow and inflow of staff.	4.22	.723	High	2
5	Administrators believe mobility of personnel is to promote academic and cultural exchanges.	4.04	.857	High	8
6	Administrators consider mobility of personnel fosters research collaboration.	3.97	.776	High	9
7	Administrators consider mobility of personnel builds global competencies among students and staff.	4.13	.725	High	4
8	Administrators believe mobility of personnel takes many forms, including short- and long-term programs such as short-term visits, study abroad programs, research collaborations and long-term assignments.	4.17	.605	High	3

Table 4.5 (Continue)

(n = 424)

No	Mobility of Personnel	$\bar{x}$	S.D.	Level	Order
9	Administrators believe mobility of personnel contributes to the internationalization of the exchange of knowledge and ideas.	3.93	.699	High	10
10	Administrators facilitate mobility of personnel aims at contributing to the improvement of the quality of higher education.	4.09	.693	High	6
11	Administrators actively seek to evaluate and improve their mobility of personnel programs, including gathering feedback from participants, monitoring program outcomes, and making adjustments as needed to ensure ongoing effectiveness and relevance.	4.25	.677	High	1
	Total	**4.08**	**.744**	**High**	

According to Table 4.5, the data showed that the current situation of education management to internationalization in Guangdong universities in Mobility of Personnel was at a high level ($\bar{x}$ = 4.08). From the above results, the highest score was given to "Administrators actively seek to evaluate and improve their mobility of personnel programs, including gathering feedback from participants, monitoring program outcomes, and making adjustments as needed to ensure ongoing effectiveness and relevance" ($\bar{x}$=4.25), while the lowest score was given to" Administrators consider mobility of personnel, including administrators, teachers, researchers, administrators, students, and sometimes senior administrative leaders" ($\bar{x}$ = 3.91).

Table 4.6 Analysis result of the current situation of education management to internationalization in Guangdong universities in Educational Cooperation

(n=424)

No	Educational Cooperation	$\bar{x}$	S.D.	Level	Order
1	Administrators incorporate education internationalization cooperation into their overall development planning outlines.	4.08	.715	High	6
2	Administrators at universities carry out high-level educational cooperation.	4.28	.705	High	2
3	Administrators carry out various types of educational cooperation, such as school-enterprise cooperation, school-school cooperation, cooperation between schools and performing arts troupes, etc.	4.02	.710	High	9
4	Administrators promote the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation.	4.02	.671	High	10
5	Administrators help to promote the quality of higher education through high level educational cooperation.	4.21	.788	High	3
6	Administrators believe educational cooperation includes joint project research.	4.07	.764	High	8
7	Administrators consider educational cooperation aims to promote diversity development in the exchange of teachers and students.	4.19	.745	High	4
8	Administrators facilitate educational cooperation aims to share educational and practical resources.	4.08	.809	High	7

Table 4.6 (Continue)

(n = 424)

No	Educational Cooperation	$\bar{x}$	S.D.	Level	Order
9	Administrators consider educational cooperation to promote mutual understanding and respect among different cultures and societies.	4.32	.697	High	1
10	Administrators believe that educational cooperation enhances their international partnership, improve their competitiveness and promote the globalization of higher education.	4.19	.700	High	5
	Total	**4.14**	**.739**	**High**	

According to Table 4.6, the data showed that the current situation of education management to internationalization in Guangdong universities in Educational Cooperation was at a high level ($\bar{x}$ = 4.14). From the results of the study, the highest score was given to "Administrators consider educational cooperation to promote mutual understanding and respect among different cultures and societies" ($\bar{x}$=4.32), and the lowest score was given to "Administrators promote the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation" ($\bar{x}$=4.02).

Table 4.7 Analysis result of the current situation of education management to internationalization in Guangdong universities in Curriculum Construction (n=424)

No	Curriculum Construction	$\bar{x}$	S.D.	Level	Order
1	Administrators are able to formulate appropriate plans and objectives for curriculum development according to the internationalization development strategy of the university.	3.92	.853	High	11
2	Administrators are able to actively explore and introduce internationalized educational concepts and methods to provide innovative ideas and directions for curriculum development.	4	.877	High	6
3	Administrators ensure curriculum construction involve the process of designing and developing educational programs that are in line with international standards and best practices of higher education institutions.	4.03	.809	High	4
4	Administrators ensure curriculum construction and development takes into account specific cultural, social and economic factors.	4.01	.818	High	5
5	Administrators in universities formulate curriculum construction covers both undergraduate and postgraduate students.	4.20	.622	High	2
6	Administrators formulate curriculum construction appropriately aligned with the learning objectives of the university courses at all levels and the content is developed accordingly.	4.09	.634	High	3

Table 4.7 (Continue)

(n=424)

No	Curriculum Construction	$\bar{x}$	S.D.	Level	Order
7	Administrators formulate curriculum construction includes the development of rational and effective teaching and learning methods.	3.93	.784	High	10
8	Administrators formulate curriculum construction is designed to assess student progress and learning outcomes.	4.22	.809	High	1
9	Administrators focus on strengthening teacher training and mentoring to enhance the capacity of universities to develop and teach internationalized curricula.	3.99	.727	High	7
10	Administrators highlight internationalization of curriculum construction helps to enhance students' global competitiveness.	3.94	.712	High	8
11	Administrators prioritize the integration of interdisciplinary and cross-cultural perspectives into the curriculum, to provide students with a comprehensive understanding of global issues and prepare them for diverse career paths.	3.93	.720	High	9
12	Administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience.	3.90	.775	High	12
	Total	**4.01**	**.773**	**High**	

According to Table 4.7, the data showed that current situation education management to internationalization in Guangdong universities in Curriculum Construction was at high level ($\bar{x}$ =4.01). From the results of the study, the highest score was given to "Administrators formulate curriculum construction is designed to assess student progress and learning outcomes" ($\bar{x}$ =4.22), and the lowest score was given to "Administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience" ($\bar{x}$ =3.90).

Table 4.8 Analysis result of the current situation of education management to internationalization in Guangdong universities in Talent Cultivation

(n=424)

No	Talent Cultivation	$\bar{x}$	S.D.	Level	Order
1	Administrators ensure to have a perfect international talent training education system at universities.	3.87	.754	High	11
2	Administrators emphasize on the overall development mechanism of talent training.	4.06	.796	High	7
3	Administrators in universities provide the necessary knowledge, skills and attitudes for talent growth.	4.35	.656	High	1
4	Administrators have formulated a scientific model for internationalization and enhancement of talent training.	4.16	.736	High	4
5	Administrators develop diversified talent training development strategies to accommodate different types of students.	4.04	.812	High	8
6	Administrators provide an intercultural learning environment for talents.	4.12	.720	High	5
7	Administrators provide opportunities for talents to learn foreign language skills.	4.04	.726	High	9

Table 4.8 (Continue)

(n = 424)

No	Talent Cultivation	$\bar{x}$	S.D.	Level	Order
8	Administrators ensure to cover a wide range of talent training, including undergraduate and graduate students, and actively promote interaction and exchange between undergraduate and graduate students to facilitate the full implementation of internationalized talent training.	4.18	.605	High	2
9	Administrators seek to improve the quality of talent training.	4.18	.679	High	3
10	Administrators lay emphasis on cultivate talents who can adapt to various internationalized environments, enhance their international competitiveness, and make positive contributions to the global society.	3.92	.733	High	10
11	Administrators prioritize the development of soft skills, such as communication, teamwork, and Suitability, in addition to technical skills, to prepare talents for success in diverse international environments.	4.11	.809	High	6
	Total	**4.09**	**.740**	**High**	

According to Table 4.8, the data showed that the current situation of education management to internationalization in Guangdong universities in Talent Cultivation was at high level ($\bar{x}$=4.09). Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest level was "Administrators in universities provide the necessary knowledge, skills and attitudes for talent growth" ($\bar{x}$=4.35), and "Administrators ensure to have a perfect international talent training education system at universities" ($\bar{x}$= 3.87).

Table 4.9 Analysis result of the current situation of education management to internationalization in Guangdong universities in Brand Building

(n=424)

No	Brand Building	$\bar{x}$	S.D.	Level	Order
1	Administrators set clear brand building goals and plans to ensure the scientific and effective brand building.	3.95	.699	High	10
2	Administrators are committed to building strong, distinctive internationalized brand programs.	3.99	.721	High	8
3	Administrators develop a strong international reputation for universities through brand building.	4.01	.597	High	7
4	Administrators strive to build the "Study in China" brand program.	4.14	.694	High	2
5	Administrators strengthen cooperation with important domestic and international media and organizations to expand the influence of the university's brand.	3.90	.802	High	11
6	Administrators strengthen the construction of campus culture and brand image to improve the overall brand image value of the university.	4.12	.720	High	4
7	Administrators can actively promote the university's internationalized features and advantages, and increase the awareness and understanding of the university among students and teachers at home and abroad.	4.2	.650	High	1

Table 4.9 (Continue)

(n = 424)

No	Brand Building	$\bar{x}$	S.D.	Level	Order
8	Administrators are able to strengthen the service and management of international students, improve their study experience and satisfaction, and enhance the reputation of the university brand.	4.03	.701	High	6
9	Administrators are able to enhance their social responsibility and public welfare participation rate to improve their social image and reputation.	3.98	.681	High	9
10	Administrators attract more international students through brand building and enhance their competitiveness in the global marketplace.	4.14	.670	High	3
11	Administrators should regularly evaluate and adjust their brand building strategies to ensure they are meeting their goals and staying relevant in a rapidly changing global landscape.	4.04	.650	High	5
	Total	**4.05**	**.697**	**High**	

According to Table 4.9, the data showed that the current situation of education management to internationalization in Guangdong universities in Brand Building was at high level ($\bar{x}$= 4.05). From the results of the study, the highest score was given to "Administrators can actively promote the university's internationalized features and advantages, and increase the awareness and understanding of the university among students and teachers at home and abroad." ($\bar{x}$=4.2), and the lowest score was given to "Administrators strengthen cooperation with important domestic and international media and organizations to expand the influence of the university's brand"($\bar{x}$=3.9).

To summarize, the results derived from the questionnaire show that the interviewees generally believe that the current situation of education management to internationalization in Guangdong universities is at a high level, but there is still a distance from the full score of 5. This distance calls for an in-depth study on how to improve education management to internationalization in Guangdong universities and propose guidelines accordingly. Based on the results obtained from the questionnaire on the current status of the study, the researcher designed an interview outline to conduct interviews from seven aspects, including 1) Internationalized Management Mechanism, 2) Financial Support, 3) Mobility of Personnel, 4) Educational Cooperation, 5) Curriculum Construction, 6) Talent Cultivation, and 7) Brand Building, with a view to supplementing the results of the questionnaire.

Part 3: The analysis results about the interview contents about the guidelines for improving education management to internationalization in Guangdong Universities.

Table 4.10 Personal information of the interviewee

Interviewees	Education Background	Interview Date	Interview Time
Interviewee 1	Education: Doctor's degree Expertise: Educational leadership and management Post: division head Work experience:12 years	Jan 28, 2024	9:00 am GMT +7 40minutes
Interviewee 2	Education: Doctor's degree Academic title: Associate professor Work experience:16 years	Jan 30, 2024	11:00 am GMT +7 37minutes
Interviewee 3	Education: Master's degree Academic title: Professor Work experience:15 years	Jan 30, 2024	9:50 am GMT +7 47minutes

Table 4.10 (Continue)

Interviewees	Education Background	Interview Date	Interview Time
Interviewee 4	Education: Doctor's degree Academic title: Professor Work experience:18 years	Feb 2, 2024	10:00 am GMT +7 35 minutes
Interviewee 5	Education: Master's degree Academic title: Associate professor Work experience: 16 years	Feb 3, 2024	10:00 am GMT +7 32 minutes
Interviewee 6	Education: Master's degree Academic title: Associate professor Work experience: 10 years	Feb 5, 2024	9:00 am GMT +7 32 minutes
Interviewee 7	Education: Master's degree Academic title: Associate professor Work experience: 23 years	Feb 7, 2024	8:10 am GMT +7 31 minutes
Interviewee 8	Education: Doctor's degree Academic title: Associate professor Work experience: 19 years	Jan 29, 2024	4:00 pm GMT +7 41 minutes
Interviewee 9	Education: Master's degree Academic title: Associate professor Work experience:14 years	Feb 8, 2024	2:00 pm GMT +7 36minutes
Interviewee 10	Education: Master's degree Academic title: Associate professor Work experience:18 years	Feb 9, 2024	10:00 am GMT +7 38 minutes

Regarding the content of Internationalized Management Mechanism, Financial Support, Mobility of Personnel, Educational Cooperation, Curriculum Construction, talent cultivation, and brand building, the research interviewed the above mentioned experts related to the education administration to internationalization in Guangdong universities. They shared their perspectives and gave their own advice on How to improve their counterparts, utilizing their extensive personal experience in this field.

All the seven parts play a pivotal role in bolstering universities' reputation, competitiveness, and global influence. Expert recommendations underscore the necessity of clear policies and mechanisms for internationalization management, strategic goal setting, faculty training, diversified cooperation networks, intercultural communication, quality assurance, data-driven decision-making, and campus culture cultivation. These recommendations collectively address policy, strategy, faculty development, cultural understanding, and quality assurance, crucial for fostering collaboration, improving academic quality, and creating a globally competitive environment. Financial management emerges as a cornerstone, ensuring efficient resource utilization and providing a solid foundation for international projects. Mobility, educational cooperation, curriculum development, talent development, brand building, industry collaboration, and policy support further amplify universities' internationalization efforts, emphasizing the significance of practical education, cross-cultural communication, and global engagement. Through comprehensive implementation of these recommendations, universities can enhance their international standing, strengthen global connections, and realize their full potential in the ever-evolving landscape of higher education.

Through conversations with 10 Interviewees, combined with literature review and questionnaire data, researcher propose the following development guidelines:

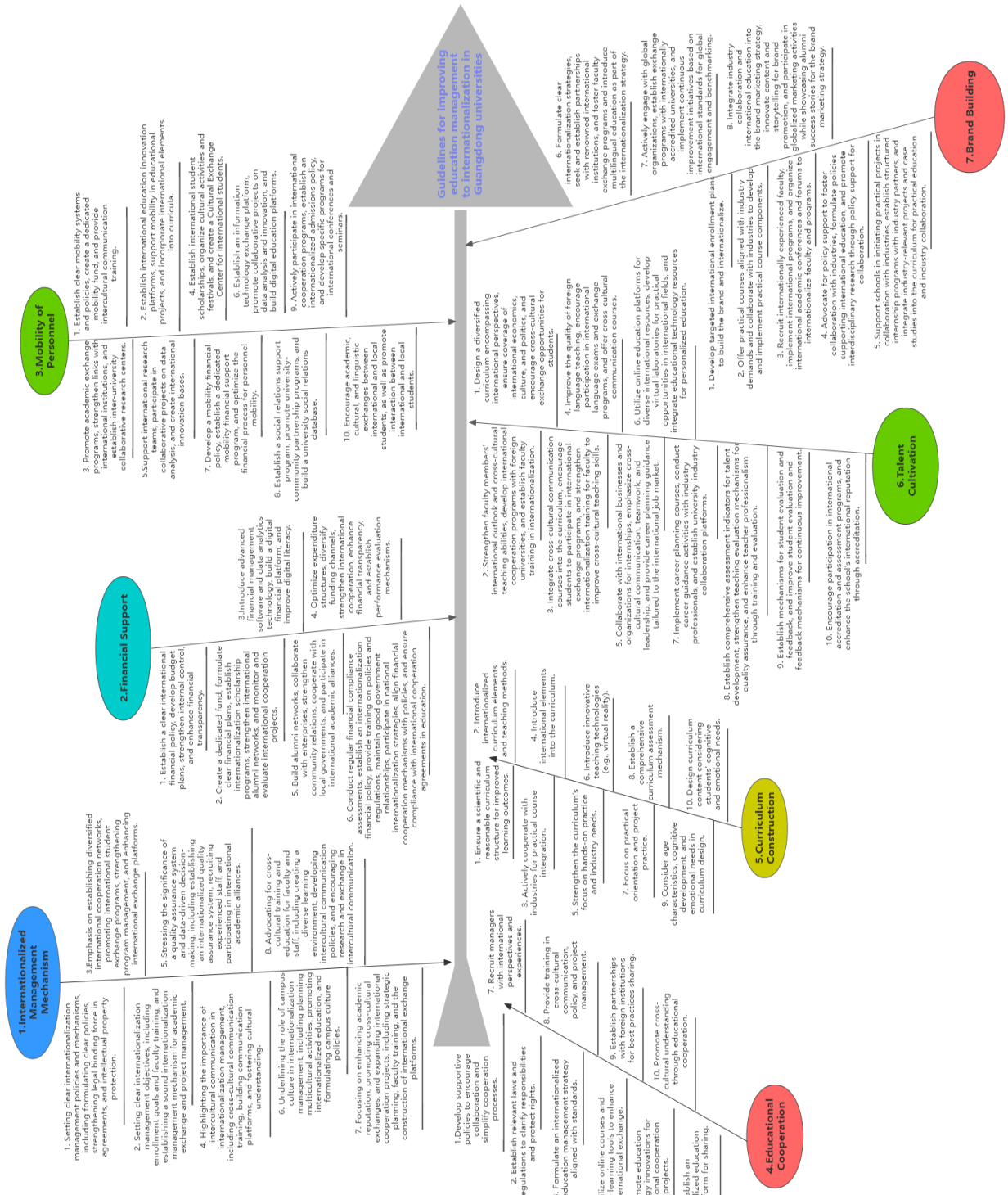

Figure 4.1 The guidelines for improving education management to internationalization in Guangdong universities

The guidelines for improving education management to internationalization in Guangdong universities is now shown detail as follows:

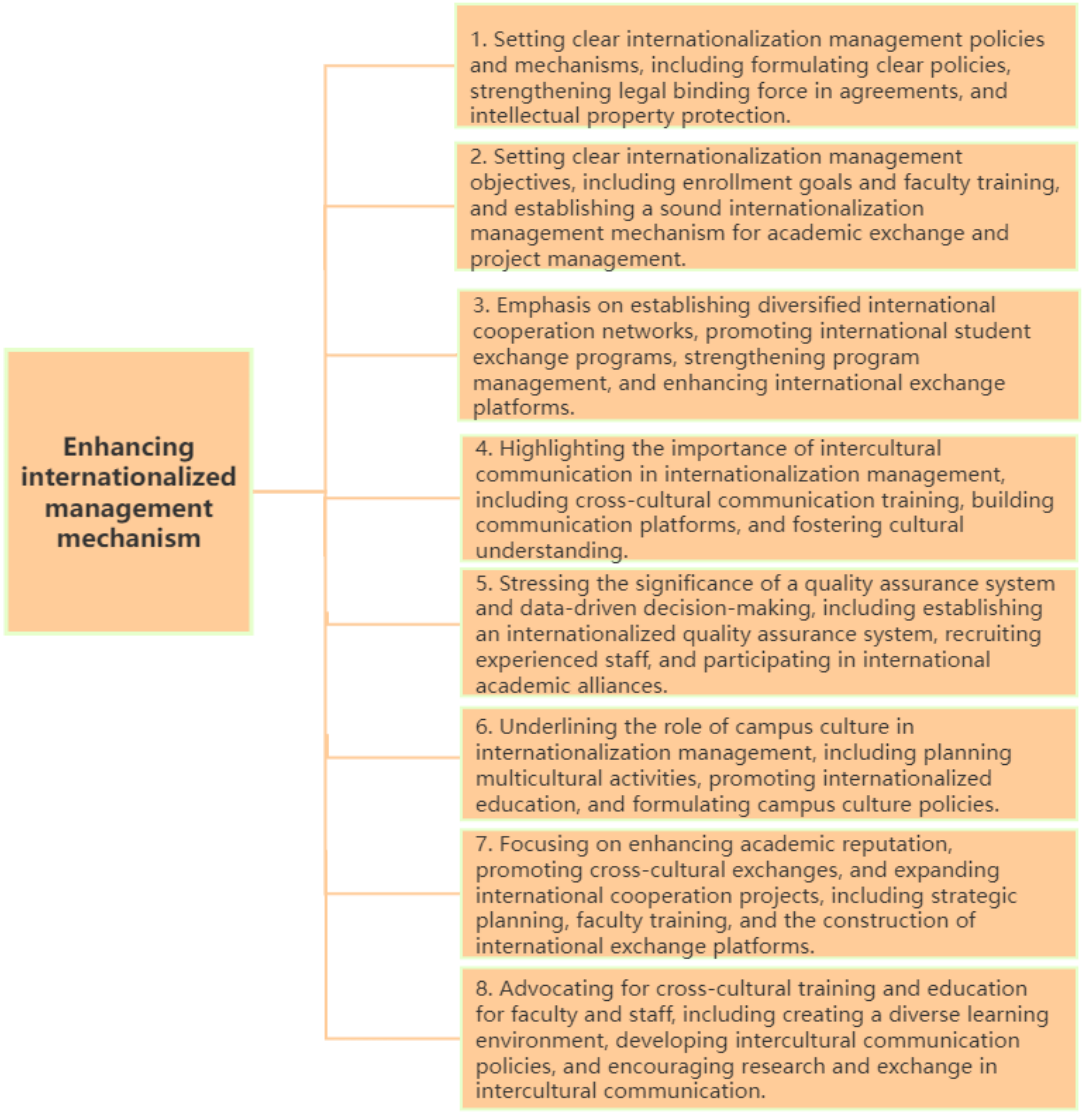

Figure 4.2 Enhancing internationalized management mechanism

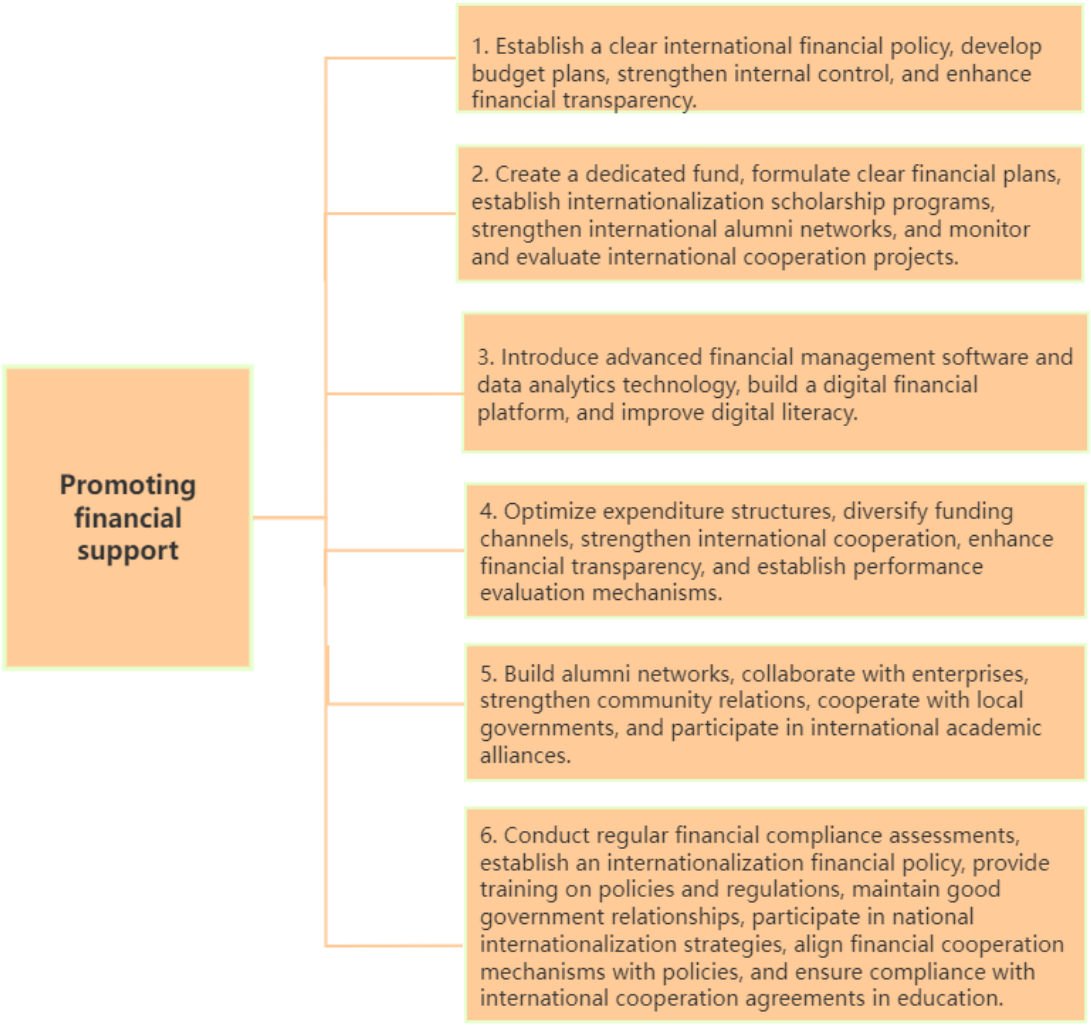

Figure 4.3 Promoting financial support

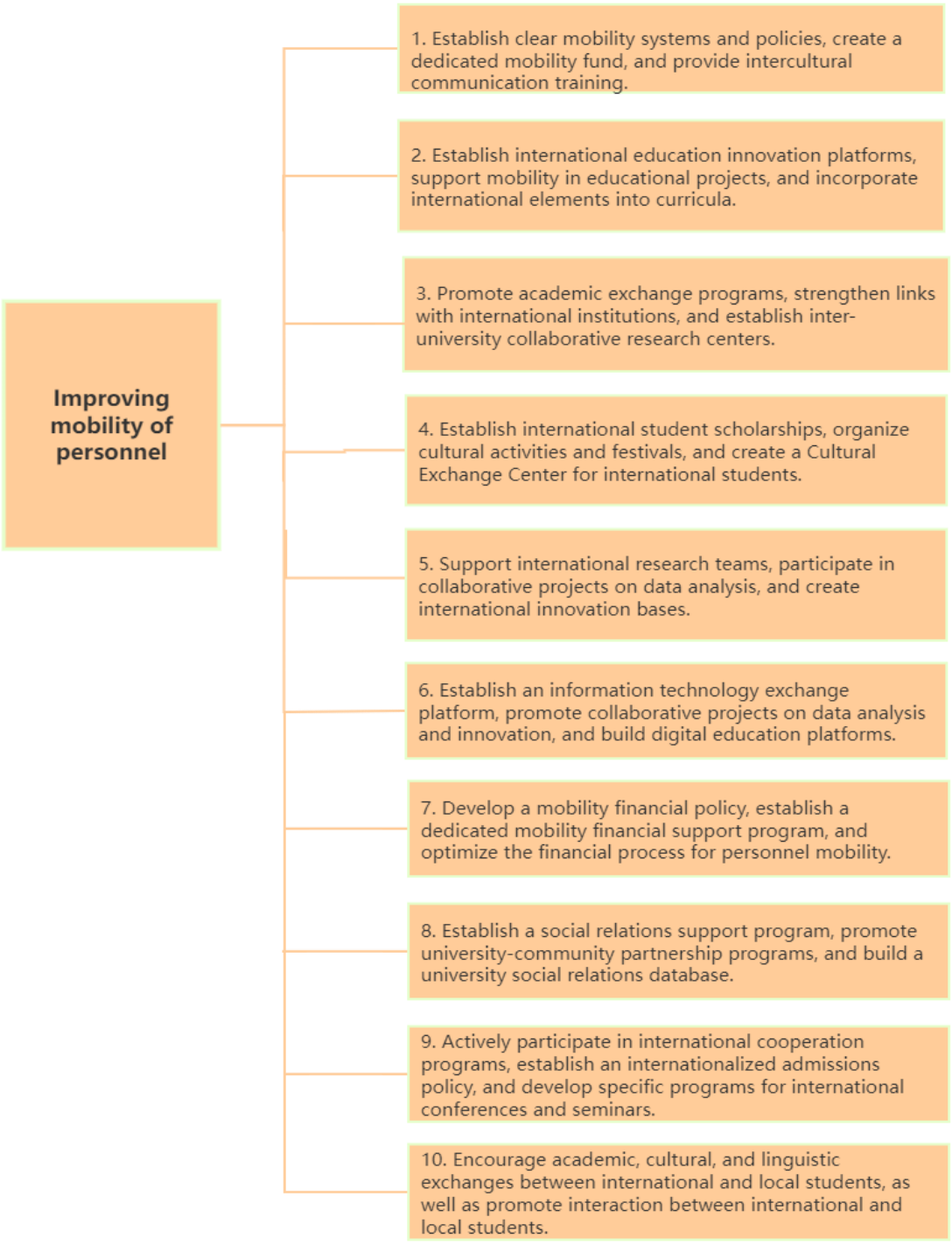

Figure 4.4 Improving mobility of personnel

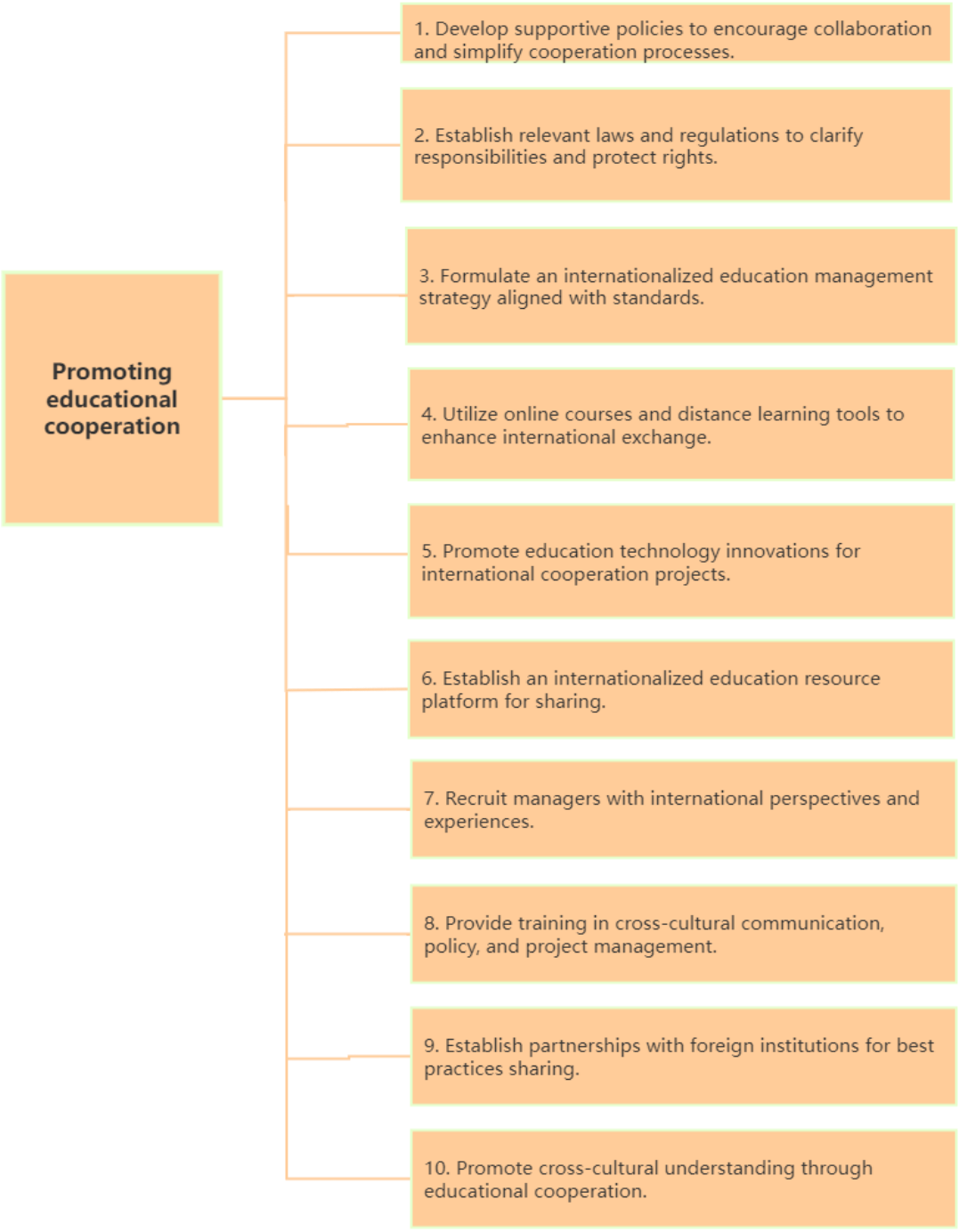

Figure 4.5 Promoting educational cooperation

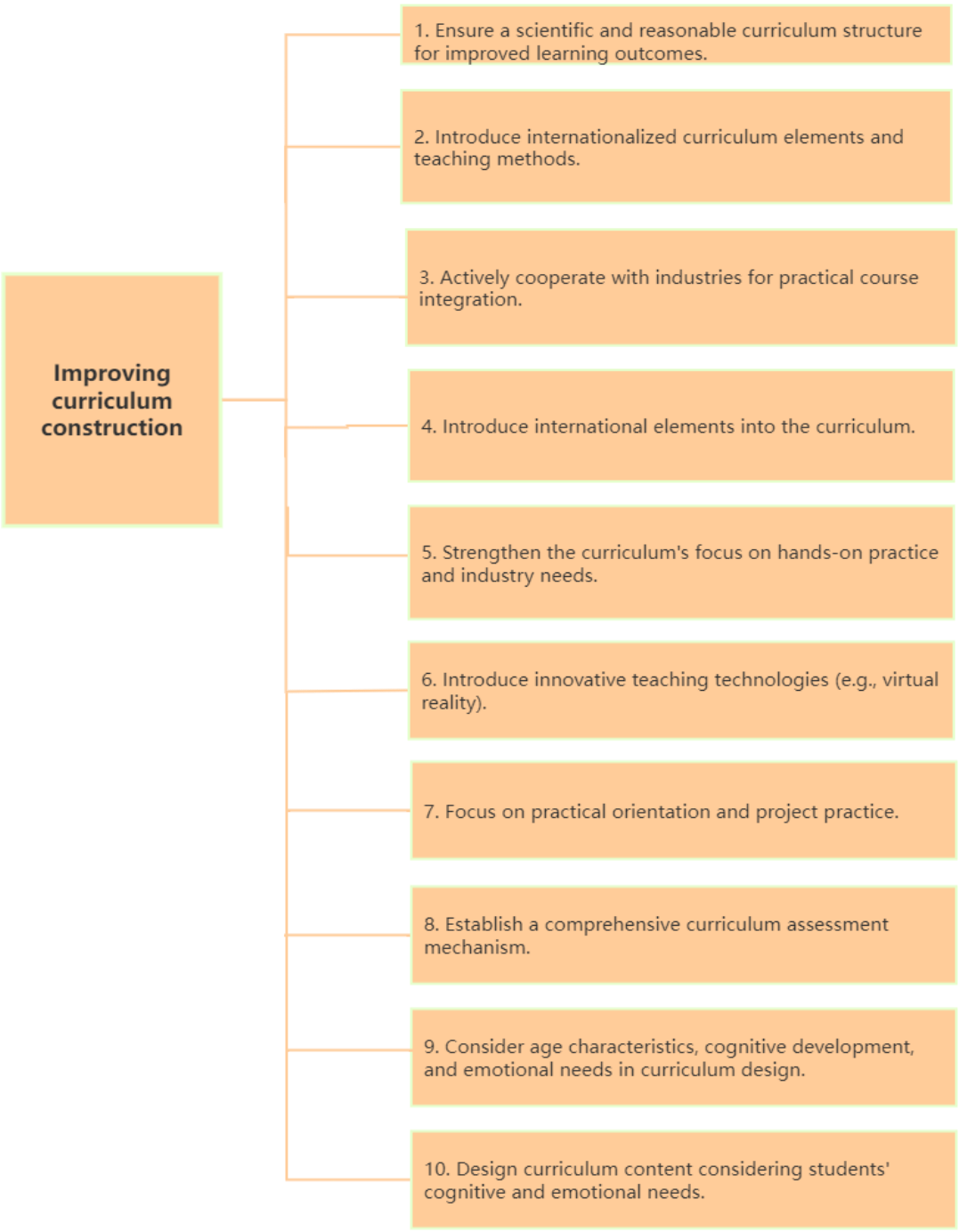

Figure 4.6 Improving curriculum construction

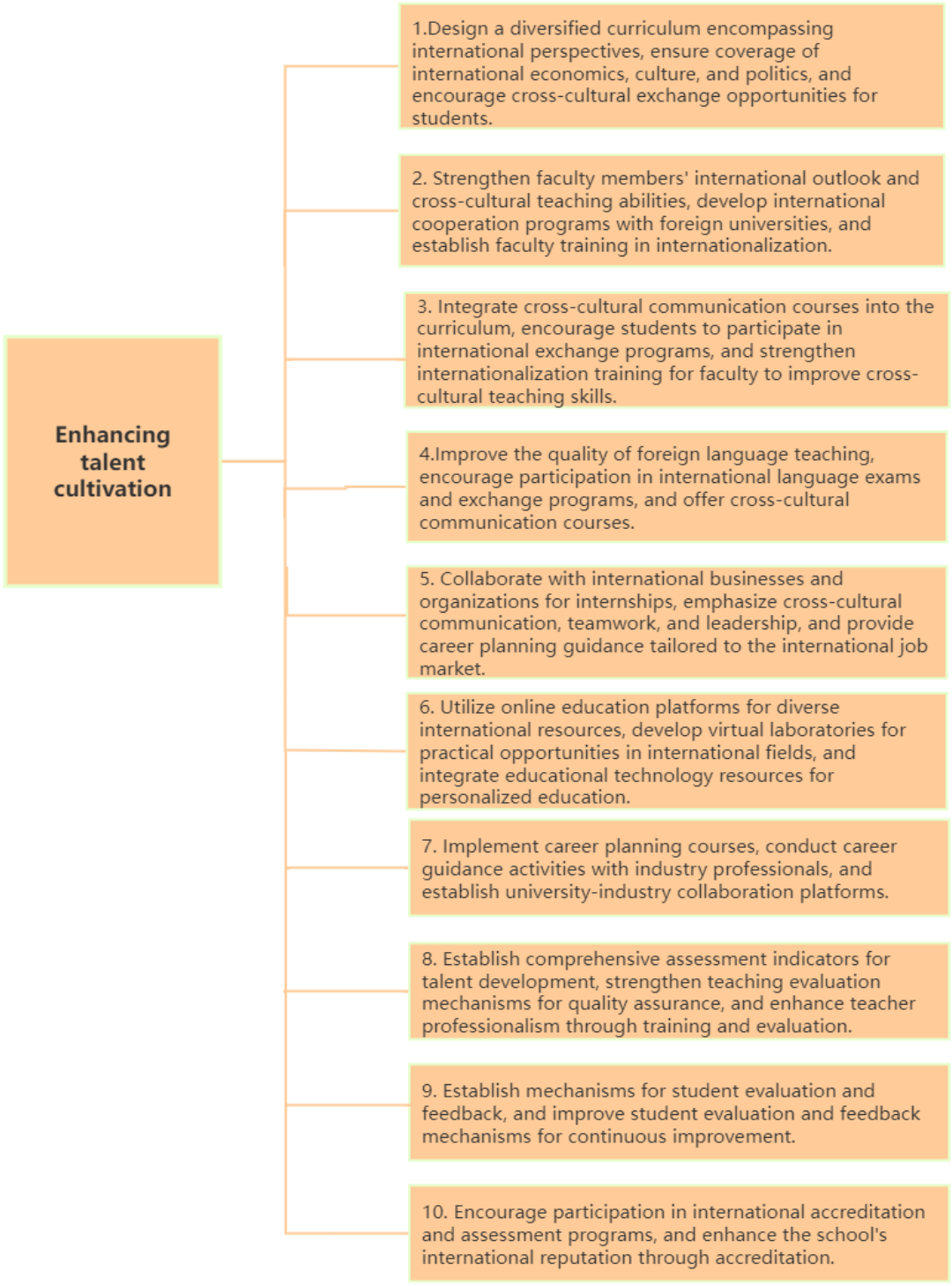

Figure 4.7 Enhancing talent cultivation

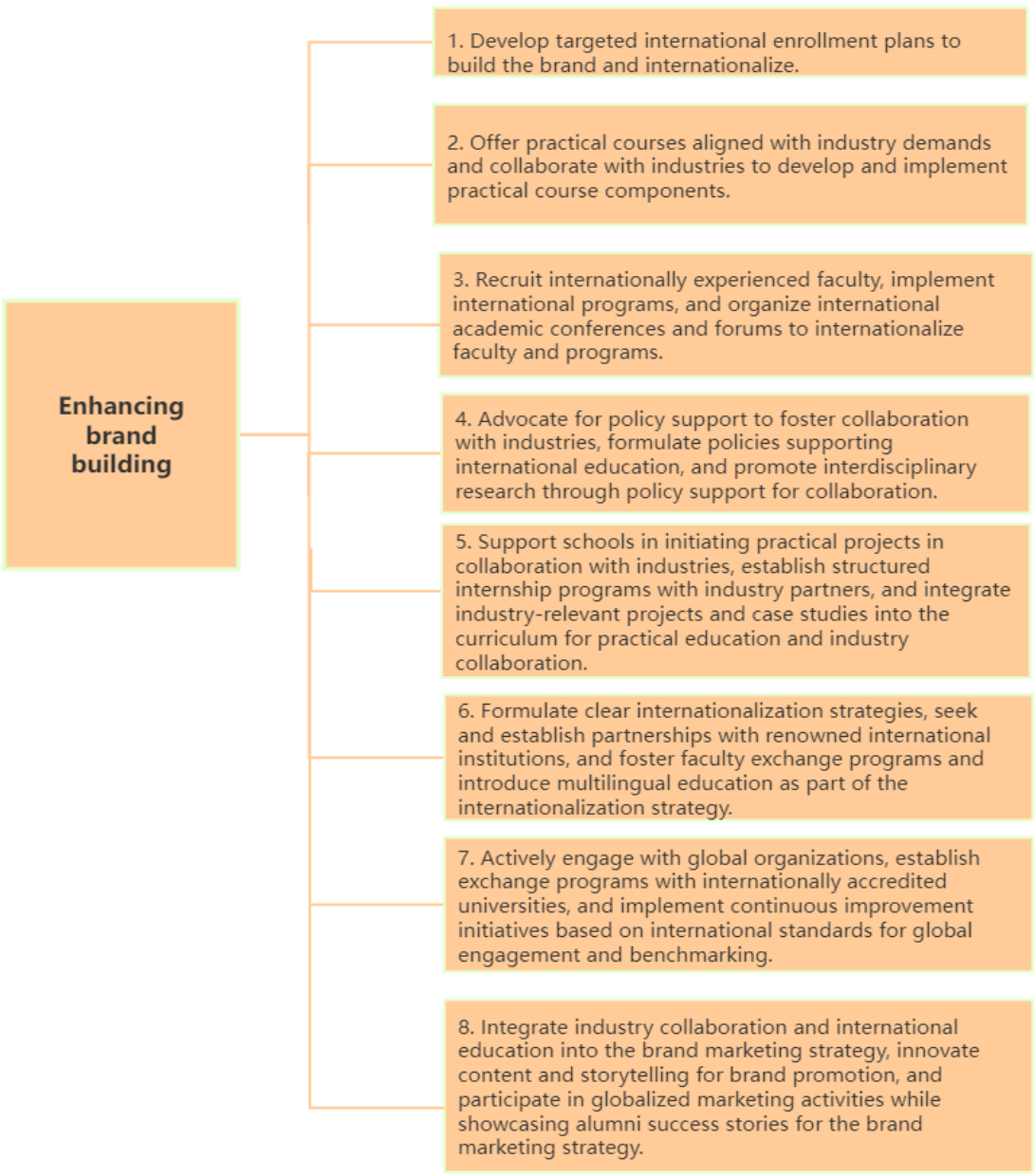

Figure 4.8 Enhancing brand building

According to Figure 4.1 to Figure 4.8, the researcher proposed the guidelines for improving education management to internationalization in Guangdong universities was seven aspects, which contain 62 measures. There are 8 measures to enhance internationalized management mechanism of Guangdong Universities, 6 measures to promote the financial support of Universities in Guangdong, 10 measures to promote the mobility of personnel in universities in Guangdong, 10 measures to promote the educational cooperation in universities in Guangdong, 10 measures to improve curriculum construction in Guangdong universities, 10 measures to enhance talent cultivation in Guangdong universities, and 8 measures to improve brand building in universities in Guangdong. The framework of the guidelines is as follows:

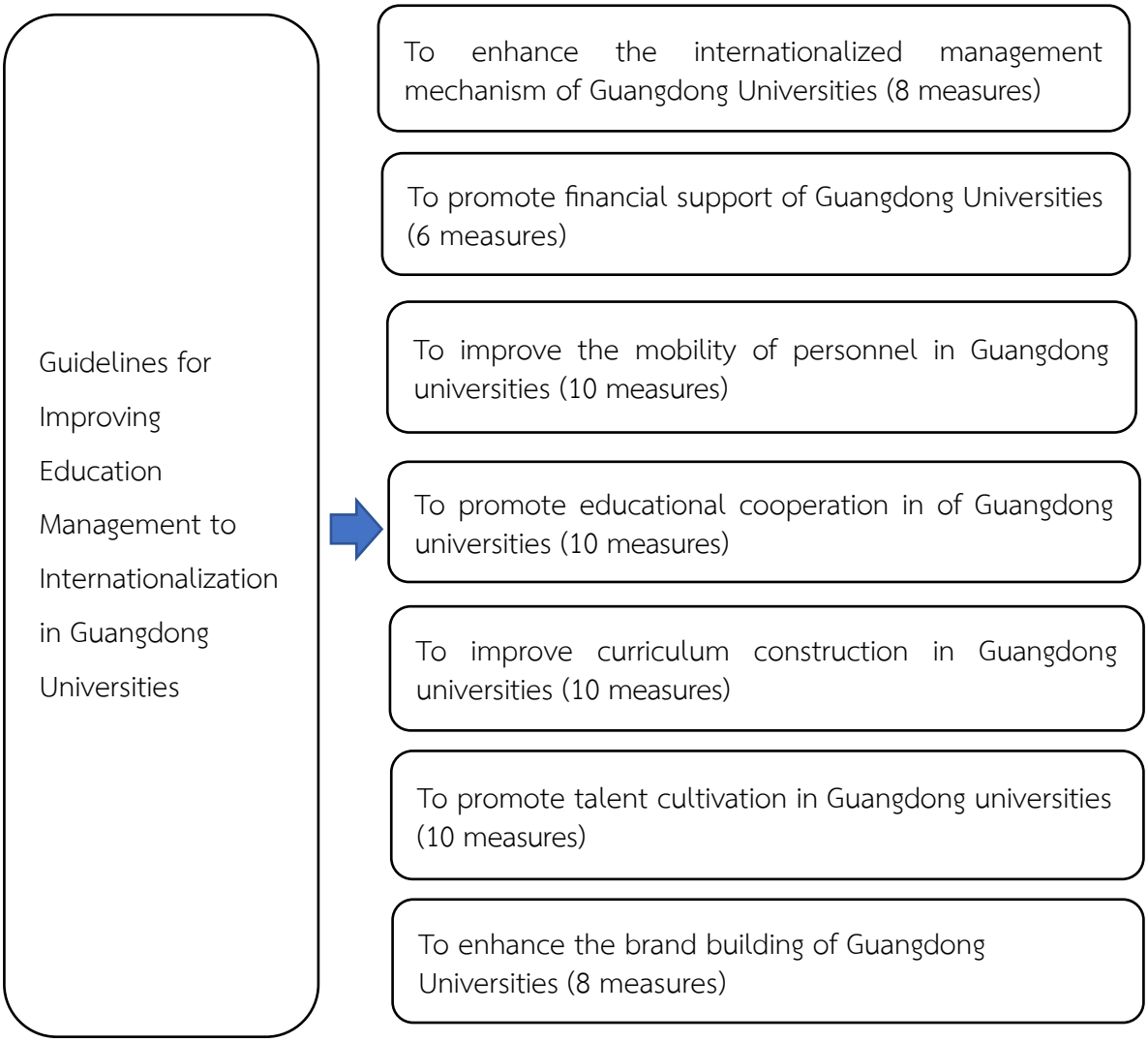

Figure 4.9 The purpose guidelines for Education Management to Internationalization in Guangdong Universities

Part 4: The analysis results about the evaluation of suitability and feasibility of the purpose guidelines for improving Education Management to Internationalization in Guangdong Universities Presented the data in the form of average value and standard deviation.

Table 4.11 The average value and standard deviation of the evaluation of the Suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	To enhance the internationalized management mechanism of Guangdong Universities	4.40	.71	high	4.49	.76	high
2	To promote financial support of Guangdong Universities	4.45	.71	high	4.22	.83	high
3	To improve the mobility of personnel in Guangdong universities	4.30	.76	high	4.37	.84	high
4	To promote educational cooperation in of Guangdong universities	4.18	.90	high	4.31	.88	high
5	To improve curriculum construction in Guangdong universities	4.30	.70	high	4.27	.89	high
6	To promote talent cultivation in Guangdong universities	4.29	.72	high	4.39	.84	high
7	To enhance the brand building of Guangdong Universities	4.38	.73	high	4.33	.84	high
	Total	**4.32**	**.76**	**high**	**4.36**	**.85**	**high**

According to Table 4.11, the suitability of the purpose guidelines for education management to internationalization in Guangdong universities were at high level with the values between 4.14 and 4.45, in total with a score of 4.34. The feasibility of the purpose guidelines for education management to internationalization in Guangdong universities were at high level between 4.22 and 4.49, in total with a score of 4.35.

Table 4.12 The average value and standard deviation of the evaluation of the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities in internationalized management mechanism aspect

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
1. To enhance the internationalized management mechanism of Guangdong Universities (8 measures)							
1	Setting clear internationalization management policies and mechanisms, including formulating clear policies, strengthening legal binding force in agreements, and intellectual property protection.	4.07	.80	high	4.60	.63	highest
2	Setting clear internationalization management objectives, including enrollment goals and faculty training, and establishing a sound internationalization management mechanism for academic exchange and project management.	4.13	.99	high	4.67	.62	highest
3	Emphasis on establishing diversified international cooperation networks, promoting international student exchange programs, strengthening program management, and enhancing international exchange platforms.	4.40	.63	high	4.40	.91	high

Table 4.12 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
4	Highlighting the importance of intercultural communication in internationalization management, including cross-cultural communication training, building communication platforms, and fostering cultural understanding.	4.27	.80	high	4.47	.74	high
5	Stressing the significance of a quality assurance system and data-driven decision-making, including establishing an internationalized quality assurance system, recruiting experienced staff, and participating in international academic alliances.	4.53	.52	highest	4.53	.74	highest
6	Underlining the role of campus culture in internationalization management, including planning multicultural activities, promoting internationalized education, and formulating campus culture policies.	4.80	.41	highest	4.33	.90	high

Table 4.12 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
7	Focusing on enhancing academic reputation, promoting cross-cultural exchanges, and expanding international cooperation projects, including strategic planning, faculty training, and the construction of international exchange platforms.	4.60	.63	highest	4.47	.83	high
8	Advocating for cross-cultural training and education for faculty and staff, including creating a diverse learning environment, developing intercultural communication policies, and encouraging research and exchange in intercultural communication.	4.47	.64	high	4.47	.83	high
	Total	**4.40**	**.71**	**high**	**4.49**	**.76**	**high**

According to table 4.12, it describes the purpose guidelines for improving education management to internationalization in Guangdong universities in internationalized management mechanism aspect, and altogether it lists eight measures. According to the data shown in the table, these measures scored high in terms of Suitability and feasibility, which are conducive to improving the internationalization management of Guangdong universities. Among them, the highest score for Suitability is 4.80 and the measure is "Underlining the role of campus culture in internationalization management, including planning multicultural activities, promoting internationalized education, and formulating campus culture policies"; the lowest score is 4.07 and the

measure is "Setting clear internationalization management policies and mechanisms, including formulating clear policies, strengthening legal binding force in agreements, and intellectual property protection". For feasibility, the highest score is 4.67 and the measure is "Setting clear internationalization management objectives, including enrollment goals and faculty training, and establishing a sound internationalization management mechanism for academic exchange and project management"; while the lowest score is 4.33, and the measure is "Underlining the role of campus culture in internationalization management, including planning multicultural activities, promoting internationalized education, and formulating campus culture policies".

Table 4.13 The average value and standard deviation of the evaluation of the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities in financial support aspect

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
2. To promote financial support of Guangdong Universities (6 measures)							
1	Establish a clear international financial policy, develop budget plans, strengthen internal control, and enhance financial transparency.	4.33	.98	high	4.60	.63	highest
2	Create a dedicated fund, formulate clear financial plans, establish internationalization scholarship programs, strengthen international alumni networks, and monitor and evaluate international cooperation projects.	4.13	.83	high	4.40	.83	high

Table 4.13 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
3	Introduce advanced financial management software and data analytics technology, build a digital financial platform, and improve digital literacy.	4.47	.83	high	4.47	.99	high
4	Optimize expenditure structures, diversify funding channels, strengthen international cooperation, enhance financial transparency, and establish performance evaluation mechanisms.	4.60	.51	highest	4.60	.63	highest
5	Build alumni networks, collaborate with enterprises, strengthen community relations, cooperate with local governments, and participate in international academic alliances.	4.67	.49	highest	4.20	.94	high
6	Conduct regular financial compliance assessments, establish an internationalization financial policy, provide training on policies and regulations, maintain good government relationships, participate in national internationalization strategies, align financial cooperation mechanisms with policies, and ensure compliance with international cooperation agreements in education.	4.53	.52	highest	4.27	.96	high

According to table 4.13, it describes the purpose guidelines for improving education management to internationalization in Guangdong universities in financial support aspect, and altogether it lists 6 measures. According to the data shown in the table, these measures scored high in terms of Suitability and feasibility, which are conducive to improving the internationalization management of Guangdong universities. Among them, the highest score for Suitability is 4.67 and the measure is "Build alumni networks, collaborate with enterprises, strengthen community relations, cooperate with local governments, and participate in international academic alliances"; the lowest score is 4.13 and the measure is "Create a dedicated fund, formulate clear financial plans, establish internationalization scholarship programs, strengthen international alumni networks, and monitor and evaluate international cooperation projects". For feasibility, there are two same highest score of 4.60 and the measures are "Establish a clear international financial policy, develop budget plans, strengthen internal control, and enhance financial transparency" and "Optimize expenditure structures, diversify funding channels, strengthen international cooperation, enhance financial transparency, and establish performance evaluation mechanisms"; while the lowest score is 4.20, and the measure is "Build alumni networks, collaborate with enterprises, strengthen community relations, cooperate with local governments, and participate in international academic alliances".

Table 4.14 The average value and standard deviation of the evaluation of the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities in mobility of personnel aspect

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
3. To improve the mobility of personnel in Guangdong universities (10 measures)							
1	Establish clear mobility systems and policies, create a dedicated mobility fund, and provide intercultural communication training.	4.53	.64	highest	4.20	.94	high
2	Establish international education innovation platforms, support mobility in educational projects, and incorporate international elements into curricula.	4.07	.70	high	4.20	.94	high
3	Promote academic exchange programs, strengthen links with international institutions, and establish inter-university collaborative research centers.	4.53	.64	highest	4.27	.88	high
4	Establish international student scholarships, organize cultural activities and festivals, and create a Cultural Exchange Center for international students.	4.73	.46	highest	4.60	.74	highest
5	Support international research teams, participate in collaborative projects on data analysis, and create international innovation bases.	4.20	.94	high	4.40	.99	highest

Table 4.14 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
6	Establish an information technology exchange platform, promote collaborative projects on data analysis and innovation, and build digital education platforms.	4.13	.83	high	4.33	.90	high
7	Develop a mobility financial policy, establish a dedicated mobility financial support program, and optimize the financial process for personnel mobility.	4.27	.80	high	4.47	.64	high
8	Establish a social relations support program, promote university-community partnership programs, and build a university social relations database.	4.27	.70	high	4.40	.91	high
9	Actively participate in international cooperation programs, establish an internationalized admissions policy, and develop specific programs for international conferences and seminars.	4.27	.80	high	4.33	.90	high
10	Encourage academic, cultural, and linguistic exchanges between international and local students, as well as promote interaction between international and local students.	4.07	.88	high	4.47	.64	high
	Total	**4.30**	**.76**	**high**	**4.37**	**.84**	**high**

According to table 4.14, it describes the purpose guidelines for improving education management to internationalization in Guangdong universities in mobility of personnel aspect, and altogether it lists 10 measures. According to the data shown in the table, these measures scored high in terms of Suitability and feasibility, which are conducive to improving the internationalization management of Guangdong universities. Among them, the highest score for Suitability is 4.73 and the measure is "Establish international student scholarships, organize cultural activities and festivals, and create a Cultural Exchange Center for international students"; the two lowest scores are the same of 4.07 and the measure are "Establish international education innovation platforms, support mobility in educational projects, and incorporate international elements into curricula" and "Encourage academic, cultural, and linguistic exchanges between international and local students, as well as promote interaction between international and local students". For feasibility, the highest score is 4.60 and the measure is "Establish international student scholarships, organize cultural activities and festivals, and create a Cultural Exchange Center for international students"; while the lowest scores are 4.20, and the measures are "Establish clear mobility systems and policies, create a dedicated mobility fund, and provide intercultural communication training" and "Establish international education innovation platforms, support mobility in educational projects, and incorporate international elements into curricula".

Table 4.15 The average value and standard deviation of the evaluation of the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities in educational cooperation aspect

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
4. To improve educational cooperation of Guangdong universities (10 measures)							
1	Develop supportive policies to encourage collaboration and simplify cooperation processes.	4.60	.63	highest	4.67	.49	highest
2	Establish relevant laws and regulations to clarify responsibilities and protect rights.	4.13	.92	high	4.53	.64	highest
3	Formulate an internationalized education management strategy aligned with standards.	4.20	.86	high	4.27	.70	high
4	Utilize online courses and distance learning tools to enhance international exchange.	4.20	.86	high	3.93	1.03	high
5	Promote education technology innovations for international cooperation projects.	3.93	1.03	high	4.00	1.07	high
6	Establish an internationalized education resource platform for sharing.	4.20	.86	high	4.20	1.01	high
7	Recruit managers with international perspectives and experiences.	4.20	1.01	high	4.47	.99	high

Table 4.15 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
8	Provide training in cross-cultural communication, policy, and project management.	4.00	1.07	high	4.27	1.03	high
9	Establish partnerships with foreign institutions for best practices sharing.	4.20	.77	high	4.33	.90	high
10	Promote cross-cultural understanding through educational cooperation.	4.13	1.06	high	4.47	.64	high
	Total	**4.18**	**0.90**	**high**	**4.31**	**.88**	**high**

According to table 4.15, it describes the purpose guidelines for improving education management to internationalization in Guangdong universities in educational cooperation aspect, and altogether it lists ten measures. According to the data shown in the table, these measures scored high in terms of Suitability and feasibility, which are conducive to improving the internationalization management of Guangdong universities. Among them, the highest score for Suitability is 4.60 and the measure is "Develop supportive policies to encourage collaboration and simplify cooperation processes"; the lowest score is 3.93 and the measure is “Promote education technology innovations for international cooperation projects". For feasibility, the highest score is 4.67 and the measure is "Develop supportive policies to encourage collaboration and simplify cooperation processes"; while the lowest score is 3.93, and the measure is "Utilize online courses and distance learning tools to enhance international exchange".

Table 4.16 The average value and standard deviation of the evaluation of the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities in curriculum construction aspect

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
5. To improve curriculum construction in Guangdong universities (10 measures)							
1	Ensure a scientific and reasonable curriculum structure for improved learning outcomes.	4.13	.74	high	4.20	.86	high
2	Introduce internationalized curriculum elements and teaching methods.	4.27	.70	high	4.33	.72	high
3	Actively cooperate with industries for practical course integration.	4.53	.64	highest	4.40	.83	high
4	Introduce international elements into the curriculum.	4.20	.86	high	4.73	.59	highest
5	Strengthen the curriculum's focus on hands-on practice and industry needs.	4.00	.65	high	4.27	.88	high
6	Introduce innovative teaching technologies (e.g., virtual reality).	4.80	.41	highest	4.20	1.15	high
7	Focus on practical orientation and project practice.	4.33	.72	high	3.80	.77	high

Table 4.16 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
8	Establish a comprehensive curriculum assessment mechanism.	4.33	.52	high	4.27	.88	high
9	Consider age characteristics, cognitive development, and emotional needs in curriculum design.	4.20	.77	high	4.20	1.15	high
10	Design curriculum content considering students' cognitive and emotional needs.	4.07	.70	high	4.33	.98	high
	Total	**4.30**	**.70**	**high**	**4.27**	**.89**	**high**

According to table 4.16, it describes the purpose guidelines for improving education management to internationalization in Guangdong universities in curriculum construction aspect, and altogether it lists ten measures. According to the data shown in the table, these measures scored high in terms of Suitability and feasibility, which are conducive to improving the internationalization management of Guangdong universities. Among them, the highest score for Suitability is 4.80 and the measure is "Introduce innovative teaching technologies (e.g., virtual reality). "; the lowest score is 4.07 and the measure is "Design curriculum content considering students' cognitive and emotional needs". For feasibility, the highest score is 4.73 and the measure is "Introduce international elements into the curriculum"; while the lowest score is 3.80, and the measure is "Focus on practical orientation and project practice".

Table 4.17 The average value and standard deviation of the evaluation of the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities in talent cultivation aspect

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
6. To promote talent cultivation in Guangdong universities (10 measures)							
1	Design a diversified curriculum encompassing international perspectives, ensure coverage of international economics, culture, and politics, and encourage cross-cultural exchange opportunities for students.	4.53	.52	highest	4.40	.91	high
2	Strengthen faculty members' international outlook and cross-cultural teaching abilities, develop international cooperation programs with foreign universities, and establish faculty training in internationalization.	4.27	.70	high	4.33	.90	high
3	Integrate cross-cultural communication courses into the curriculum, encourage students to participate in international exchange programs, and strengthen internationalization training for faculty to improve cross-cultural teaching skills.	4.33	.72	high	4.47	.64	high

Table 4.17 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
4	Improve the quality of foreign language teaching, encourage participation in international language exams and exchange programs, and offer cross-cultural communication courses.	4.20	.77	high	4.27	.88	high
5	Collaborate with international businesses and organizations for internships, emphasize cross-cultural communication, teamwork, and leadership, and provide career planning guidance tailored to the international job market.	4.07	.88	high	4.20	1.15	high
6	Utilize online education platforms for diverse international resources, develop virtual laboratories for practical opportunities in international fields, and integrate educational technology resources for personalized education.	4.60	.51	highest	3.87	.83	high
7	Implement career planning courses, conduct career guidance activities with industry professionals, and establish university-industry collaboration platforms.	4.53	.52	highest	4.47	.92	high

Table 4.17 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
8	Establish comprehensive assessment indicators for talent development, strengthen teaching evaluation mechanisms for quality assurance, and enhance teacher professionalism through training and evaluation.	4.00	.85	high	4.53	.83	highest
9	Establish mechanisms for student evaluation and feedback, and improve student evaluation and feedback mechanisms for continuous improvement.	4.20	.77	high	4.80	.41	highest
9	Establish mechanisms for student evaluation and feedback, and improve student evaluation and feedback mechanisms for continuous improvement.	4.20	.77	high	4.80	.41	highest
10	Encourage participation in international accreditation and assessment programs, and enhance the school's international reputation through accreditation.	4.20	.77	high	4.53	.64	highest
	Total	**4.29**	**.72**	**high**	**4.39**	**.84**	**high**

According to table 4.17, it describes the purpose guidelines for improving education management to internationalization in Guangdong universities in talent cultivation aspect, and altogether it lists ten measures. According to the data shown in the table, these measures scored high in terms of Suitability and feasibility, which are conducive to improving the internationalization management of Guangdong universities. Among them, the highest score for Suitability is 4.60 and the measure is "Utilize online education platforms for diverse international resources, develop virtual laboratories for practical opportunities in international fields, and integrate educational technology resources for personalized education"; the lowest score is 4.00 and the measure is "Establish comprehensive assessment indicators for talent development, strengthen teaching evaluation mechanisms for quality assurance, and enhance teacher professionalism through training and evaluation". For feasibility, the highest score is 4.80 and the measure is "Establish mechanisms for student evaluation and feedback, and improve student evaluation and feedback mechanisms for continuous improvement"; while the lowest score is 3.87, and the measure is "Utilize online education platforms for diverse international resources, develop virtual laboratories for practical opportunities in international fields, and integrate educational technology resources for personalized education".

Table 4.18 The average value and standard deviation of the evaluation of the suitability and feasibility of the purpose guidelines for education management to internationalization in Guangdong universities in brand building aspect

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
7. To enhance the brand building of Guangdong Universities (8 measures)							
1	Develop targeted international enrollment plans to build the brand and internationalize.	4.20	.77	high	4.20	1.15	high
2	Offer practical courses aligned with industry demands and collaborate with industries to develop and implement practical course components.	4.47	.74	high	4.47	.92	high
3	Recruit internationally experienced faculty, implement international programs, and organize international academic conferences and forums to internationalize faculty and programs.	4.40	.74	highest	4.53	.83	highest
4	Advocate for policy support to foster collaboration with industries, formulate policies supporting international education, and promote interdisciplinary research through policy support for collaboration.	4.53	.52	highest	4.80	.41	highest

Table 4.18 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
5	Support schools in initiating practical projects in collaboration with industries, establish structured internship programs with industry partners, and integrate industry-relevant projects and case studies into the curriculum for practical education and industry collaboration.	4.40	.74	high	4.47	.64	high
6	Formulate clear internationalization strategies, seek and establish partnerships with renowned international institutions, and foster faculty exchange programs and introduce multilingual education as part of the internationalization strategy.	4.67	.62	highest	4.27	.59	high
7	Actively engage with global organizations, establish exchange programs with internationally accredited universities, and implement continuous improvement initiatives based on international standards for global engagement and benchmarking.	4.07	.80	high	4.00	.93	high

Table 4.18 (Continue)

(N=15)

No	The purpose guidelines for improving education management to internationalization in Guangdong universities	Suitability			Feasibility		
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
8	Integrate industry collaboration and international education into the brand marketing strategy, innovate content and storytelling for brand promotion, and participate in globalized marketing activities while showcasing alumni success stories for the brand marketing strategy.	4.33	.90	high	3.93	.88	high
	Total	**4.38**	**.73**	**high**	**4.33**	**.84**	**high**

According to table 4.18, it describes the purpose guidelines for improving education management to internationalization in Guangdong universities in brand building aspect, and altogether it lists 8 measures. According to the data shown in the table, these measures scored high in terms of Suitability and feasibility, which are conducive to improving the internationalization management of Guangdong universities. Among them, the highest score for Suitability is 4.67 and the measure is "Formulate clear internationalization strategies, seek and establish partnerships with renowned international institutions, and foster faculty exchange programs and introduce multilingual education as part of the internationalization strategy"; the lowest score is 4.07 and the measure is "Actively engage with global organizations, establish exchange programs with internationally accredited universities, and implement continuous improvement initiatives based on international standards for global engagement and

benchmarking". For feasibility, the highest score is 4.80 and the measure is Advocate for policy support to foster collaboration with industries, formulate policies supporting international education, and promote interdisciplinary research through policy support for collaboration"; while the lowest score is 3.93, and the measure is "Integrate industry collaboration and international education into the brand marketing strategy, innovate content and storytelling for brand promotion, and participate in globalized marketing activities while showcasing alumni success stories for the brand marketing strategy".

Chapter 5
Conclusion Discussion and Recommendations

The aims of the present study include 1) to study the current level of education management to internationalization in Guangdong universities, 2) to develop guidelines for improving of education management to internationalization in Guangdong universities, 3) to evaluate the guidelines for improving education management to internationalization in Guangdong universities. In order to solve the problems mentioned in Chapter 1 and achieve the above research objectives, the researchers adopted the following research findings, as follows:

Conclusion

The research in the guidelines for improving the education management to internationalization in Guangdong universities. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of the education management to internationalization in Guangdong universities

Part 2: the guidelines for improving the education management to internationalization in Guangdong universities

Part 3: the Suitability and feasibility of guidelines for improving the education management to internationalization in Guangdong universities

Part 1: the current situation of the education management to internationalization in Guangdong universities

Based on the data analysis of the current situation of education management to internationalization in Guangdong universities, the study assessed seven aspects including Internationalized Management Mechanism, Financial Support, Mobility of Personnel, Educational Cooperation, Curriculum Construction, Talent Cultivation, and Brand Building. The survey results, based on 424 responses, indicated high levels across all aspects. Specifically, Educational Cooperation ranked highest, followed by Internationalized Management Mechanism, Talent Cultivation, Mobility of Personnel ,

Brand Building, Financial Support, and Curriculum Construction. Overall, the average level of education management to internationalization in Guangdong universities was found to be high. However, there is still a lot of room for improvement. In the following, we will elaborate on the findings of the study from each of the seven aspects.

Internationalized Management Mechanism

The data showed that current situation of education management to internationalization in Guangdong universities in internationalized management mechanism was at high level. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest level was administrators implement international cross-cultural exchange practices, followed by administrators have created a system for managing international activities and operations, and the administrators include internationalization management and enhancement in their universities' overall development plans was the lowest level.

Financial Support

The data showed that current situation of the current situation of education management to internationalization in Guangdong universities in Financial Support in financial support was at a high level. Among them, "Administrators financial support guarantees the costs of work related to the internationalization of education management, such as travel, projects, and personnel expenses." are the highest score and ranked top one. The rest were followed, and "Administrators in universities have a well-established financial management system" enjoyed the lowest score.

Mobility of Personnel

The data showed that the current situation of education management to internationalization in Guangdong universities in Mobility of Personnel was at a high level. From the above results, the highest score was given to "Administrators actively seek to evaluate and improve their mobility of personnel programs, including gathering feedback from participants, monitoring program outcomes, and making adjustments as needed to ensure ongoing effectiveness and relevance", while the lowest score was given to "Administrators consider mobility of personnel, including administrators,

teachers, researchers, administrators, students, and sometimes senior administrative leaders".

Educational Cooperation

The data showed that the current situation of education management to internationalization in Guangdong universities in Educational Cooperation was at a high level. From the results of the study, the highest score was given to "Administrators consider educational cooperation to promote mutual understanding and respect among different cultures and societies", and the lowest score was given to "Administrators promote the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation".

Curriculum Construction

The data showed that current situation education management to internationalization in Guangdong universities in Curriculum Construction was at high level. From the results of the study, the highest score was given to "Administrators formulate curriculum construction is designed to assess student progress and learning outcomes", and the lowest score was given to "Administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience".

Talent Cultivation

The data showed that the current situation of education management to internationalization in Guangdong universities in Talent Cultivation was at high level. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest level was "Administrators in universities provide the necessary knowledge, skills and attitudes for talent growth", and "Administrators ensure to have a perfect international talent training education system at universities".

Brand Building

The data showed that the current situation of education management to internationalization in Guangdong universities in Brand Building was at high level. From the results of the study, the highest score was given to "Administrators can actively

promote the university's internationalized features and advantages, and increase the awareness and understanding of the university among students and teachers at home and abroad.", and the lowest score was given to "Administrators strengthen cooperation with important domestic and international media and organizations to expand the influence of the university's brand".

Part 2: the guidelines for improving the education management to internationalization in Guangdong universities

Internationalized Management Mechanism

The internationalization management mechanisms play a pivotal role in shaping the future of universities by fostering collaboration, improving academic quality, and creating a globally competitive environment. The recommendations provided by the experts collectively address key aspects of policy, strategy, faculty training, cultural understanding, and quality assurance, offering a comprehensive guide for universities seeking to enhance their internationalization management. The guidelines are:

1. Setting clear internationalization management policies and mechanisms, including formulating clear policies, strengthening legal binding force in agreements, and intellectual property protection.

2. Setting clear internationalization management objectives, including enrollment goals and faculty training, and establishing a sound internationalization management mechanism for academic exchange and project management.

3. Emphasis on establishing diversified international cooperation networks, promoting international student exchange programs, strengthening program management, and enhancing international exchange platforms.

4. Highlighting the importance of intercultural communication in internationalization management, including cross-cultural communication training, building communication platforms, and fostering cultural understanding.

5. Stressing the significance of a quality assurance system and data-driven decision-making, including establishing an internationalized quality assurance system, recruiting experienced staff, and participating in international academic alliances.

6. Underlining the role of campus culture in internationalization management, including planning multicultural activities, promoting internationalized education, and formulating campus culture policies.

7. Focusing on enhancing academic reputation, promoting cross-cultural exchanges, and expanding international cooperation projects, including strategic planning, faculty training, and the construction of international exchange platforms.

8. Advocating for cross-cultural training and education for faculty and staff, including creating a diverse learning environment, developing intercultural communication policies, and encouraging research and exchange in intercultural communication.

Financial Support

Establishing a robust financial management system is crucial for the internationalization management and sustainable development of universities. It contributes to ensuring efficient resource utilization, enhancing financial transparency, and providing a solid financial foundation for universities. The guidelines are:

1. Establish a clear international financial policy, develop budget plans, strengthen internal control, and enhance financial transparency.

2. Create a dedicated fund, formulate clear financial plans, establish internationalization scholarship programs, strengthen international alumni networks, and monitor and evaluate international cooperation projects.

3. Introduce advanced financial management software and data analytics technology, build a digital financial platform, and improve digital literacy.

4. Optimize expenditure structures, diversify funding channels, strengthen international cooperation, enhance financial transparency, and establish performance evaluation mechanisms.

5. Build alumni networks, collaborate with enterprises, strengthen community relations, cooperate with local governments, and participate in international academic alliances.

6. Conduct regular financial compliance assessments, establish an internationalization financial policy, provide training on policies and regulations, maintain good government relationships, participate in national internationalization

strategies, align financial cooperation mechanisms with policies, and ensure compliance with international cooperation agreements in education.

Mobility of Personnel

The interviewees emphasize the pivotal role of mobility in internationalizing universities. They stress its importance in fostering educational innovation, inter-school relations, technology exchange, financial management, social relations, and overall university development. The guideliens are as follows:

1. Establish clear mobility systems and policies, create a dedicated mobility fund, and provide intercultural communication training.

2. Establish international education innovation platforms, support mobility in educational projects, and incorporate international elements into curricula.

3. Promote academic exchange programs, strengthen links with international institutions, and establish inter-university collaborative research centers.

4. Establish international student scholarships, organize cultural activities and festivals, and create a Cultural Exchange Center for international students.

5. Support international research teams, participate in collaborative projects on data analysis, and create international innovation bases.

6. Establish an information technology exchange platform, promote collaborative projects on data analysis and innovation, and build digital education platforms.

7. Develop a mobility financial policy, establish a dedicated mobility financial support program, and optimize the financial process for personnel mobility.

8. Establish a social relations support program, promote university-community partnership programs, and build a university social relations database.

9. Actively participate in international cooperation programs, establish an internationalized admissions policy, and develop specific programs for international conferences and seminars.

10. Encourage academic, cultural, and linguistic exchanges between international and local students, as well as promote interaction between international and local students.

Educational Cooperation

The interviewees stress the crucial role of educational cooperation in enhancing the internationalization of educational management. They highlight the importance of various perspectives, including educational policy, technology, internationalization of teams, intercultural communication, legal considerations, economics, sociology, psychology, and educational innovation. The guidelines can be categorized as follows:

1. Develop supportive policies to encourage collaboration and simplify cooperation processes.

2. Establish relevant laws and regulations to clarify responsibilities and protect rights.

3. Formulate an internationalized education management strategy aligned with standards.

4. Utilize online courses and distance learning tools to enhance international exchange.

5. Promote education technology innovations for international cooperation projects.

6. Establish an internationalized education resource platform for sharing.

7. Recruit managers with international perspectives and experiences.

8. Provide training in cross-cultural communication, policy, and project management.

9. Establish partnerships with foreign institutions for best practices sharing.

10. Promote cross-cultural understanding through educational cooperation.

Curriculum Construction

It is emphasized the critical role of curriculum development in the internationalization of education, with a focus on various perspectives such as academic experts, education management, industry cooperation, international exchange, brand image, policy, educational technology, career planning, and educational psychology. Guidelines can be categorized as follows:

1. Ensure a scientific and reasonable curriculum structure for improved learning outcomes.

2. Introduce internationalized curriculum elements and teaching methods.

3. Actively cooperate with industries for practical course integration.

4. Introduce international elements into the curriculum.

5. Strengthen the curriculum's focus on hands-on practice and industry needs.

6. Introduce innovative teaching technologies (e.g., virtual reality).

7. Focus on practical orientation and project practice.

8. Establish a comprehensive curriculum assessment mechanism.

9. Consider age characteristics, cognitive development, and emotional needs in curriculum design.

10. Design curriculum content considering students' cognitive and emotional needs.

Talent Cultivation

It is collectively emphasized that the crucial role of talent development in the internationalization of higher education. The guidelines can be categorized as follows:

1. Design a diversified curriculum encompassing international perspectives, ensure coverage of international economics, culture, and politics, and encourage cross-cultural exchange opportunities for students.

2. Strengthen faculty members' international outlook and cross-cultural teaching abilities, develop international cooperation programs with foreign universities, and establish faculty training in internationalization.

3. Integrate cross-cultural communication courses into the curriculum, encourage students to participate in international exchange programs, and strengthen internationalization training for faculty to improve cross-cultural teaching skills.

4. Improve the quality of foreign language teaching, encourage participation in international language exams and exchange programs, and offer cross-cultural communication courses.

5. Collaborate with international businesses and organizations for internships, emphasize cross-cultural communication, teamwork, and leadership, and provide career planning guidance tailored to the international job market.

6. Utilize online education platforms for diverse international resources, develop virtual laboratories for practical opportunities in international fields, and integrate educational technology resources for personalized education.

7. Implement career planning courses, conduct career guidance activities with industry professionals, and establish university-industry collaboration platforms.

8. Establish comprehensive assessment indicators for talent development, strengthen teaching evaluation mechanisms for quality assurance, and enhance teacher professionalism through training and evaluation.

9. Establish mechanisms for student evaluation and feedback, and improve student evaluation and feedback mechanisms for continuous improvement.

10. Encourage participation in international accreditation and assessment programs, and enhance the school's international reputation through accreditation.

Brand Building

There is a consistent emphasis on the significance of core vocabulary related to brand building, internationalization, collaboration with industries, and practical education. Key terms include brand development, internationalization strategy, industry collaboration, practical skills, global perspective, and brand marketing. The guidelines are as follows:

1. Develop targeted international enrollment plans to build the brand and internationalize.

2. Offer practical courses aligned with industry demands and collaborate with industries to develop and implement practical course components.

3. Recruit internationally experienced faculty, implement international programs, and organize international academic conferences and forums to internationalize faculty and programs.

4. Advocate for policy support to foster collaboration with industries, formulate policies supporting international education, and promote interdisciplinary research through policy support for collaboration.

5. Support schools in initiating practical projects in collaboration with industries, establish structured internship programs with industry partners, and

integrate industry-relevant projects and case studies into the curriculum for practical education and industry collaboration.

6. Formulate clear internationalization strategies, seek and establish partnerships with renowned international institutions, and foster faculty exchange programs and introduce multilingual education as part of the internationalization strategy.

7. Actively engage with global organizations, establish exchange programs with internationally accredited universities, and implement continuous improvement initiatives based on international standards for global engagement and benchmarking.

8. Integrate industry collaboration and international education into the brand marketing strategy, innovate content and storytelling for brand promotion, and participate in globalized marketing activities while showcasing alumni success stories for the brand marketing strategy.

Part 3: the suitability and feasibility of guidelines for improving the education management to internationalization in Guangdong universities

It can be seen that Guangdong universities have scored high in both Suitability and feasibility for the purpose guidelines aimed at improving education management towards internationalization. This indicates that the proposed guidelines for enhancing internationalized management mechanisms, promoting financial support, improving personnel mobility, fostering educational cooperation, enhancing curriculum construction, promoting talent cultivation, and strengthening brand building are feasible and adaptable for implementation in Guangdong universities, thus facilitating their internationalization efforts.

Discussion

The research in the guidelines for improving the education management to internationalization in Guangdong universities. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of the education management to internationalization in Guangdong universities

Part 2: the guidelines for improving the education management to internationalization in Guangdong universities

Part 3: the Suitability and feasibility of guidelines for improving the education management to internationalization in Guangdong universities

Part 1: the current situation of the education management to internationalization in Guangdong universities

Based on the data analysis of the current situation of education management towards internationalization in Guangdong universities, the study evaluated seven aspects: Internationalized Management Mechanism, Financial Support, Mobility of Personnel, Educational Cooperation, Curriculum Construction, Talent Cultivation, and Brand Building. The survey results, based on 424 responses, showed high levels across all aspects. Educational Cooperation ranked highest, followed by Internationalized Management Mechanism, Talent Cultivation, Mobility of Personnel, Brand Building, Financial Support, and Curriculum Construction. Overall, the average level of education management towards internationalization in Guangdong universities was found to be high. However, there is still room for improvement. In the following discussion, we will delve into the findings of the study from each of the seven aspects.

The literature universally acknowledges the significant research value of the seven variables mentioned above for enhancing the internationalization of higher education management. For instance, Has de Wit & Philip G. Altbach (2021, p1-15), John John Aubrey Douglass (2021, p15-35), and Marginson Simon & Wende Marijk (2007, p1-85) all emphasize the importance of internationalization as a key aspect of reform agendas in higher education. They advocate for universities to prioritize internationalization and diversity to address the challenges of globalization. Additionally, some literature, such as Ramaswamy et al. (2021, p388-406), highlights the intersection of the concept of internationalization with the United Nations Sustainable Development Goals, underlining the potential of internationalization in higher education and its relationship with sustainable development goals.

Internationalized Management Mechanism

In terms of internationalized management mechanism, the research result is that Guangdong universities have achieved a high level of internationalization in their

education management mechanisms, particularly in terms of administrators' implementation of international cross-cultural exchange practices and the creation of a system for managing international activities and operations. However, there is room for improvement in fully integrating internationalization management and enhancement into universities' overall development plans, which currently scores relatively lower among the evaluated aspects. Anatoly V. Oleksiyenko et al. (2012, p.1-23) mentioned that with the emphasis on international competence, educational management mechanisms need to better integrate internationalization management. OECD (2009, p.13-314) emphasizes the role of higher education in globalization, pointing to the need for international cooperation and cross-cultural exchange. This supports my assertion that GDU has already achieved success in internationalization management and points to the need for further integration of internationalization management in the overall development plan. Zhang Jiming (2022, p.23-30, 40) discusses the optimization of relationships between universities in the construction of the higher education system, emphasizing the importance of collaborative thinking. This is in line with the room for improvement in internationalization management at Guangdong University, which the research mentioned, and suggests that universities need to work more closely with each other to achieve overall development. Wen Wen & Cui Yanan (2019, p21-35) argue that the internationalization of higher education is an important way to enhance the country's cultural soft power, emphasizing the importance of internationalization management and cross-cultural communication in education. This is in line with your study about Guangdong University's practice in internationalization education management mechanism.

Financial Support

In terms of financial support, the research result is that financial support for internationalization in Guangdong universities is rated highly, particularly in terms of administrators guaranteeing funding for travel, projects, and personnel expenses. However, the financial management systems within the universities received the lowest scores, indicating room for improvement. OECD (2009, p.13-314) mentions that in the context of globalization, the management and provision of funding for higher education is an important factor in its competitiveness. With the influence of market

forces, educational institutions are faced with the challenge of allocating and managing funds, which echoes the low ratings of Guangdong HEIs on financial management systems that I have mentioned. Anatoly V. Oleksiyenko et al. (2012, p.1-23) note that policy instruments for international student mobility require effective financial support to maximize the public and private benefits of human resources and knowledge mobility. This suggests that despite the high level of financial support for internationalization, these resources may not be used effectively if management systems are not sound. Wen Wen & Cui Yanan (2019, p21-35) study of higher education collaboration between China and Thailand highlights the importance of effective management of funding and resources for internationalization. The study points out that adequate funding and efficient management directly affect the success of internationalization. Zhang Jiming (2022, p.23-30, 40) discusses the optimization of relationships between HEIs in the construction of a higher education system, emphasizing the importance of financial management and cooperative mechanisms, implying that the effectiveness of cooperation and internationalization may be limited in the case of poor resource management.

Mobility of Personnel

In terms of mobility of personnel, the research result is that the mobility of personnel within Guangdong universities is rated highly, reflecting a commitment to enhancing international exchange programs. Administrators are proactive in evaluating and refining these programs. Nonetheless, the consideration of mobility for all stakeholders, including students and faculty, has received comparatively lower scores, suggesting a need for broader engagement. Anatoly V. Oleksiyenko et al. (2012, p.1-23) states that international student mobility has become a key source of social and educational change in East Asia, emphasizing the importance of mobility. This is consistent with your view that GD HEIs show a high level of commitment to international exchange programs, but still need to improve when considering mobility for all stakeholders. Zhang Jiming (2022, p.23-30, 40) Referring to the importance of optimizing relationships between HEIs to build a high quality higher education system, especially in a competitive environment, emphasized collaborative thinking and cluster development, which echoed your views on the need for wider participation.

OECD (2009, p.13-314) discusses the role of higher education as a driver of globalization, emphasizing the importance of mobility of people (including students and faculty) to facilitate international cooperation and cross-cultural exchange. This supports your point about the need for wider participation, especially in terms of student and faculty mobility.

Educational Cooperation

In terms of educational cooperation, the research result is also commendable, with administrators focusing on fostering mutual understanding among diverse cultures. However, the mechanisms for exchanging knowledge and professional skills through collaborative efforts are not as strong, indicating potential for further development. CHOI Yi-Lin et al. (2023, p.133-135) studied educational development in the Guangdong-Hong Kong-Macao Greater Bay Area, pointing out problems in inter-university cooperation and educational innovation networks, and emphasizing the need for greater cooperation to enhance the quality of education and mutual understanding. This is in line with my view on promoting multicultural understanding. Liu Shuhua & Lu Ke (2023, p.26-35) discuss the current situation of higher education exchanges between China and India, pointing out that the two countries are facing many problems in student exchanges and inter-university cooperation, indicating that the current cooperation mechanism has not yet been fully utilized, and that it shows shortcomings in the exchange of knowledge and skills. Zhang Jiming (2022, p.23-30, 40) emphasizes the importance of optimizing inter-university relations, noting that increased competition and limited cooperation between Chinese universities suggests that there is room for improvement in mechanisms to promote the exchange of knowledge and professional skills.

Curriculum Construction

In terms of curriculum construction, the research result is that universities are performing well, particularly in assessing student learning outcomes. Nevertheless, collaboration with industry partners and international institutions to enhance practical components of the curriculum has been rated lower, highlighting a gap that can be addressed. Texeira-Quiros et al. (2022, p.1-11) examined the impact of innovative and internationalization strategies on the organizational performance of Higher Education

Institutions (HEIs), highlighting the importance of teacher training and internationalization. This is in line with my research findings consistent with the idea that there is a need to strengthen the practice component in curriculum development to improve student learning outcomes. Zhang Jiming (2022, p.23-30, 40) discusses the building of the higher education system and the optimization of relationships between HEIs, emphasizing the importance of collaborative thinking, noting that currently there is mainly increased competition and limited collaboration between HEIs in China, which coincides with your reference to the need for greater collaboration with industry and international institutions in the curriculum. Liu Shuhua & Lu Ke (2023, p.26-35) noted that there are many problems with higher education exchanges between China and India, including insufficient collaboration between HEIs. This reflects the fact that there is still a need to strengthen cooperation with industry and international institutions in curriculum development to enhance the quality and relevance of education.

Talent Cultivation

In terms of talent cultivation, the research result is that talent cultivation efforts in Guangdong universities are rated highly, with a strong emphasis on providing essential skills and knowledge for student development. While there is a solid framework for international talent training, further enhancements to this system could yield even better outcomes. Wen Wen & Cui Yanan (2019, p.21-35) mentioned that the internationalization of higher education is an important way to enhance the country's cultural soft power, and emphasized the importance of talent cultivation and exchanges in the context of internationalization, which supports the viewpoint on further improving the talent cultivation system. CHOI Yi-Lin et al. (2023, p.133-135) studied the development of higher education in the Guangdong-Hong Kong-Macao Greater Bay Area, pointed out the problems of the current talent cultivation model, and made relevant recommendations. It shows that although a good framework is in place, further improvements are needed to achieve better training outcomes. OECD (2009, p.13-314) states that higher education plays an important role in globalization, producing highly skilled people and promoting research and innovation. This echoes the efforts of GDU in providing the necessary skills and knowledge as mentioned in my

findings. Zhang Jiming (2022, p.23-30, 40) emphasized the importance of optimizing partnerships between universities to build a high quality higher education system, suggesting that collaboration is needed to enhance the effectiveness of talent development.

Brand Building

In terms of brand building, the research result is that brand building aspect of education management to internationalization is rated positively, with administrators effectively promoting the university's international attributes. However, the engagement with domestic and international media to amplify the university's brand influence has received lower scores, suggesting an area for strategic improvement. Zhang Jiming (2022, p.23-30, 40) discusses the optimization of relationships between universities in higher education system building, emphasizing the importance of collaborative thinking. This could support my argument about branding in higher education management by showing that despite positive results in the promotion of international attributes, there is still a need to strengthen interaction with the media and brand communication.Anatoly V. Oleksiyenko et al. (2012, p.1-23) mentioned that international student mobility is seen as a key source of social and educational change, emphasizing the importance of educational management in enhancing the international attributes of universities. suggesting an active branding effort by higher education institutions, but also hinting at the need for media engagement. OECD (2009, p.13-314) states that higher education drives globalization and enhances competitiveness through international cooperation and cross-cultural exchange. This is in line with your view that branding of educational management is positively evaluated in internationalization, but at the same time strategic improvements in media engagement are needed to further enhance the international reputation of universities.

Part 2: the guidelines for improving the education management to internationalization in Guangdong universities

Internationalized Management Mechanism

In terms of internationalized management mechanism, the research result is the performance of managers in integrating internationalization management and

enhancement into the overall development planning of the university still needs to be strengthened. Based on the results of this study, a series of guidelines were proposed, including clear internationalization management policies and mechanisms, setting clear internationalization management goals, establishing diverse international cooperation networks, emphasizing cross-cultural communication, focusing on quality assurance systems and data-based decision-making, and emphasizing the role of campus culture in internationalization management. OECD (2009, p.13-314) emphasizes that higher education is a driver of globalization, producing highly skilled people and enhancing the research base and innovation capacity. This coincides with the emphasis on quality assurance and campus culture that you mentioned, suggesting that through international cooperation and cross-cultural exchange, HEIs can enhance their international reputation and quality of education. SUN Qingzhong et al. (2022, p.98-103) argued that higher education cooperation among Guangdong, Hong Kong and Macao in the Greater Bay Area is a necessary way to build a model international higher education region. This is in line with your reference to strengthening international cooperation and cultivating internationally competitive talents. Zhang Jiming (2022, p.23-30, 40) discusses the construction of the higher education system and the optimization of the relationship between universities, emphasizing the importance of collaborative thinking and echoing your suggestions for the management of internationalization of higher education.

Financial Support

In terms of financial support, the results of the study show that the establishment of a sound financial management system is crucial to the internationalization management and sustainable development of the university, especially in ensuring the efficient use of resources, enhancing financial transparency and providing a solid financial foundation for the university. However, there is still room for improvement in fully integrating internationalization management with the overall development plan of the university, which scored relatively low. Ngao, A. I. (2023, p.629-653) highlights the different strategies used by governments in internationalizing higher education, pointing out the role of increased funding as a catalyst for internationalization of higher education, which support my study on the need for a

sound financial management system. Zhang Jiming (2022, p.23-30, 40) discusses the construction of higher education systems and the optimization of inter-university relations, pointing out that inter-university cooperation is essential for the construction of higher education systems, which support reference to the integration of internationalization management with the overall development plans of universities. Texeira-Quiros et al. (2022, p.1-11) examined the relationship between internationalization strategies and organizational performance, highlighting the importance of internationalization strategies for the competitiveness of higher education institutions, which support the research result points about efficient use of resources and financial transparency. OECD (2009, p.13-314) refers to the role of higher education in globalization, emphasizing that higher education produces highly skilled people and contributes to the research base and innovation capacity, which support of financial management for internationalization management and sustainable development of universities.

Mobility of Personnel

In terms of mobility of personnel, the findings emphasize the key role of mobility in an internationalized university, especially in terms of fostering educational innovation, inter-university relations, technological exchanges and overall university development. However, despite the fact that mobility is recognized as an important factor, further efforts are needed to establish clear mobility policies and systems in order to improve the relevant scores. Anatoly V. Oleksiyenko et al. (2012, p.1-23) noted that international student mobility has become a key source of social and educational change in the economically booming region of East Asia. With the growing emphasis on international competence, educational institutions need to promote cross-border educational balance through clear policies and goals, which support the goals of Higher Education Institutions (HEIs) in internationalization development that you mentioned. SUN Qingzhong et al. (2022, p.98-103) argued that higher education cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area is a fundamental driver of regional development, emphasizing the importance of inter-university cooperation and talent mobility. Zhang Jiming (2022, p.23-30, 40) discussed the importance of inter-university relations for the construction of higher education systems, pointing out the value of

optimizing inter-university relations in promoting education ecology and high-quality development. OECD (2009, p.13-314) pointed out that higher education not only produces highly skilled personnel, but also promotes international cooperation and cross-cultural exchanges, and mobility is recognized as a factor driving competitiveness in the global knowledge economy.

Educational Cooperation

In terms of educational cooperation, the findings suggest that the importance of educational cooperation in enhancing the internationalization of educational management cannot be ignored, especially in terms of multiple perspectives such as policy, technology, and cross-cultural exchange. However, despite some progress, the improvement of laws and regulations and the streamlining of cooperation processes still need to be strengthened in order to improve the overall effectiveness of cooperation. OECD (2009, p.13-314) explores how higher education contributes to globalization, emphasizing the need for international cooperation and cross-cultural exchange, supporting my findings and highlighting the multiple perspectives on the internationalization of education management. Anatoly V. Oleksiyenko et al. (2012, p.1-23) highlights the impact of international student mobility on education and social change, pointing to the importance of policy instruments in promoting cross-border educational balance, which support my argument about the importance of policy and intercultural exchange. SUN Qingzhong et al. (2022, p.98-103) shows that cooperation in higher education in the Guangdong, Hong Kong and Macao Greater Bay Area is an important part of national development, providing empirical support for the need for educational cooperation. Liu Shuhua, Lu Ke (2023, p.26-35) points out the challenges of higher education exchanges between China and India, emphasizes the importance of policy for the internationalization of education, and supports my point about the improvement of laws and regulations and cooperation processes. Zhang Jiming (2022, p.23-30, 40) discussed the importance of relationships between universities for the construction of higher education systems, pointing out the necessity of optimizing collaborative relationships, which support my point about the need to enhance the effectiveness of collaboration.

Curriculum Construction

In terms of curriculum construction, the research results emphasize the key role of curriculum development in the internationalization of education, especially in the introduction of internationalized curriculum elements and teaching methods. However, although the curriculum structure has been improved, further optimization is needed in terms of collaboration with industry and integration of practical courses, which are currently rated relatively low. Ngao, A. I. (2023, p.629-653) discusses China's strategies in internationalizing higher education, emphasizing the importance of attracting international students and strengthening international cooperation, which support my argument about the internationalization of the curriculum and its role in education. OECD (2009, p.13-314) refers to the role of higher education in globalization and emphasizes how international cooperation and cross-cultural exchanges contribute to the development of higher education. This could support my argument about the importance of internationalization of the curriculum and the introduction of teaching methods. Zhang Jiming (2022, p.23-30, 40) discusses the importance of system building in higher education, noting that partnerships between higher education institutions are essential for the optimization of the education system. This echoes my point about the need to further optimize collaboration with industry. WANG Yumeng (2021, p.3-6) emphasized the importance of cultivating human resources with innovative abilities and excellent character, mentioning the level of internationalization and the enhancement of social services, which is associated with the improvement of the curriculum structure. Xu Qian et al. (2022, p157-163) studied cooperation in higher education, pointing out the impact of such cooperation on the quality of education and the mode of talent cultivation, emphasizing the integration and optimization of practical courses.

Talent Cultivation

In terms of talent cultivation, the findings consistently emphasize the importance of talent development, especially in designing a diverse curriculum and strengthening the international perspective of teachers. However, despite some positive steps, there is still room for improvement in improving the quality of foreign language teaching and strengthening international exchange programs, resulting in low

ratings in this area. Liu Shuhua & Lu Ke's (2023, p.26-35) study pointed out the problems faced by higher education exchanges between China and India, including the small scale of student exchanges and the low level of cooperation, which support the need to improve the quality of foreign language teaching and international exchanges. Zhang Jiming (2022, p.23-30, 40) study mentions competition and cooperation among Chinese universities, emphasizing the importance of optimizing university relations for the construction of a high-quality education system, supporting my research result for improvement of the talent cultivation model. Anatoly V. Oleksiyenko et al. (2012, p.1-23) highlights the importance of international student mobility for educational change, pointing out that internationalization competencies are increasingly valued among employers and employees, which support the need to improve the quality of foreign language teaching and enhance international exchange. OECD (2009, p.13-314) explores the role of higher education in globalization and emphasizes the importance of international cooperation and intercultural exchange, supporting my argument for improving the quality of foreign language teaching and international exchange programs.

Wen Wen & Cui Yanan (2019, p21-35) explored bottlenecks in higher education cooperation between China and Thailand, pointing out the necessity of improving the quality of education and internationalization, which support my focus on foreign language teaching and international exchange.

Brand Building

In terms of brand building, the findings show that the importance of brand building in education management is widely recognized, especially in the development of international enrollment plans and collaboration with industry. However, despite the achievements, there is still a need to strengthen the brand marketing strategy and global engagement to enhance the overall brand impact. OECD (2009, p.13-314) refers to the role of higher education in globalization and emphasizes the importance of international cooperation and cross-cultural exchange, which support my research fingdings that the correlation between branding and international enrollment programs. Anatoly V. Oleksiyenko et al. (2012, p.1-23) discuss how international student mobility is a key source of social and educational change, illustrating the

importance of branding in educational management, especially in the context of international enrollment. Wen Wen & Cui Yanan (2019, p21-35) mentioned the internationalization of higher education as an important way to enhance the cultural soft power of a country, emphasizing the need for brand marketing in attracting international students. Zhang Jiming (2022, p.23-30, 40) emphasizes the importance of the construction of higher education systems and the optimization of inter-university relations, noting that brand cooperation and market competition are essential to enhance the overall impact of educational institutions. All these literatures emphasizes the importance of branding, international enrollment, and global engagement from different perspectives, supporting the ideas in your findings.

Part 3: the suitability and feasibility of guidelines for improving the education management to internationalization in Guangdong universities

The Suitability and feasibility of the guidelines for improving the education management to internationalization in Guangdong universities were at high level, indicating that the guidelines for improving the education management to internationalization in Guangdong universities are adaptable and feasible.

From the data, the overall Suitability of guidelines is at a high level, compared to which college administrators should work on the Suitability of guidelines. From the data responses, "To promote financial support of Guangdong Universities" and "To improve curriculum construction in To promote financial support of Guangdong Universities" and "To improve curriculum construction in Guangdong universities" have slightly lower scores than the other guidelines, and the administrators of the universities should put more efforts on the application of these two guidelines to further improve the overall level of education management to internationalization in Guangdong universities.

The research findings reveal that Guangdong universities have demonstrated a commendable performance in terms of both Suitability and feasibility in adhering to the guidelines designed to advance the internationalization of education management. This underscores the practicality and applicability of the proposed measures, encompassing the enhancement of international management mechanisms, bolstering financial support, facilitating staff mobility, fostering educational collaborations, refining

curriculum development, promoting talent nurturing, and reinforcing brand establishment, all of which are conducive to facilitating the internationalization endeavors of universities in Guangdong.

Internationalized Management Mechanism

The guidelines for enhancing internationalization of education management in Guangdong universities were found suitable and feasible, with a focus on campus culture as the most suitable measure. Clarity of policies and mechanisms, though important, scored slightly lower in suitability. Establishing clear objectives and a robust framework for academic exchanges was deemed most feasible, while campus culture measures, though suitable, received a slightly lower feasibility rating. Anatoly V. Oleksiyenko et al. (2012, p.1-23) mentioned international student mobility as a key source of social and educational change, emphasizing the role of government in promoting cross-border educational balance, which is closely related to the policies and mechanisms of Guangdong universities to enhance internationalization management. CHOI Yi-Lin et al. (2023, p.133-135) examined educational development in the Guangdong-Hong Kong-Macao Greater Bay Area, pointing to cooperation and network effects among universities, which is consistent with the need to establish clear goals and frameworks for academic exchanges. OECD (2009, p.13-314) discusses the importance of higher education as a driver of globalization and emphasizes the promotion of international cooperation and cross-cultural exchanges, which is consistent with the applicability of campus culture as an important measure. SUN Qingzhong et al. (2022, p.98-103) argued that higher education collaboration in the Guangdong-Hong Kong-Macao Greater Bay Area is the basis for building a model international higher education region, supporting your point about campus culture and collaboration. Wen Wen & Cui Yanan (2019, p21-35) showed that the internationalization of higher education is an important symbol of the country's cultural soft power and emphasized the importance of cultural exchange in international cooperation, which echoed the findings of the study on the adaptability of campus culture.

Financial Support

The analysis underscores the effectiveness of guidelines to enhance financial support for internationalization of education management in Guangdong universities. These measures received high suitability and feasibility ratings, indicating potential for improvement. The most suitable measure focused on alumni networks, partnerships, community ties, government cooperation, and academic alliances. The least suitable proposed fund creation, financial planning, scholarships, and project monitoring. Among feasible measures, two stood out: one on financial policy, planning, control, and transparency; the other on expenditure optimization, funding diversification, international cooperation, transparency, and performance evaluation. The least feasible measure involved alumni networks, partnerships, community ties, government cooperation, and academic alliances. CHOI Yi-Lin et al. (2023, p.133-135) examined educational development in the Guangdong-Hong Kong-Macao Greater Bay Area, noting that social network analysis can help to understand collaborative relationships between universities, which echoes your reference to the importance of community connections and collaboration. Anatoly V. Oleksiyenko et al. (2012, p.1-23) mention that international student mobility becomes a key source of social and educational change, emphasizing the role of governments in promoting cross-border educational balance. This echoes your reference to the effectiveness of government cooperation and academic alliances. OECD (2009, p.13-314) emphasized the role of higher education in globalization, noting that international cooperation and cross-cultural exchange are important drivers of higher education, which is consistent with your recommendations regarding financial policies and transparency in internationalization. SUN Qingzhong et al. (2022, p.98-103) suggest that higher education cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area is an important driving force for national development, which is in line with your viewpoints on enhancing cooperation. Zhang Jiming (2022, p.23-30, 40) discusses how relationships between HEIs affect the construction of the higher education system and emphasizes the importance of optimizing HEI relationships, which echoes your reference to low adaptability to alumni networks and collaborative relationships.

Mobility of Personnel

The analysis outlines ten guidelines for enhancing internationalization of Guangdong universities through personnel mobility. High suitability and feasibility scores indicate potential for improvement. The most suitable focus on scholarships, cultural events, and a Cultural Exchange Center. Least suitable emphasize innovation platforms, educational project mobility, and student exchanges. For feasibility, scholarships, cultural activities, and the Exchange Center excel, while mobility systems, funding, training, and project mobility lag. OECD (2009, p.13-314) refers to the role of higher education in globalization and stresses the importance of international cooperation and intercultural exchange. This supports my high applicability and feasibility regarding scholarships and cultural activities. SUN Qingzhong et al. (2022, p.98-103) considered higher education cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area as the basis for promoting regional development, and made recommendations that were in line with the direction regarding internationalization. Wen Wen & Cui Yanan (2019, p21-35) point out that internationalization is the key to enhancing the country's cultural soft power, which echoes the potential for cultural exchange activities you mentioned.

Educational Cooperation

The analysis highlights ten guidelines for enhancing internationalization in Guangdong universities through educational cooperation. These measures demonstrate high suitability and feasibility, facilitating improved internationalization management. The most suitable focuses on supportive policies to encourage collaboration and streamline processes. The least suitable emphasizes education technology innovations for international projects. For feasibility, the most effective measure is supportive policies, while the least effective involves online courses and distance learning tools for international exchange. SUN Qingzhong et al. (2022, p.98-103) argue that higher education cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area is the basis for building a model international higher education region, emphasizing the importance of intra-regional cooperation, which is consistent with your views on education cooperation. Anatoly V. Oleksiyenko et al. (2012, p.1-23) suggest that governments can promote a balance in cross-border education through

supportive policies, which is consistent with your reference to *supportive policies* and emphasizes the importance of policies in internationalization management. OECD (2009, p.13-314) discusses the role of higher education as a driver of globalization, emphasizing the need for international cooperation and cross-cultural exchange, which is consistent with your findings on the feasibility and adaptability of internationalization management. Wen Wen & Cui Yanan (2019, p21-35) examined the progress of Sino-Thai cooperation in higher education, pointed out that internationalization is an important symbol of a country's cultural soft power, and emphasized the key role of internationalization in higher education. Zhao, B., & Liu, S. (2023, p.132-153) mentioned that China's international higher education programs still need to be developed, emphasizing issues of curriculum content and academic recognition, which contrasts with your reference to the low applicability of technological innovations in education.

Curriculum Construction

The research results show that these measures show high suitability and feasibility, contributing to improved internationalization management. The most suitable focuses on innovative teaching technologies. The least suitable considers students' cognitive and emotional needs in curriculum design. For feasibility, incorporating international elements scores highest, while emphasizing practical orientation and project practice scores lowest. Anatoly V. Oleksiyenko et al. (2012, p.1-23) mention that international student mobility is seen as a key source of social and educational change, emphasizing the importance of internationalization management. This echoes the reference to the 'inclusion of international elements' in my study. OECD (2009, p.13-314) states that higher education is a driver of globalization, promoting international cooperation and intercultural exchange. This is related to the *innovative teaching and learning techniques* mentioned in my study, which emphasizes the role of higher education in internationalization. Wen Wen & Cui Yanan (2019, p21-35) study shows that higher education cooperation between China and Thailand has made significant progress in a number of areas, suggesting that internationalization is an important way to improve the quality of education, which is in line with the emphasis on the feasibility of 'practice-oriented and project-based practice'. Texeira-Quiros et al. (2022, p.1-11) found that internationalization and

innovation strategies have a significant impact on the organizational performance of higher education institutions, which supports the results of your adaptation and feasibility study on *innovative teaching and learning techniques*.

Talent Cultivation

For talent cultivation, the research results find that these measures exhibit high suitability and feasibility, aiding in improved internationalization management. The most suitable measure integrates online education, virtual labs, and tech resources for personalized education. The least suitable emphasizes comprehensive assessment, teaching evaluation, and teacher professionalism. For feasibility, the top measure focuses on enhancing student evaluation and feedback mechanisms. The least feasible measure involves online education platforms, virtual labs, and tech integration for personalized education. CHOI Yi-Lin et al. (2023, p.133-135)examined educational development in the Guangdong-Hong Kong-Macao Greater Bay Area, emphasizing the issue of higher education talent training models, which is relevant to my reference to Guangdong University's talent training proposal. OECD (2009, p.13-314) discusses the role of higher education as a driver of globalization, emphasizing the importance of international cooperation and cross-cultural exchange, which supports my point about internationalization management. SUN Qingzhong et al. (2022, p.98-103) emphasize the need for cooperation in higher education in the Guangdong-Hong Kong-Macao Greater Bay Area, which echoes my reference to highly adaptive measures. Texeira-Quiros et al. (2022, p.1-11) examined the impact of internationalization strategies on the organizational performance of higher education institutions, pointing out the importance of faculty training and internationalization strategies to enhance the quality of education, which correlates with the point mentioned about the assessment of faculty professionalism.

Brand Building

For brand building, high suitability and feasibility scores suggest their effectiveness. Top suitability: clear internationalization strategies, partnerships, faculty exchange, and multilingual education. Least suitable: global engagement, accredited university exchanges, and continuous improvement. Highest feasibility: policy support for industry collaboration, international education, and interdisciplinary research. Least

feasible: integrating industry, international education into brand marketing, innovative content, and global marketing activities. OECD (2009, p.13-314) discusses the role of higher education in globalization, emphasizing the need for international cooperation and cross-cultural exchanges, which is consistent with my reference to the feasibility of 'international education' and 'interdisciplinary studies'. SUN Qingzhong et al. (2022, p.98-103) pointing out that cooperation in higher education in the Guangdong-Hong Kong-Macao Greater Bay Area is the foundation for regional development, they support the importance of *partnership* and *faculty exchange*.

Wen Wen & Cui Yanan (2019, p21-35) shows that internationalization of higher education is the key to enhancing a country's cultural soft power, which is related to my reference to *multilingual education*.

Zhang Jiming (2022, p.23-30, 40) emphasizing the importance of partnerships between universities in building higher education systems supports your point about continuous improvement.

Recommendations

Implications

1. Internationalized management mechanism. it is recommended to integrate internationalization management and enhancement into the overall development planning of the university. Regular assessments and evaluations of the effectiveness of the internationalization management mechanism should be conducted, with necessary adjustments and improvements made to ensure its continuous enhancement.

2. Financial support. Strengthening the establishment of financial management systems is recommended to further support internationalization initiatives. Universities should establish clear guidelines and procedures for the allocation and use of internationalization funds, ensuring that all stakeholders are aware of the decision-making processes and the outcomes achieved. Universities can also explore alternative funding models, such as crowdfunding and philanthropic donations, to tap into a broader range of financial resources. Regular reporting and

auditing mechanisms should be in place to monitor the use of funds and identify any potential areas for improvement.

3. Mobility of personnel. Enhancing considerations for various aspects of personnel mobility to ensure a well-rounded approach that supports internationalization efforts. Establish clear guidelines and policies that support and facilitate mobility for all personnel groups. Provide adequate resources, including financial support, language training, and cultural orientation, to enable smooth transitions. Foster a culture of openness and inclusive that welcomes and values international experiences. Monitor and evaluate the effectiveness of mobility programs regularly, making adjustments as needed to ensure they continue to support internationalization goals.

4. Educational cooperation. It is recommended to strengthen cooperation in promoting knowledge and professional skills exchange to enhance educational cooperation. Guangdong universities should actively seek global partners, develop tailored cooperation programs, organize international events for knowledge exchange, invest in digital infrastructure for seamless collaboration, and establish mechanisms to track partnership progress and outcomes, including mobility, research, and internationalization impact.

5. Curriculum construction. Enhancing the curriculum to reflect international perspectives and industry demands, ensuring that it aligns with global standards and practices. To strengthen curricula in Guangdong universities, integrate international perspectives, industry demands, global themes, co-developed courses with international partners, engage industry stakeholders, promote an interdisciplinary approach, implement continuous assessment and feedback mechanisms, and emphasize language proficiency. This fosters critical thinking, innovation, and prepares students for success in an interconnected global environment.

6. Talent cultivation. Developing programs that emphasize global perspectives and practical skills aligned with international standards, thereby enhancing talent cultivation efforts. it's vital to develop programs that emphasize global perspectives and practical skills. This includes cross-cultural communication courses, partnerships for internships, and internationally accredited programs.

Encouraging multilingual skills and incorporating innovation education will further prepare students for the global market.

7. Brand building. Emphasizing the integration of international features and advantages into brand promotion. Strengthen cooperation with domestic and international media and organizations to expand the influence of the university's brand, enhancing its visibility and reputation on a global scale. universities should integrate international features into their branding strategies by highlighting cooperation projects and academic achievements. Leveraging alumni networks and implementing feedback mechanisms will ensure continuous improvement in branding efforts.

Future Researches

1. Conduct Comprehensive Research. Conducting comprehensive research on education management internationalization in more Guangdong universities is essential for gaining a deeper understanding of the current challenges and opportunities faced by these institutions. This research should involve qualitative and quantitative methods, including surveys, interviews, and case studies, to gather diverse perspectives from administrators, faculty, and students. By analyzing existing policies, practices, and outcomes, researchers can identify trends and gaps in internationalization efforts, ultimately providing a clearer picture of how these universities can enhance their global engagement and competitiveness.

2. Identify Key Areas for Improvement. Through the research, it is crucial to identify key areas for improvement within the realm of education management internationalization. This involves assessing aspects such as curriculum development, faculty training, student support services, and partnerships with international institutions. By outlining specific shortcomings, researchers can propose targeted strategies and initiatives that address these issues. This process not only highlights the areas needing attention but also sets the stage for future research goals that align with the evolving landscape of higher education and international collaboration.

3. Outline Future Research Goals. In addition to identifying areas for improvement, it is important to outline future research goals aimed at addressing these shortcomings. Leveraging professional experience and expertise, researchers can

contribute valuable insights that inform policy-making and strategic planning within Guangdong universities. Future research might focus on evaluating the effectiveness of implemented strategies, exploring innovative practices from leading international institutions, and assessing the impact of global trends on local education systems. By establishing a clear roadmap for future inquiries, researchers can ensure that their work continues to advance the internationalization of education management, ultimately benefiting both students and the broader academic community in Guangdong.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

No.	Name(title)	The Sample Group
1	Professor Dr. Liu Yuntian	Xinghai Conservatory of Music
2	Professor Dr. Xue Guofeng	Foshan University
3	Professor Dr. Guo Wei	Xinghai Conservatory of Music
4	Professor Dr. Zhang Xiqiu	Sun Yat-sen University
5	Professor Dr. Chen Si'ang	Xinghai Conservatory of Music

Appendix B

Official Letter

Ref.No. MHESI 0643.14/ 143

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Liu Yuntian, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities "

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ ๑๑๘

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

๑๙ January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Xue Guofeng, Foshan University

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities "

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Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 145

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Guo Wei, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities "

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www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 106

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Zhang Xiqiu, Sun Yat-sen University

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities "

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E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ ๑๔๗

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Chen Si'ang, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities "

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Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 193

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 149

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear Guangzhou Academy of Fine Arts

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 150

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 January 2024

RE: Request for Data Collection

Dear Sun Yat-Sen University

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Bansomdejchaopraya Rajabhat University
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www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 151

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear South China Normal University

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 152

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear Jinan University

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

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Ref.No. MHESI 0643.14/ 153

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear South China University of Technology

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 150

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 January 2024

RE: Request for Data Collection

Dear Guangdong University of Foreign Studies

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 155

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear Beijing Normal University-Hong Kong Baptist University United International College

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 156

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear Guangdong University of Technology

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Ref.No. MHESI 0643.14/ 157

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Request for Data Collection

Dear Guangzhou University

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Ref.No. MHESI 0643.14/ 129

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Cai Qiaozhong, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 119

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Tao Mo, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 130

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Lei Guangyao, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 131

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

14 January 2024

RE: Invitation to Eevaluate the guideline

Dear Professor Dr. Qi Binbin, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 137

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Qu Wenjing, Xinghai Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ ๑๑๑

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Tang Ying, Guangzhou University

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Ref.No. MHESI 0643.14/ 138

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Eevaluate the guideline

Dear Professor Dr. Wu Xiaohan, South China Normal University

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Bansomdejchaopraya Rajabhat University
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19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Zhang Dongliang, South China Normal University

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Bansomdejchaopraya Rajabhat University
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19 January 2024

RE: Invitation to Eevaluate the guideline

Dear Professor Dr. Liu Kaihua, Guangdong University of Technology

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Ref.No. MHESI 0643.14/ ๑๖๗

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Cao Zhong, Sun Yat-sen University

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ ๑๑๑

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

๑๙ January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Jin Tingting, Sun Yat-sen University

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Ref.No. MHESI 0643.14/ 139

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

14 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Xie Xi, Sun Yat-sen University

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E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 190

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Yue Jun, Sun Yat-sen University

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Ref.No. MHESI 0643.14/ 141

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Wu Zhiwu, China Conservatory of Music

Miss Lu Chanyu is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving Education Management to Internationalization in Guangdong Universities"

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Ref.No. MHESI 0643.14/ 142

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

19 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Feng Jie, Xi'an Conservatory of Music

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Appendix C

Research Instrument

Research Questionnaire

Title: Guidelines for Improving Education Management to Internationalization in Guangdong Universities

Directions

1. In order to understand the current situation of the education management to internationalization in Guangdong universities and to propose guidelines for improving of the education management to internationalization in Guangdong Universities, a questionnaire survey will be conducted on the administrators of the Guangdong universities involved in education management to internationalization.

2. Each question and answer in this questionnaire is not right or wrong, and the answers you provide will only be used for overall statistical analysis. They will never be processed or publicly released individually, and the information will be kept strictly confidential and not disclosed to anyone. You do not need to provide your personal name when filling out the questionnaire. Please feel free to answer the questions.

Part I: Respondent Status (Personal Information)

1. School

❒ Xinghai Conservatory of Music

❒ Guangzhou Academy of Fine Arts

❒ Sun Yat-Sen University

❒ South China Normal University

❒ Jinan University

❒ South China University of Technology

❒ Guangdong University of Foreign Studies

❒ Beijing Normal University-Hong Kong Baptist University United International College

❒ Guangdong University of Technology School

❒ Guangzhou University

2. Gender: ❒ male; ❒ female

3. Age:

❒ 25 years old or below;

❒ 26 to 35;

❒ 36 to 45;

❒ 46 to 55;

❒ 56 years old or up

4. Education:

❒ Bachelor degree;

❒ Master's degree;

❒ Doctoral degree

5. Position:

❒ Teaching assistant;

❒ The lecturer or Assistant Professor;

❒ Associate professor;

❒ Professor

Part II Questionnaire

This part is to understand your Education Management to Internationalization level in the university you are currently serving. Please select and fill in the number options that match your feelings: Please select 5 for very compliant, 4 for compliant, 3 for average, 2 for non-compliant, and 1 for very non-compliant. please answer the questions one by one and don't miss out. Thank you.

No	Education Management to Internationalization	5	4	3	2	1
Internationalized Management Mechanism						
1	Administrators include internationalization management and enhancement in their universities' overall development plans.					
2	Administrators develop internationalization management mechanism to facilitate the implementation of policies, practices and procedures for internationalization.					
3	Administrators have specialized internationalization management departments or management teams in universities.					
4	Administrators have formulated scientific internationalization development goals, management systems, and development plans.					
5	Administrators clearly emphasize the long-term and short-term development goals in the internationalization management mechanism.					
6	Administrators have established good partnerships and cooperation with international organizations.					
7	Administrators implement international cross-cultural exchange practices.					
8	Administrators have created a system for managing international activities and operations.					

No	Education Management to Internationalization	5	4	3	2	1
9	Administrators have integrated global perspectives and practices into the internationalized management mechanism and cultural operations of the organization.					
10	Administrators ensure internationalization management mechanism effective and efficient internationalization.					
11	Administrators regularly assess and evaluate the effectiveness of the internationalization management mechanism, making necessary adjustments and improvements to ensure its continuous enhancement.					
12	Administrators allocate sufficient resources under the framework of internationalization management mechanism, to support the implementation and sustainability of the mechanism.					
Financial Support (The second variable)						
1	Administrators in universities have a well-established financial management system.					
2	Administrators provide sufficient financial support for the internationalization of education management.					
3	Administrators financially support the implementation of internationalization strategies, policies and activities in the field of education.					
4	Administrators financially support for the development of international partnerships.					
5	Administrators ensure financial support promotes intercultural exchange.					
6	Administrators ensure financial support to provides opportunities for students and faculty to participate in international experiences.					

No	Education Management to Internationalization	5	4	3	2	1
7	Administrators financial support guarantees the costs of work related to the internationalization of education management, such as travel, projects, and personnel expenses.					
8	Administrators financial support guarantees the adequacy of teaching and learning resources.					
9	Administrators Financial support ensures the effective implementation of the internationalization strategy.					
10	Administrators financial support improves the quality of higher education by enhancing global participation.					
Mobility of Personnel (The third variable)						
1	Administrators have make policies in place to encourage two-way staff exchanges.					
2	Administrators ensure to have good staff mobility mechanisms for the international and rational movement of individuals between higher education institutions or organizations.					
3	Administrators consider mobility of personnel, including administrators, teachers, researchers, administrators, students, and sometimes senior administrative leaders.					
4	Administrators consider mobility of personnel is a two-way flow, including outflow and inflow of staff.					
5	Administrators believe mobility of personnel is to promote academic and cultural exchanges.					
6	Administrators consider mobility of personnel fosters research collaboration.					
7	Administrators consider mobility of personnel builds global competencies among students and staff.					
8	Administrators believe mobility of personnel takes many forms, including short- and long-term programs such as short-term visits, study abroad programs, research collaborations and long-term assignments.					

No	Education Management to Internationalization	5	4	3	2	1
9	Administrators believe mobility of personnel contributes to the internationalization of the exchange of knowledge and ideas.					
10	Administrators facilitate mobility of personnel aims at contributing to the improvement of the quality of higher education.					
11	Administrators actively seek to evaluate and improve their mobility of personnel programs, including gathering feedback from participants, monitoring program outcomes, and making adjustments as needed to ensure ongoing effectiveness and relevance.					
Educational Cooperation (The fourth variable)						
1	Administrators incorporate education internationalization cooperation into their overall development planning outlines.					
2	Administrators at universities carry out high-level educational cooperation.					
3	Administrators carry out various types of educational cooperation, such as school-enterprise cooperation, school-school cooperation, cooperation between schools and performing arts troupes, etc.					
4	Administrators promote the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation.					
5	Administrators help to promote the quality of higher education through high level educational cooperation.					
6	Administrators believe educational cooperation includes joint project research.					

No	Education Management to Internationalization	5	4	3	2	1
7	Administrators consider educational cooperation aims to promote diversity development in the exchange of teachers and students.					
8	Administrators facilitate educational cooperation aims to share educational and practical resources.					
9	Administrators consider educational cooperation to promote mutual understanding and respect among different cultures and societies.					
10	Administrators believe that educational cooperation enhances their international partnership, improve their competitiveness and promote the globalization of higher education.					
Curriculum Construction (The fifth variable)						
1	Administrators are able to formulate appropriate plans and objectives for curriculum development according to the internationalization development strategy of the university.					
2	Administrators are able to actively explore and introduce internationalized educational concepts and methods to provide innovative ideas and directions for curriculum development.					
3	Administrators ensure curriculum construction involve the process of designing and developing educational programs that are in line with international standards and best practices of higher education institutions.					
4	Administrators ensure curriculum construction and development takes into account specific cultural, social and economic factors.					
5	Administrators in universities formulate curriculum construction covers both undergraduate and postgraduate students.					

No	Education Management to Internationalization	5	4	3	2	1
6	Administrators formulate curriculum construction appropriately aligned with the learning objectives of the university courses at all levels and the content is developed accordingly.					
7	Administrators formulate curriculum construction includes the development of rational and effective teaching and learning methods.					
8	Administrators formulate curriculum construction is designed to assess student progress and learning outcomes.					
9	Administrators focus on strengthening teacher training and mentoring to enhance the capacity of universities to develop and teach internationalized curricula.					
10	Administrators highlight internationalization of curriculum construction helps to enhance students' global competitiveness.					
11	Administrators prioritize the integration of interdisciplinary and cross-cultural perspectives into the curriculum, to provide students with a comprehensive understanding of global issues and prepare them for diverse career paths.					
12	Administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience.					
Talent Cultivation (The sixth variable)						
1	Administrators ensure to have a perfect international talent training education system at universities.					
2	Administrators emphasize on the overall development mechanism of talent training.					
3	Administrators in universities provide the necessary knowledge, skills and attitudes for talent growth.					

No	Education Management to Internationalization	5	4	3	2	1
4	Administrators have formulated a scientific model for internationalization and enhancement of talent training.					
5	Administrators develop diversified talent training development strategies to accommodate different types of students.					
6	Administrators provide an intercultural learning environment for talents.					
7	Administrators provide opportunities for talents to learn foreign language skills.					
8	Administrators ensure to cover a wide range of talent training, including undergraduate and graduate students, and actively promote interaction and exchange between undergraduate and graduate students to facilitate the full implementation of internationalized talent training.					
9	Administrators seek to improve the quality of talent training.					
10	Administrators lay emphasis on cultivate talents who can adapt to various internationalized environments, enhance their international competitiveness, and make positive contributions to the global society.					
11	Administrators prioritize the development of soft skills, such as communication, teamwork, and adaptability, in addition to technical skills, to prepare talents for success in diverse international environments.					
Brand Building (The seventh variable)						
1	Administrators set clear brand building goals and plans to ensure the scientific and effective brand building.					
2	Administrators are committed to building strong, distinctive internationalized brand programs.					
3	Administrators develop a strong international reputation for universities through brand building.					

No	Education Management to Internationalization	5	4	3	2	1
4	Administrators strive to build the "Study in China" brand program.					
5	Administrators strengthen cooperation with important domestic and international media and organizations to expand the influence of the university's brand.					
6	Administrators strengthen the construction of campus culture and brand image to improve the overall brand image value of the university.					
7	Administrators can actively promote the university's internationalized features and advantages, and increase the awareness and understanding of the university among students and teachers at home and abroad.					
8	Administrators are able to strengthen the service and management of international students, improve their study experience and satisfaction, and enhance the reputation of the university brand.					
9	Administrators are able to enhance their social responsibility and public welfare participation rate to improve their social image and reputation.					
10	Administrators attract more international students through brand building and enhance their competitiveness in the global marketplace.					
11	Administrators should regularly evaluate and adjust their brand building strategies to ensure they are meeting their goals and staying relevant in a rapidly changing global landscape.					

Interview Outline

Title: Guidelines for Improving Education Management to Internationalization in Guangdong Universities

Instructions:

The interviewees in this study were 10 middle managers of Guangdong universities who were obliged to ensure that they had the following conditions: 1) at least 5 years of related working experience as a middle-level and above administrator. 2) have extensive working experience in education management to internationalization field in Guangdong universities. 3) educational background with a master degree or above.

Part 1: List of interviewees

Interviewees	Education Backgroud	Interview Date	Interview Time
Interviewee 1	Education: Doctor's degree Expertise: Educational leadership and management Post: division head Work experience:12 years	Jan 28, 2024	9:00 am GMT +7 40minutes
Interviewee 2	Education: Doctor's degree Academic title: Associate professor Work experience:16 years	Jan 30, 2024	11:00 am GMT +7 37minutes
Interviewee 3	Education: Master's degree Academic title: Professor Work experience:15 years	Jan 30, 2024	9:50 am GMT +7 47minutes
Interviewee 4	Education: Doctor's degree Academic title: Professor Work experience:18 years	Feb 2, 2024	10:00 am GMT +7 35 minutes

Interviewees	Education Backgroud	Interview Date	Interview Time
Interviewee 5	Education: Master's degree Academic title: Associate professor Work experience: 16 years	Feb 3, 2024	10:00 am GMT +7 32 minutes
Interviewee 6	Education: Master's degree Academic title: Associate professor Work experience: 10 years	Feb 5, 2024	9:00 am GMT +7 32 minutes
Interviewee 7	Education: Master's degree Academic title: Associate professor Work experience: 23 years	Feb 7, 2024	8:10 am GMT +7 31 minutes
Interviewee 8	Education: Doctor's degree Academic title: Associate professor Work experience: 19 years	Jan 29, 2024	4:00 pm GMT +7 41 minutes
Interviewee 9	Education: Master's degree Academic title: Associate professor Work experience:14 years	Feb 8, 2024	2:00 pm GMT +7 36minutes
Interviewee 10	Education: Master's degree Academic title: Associate professor Work experience:18 years	Feb 9, 2024	10:00 am GMT +7 38 minutes

Part 2 Interview outline

Content	Questions
1. Internationalized Management Mechanism	Regarding the content of Internationalized Management Mechanism, what's your idea about administrators include internationalization management and enhancement in their universities' overall development plans? How to improve the overall internationalized management mechanism level?
2. Financial Support	Regarding the content of Financial Support in Guangdong universities, what's your opinion about administrators in universities have a well-established financial management system? How to improve a well-established financial management system?
3. Mobility of Personnel	Regarding the content of Mobility of Personnel, what's your opinion about administrators consider mobility of personnel, including administrators, teachers, researchers, administrators, students, and sometimes senior administrative leaders? How to improve the mobility of personnel?
4. Educational Cooperation	Regarding the content of Educational Cooperation, what's your opinion about administrators promote the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation? How to improve educational cooperation level of education management to internationalization in Guangdong universities?
5. Curriculum Construction	Regarding the content of Curriculum Construction, what's your opinion about administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience? How to improve curriculum construction?

Content	Questions
6. Talent Cultivation	Regarding the content of talent cultivation, what's your opinion about administrators ensure to have a perfect international talent training education system at universities? How to improve talent cultivation?
7. Brand Building	Regarding the content of Brand Building, what's your opinion about Administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience? Hot to improve the level of brand building?

1) Regarding the content of Internationalized Management Mechanism, what's your idea about administrators include internationalization management and enhancement in their universities' overall development plans? How to improve the overall internationalized management mechanism level?

Interviewee 1

From the perspective of university policies and regulations, I believe that policies and regulations are crucial to the improvement of internationalization management, and that comprehensive internationalization management policies and mechanisms will promote the improvement of internationalization management mechanisms. Suggestions on compliance of internationalization management mechanism, legally binding international cooperation agreements, and protection of intellectual property rights will help the university to better follow the policies and regulations, to promote the improvement of internationalization management mechanism, and to maintain compliance and sustainable development in internationalization development. To this end, I make the following recommendations:

1. Formulate a clear internationalization management policy: It is recommended that a clear internationalization management policy be formulated to clarify the strategic objectives and planning of the university's internationalization development, as well as the related management mechanism and policy framework.

2. Strengthen the legal binding force of international cooperation agreements: It is recommended to strengthen the legal binding force of international cooperation agreements, ensure the compliance and legal validity of cooperation agreements, and protect the interests and reputation of the university.

3. Intellectual property protection policy: It is recommended to formulate and improve the intellectual property protection policy, including regulating and safeguarding the protection of intellectual property rights in international cooperation projects, so as to promote academic exchanges and scientific research cooperation.

4. Policy Guidelines for Internationalization Management: To propose policy guidelines for policy issues that may be involved in internationalization management, and to help the university reasonably follow relevant policies and regulations to promote the improvement of internationalization management mechanism.

Interviewee 2

As a researcher and practitioner in education management, I consider it is worthwhile to have an in-depth discussion on how to strengthen internationalization management and enhance internationalization management in the overall development planning of universities. In the internationalization management mechanism of the university, it is necessary to clarify the strategic objectives of internationalization development, talent cultivation plan, international exchange and cooperation plan, etc., and make corresponding suggestions. In my opinion, there is a need to set some management objectives, which include:

1. Setting clear internationalization management objectives. It is recommended that the university clearly set strategic objectives for internationalization management in the overall development plan, including the proportion of international student enrollment, the number of international exchange programs, and internationalized curricula, etc., so as to ensure the feasibility and implementation of internationalization management objectives.

2. Strengthen the internationalization training of faculty and staff. It is recommended that faculty and staff be provided with training in internationalization management and cross-cultural communication, so as to improve their internationalization management level and ability.

3. Establishment of a sound internationalization management mechanism. It is recommended that a sound internationalization management mechanism be established, including an international academic exchange platform and an international project management system, in order to improve the university's internationalization management level.

Interviewee 3

As an researcher in international exchange, I believe that to improve the overall internationalization management mechanism of the university, we need to focus on the establishment and expansion of international cooperation networks. In the overall development plan of the university, administrators should focus on the following aspects to improve the overall internationalization management mechanism:

1. Establishment of a diversified international cooperation network. Universities can actively seek international partners and establish a diversified international cooperation network, including other universities, research institutes and enterprises. This helps to promote academic exchanges, research cooperation and talent cultivation.

2. Promote international student exchange programs. By establishing colorful international student exchange programs, such as international student exchange programs and dual-degree programs, it can enhance cross-cultural exchanges among students, enrich the academic atmosphere, and cultivate students' international vision and global awareness.

3. Strengthening the management of international cooperation programs. It is recommended to strengthen the management and supervision of international cooperation programs to ensure the quality and effect of the programs. Meanwhile, teachers and students are encouraged to actively participate in international cooperation programs to promote the in-depth development of international exchange and cooperation.

4. Enhance the construction of international exchange platforms. Provide teachers and students with more international exchange opportunities and resource support through the construction of international exchange platforms, such as international exchange centers and international academic exchange websites.

Interviewee 4

As a professor in higher education, I believe that in order to improve the level of the overall internationalization management mechanism, we need to focus on the following aspects from the perspective of teachers:

1. Internationalized curriculum. It is proposed that schools strengthen their internationalized curriculum, including the provision of internationalized education courses and multicultural communication courses, etc., in order to cultivate students' international outlook and cross-cultural communication skills.

2. Teachers' internationalization training. It is proposed that teachers be provided with training in internationalization management and cross-cultural communication to help them better adapt to the internationalized teaching environment and improve teaching quality and international competitiveness.

3. International Research Cooperation. Encourage teachers to actively participate in international research cooperation programs, promote international academic exchanges and cooperation, and enhance the school's international influence and academic level.

4. Cross-cultural teaching practice. Supporting teachers to carry out cross-cultural teaching practice activities, such as international curriculum cooperation and overseas teaching internships, in order to provide students with more international learning experiences and opportunities.

Interviewee 5

From the field of intercultural communication, I believe that the importance of intercultural communication needs to be emphasized in order to improve the level of the overall internationalization management mechanism. We should increase the content of intercultural communication in the specific content of the mechanism, such as building an intercultural communication platform, focusing on the internationalized communication level of teachers and students in colleges and universities, improving

the research level of intercultural communication, etc., and at the same time, enhancing the understanding and cognition of cultural differences. This will help promote the university to pay better attention to the importance of intercultural communication in the level of internationalization management mechanism, improve the intercultural communication ability of teachers and students in the international environment, and promote internationalization development.

It is recommended that teachers and students be provided with cross-cultural communication training, including training courses on cross-cultural awareness development, cross-cultural communication skills and cultural difference management, in order to enhance their cross-cultural communication skills in the international environment.

Promote the construction of cross-cultural communication platforms, such as international student exchange centers and cross-cultural communication clubs, to provide teachers and students with more cross-cultural communication opportunities and resource support.

Strengthen the knowledge and understanding of cultural differences, encourage faculty and students to respect and tolerate different cultural backgrounds, and establish an open and diversified academic environment and cultural atmosphere.

Cross-cultural communication research: Encourage cross-cultural communication research to explore communication patterns, strategies and effects in different cultural contexts, and provide theoretical support and guidance for cross-cultural communication practice.

Interviewee 6

I believe that improving the overall level of internationalization management mechanisms requires focusing on the importance of campus culture building. This will help promote better attention to the importance of campus culture construction at the level of internationalization management mechanism, enhance the knowledge and understanding of multiculturalism among teachers and students, and promote internationalization. The following are my detailed answers and suggestions from the perspective of an expert in campus culture construction:

Planning of multicultural activities: It is recommended to carry out multicultural activities, such as international cultural festivals, international student exchanges, cross-cultural experience activities, etc., to enrich the cultural life of the campus, and to enhance the teachers' and students' understanding of and respect for different cultures.

Publicity and promotion of internationalized education: Promote the publicity and promotion of the concept of internationalized education, including the holding of lectures, exhibitions, cultural salons and other activities on the theme of internationalized education, and guide teachers and students to pay attention to the importance of internationalized management mechanism.

Cross-cultural exchange and communication platforms: Build cross-cultural exchange platforms, such as international student exchange centers and cross-cultural exchange clubs, to provide teachers and students with more cross-cultural exchange opportunities and resource support.

Campus culture policy formulation: formulate campus culture policy, explicitly support and promote the development of internationalization management mechanism, encourage multi-cultural integration, and create an open and inclusive campus culture atmosphere.

Interviewee 7

A sound internationalization management mechanism will help to improve the international reputation and recognition of universities. The international community is more willing to work with universities that follow high quality international standards, which helps to bring in international programs and resources. Effective internationalization management can lead universities to introduce high-level international educational resources and teaching methods, thus enhancing academic quality. International cooperation and exchanges also help to promote research and innovation, and facilitate the international dissemination of academic results. Through the internationalization management mechanism, universities are able to provide students with more international education resources and opportunities to cultivate talents with a global perspective. Students' participation in internationalization programs increases international experience and improves their competitiveness in

employment. The internationalized management mechanism helps to establish a quality assurance system that is consistent with international standards and ensures that academic and management processes meet internationally recognized standards. The introduction of an international accreditation system improves the international recognition of degrees. The following are improvement recommendations:

Establish an internationalized quality assurance system: Establish a clear internationalization quality assurance policy to ensure that all international programs

and courses meet high academic standards.

Recruit faculty and staff with international education experience and background to ensure that the teaching team is internationalized. Provide training to adapt existing staff to the needs of internationalized education.

Establish monitoring and evaluation mechanisms for international programs to identify and resolve problems.

Evaluate international programs on a regular basis to ensure the quality and effectiveness of the programs.

Seek to establish long-term and stable cooperative relationships with international universities to share teaching experience and resources.

Participate in international academic alliances to promote research cooperation and increase international influence.

Establish an internationalization data collection system to monitor the number and mobility of international students, faculty and staff.

Analyze internationalization data to provide a basis for decision-making and optimize internationalization management strategies.

Monitor the quality of internationalized courses to ensure that the teaching content meets international standards.

Collect feedback from students and make timely adjustments and improvements to course content and teaching methods.

Interviewee 8

In order to achieve the goal of internationalization of university management, it is suggested that universities should strengthen their internationalization strategic planning and formulate clear internationalization goals and development plans;

strengthen the internationalization training for faculty and staff to enhance their internationalization management level; and strengthen the construction of international exchange platforms to provide faculty members and students with more international exchange opportunities and resource support. The following are the development opinions and suggestions:

Enhance academic reputation: Internationalization management can help universities to enhance their academic reputation and international influence, attract more international excellent students and teachers to come to universities for exchange and study, and promote academic exchange and cooperation.

Promote cross-cultural exchanges: Internationalization management can promote cross-cultural exchanges, enrich the cultural atmosphere of the university, cultivate students' international vision and cross-cultural communication ability, and provide them with a broader space for development.

Expanding international cooperation projects: through internationalization management, universities can expand international cooperation projects, carry out academic exchanges, scientific research cooperation, talent training and other aspects of cooperation, and promote international exchanges and development of the university.

Improve the competitiveness of the university: internationalization management can improve the international competitiveness of the university, attract more international excellent students and teachers to study and work in the university, and promote the sustainable development of the university.

Interviewee 9

Enhancing the internationalization management mechanism of universities is crucial for improving their international competitiveness and influence. It will help to enhance the internationalization management mechanism of universities and achieve the internationalization development goals of the university, thus increasing the influence and competitiveness of the university in the global arena. The importance of the internationalization management mechanism is that Improve the international reputation and visibility of the university and attract more international students and scholars. Promote international academic exchanges and cooperation, and promote

academic research and innovation. Cultivate students' international outlook and cross-cultural communication skills, and enhance their global competitiveness.

Enhance the way of internationalization management mechanism:

Formulate clear internationalization development strategies and goals to ensure the direction and planning of internationalization management.

Strengthen international student recruitment and international student support services to enhance international students' learning and living experience.

Carry out international cooperation programs, promote international academic exchanges and cooperation, and facilitate transnational research cooperation.

Strengthen internationalization training for faculty and staff to enhance their cross-cultural communication and management skills.

Establish a sound internationalization management mechanism, including an international exchange platform and a project management system.

Interviewee 10

The enhancement of internationalization management mechanism can promote the reputation and influence of universities in the world and provide a broader international development platform for students and staff. The following are some suggestions for improving internationalization management mechanisms:

Cross-cultural training and education: Provide cross-cultural training and education for faculty and staff to help them understand the differences between different cultures and improve their cross-cultural communication skills so that they can better cope with the challenges in the internationalized environment.

Creating a Diverse Learning Environment: Encourage schools to create a diverse learning environment, including international student exchange programs, multicultural activities, etc., in order to promote cross-cultural communication and understanding among students.

Intercultural communication policy and practice: Develop intercultural communication policies, including multilingual support and intercultural communication guidance, while encouraging the practice of intercultural

communication skills, such as holding intercultural communication activities and organizing international cooperation projects.

Intercultural Communication Research and Exchange: Encourage faculty and staff to participate in intercultural communication research and exchange, promote academic exchanges and knowledge sharing, and promote development and innovation in the field of intercultural communication.

Conclusion

The interviews with experts from various fields provide valuable insights into the crucial role of internationalization management mechanisms in university development. The internationalization management mechanisms are considered instrumental in enhancing the reputation, competitiveness, and overall influence of universities on a global scale. The recommendations from the experts cover diverse aspects of university management, reflecting the multifaceted nature of internationalization in higher education.

1. Policy and Regulation Emphasis:

Importance of clear internationalization management policies and mechanisms.

Recommendations include formulating clear policies, strengthening legal binding force in agreements, and intellectual property protection.

2. Strategic Objectives and Faculty Training:

Setting clear internationalization management objectives, including enrollment goals and faculty training.

Establishing a sound internationalization management mechanism for academic exchange and project management.

Focus on internationalized curriculum, faculty training, research cooperation, and cross-cultural teaching practice.

3. International Cooperation Networks:

Emphasis on establishing diversified international cooperation networks.

Recommendations include promoting international student exchange programs, strengthening program management, and enhancing international exchange platforms.

4. Intercultural Communication:

Highlighting the importance of intercultural communication in internationalization management.

Recommendations include cross-cultural communication training, building communication platforms, and fostering cultural understanding.

5. Quality Assurance and Data Collection:

Stressing the significance of a quality assurance system and data-driven decision-making.

Recommendations cover establishing an internationalized quality assurance system, recruiting experienced staff, and participating in international academic alliances.

6. Campus Culture Building:

Underlining the role of campus culture in internationalization management.

Recommendations include planning multicultural activities, promoting internationalized education, and formulating campus culture policies.

7. Global Reputation and Competitiveness:

Focusing on enhancing academic reputation, promoting cross-cultural exchanges, and expanding international cooperation projects.

Recommendations cover strategic planning, faculty training, and the construction of international exchange platforms.

8. Cross-Cultural Training and Education:

Advocating for cross-cultural training and education for faculty and staff.

Recommendations include creating a diverse learning environment, developing intercultural communication policies, and encouraging research and exchange in intercultural communication.

To sum up, the internationalization management mechanisms play a pivotal role in shaping the future of universities by fostering collaboration, improving academic quality, and creating a globally competitive environment. The recommendations provided by the experts collectively address key aspects of policy, strategy, faculty training, cultural understanding, and quality assurance, offering a comprehensive guide for universities seeking to enhance their internationalization management.

2) Regarding the content of Financial Support in Guangdong universities, what's your opinion about administrators in universities have a well-established financial management system? How to improve a well-established financial management system?

Interviewee 1

Regarding the content of financial support for universities in Guangdong Province, I believe that university administrators should establish a sound financial management system. From the perspective of a higher education expert, this is very important because a sound financial management system can ensure the effective use of resources, increase financial transparency, and ensure the sustainable development of the university. In order to improve the financial support, the following are some suggestions and opinions:

Establish a strict budget system: Universities should establish a strict budget preparation and execution system to ensure that the use of funds is in line with the

budget plan and to avoid waste and misuse of funds.

Strengthen internal control: Establish a sound internal control system, including auditing, risk management and compliance review, to prevent financial errors and misconduct.

Enhance transparency of financial reporting: Develop standardized financial reporting standards and publish timely financial information to enhance transparency and trust in external stakeholders.

Strengthen financial supervision: Strengthen supervision and review of fund utilization and financial decision-making to ensure that funds are used in accordance with laws, regulations and school rules.

Rational allocation of educational funds: focusing funds on teaching and scientific research, improving the efficiency of utilizing educational resources, and promoting the internationalization of university education management to enhance.

These initiatives will help to enhance the financial support of universities and provide a solid financial foundation for the internationalization and enhancement of university education management.

Interviewee 2

In my opinion, the establishment of a strict budgetary system is one of the important initiatives that accounting experts consider to enhance the internationalization of education management in universities. The soundness of the budget system is crucial for the financial management and resource allocation of universities. Developing long-term financial planning, allocating funds rationally, conducting effective investment planning, carrying out effective investment planning, ensuring budget execution, and considering diversified funding channels will help to enhance the financial support of colleges and universities and provide a solid financial foundation for the enhancement of the internationalization of education management in colleges and universities.

Colleges and universities should make long-term financial planning and clarify the financial needs and expenditure plans for the coming years in order to better allocate and utilize the funds. The budget system should ensure that funds are allocated reasonably, with full consideration of the university's development strategy and the needs of teaching and research, so as to avoid the waste and improper use of resources. University managers should carry out effective investment planning for funds, including the source of funds, investment direction and risk control, in order to realize sustainable financial development. Establish a strict budget execution system, monitor whether the expenditures are in line with the budget plan, and adjust the budget arrangement in time to ensure the effectiveness and rationality of the use of funds. In addition to relying on traditional financial allocations, colleges and universities can consider diversified funding channels, such as alumni donations and industry-university-research cooperation, in order to increase the diversity of financial support.

Interviewee 3

Financial management should support the university's international cooperation programs and ensure the financial health of the programs, as well as provide the necessary financial support for international students. These recommendations aim to promote Guangdong University to achieve better results in international cooperation and development from the perspective of financial management, to ensure that the soundness of the financial system supports the

smooth implementation of international cooperation projects, while providing strong financial support for international students.

Setting up a special fund to support international cooperation projects: A special international cooperation fund should be established to support the start-up, operation and development of international cooperation projects. This will help attract more international cooperation opportunities and enhance the university's position in international cooperation.

Develop a reasonable financial plan for international cooperation: Develop a clear and transparent financial plan for international cooperation, including project budgets, sources of funds, utilization and monitoring. This will help ensure the sustainability and financial health of international cooperation programs.

Establish an internationalization scholarship program: Establish a scholarship program specifically to support international students. This can attract more international students to study at GDU and enhance the international diversity of the university while providing financial assistance to international students.

Strengthening the international alumni network: By building a strong international alumni network, the University can access more funds from international alumni donations and sponsorships. This can provide additional financial support for international cooperation programs.

Promote bilateral and multilateral cooperation mechanisms: Seek to establish bilateral and multilateral international cooperation mechanisms to jointly raise funds for projects. Establish strategic partnerships with universities and research institutions in different countries to share resources and financial support.

Establish an effective evaluation mechanism for international cooperation projects: Establish a financial monitoring and evaluation mechanism for international cooperation projects to ensure the financial viability and effectiveness of the projects. Identify problems and take corrective measures in a timely manner to improve the success rate of international cooperation projects.

Interviewee 4

Through digital financial platforms and data analytics, universities can achieve efficiency, transparency, and predictability in financial management, thus better supporting the internationalization of education management enhancement.

Building a digital financial platform: Introduce advanced financial management software and IT systems to build a digital financial platform. This will help realize real-time monitoring, integrated management and efficient analysis of financial data, and enhance the operability and efficiency of financial management.

Data analytics to optimize financial decision-making: Using data analytics technology to conduct in-depth mining and analysis of financial data. Through data models and algorithms, provide more accurate financial forecasts, help make more informed financial decisions, and improve resource utilization efficiency.

Implementation of Financial Big Data Analysis Project: Launch a financial big data analysis project to comprehensively analyze data on financial activities, expenditures, and revenues. From this, potential financial problems and opportunities will be uncovered, and targeted recommendations will be provided to enhance the internationalization of education management.

Digital literacy and training: Provide training on digital tools to finance staff to improve their IT literacy. This will help to ensure that personnel are able to fully utilize the financial management system and better meet the challenges of financial management in the digital age.

Promote intelligent financial management: Explore the use of intelligent financial management systems, such as artificial intelligence and automated audits. This will alleviate the daily burden of finance staff

Interviewee 5

From the perspective of education economics, I believe that a sound financial management system is crucial to the internationalization of university education management. First, a sound financial management system can ensure the rational allocation and utilization of educational resources in universities, thereby improving the quality of education and international competitiveness. Secondly, a transparent and efficient financial management system can enhance the attractiveness of

universities, attract international students and teachers to come to study and work, and promote the improvement of the financial management system, thus promoting the internationalization of university education management.

In order to enhance the financial support and improve the financial management system, I believe that we should efficiency expenditures: through optimizing the expenditure structure and rational allocation of funds, ensure that the funds are used in key areas such as teaching and research, and improve the efficiency of the use of educational resources. Diversified funding: Explore diversified funding channels, such as cooperation with enterprises and development of alumni donations, to increase the financial income of universities and reduce the dependence on government funding. International cooperation: Strengthen international cooperation and exchanges, attract international funds and resources, promote international cooperation programs, and increase external support. Financial transparency: establish a transparent and standardized financial management system and reporting mechanism, make public the financial information of universities, and enhance social trust and support. Benefit evaluation: establish a scientific performance evaluation system, combine financial management with education and teaching effects, and incentive universities to improve financial management and education quality.

Interviewee 6

A sound financial management system is crucial for the internationalization and enhancement of education management in universities. A sound financial management system can provide universities with more financial support, thus enhancing their international competitiveness and international development. Colleges and universities can continuously improve their financial management system and enhance the level of financial support so as to provide stronger support for the internationalization of education management.

Administrators and universities should improve financial support through various ways, such as: diversified financing channels. Colleges and universities can increase financial income and reduce financial pressure through diversified financing channels, such as issuing bonds and introducing social capital. At the same time, it is also necessary to optimize the fund structure: through rational allocation and

optimization of the fund structure, colleges and universities can reduce the cost of funds and improve the efficiency of fund utilization, so as to provide more financial support for the internationalization of education management. Improve fund utilization efficiency: establish a scientific fund operation management system, strengthen the supervision and use of funds, ensure that the funds are used in key areas such as teaching, research and student development, and improve the efficiency of fund utilization. Financial planning and investment planning: university administrators need to formulate long-term financial planning and investment planning, rationally allocate funds, and carry out effective investment planning in order to realize sustainable financial development and the enhancement of internationalization of education management.

Interviewee 7

Enhancing financial support and promoting the development of educational management towards internationalization. A sound financial management system can provide important support in the following aspects:

Effective allocation of resources: Through a financial management system, universities can better allocate and utilize resources to ensure that funds are used for teaching, research and international development projects, thus enhancing the quality of education and international competitiveness.

Performance evaluation and incentives: A sound financial management system can be combined with performance evaluation to incentivize staff to actively participate in internationalization projects, improve the level of education management, and promote the development of universities in the direction of internationalization.

Financial Transparency and Compliance: A sound financial management system can improve financial transparency, ensure that the financial operations of universities are in compliance with the law, and enhance the international community's trust in universities.

In order to enhance financial support and improve the financial management system, the following are some suggestions:

Formulate long-term financial planning: Universities should formulate long-term financial planning, allocate funds rationally and make effective investment planning to meet the needs of international development.

Strengthen fund operation management: optimize the fund structure, reduce the cost of funds, and actively seek diversified funding channels to improve the efficiency of fund utilization.

Rational allocation of educational funds: Ensure that funds are used for teaching and scientific research, and improve the efficiency of utilizing educational resources to promote international educational exchanges and cooperation.

Establishment of a performance evaluation system: Combine financial management with performance evaluation to motivate faculty and staff to actively participate in internationalization projects and promote the internationalization of university education management.

Interviewee 8

I believe that a sound financial management system is crucial to the sustainable development of universities. A sound and robust financial management system not only ensures the financial health of the university, but also provides strong support for internationalization management. This involves effective allocation of resources, risk management, compliance, etc. These aim to provide a pathway for GDU to build a sound financial management system to support the development goal of internationalization of education management. Through sound and efficient financial management, universities can better meet the challenges of internationalization and ensure sustainable development. Here are some improve suggestions:

Introduction of advanced financial management software: Select and introduce advanced financial management software to improve the efficiency of the entire financial process. Such software can integrate multiple financial functions, including accounting, budgeting, procurement, etc., providing real-time data and analysis.

Establishment of financial reporting and auditing mechanisms: Establish regular financial reporting mechanisms to ensure that school authorities and stakeholders have a clear understanding of the financial situation. In addition, regular

internal and external audits are conducted to ensure the accuracy and transparency of financial data.

Cost Control and Resource Optimization: Establish cost control policies to ensure that expenditures are within reasonable limits. Through data analysis, areas of inefficient resource use are identified and optimized to ensure that every expenditure has a positive impact on the University's internationalization goals.

Building a Financial Risk Management System: Establish a financial risk management system to identify and assess financial risks. Develop a risk response plan to ensure that the University can react quickly and adaptively to financial challenges and mitigate the negative impact of risks.

Adoption of International Financial Reporting Standards (IFRS): Adhere to IFRS to ensure international comparability and transparency of financial statements. This will help to enhance the credibility of the university in the international arena and attract more international resources and cooperation opportunities.

Upgrading finance staff: Improve the professionalism of finance staff to enable them to adapt to the complexities of international financial management. Train the finance team to familiarize them with international financial regulations and standards to ensure the compliance of international cooperation projects.

Introduce financial technology innovations: Seek to introduce emerging financial technology innovations, such as blockchain technology, to improve the security and transparency of financial data. This will help reduce human error and fraud and enhance the credibility of financial management.

Establishment of a performance assessment mechanism: Establish a financial performance-related assessment mechanism to evaluate the effectiveness of financial management through key performance indicators (KPIs). Adjustments and improvements will be made based on the results of the assessment to ensure the continuous optimization of the financial management system.

Raise financial awareness in the university community: Increase the understanding of and participation in financial management among university students, faculty, and other stakeholders through training and awareness-raising activities. This

will help to develop a common financial management culture and promote sustainable financial development.

Interviewee 9

Financial support plays a key role in building a good network of social relations. It is not only about alumni and corporate donations, but also about cooperation with the local community and industry, which will provide the necessary social support for the internationalization enhancement of university education management. The following recommendations aim to make financial support a powerful tool to promote university social relations and further contribute to the internationalization enhancement of university education management. Through such social relationship building, universities will be better integrated into society.

Alumni Network and Giving Strategy: Build a strong alumni network and promote alumni cohesion through regular alumni activities. Financial support can be used for alumni giving activities, including scholarships and funding for international exchange programs, in order to encourage alumni to participate more actively in internationalization projects.

Corporate Cooperation and Sponsorship: Establish strategic partnerships with corporations to promote industry-university-research cooperation. Financial support can be used to fund internationalization projects in cooperation with enterprises, such as building joint research centers and supporting students to participate in internship programs.

Community cooperation and resource sharing: Establish close ties with the local community and fulfill the university's social responsibility in the community. Financial support can be used to build community education resource centers and promote community education projects, so that the university and the community can form a positive interaction.

Local Government Relationship Building: Establish a close relationship with the local government and seek financial support and policy favoritism from the government. Financial support can be used to support internationalization projects that are in line with national strategies and the development direction of local governments, and to enhance cooperative relationships with the government.

Promote international academic alliances: Actively participate in international academic alliances and promote in-depth cooperation with other universities and research institutions. Financial support can be used for program cooperation among the members of the alliance to strengthen the university's position in the international academic field.

Social Responsibility Program Support: Carry out social responsibility programs and pay attention to social issues such as environmental protection and public welfare. Financial support can be used to support these programs and enhance the reputation and image of the university in the society.

Establishment of a social relations performance evaluation mechanism: Establish a social relations performance evaluation mechanism to assess the effectiveness of the university in social relations. Financial support could be used for the construction of this mechanism in order to better adapt strategies to improve the effectiveness of social relations.

International social activities: Participate in international social activities, such as international conferences, forums, etc. Financial support could be used to fund scholars, students, and other social activities. Financial support can be used to fund the participation of scholars and students in these events to increase the university's international presence.

Establish a social relations team: Establish a dedicated social relations team to liaise and collaborate with alumni, business, community and other social organizations. Financial support is used to train and motivate this team in order to increase its effectiveness.

Interviewee 10

Financial management plays a key role in this context, ensuring that universities manage internationalization in a way that is compliant with regulations and gains government support and recognition. I make these recommendations to help make financial management a supporter of policy compliance in the internationalization process of the university and to ensure that it plays an active role in complying with policies and regulations, obtaining government support, and participating in the management of internationalization.

Financial Compliance Assessment: Conduct regular financial compliance assessments to ensure that the University's financial activities comply with national and local regulations. This helps to minimize legal risks and maintain the reputation of the university.

Establishment of an internationalization financial policy: Establish a clear internationalization financial policy and ensure that it is consistent with the overall national development strategy. This includes the use of funds, reporting, and auditing to ensure that internationalization programs are in compliance with policies and regulations.

Promote international student enrollment policies: Understand and follow national and local policies on international student enrollment, and actively participate in the policy development process to obtain government policy support. Financial management ensures that appropriate financial support is provided in accordance with the policy.

Training on policies and regulations: Provide the financial management team with training on relevant policies and regulations to ensure that the team has a thorough understanding of the regulations related to internationalization management. This helps to avoid unnecessary financial problems caused by unfamiliarity with regulations.

Government Relationship Maintenance: Establish a good relationship with the local government and actively participate in the policy making process of the university. Financial management should win the government's trust and support for the university's internationalization program through transparency and compliance.

Participation in national internationalization strategy: Participate in the national strategy for internationalization of higher education and ensure that the direction of internationalization of the university is in line with the direction of the overall development of the country. Financial management should be aligned with national policies in order to gain more government support.

Financial cooperation mechanism and policy alignment: Develop a financial cooperation mechanism that is compatible with the national financial support mechanism. It is important to maintain communication with government departments

to keep abreast of and adapt to changes in the government's financial policies to ensure that the university's financial support is in line with policy requirements.

Compliance of international cooperation agreements in education: To ensure that the agreements signed between the university and its international partners are in line with national and local regulations to avoid potential legal risks. Financial management should review the use of funds for cooperative programs to ensure compliance.

Regular Policy Updates and Responses: Track changes in national and local policies on the internationalization of higher education to ensure that the university's management policies can be adjusted in a timely manner. Financial management should be ready to respond to financial adjustments brought about by policy changes.

Conclusion

In general, these 10 interviewees have provided valuable insights into the internationalization management and financial support of universities. Their viewpoints underscore the crucial role of financial management in promoting internationalization and elevating the level of educational management. Here is a summary of these interview results and the categorized recommendations:

All interviewees unanimously agree that establishing a robust financial management system is crucial for the internationalization management and sustainable development of universities. It contributes to ensuring efficient resource utilization, enhancing financial transparency, and providing a solid financial foundation for universities. The suggestions presented by the interviewees can be classified into the following main aspects:

1. Financial Management System Construction:

Establish a clear international financial policy.

Develop budget plans.

Strengthen internal control.

Enhance financial transparency.

2. International Collaboration in Educational Projects:

Create a dedicated fund to support international collaboration projects.

Formulate clear financial plans for international cooperation.

Establish internationalization scholarship programs.

Strengthen international alumni networks.

Monitor and evaluate international cooperation projects.

3. Information Technology and Data Analysis:

Introduce advanced financial management software and data analytics technology.

Build a digital financial platform.

Improve digital literacy.

4. Education Economics and Efficiency:

Optimize expenditure structures.

Diversify funding channels.

Strengthen international cooperation.

Enhance financial transparency.

Establish performance evaluation mechanisms.

5. Social Relations and Collaboration:

Build alumni networks.

Collaborate with enterprises.

Strengthen community relations.

Cooperate with local governments.

Participate in international academic alliances.

6. Policy and Regulation Compliance:

Conduct regular financial compliance assessments.

Establish an internationalization financial policy.

Provide training on policies and regulations.

Maintain good government relationships.

Participate in national internationalization strategies.

Align financial cooperation mechanisms with policies.

Ensure compliance with international cooperation agreements in education.

Stay updated on policy changes and respond accordingly.

These interview results demonstrate that internationalization management and financial support are interrelated and crucial aspects of university development.

Establishing a robust financial management system not only facilitates the implementation of international projects but also enhances a university's international competitiveness. Moreover, close ties with society and adherence to policies and regulations are key factors in promoting the internationalization development of universities. Through financial support, universities can better achieve internationalization goals, strengthen connections with the global community, and enhance their reputation and influence on the international stage.

3) Regarding the content of Mobility of Personnel, what's your opinion about administrators consider mobility of personnel, including administrators, teachers, researchers, administrators, students, and sometimes senior administrative leaders? How to improve the mobility of personnel?

Interviewee 1

Mobility is crucial to the internationalization of universities. Mobility should encompass not only faculty, but all levels, from administrators to students, which not only facilitates the exchange of knowledge and experience, but also enhances the university's international presence. And, very importantly, mobility must be a two-way street. In my view, mobility systems and policies should be established. Develop clear mobility systems and policies, including mechanisms for the mobility of administrators, faculty, researchers and students. This could be facilitated through scholarships, exchange programs, and international cooperation agreements.

Create a dedicated mobility fund: Create a dedicated mobility fund to support the international exchange and mobility of personnel. This can provide incentives for personnel to engage in internationalization activities and promote mobility between different levels.

Provide training and support: Provide the necessary training for those planning to participate in mobility, including intercultural communication, international affairs management, and so on. Provide the support needed to work well in an international environment.

Initiate and participate in international cooperation projects and encourage the active participation of staff and students. This will help to increase mobility

opportunities and promote greater integration of the University into the international academic community.

Interviewee 2

From the perspective of educational innovation, I believe that staff mobility is a key factor in promoting educational innovation, and that new educational concepts and methods can be acquired through exchanges with international counterparts. Two-way international mobility of personnel can promote the establishment of an internationalized educational innovation platform. At the same time, the internationalization of curricula and personnel can be upgraded through two-way educational exchanges and two-way joint projects.

Establishment of innovation platforms: Establish international education innovation platforms to attract education experts and researchers from around the world. Promote cross-cultural exchange of educational ideas and innovative approaches through mobility.

Support mobility in educational projects: Encourage teachers to participate in international educational projects, such as online course collaborations and joint research. Provide funding and resources for this purpose.

Introduce internationalized curricula: Incorporate international elements into curricula to attract international students and teachers. Promote cross-cultural classroom interactions to improve the quality of education.

Organize international seminars and forums: Host international seminars and forums and invite international experts to participate. This not only promotes mobility, but also provides a valuable platform for educational innovation.

Interviewee 3

I believe that mobility is a bridge to international cooperation and development, and that through mobility, more bridges to international cooperation can be built for the global development of the university. Universities usually offer some exchange and exchange programs, which are usually for students, such as some long and short-term exchange programs, which can promote cross-cultural communication among students in the short term, and promote the enhancement of the internationalization background of the staff concerned. However, a mechanism of

personnel mobility covering all fields and multiple levels of personnel still needs to be continuously upgraded, and can be attempted to be accomplished from multiple perspectives.

Promote Academic Exchange Programs: Develop academic exchange programs to support faculty, staff and student participation in international conferences, seminars and collaborative projects. Promote cross-border flow of academic resources.

Strengthen links with international institutions: Establish strong links with international institutions and promote mobility with them. This will facilitate access to more internationalized resources and support.

Develop international research programs: Develop international research programs to encourage researchers to collaborate with international peers. Provide appropriate funding and support to facilitate the internationalization of research results.

Enhance student exchange programs: Design and promote international student exchange programs to encourage local students to study abroad and to attract international students to the campus for academic and cultural exchanges.

Interviewee 4

I believe that mobility is an important means of fostering inter-school relations, and that mobility can lead to closer cooperation between different schools. Usually, inter-school cooperation also mostly starts with sending staff to each other's institutions for exchange and learning, and this is the beginning of a very healthy interaction. I suggest that similar mobility should cover a wider range of people, not just students and teachers, but also managers, administrators, middle leaders and senior leaders. I recommend the creation of an inter-school exchange platform: Create an inter-school exchange platform to encourage mobility between schools, including administrators, teachers and students. This could help to build broader inter-school relationships.

Organize joint training programs: Join forces with other universities to organize training programs. Through mobility, experience sharing and cooperation among teachers and administrators will be promoted.

Establishment of inter-university collaborative research centers: Establish inter-university collaborative research centers to provide a platform for researchers from different schools to collaborate. Joint research projects are facilitated through mobility.

Promote inter-university exchange of students: Support students to participate in inter-university exchange programs, encourage students to engage in academic and cultural exchanges among different universities, and promote the establishment of friendly relations among universities.

Interviewee 5

Considering international students and cultural exchange, I believe that international student mobility is a bridge that promotes cultural exchange, and through mobility of people can promote multiculturalism on campus.

Provide international student scholarships: Establish international student scholarships to attract more international students to study on campus. This not only promotes academic exchanges, but also enriches the campus culture.

Promote cultural activities and festivals: Organize a variety of cultural activities and festivals to promote the integration of international and local students into the campus life and to create an atmosphere of cultural exchange.

Establishment of a Cultural Exchange Center: A Cultural Exchange Center is established to provide a platform for cultural exchange for international students. Promote intercultural understanding and respect through art exhibitions, cultural lectures and other activities.

Promote interaction between international and local students: Encourage academic, cultural and linguistic exchanges between international and local students. This helps to break down cultural barriers and promote friendly interaction.

Interviewee 6

I believe that staff mobility is crucial to research innovation, through which new research ideas and partners can be introduced to promote the level of research, thus enhancing the overall internationalization of education management in universities in the Guangdong region to improve the level of internationalization.

I suggest Support international research teams: Encourage faculty and researchers to participate in international research teams to enhance research through mobility. Provide appropriate research funding and support. Promote international cooperation projects: Actively participate in international cooperation projects and promote personnel mobility with international counterparts. Promote cross-cultural cooperation in research and innovation through joint research projects. Establishment of innovation bases: Create international innovation bases to attract international research talent and promote cooperation in innovation programs. Improve the international competitiveness of innovative research through mobility. Promote the internationalization of scientific and technological achievements: Encourage researchers to internationalize their scientific and technological achievements, and promote the international exchange and cooperation of scientific and technological achievements through mobility.

Interviewee 7

Mobility can foster technology exchange and innovation in the areas of information technology and data analytics to drive the digital transformation of campuses. In order to promote the comprehensive internationalization of education management level improvement, digital transformation and level improvement is a very important element, and the rational mobility of personnel will positively promote the development of universities. I suggest that we should

Establish an information technology exchange platform and set up an information technology exchange platform to promote the mobility of personnel in the information technology teams of different universities. Promote the development of digital technology through technology sharing and exchange; promote collaborative projects on data analysis, participate in international collaborative projects on data analysis, and encourage data analysis professionals to participate in international research. Promote innovation in data analytics technology through personnel mobility; build digital education platforms, build digital education platforms to provide teachers and students with learning and application environments for digital technology. To introduce advanced digital technology concepts and experiences through personnel mobility; to promote international standards for big data, to actively participate in the

development of international standards for big data, and to promote international data exchange and sharing. Promote the development of standardization in the field of Big Data through personnel mobility.

Interviewee 8

Financial management has an important role to play in mobility, and through effective financial support, it can facilitate smooth mobility in different areas. Administrators of higher education institutions should develop develop a mobility financial policy. Develop a clear mobility financial policy to ensure that the mobility of administrators, faculty, researchers, and students is appropriately funded. Establish a dedicated mobility financial support program.

Establish a financial support mechanism for international cooperation: Establish a specialized financial support mechanism for international cooperation to ensure adequate financial support for international cooperation projects. Encourage financial managers to participate in the development of international cooperation budgets.

Optimize the financial process: Optimize the financial approval process for personnel mobility and improve the efficiency of the approval process. Ensure that financial management is not an obstacle to mobility, but rather an enabler to support it.

Establishment of mobility funding performance assessment: Set up a performance assessment mechanism for the use of mobility funding to evaluate the use of mobility funding. Ensure that funds are utilized appropriately and improve the efficiency of resource utilization.

Interviewee 9

From the perspective of social relations, I believe that staff mobility is an important part of the university's social relations, through which mobility can promote closer ties between the university and all sectors of society, aiming to comprehensively enhance GDU's staff mobility mechanism. Through clear policies, strong financial support, and the building of social relations, mobility will be integrated into the overall internationalization strategy, providing strong support for GDU's global impact and innovation capacity. I believe that we should establish broader social support,

encourage diverse collaborative programs, and enhance the mobility of all types of personnel in a variety of ways, such as through the establishment of a database of social relations between universities, as well as strengthening university-to-university ties and enhancing university-enterprise communication. The details are as follows:

Establish a social relations support program: Establish a social relations support program to encourage administrators, faculty, and students to interact with social organizations. Provide funding and resource support for social relationship building.

Encourage Community Partnership Programs: Promote university-community partnership programs to foster deeper integration between the university and the community through mobility of personnel. Support funding and resources for community partnership programs.

Build a social relations database: Build a university social relations database to record the situation and results of personnel mobility. Provide data support for the building of social relations and optimize the management of social relations.

Strengthening university-company ties: Promote university-company cooperation and facilitate exchanges between universities and companies through mobility. Provide financial and human resources support for business-university cooperation.

Interviewee 10

Mobility is central to the theme "Guidelines for Improving Education Management to Internationalization in Guangdong Universities". It is not only a means to achieve the goal of internationalization, but also promotes innovation and improvement in education management and enhances the global competitiveness of universities. The following are some points of discussion and developmental suggestions:

Exchange of knowledge and experience:

Mobility facilitates the exchange of knowledge and experience in the field of international education management. Within the university, administrators, teachers and students from different countries and cultural backgrounds are able to share the

latest educational management concepts, practices and experiences, thus enriching the multiple perspectives of educational management.

Recommendation: Develop specific programs to encourage management, faculty, and students to participate in international conferences, seminars, and exchange programs to promote cross-cultural exchange of knowledge and experience.

Increase the international reach of the University:

Through mobility, universities can attract outstanding international faculty, staff, and students, enhancing their international reputation and impact. International collaborative programs and mobility also help to strengthen the University's ties with the international academic community and support the University's branding on a global scale.

Recommendations: Actively participate in international cooperation programs to promote the mobility of outstanding staff and students. Establish an internationalized admissions policy to attract more international students.

Promote educational innovation:

Mobility promotes innovation in educational concepts and methods. International exchanges can improve the quality of education by introducing new teaching methods, curriculum design and assessment methods.

Suggestions: Establish a dedicated educational innovation platform to facilitate the exchange of ideas and innovative approaches to education in different cultural contexts through mobility. Support the participation of teachers in international educational programs.

International cooperation and development: Mobility serves as a bridge to international cooperation and development, facilitating the establishment of global academic networks that promote collaborative research and the sharing of resources.

Recommendations: Promote academic exchange programs and encourage faculty, staff and students to participate in international conferences, seminars and collaborative projects. Develop international research programs to encourage researchers to collaborate with their international counterparts.

Cultural Exchange and Understanding: Through mobility, students from different cultures are able to study and live in an internationalized campus environment, promoting cross-cultural exchange and understanding.

Recommendations: Provide international student scholarships to support international students to study on campus. Organize cultural activities and exchange platforms to help international students better integrate into campus life.

In implementing these recommendations, it is crucial to develop clear mobility policies and plans, and to provide appropriate financial and resource support to ensure that mobility runs smoothly and to maximize its contribution to the internationalization of the university.

Conclusion

The 10 interviewees emphasize the pivotal role of mobility in internationalizing universities. They stress its importance in fostering educational innovation, inter-school relations, technology exchange, financial management, social relations, and overall university development. The core recommendations can be categorized as follows:

1. Mobility Systems and Policies:

Establish clear mobility systems and policies covering administrators, faculty, researchers, and students.

Create a dedicated mobility fund to incentivize international exchange.

Provide training for intercultural communication and international affairs management.

2. Educational Innovation:

Establish international education innovation platforms.

Support mobility in educational projects, including online course collaborations and joint research.

Incorporate international elements into curricula.

3. Academic and Research Collaboration:

Promote academic exchange programs for faculty, staff, and students.

Strengthen links with international institutions and collaborate on research.

Establish inter-university collaborative research centers.

4. International Student Mobility and Cultural Exchange:

Establish international student scholarships.

Organize cultural activities and festivals.

Establish a Cultural Exchange Center for international students.

5. Research and Innovation:

Support international research teams.

Participate in international collaborative projects on data analysis.

Create international innovation bases to enhance research through mobility.

6.Information Technology and Data Analytics:

Establish an information technology exchange platform.

Promote collaborative projects on data analysis and innovation.

Build digital education platforms for learning and applying digital technology.

7. Financial Support and Management:

Develop a mobility financial policy.

Establish a dedicated mobility financial support program.

Optimize the financial process for personnel mobility.

8. Social Relations and Community Engagement:

Establish a social relations support program.

Promote university-community partnership programs.

Build a university social relations database.

9. Global Competitiveness and Branding:

Actively participate in international cooperation programs.

Establish an internationalized admissions policy.

Develop specific programs for international conferences and seminars.

10. Cross-Cultural Exchange and Understanding:

Encourage academic, cultural, and linguistic exchanges between international and local students.

Promote interaction between international and local students.

In implementing these recommendations, clarity in mobility policies, financial support, and resource allocation are highlighted as essential elements to ensure the

smooth execution of mobility initiatives and maximize their contributions to university internationalization.

4) Regarding the content of Educational Cooperation, what's your opinion about administrators promote the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation? How to improve educational cooperation level of education management to internationalization in Guangdong universities?

Interviewee 1

From an educational policy perspective, educational cooperation is crucial for enhancing the internationalization of educational management. Educational cooperation can be facilitated through policy support and legal frameworks, which are important for promoting the internationalization of educational management. The following are some developmental suggestions:

Developing supportive policies: Governments can develop supportive policies to encourage collaboration among academic institutions and organizations. These policies can include providing financial support, reducing barriers to cooperation, and simplifying the process of cooperation so as to promote the development of educational cooperation.

Establishing a legal framework: relevant laws and regulations should be formulated to clarify the legal responsibilities and rights of educational cooperation and to protect the legitimate rights and interests of all parties. This will help standardize educational cooperation activities and improve the sustainability and stability of cooperation.

Promote international exchanges: Encourage educational institutions to actively participate in international academic exchanges and cooperation programs to promote cross-border dissemination of knowledge and professional skills. The government can provide incentives to encourage international cooperation on academic achievements.

Establish a cooperation network: Establish a network platform for educational cooperation to provide facilities for information sharing, resource matching and project

cooperation. This will help promote cooperation and exchanges among all parties and promote the internationalization of education management.

Provide policy advice and support: The government can set up an educational cooperation advisory body to provide policy advice and support to academic institutions and organizations to help them better understand and comply with relevant policies and regulations, and promote the healthy development of educational cooperation.

These developmental suggestions can help enhance the internationalization of education management, promote the development and deepening of education cooperation, and promote Guangdong universities to play a better role in the international arena.

Interviewee 2

Educational cooperation is very important for upgrading the internationalization of educational management. First of all, educational cooperation can promote international sharing of educational resources and exchange of faculty through modern technology. This can help to improve the level of education management and make Guangdong's universities more internationally competitive.

Developmental suggestions include: Utilizing online courses and distance learning tools: Universities in Guangdong can facilitate the exchange of knowledge and skills by offering online courses and distance learning tools and collaborating with international educational institutions. This can help enhance students' academic experience and international perspective.

Promoting education technology innovations: Encourage teachers and students to make use of education technology innovations to carry out international cooperation projects and joint research and development of education technology products in order to enhance the internationalization of education management.

Establishing an internationalized education resource platform: To establish an open and internationalized education resource platform to enable universities in Guangdong to share teaching resources, research results and best practices with international educational institutions.

Providing cross-cultural exchange opportunities: Utilizing educational technology tools to provide cross-cultural exchange opportunities for students and teachers, and to promote cross-border collaborative projects in order to enhance international cooperation in education.

Interviewee 3

I believe that educational cooperation is crucial to enhancing the internationalization of educational management. Educational cooperation can help schools to build internationalized education management teams and provide internationalized training and development opportunities to adapt to different cultures and education systems. The following are some developmental suggestions:

Internationalized education management team: Schools can recruit managers with international perspectives and rich international experience to establish a dedicated internationalized education management team responsible for promoting internationalized development strategies and projects.

Internationalization training and development: Provide education administrators with internationalization training courses and development opportunities, including cross-cultural communication, international education policy, and international cooperation project management.

Partnerships: Establish partnerships with foreign higher education institutions to promote exchanges and cooperation among educational administrators and to share best practices and experiences.

Interdisciplinary cooperation: Encourage cooperation among educational administrators in different subject areas, promote interdisciplinary programs, and improve the university's influence and competitiveness in the international arena.

Formulation of internationalization development strategy: to formulate an internationalization development strategy in line with international standards and trends, and to clarify the school's goals and paths in educational cooperation and internationalized educational management.

Interviewee 4

Educational cooperation is crucial to the improvement of the internationalization level of educational management. From the perspective of experts

in intercultural communication, educational cooperation can promote the exchange of educational ideas, cultures and experiences between different countries and regions, and help to improve the internationalization of educational management.

Promoting cross-cultural understanding: Educational cooperation can help establish cross-cultural partnerships between schools and institutions and promote academic exchange and understanding in different cultural contexts. This helps to develop cross-cultural awareness and communication skills among students and teachers.

Organizing international academic exchange activities: Holding international seminars, academic conferences and lectures, inviting internationally renowned scholars and experts to the university for exchanges, and promoting the sharing of academic resources and academic cooperation.

Promote international student exchange programs: carry out international student exchange programs, encourage students to participate in international courses, exchange programs and internship opportunities, and promote exchanges and cooperation among students from different countries.

Create cross-cultural learning environments: establish cross-cultural learning centers or programs to provide cross-cultural communication and language training to help students and teachers better adapt to cross-cultural environments.

Promoting internationalized curriculum development: Developing curricula and programs related to international cooperation to cultivate students' international perspective and global awareness, and provide them with a broader space for development.

Strengthening international partnerships: Establishing close partnerships with foreign educational institutions to carry out joint research projects, dual-degree programs, etc. to promote the sharing of educational resources and the cultivation of talents.

Interviewee 5

The education law perspective recognizes the importance of understanding and complying with international education laws and regulations in educational cooperation to ensure that educational cooperation activities are carried out within

the legal framework and to protect the rights and interests of students and teachers. Educational cooperation is essential for the internationalization of educational management. Educational legal experts can play an important role in educational cooperation to promote the internationalization of educational management and ensure that educational cooperation activities are carried out within the legal framework, thus promoting the internationalization of education.

Importance lies in compliance and legal security: educational cooperation needs to comply with international educational laws and regulations to ensure the legality and compliance of cooperative activities and protect the rights and interests of students and teachers.

Security of transnational cooperation: Education law experts can provide legal

support to ensure the security and stability of transnational cooperation programs to prevent possible disputes and legal problems.

Developmental Advice:

Legal guidance and compliance training: International education law guidance and training for education administrators to understand the legal requirements and risks of cross-border collaborations in order to effectively manage collaborative projects.

Review of Cooperation Agreements and Contracts: Education legal experts can review and draft cooperation agreements and contracts to ensure that cooperation projects comply with legal requirements and clarify the rights and obligations of each party.

Risk Assessment and Preventive Measures: Through risk assessment, potential legal risks can be identified in a timely manner and appropriate preventive measures can be formulated to ensure the smooth implementation of the cooperation project.

Interviewee 6

Educational cooperation is crucial to the improvement of the internationalization of educational management. First of all, educational cooperation can promote the sharing of educational resources internationally and improve the quality and level of education. Through cooperation with foreign educational

institutions, schools can obtain more academic resources and advanced teaching methods, thus improving the quality and standard of teaching. Secondly, educational cooperation can help promote the local education system to be on a par with international standards and improve the level of education management. Through cooperation with foreign educational institutions, schools can learn about international educational standards and best practices, so as to make effective improvements to local education and raise the level of education management and international competitiveness.

In order to improve the level and effectiveness of educational cooperation, the following are some suggestions:

Establish an international standard education quality assessment system to ensure the quality and sustainability of education cooperation programs. This can be achieved by formulating unified assessment standards and indicators to ensure that cooperation programs meet international standards.

Strengthen teacher exchanges and training, and provide teachers with internationalized professional development opportunities. This will help to improve teachers' teaching and cross-cultural communication skills, thus promoting the improvement of internationalized education management.

Establish a long-term cooperation mechanism for international cooperation programs and strengthen long-term cooperative relationships with foreign educational institutions. This helps to establish stable partnerships and promote the development and continuous improvement of long-term cooperation programs.

Promote international exchange and cooperation programs among students and encourage students to participate in international exchange activities and project cooperation. This helps to cultivate students' international outlook and cross-cultural communication skills, laying the foundation for their future internationalization. Through the above suggestions, the effect and influence of educational cooperation on the improvement of the internationalization level of educational management can be improved.

Interviewee 7

From the perspective of the economics of education, I believe that educational cooperation is crucial for enhancing the internationalization of educational management. Educational cooperation can bring about the following important impacts:

Resource sharing and cost-effectiveness: through educational cooperation, academic resources and educational facilities can be fully utilized, avoiding duplication of investment, reducing costs and improving efficiency. Improvement of academic level and international competitiveness: Educational cooperation can introduce international advanced teaching concepts, teaching methods and curricula, improve academic level and enhance the international competitiveness of schools. Increase international exchanges and cultural integration: through educational cooperation, students and teachers can participate more in international exchanges and cooperation programs, promote cross-cultural exchanges and increase international perspectives. Promote employment and economic development: Improving the internationalization of education management can provide students with broader employment opportunities, promote the flow of talents, and have a positive impact on local economic development.

In order to improve the level of educational cooperation, experts in educational economics can put forward the following developmental suggestions:

Formulate effective cooperation mechanism: Establish a reasonable resource sharing mechanism, including curriculum co-construction and sharing, exchange of faculty, etc., to ensure the sustainable development of the cooperation program. Provide reasonable economic incentives: Provide economic incentives to schools and institutions involved in educational cooperation to encourage them to actively participate in internationalization cooperation projects. Strengthening financial supervision of cooperation programs: Establishing a transparent financial management system, strengthening supervision of the use of funds for cooperation programs, and ensuring the rationality and transparency of the use of funds. Provide financial support and policy guidance: The government can formulate relevant policies to provide financial support for educational cooperation projects and encourage academic

institutions to actively participate in international cooperation. Strengthen the evaluation of international exchange and cooperation projects: establish a perfect evaluation mechanism and conduct regular evaluation of internationalization cooperation projects, so that problems can be found and solved in time to improve the quality and effectiveness of the projects. Through the above developmental suggestions, we can better promote educational cooperation, improve the internationalization of educational management, and promote the globalization of higher education.

Interviewee 8

Educational cooperation is crucial to the enhancement of the internationalization of educational management. Educational cooperation can facilitate the sharing and exchange of educational resources among different countries and regions, help break down geographical boundaries, and promote multicultural integration and exchange. The following are some developmental suggestions:

Promoting cross-cultural understanding: Educational cooperation can promote mutual understanding and respect among different cultures. Through international cooperation programs and exchange activities, students and teachers can gain a better understanding of the educational systems and cultural characteristics of other countries and regions, thus promoting cross-cultural understanding.

Cultivate globalization awareness: Educational cooperation helps to cultivate students' globalization awareness and cross-cultural communication skills, so that they can better adapt to the educational and employment environment in the context of globalization.

Promoting educational reform: through cooperation with international educational institutions and organizations, advanced educational concepts, teaching methods and curricula can be introduced to promote local educational reform and innovation.

Enhance international competitiveness: Through cooperation with international educational institutions and organizations, the international visibility and reputation of the school can be enhanced, the competitiveness of the school in the

international arena can be strengthened, and more international students and outstanding teachers can be attracted to join the school.

Promoting social development: Educational cooperation helps to cultivate talents with international outlook and international competitiveness, providing more talents to support social and economic development.

Therefore, from the education of sociology of education, by strengthening international education cooperation, it can enhance the internationalization level of universities in Guangdong Province and promote the development of education management towards internationalization.

Interviewee 9

From the perspective of educational psychology, I believe that educational cooperation is of great significance in promoting the exchange of knowledge and professional skills. Through educational cooperation, educational institutions, organizations or governments can work together to share teaching methods, curriculum design and teaching resources, thereby improving the quality and standard of education. For universities in Guangdong Province, to enhance the internationalization of education management, we can start from the following aspects:

Establishing an international cooperation network: Universities in Guangdong can actively seek international partners and establish an international cooperation network to cooperate and exchange with foreign educational institutions, organizations or governments to jointly carry out teaching projects, research cooperation and other activities.

Enhance the internationalization quality of teachers and administrators: Through training and exchange programs, enhance the internationalization quality and cross-cultural communication skills of teachers and administrators so that they can better adapt to the internationalized education environment.

Promote students' international exchange and cooperation: Encourage students to participate in international exchange programs, internships or academic competitions to enhance their international outlook and cross-cultural communication skills.

Enhance internationalized curriculum: add internationalized elements in curriculum design, introduce excellent foreign curriculum resources, and improve the quality and level of teaching.

Through the above initiatives, the internationalization of university education management in Guangdong Province can be promoted, the level of education cooperation can be improved, and a solid foundation for the internationalization of higher education in Guangdong Province can be laid.

Interviewee 10

I believe that from the perspective of educational innovation, educational cooperation is very important in promoting the exchange of knowledge and professional skills. Administrators can promote the internationalization of education and enhance the level of education when they facilitate the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation. Some measures and suggestions are needed to improve the internationalization of education administration in universities in Guangdong.

First, international exchange and cooperation programs can be strengthened. Universities in Guangdong can actively seek international partners to carry out academic exchanges, joint research programs and other cooperation to promote the exchange of knowledge and professional skills.

Secondly, it is also important to establish an internationalized education management team. Bringing in internationalized management personnel and faculty teams and cultivating talents with international perspectives and backgrounds can help enhance the internationalization level of the university.

In addition, strengthening foreign language education and improving the internationalization level of the teaching staff is also key. Cultivate students' cross-cultural communication skills and improve their international competitiveness.

Finally, establishing a sound mechanism and platform for international cooperation and exchange is also key. Provide more international exchange opportunities for teachers and students, and promote cooperation and exchange between GDU and international educational institutions, organizations or governments.

By strengthening international exchange and cooperation programs, establishing an internationalized education management team, strengthening foreign language education, and establishing sound international cooperation and exchange mechanisms and platforms, Guangdong universities' education management can be improved and the internationalization of education can be promoted.

Conclusion

The 10 interviewees stress the crucial role of educational cooperation in enhancing the internationalization of educational management. They highlight the importance of various perspectives, including educational policy, technology, internationalization of teams, intercultural communication, legal considerations, economics, sociology, psychology, and educational innovation. The core recommendations can be categorized as follows:

1. Policy and Legal Frameworks:

Develop supportive policies to encourage collaboration and simplify cooperation processes.

Establish relevant laws and regulations to clarify responsibilities and protect rights.

Formulate an internationalized education management strategy aligned with standards.

2. Technology and Innovation:

Utilize online courses and distance learning tools to enhance international exchange.

Promote education technology innovations for international cooperation projects.

Establish an internationalized education resource platform for sharing.

3. Internationalized Education Management Teams:

Recruit managers with international perspectives and experiences.

Provide training in cross-cultural communication, policy, and project management.

Establish partnerships with foreign institutions for best practices sharing.

4. Intercultural Communication and Understanding:

Promote cross-cultural understanding through educational cooperation.

Organize international academic exchange activities and seminars.

Establish cross-cultural learning environments and internationalized curricula.

5. Legal Compliance and Security:

Comply with international educational laws to protect rights and interests.

Provide legal guidance and compliance training for administrators.

Review and draft cooperation agreements to ensure legal requirements.

6. Resource Sharing and Cost-Effectiveness:

Establish a resource-sharing mechanism for curriculum co-construction and faculty exchange.

Provide economic incentives for schools involved in cooperation projects.

Strengthen financial supervision and establish a transparent financial management system.

7. Cultural Integration and Exchange:

Promote cross-cultural understanding and respect through cooperation.

Cultivate students' globalization awareness and cross-cultural communication skills.

Enhance international competitiveness through cooperation.

8. Psychological Perspective:

Establish an international cooperation network and enhance teacher and administrator internationalization.

Promote students' international exchange and cooperation.

Add internationalized elements in curriculum design.

9. Educational Innovation:

Strengthen international exchange and cooperation programs.

Establish an internationalized education management team.

Enhance foreign language education and improve the internationalization level of teaching staff.

10. Mechanisms and Platforms:

Strengthen international exchange and cooperation programs.

Establish an internationalized education management team.

Strengthen foreign language education and improve the internationalization level of teaching staff.

These recommendations collectively aim to foster a comprehensive approach to educational cooperation, addressing various aspects such as policy, technology, legal considerations, team internationalization, intercultural communication, economics, sociology, psychology, and educational innovation to enhance the internationalization of education management in Guangdong universities.

5) Regarding the content of Curriculum Construction, what's your opinion about administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience? How to improve curriculum construction?

Interviewee 1

Curriculum development plays a crucial role in the internationalization of education. From the perspective of academic experts, the importance of curriculum development is reflected in the following aspects:

First, curriculum construction is directly related to teaching quality and student outcomes. A scientific and reasonable curriculum structure can ensure that students receive a systematic and complete knowledge system, which can help improve their learning effect and ability level.

Secondly, curriculum construction needs to keep pace with the times and follow the development of the industry and international trends. With the continuous development and changes in society, the content of the curriculum needs to be adjusted accordingly to adapt to the development of emerging technologies and new ideas, so that students can acquire the latest knowledge and skills.

In addition, curriculum construction needs to focus on interdisciplinary integration and practical application. Interdisciplinary integration can promote the cross-transmission and comprehensive application of knowledge and cultivate

students' comprehensive literacy; while practical application can enable students to apply what they have learned in real work and improve their practical skills.

In view of the above importance, developmental suggestions and comments include: continuously optimizing the curriculum structure, strengthening the practical teaching link, and improving the practicality and relevance of the curriculum; conducting regular curriculum assessment and updating to ensure that the curriculum content is in line with the industry needs and international standards; and strengthening the development of the faculty to cultivate a team of faculty members with an international perspective and the ability to innovate in teaching.

Interviewee 2

From the perspective of education management, the importance of curriculum development is self-evident. Curriculum is the core of education, directly related to the quality of school teaching and the comprehensive quality training of students. A perfect curriculum system can provide students with a comprehensive and systematic knowledge system, and at the same time cultivate students' innovative ability, practical ability and international vision. Educational administrators should pay attention to the construction of the curriculum, constantly update and improve the content of the curriculum to meet the needs of the times and international standards. In addition, education administrators need to collaborate with industry partners and international organizations to introduce advanced international education concepts and curricula to promote internationalization and innovation in curriculum development.

Developmental suggestions suggestions include:

Introducing internationalized curriculum elements: Education administrators can cooperate with internationally renowned universities or educational institutions to introduce internationalized curriculum elements, such as internationally advanced teaching methods and cross-cultural communication skills development, in order to enhance students' global vision and competitiveness.

Focus on interdisciplinary integration: Education administrators can promote cross-fertilization between different disciplines and design interdisciplinary courses to

cultivate students' comprehensive qualities and innovative abilities, and equip them with the ability to cope with complex problems.

Strengthening practical aspects: Develop practical courses with industry partners and increase practical aspects so that students can acquire practical skills while in school and improve their competitiveness in employment.

Regular evaluation and updating: Regularly evaluate the curriculum and content, adjust and update the curriculum in time to adapt to the social needs and industry changes, and maintain the cutting-edge and practicality of the curriculum.

Establishment of quality assurance mechanism: Establish a sound quality assurance mechanism to ensure the quality and effectiveness of the curriculum construction and to improve the teaching level and student satisfaction.

Interviewee 3

I believe that quality curriculum design can ensure that students are equipped with practical skills and knowledge that meet the needs of the industry upon graduation, thereby enhancing their competitiveness in employment. In addition, the development of practical courses in cooperation with the industry can also help students better understand the operation and development trend of the industry, thus laying a solid foundation for their future career development.

In the process of upgrading the curriculum construction, industry experts can put forward the following developmental suggestions and opinions:

Cooperation with the industry: Actively cooperate with relevant industries to understand industry needs and trends, integrate the latest industry knowledge and practical experience into the curriculum design, and ensure that the curriculum content meets practical needs.

Practice-oriented: Emphasize the cultivation of practical skills, offer practical courses or internship projects, and allow students to learn and practice in real work scenarios to enhance their practical skills.

Professionalism Cultivation: Emphasis is placed on the development of students' professionalism and teamwork skills, with the introduction of industry cases and projects to enable students to understand the challenges of the workplace and learn to work together to solve problems.

International perspective: Encourage the introduction of international curriculum elements to cultivate students' global perspective and cross-cultural communication skills, and equip them with the ability to adapt to a globalized work environment.

Continuous updating: Regularly assess the adaptability and effectiveness of the course content, and adjust and update the course content in time to meet the changes in industry development and the updating of needs.

By cooperating with the industry and incorporating the latest industry knowledge and practical experience into the curriculum design, we can make education closer to the actual needs and provide students with a more competitive educational experience.

Interviewee 4

From the perspective of international exchange, the importance of curriculum construction is self-evident. A well-developed curriculum system can provide students with an internationalized learning experience and develop cross-cultural communication skills and global perspectives. The following are some developmental suggestions:

Introducing international elements: Curriculum construction should take full account of internationalization factors, including the introduction of advanced international teaching concepts, cross-cultural communication cases and international course content, in order to expose students to the knowledge and experience of different countries and regions.

Provide opportunities for international exchange: Courses should be designed with exchange programs abroad and students should be encouraged to participate in activities such as international internships, exchange programs or volunteer services in order to enhance their global perspective and cross-cultural communication skills.

Diversified teaching methods: Diversified teaching methods, such as group discussions, case studies, project-driven learning, etc., are used to stimulate students' innovative potential and problem-solving abilities.

Teachers' internationalization training: Teachers also need to receive internationalization training to enhance their cross-cultural teaching ability and international perspective so as to better instruct students.

Provide internationalized courses: More specialized courses on international affairs, global economy, cross-cultural management, etc. should be provided to meet students' needs for internationalized knowledge.

The above suggestions aim to enhance the internationalization of the curriculum, provide students with a more competitive educational experience, and lay a solid foundation for their future international development and career planning.

Interviewee 5

I believe that a school's brand image depends largely on the quality of its education and the competitiveness of its students, and curriculum development directly affects the quality of education and the overall quality of students. The importance lies in the fact that it highlights the school's characteristics: a well-designed curriculum can emphasize the school's characteristics and educational philosophy, thus shaping a unique brand image and attracting more outstanding students and staff.

Enhance the quality of education: a quality curriculum design can improve the teaching level, enhance the academic ability and practical skills of students, and win good reputation and recognition for the school. Cultivate Competitive Talents: Developing practical courses in cooperation with the industry can enable students to master practical skills closely related to the market demand during their school years, enhance their competitiveness in employment, and establish an advantageous image of talent cultivation for the school.

Developmental Suggestions:

Cooperate with industry to develop practical courses: actively invite industry experts to participate in curriculum design, develop practical courses in line with industry needs and trends, and provide students with educational content that is more in line with market demand.

Strengthen internationalization elements: Cooperate with international institutions to introduce international curriculum elements, cultivate students' global

vision and cross-cultural communication skills, and equip students with competitiveness for the global market.

Focus on interdisciplinary integration: Encourage interdisciplinary cooperation, design diversified and comprehensive courses, cultivate students' innovative thinking and problem-solving abilities, and improve their overall quality.

Emphasize on practical teaching: Strengthen the practical teaching link, provide more internships, practical projects, etc., so that students can get practice in actual operation and enhance their practical skills.

Through the above developmental suggestions and opinions, the school can continue to improve the curriculum construction, enhance the quality of education, and cultivate globally competitive talents, so as to enhance the brand influence and competitive advantage. Lower solid foundation.

Interviewee 6

Quality curriculum design is an important guarantee of the quality of education and a key factor in promoting the internationalization of schools. Education policy should emphasize the following points:

Firstly, curriculum construction needs to be combined with internationalization trends and industry needs, keep up with the development of the times, introduce international advanced education concepts and curriculum contents, and cultivate students' global vision and cross-cultural communication skills. Second, education policy experts should support cooperation between schools and industries to jointly develop practical courses so that students can acquire practical skills and improve their competitiveness in employment while still in school. In addition, policy support also needs to focus on promoting interdisciplinary integration and cross-collaboration between different disciplines, so as to cultivate students' innovative ability and comprehensive quality. Finally, education policy experts should also encourage schools to strengthen international exchanges and cooperation, introduce internationalized curriculum elements, and enhance students' international outlook and global competitiveness.

To sum up, the development trend of internationalization and industry needs should be taken into account in curriculum construction, and schools should be

supported to carry out cooperation with industries and international exchanges, so as to promote curriculum construction and teaching reforms, and to improve the quality of education and international competitiveness.

Interviewee 7

The development of modern educational technology offers more possibilities for curriculum development to better meet the learning needs of students and to develop their comprehensive abilities and innovative spirit through innovative teaching methods and tools. The following are some developmental suggestions and opinions that can better utilize educational technology to promote the innovation and development of curriculum construction, and enhance the quality of education and international competitiveness:

Introducing innovative teaching technologies: Actively introduce new teaching technologies such as virtual reality and augmented reality to inject innovative power into the construction of the curriculum and enhance students' learning experience and participation.

Personalized learning: With the help of educational technology, personalize the curriculum and provide students with more targeted learning contents and methods according to their different interests and abilities.

Enhanced online learning support: Developing online learning platforms and resources, providing more diversified teaching resources and tools for curriculum construction, and broadening students' learning channels.

Data-driven decision-making: using educational technology to collect student learning data, analyze and evaluate them, and provide a scientific basis for curriculum construction and teaching improvement.

Teachers' professional development: Strengthen teachers' training in the application of educational technology, enhance their teaching ability and sense of innovation, and promote the in-depth integration of curriculum construction and educational technology.

Interdisciplinary integration: Encourage interdisciplinary cooperation, combine educational technology with knowledge of other disciplines, and promote diversified and comprehensive development of curriculum construction.

Interviewee 8

From the perspective of career planning, curriculum development is crucial to students' career planning and future development. A well-developed curriculum system can help students acquire the professional knowledge and skills they need and enable them to obtain a more comprehensive and practical education during their school years, thus laying a solid foundation for their future career planning and development, as well as a solid foundation for their future employment and career development. The following are some developmental suggestions comments:

Practical orientation: The curriculum should focus on hands-on practice and project practice, so that students can be exposed to real work scenarios and problems and develop practical skills during the learning process.

Professional literacy development: the curriculum should focus on developing students' professional literacy, including communication skills, teamwork skills, leadership skills, etc., as well as problem-solving skills and innovative thinking.

Industry Orientation: The course content should be closely integrated with the industry needs, understand the industry dynamics, and introduce the latest technology and knowledge, so that it is easier for students to adapt to the development of the industry after graduation.

Interdisciplinary Integration: Encourage interdisciplinary integration to expose students to different fields of knowledge and develop comprehensive ability and innovative thinking to adapt to the diversity of future career development.

Career planning counseling: Career planning counseling courses can be included in the curriculum building to help students understand their interests and abilities, make career orientation and planning, and prepare for future employment.

Internship opportunities: Cooperate with the industry to provide students with internship opportunities, so that they can be exposed to real working environments and accumulate working experience while they are still in school. Internationalization vision: Introduce internationalization elements to expose students to international standards and best practices, and develop global vision and cross-cultural communication skills.

Interviewee 9

Curriculum development is an important part of the quality of education. A well-developed curriculum system can both ensure the scientific and practical nature of teaching content and promote the all-round development of students. Curriculum construction and education assessment complement each other and can provide useful guidance and support for improving the quality of curriculum construction and the internationalization of education. The importance of curriculum construction is mainly reflected in the following aspects: Teaching quality assurance: a well-designed curriculum can ensure teaching quality and enable students to acquire comprehensive knowledge and skills in systematic learning. Guiding students' development: a reasonable curriculum can guide students' comprehensive development and cultivate their critical thinking, innovative ability and teamwork spirit. Adaptation to social needs: Curriculum construction should be closely integrated with social needs to cultivate talents who can adapt to the development of the future society. International vision: An internationalized curriculum can enhance students' global vision and strengthen their cross-cultural communication skills.

To address the above points, education assessment experts can put forward the following developmental suggestions:

Strengthening curriculum assessment: Establish a comprehensive curriculum assessment mechanism, evaluate the curriculum on a regular basis, adjust and optimize the curriculum in a timely manner, and ensure that it is in line with the needs of the industry and international standards. Strengthen interdisciplinary integration: Encourage interdisciplinary integration, break down disciplinary barriers, promote the integration of interdisciplinary knowledge and skills, and cultivate composite talents with multifaceted abilities. Enhancement of Teachers' Standards: Strengthen teacher training to enhance teachers' teaching standards and international perspectives, so that they can better meet the goals of curriculum construction. Introduce international resources: Actively introduce international advanced educational resources, cooperate with international universities and institutions to develop the curriculum, and enhance the internationalization of the curriculum.

Interviewee 10

Curriculum development has a profound impact on students' learning and growth. A reasonably designed curriculum can stimulate students' interest in learning and promote their cognitive development and mental health. Therefore, the importance of curriculum construction is self-evident.

First of all, curriculum construction needs to give full consideration to students' age characteristics, cognitive development level and learning needs, and rationally arrange the curriculum content and teaching methods in order to promote their all-round development. In addition, the curriculum should emphasize the cultivation of students' independent learning ability and innovative thinking, so that they can take the initiative to explore and think positively in the learning process, and cultivate critical thinking and problem-solving ability.

In addition, experts in educational psychology suggest that the emotional needs of students should be fully considered in the construction of the curriculum, and that course content and teaching activities should be designed to meet their psychological characteristics, create a positive learning atmosphere, and promote the development of emotional development and the cultivation of interpersonal skills. In addition, curriculum construction should also emphasize cross-cultural education, provide diversified learning experiences, and promote students' cross-cultural communication and understanding.

Educational psychologists believe that curriculum construction is crucial to students' cognitive, emotional and social development. In order to enhance the level of curriculum construction, it is recommended that educational institutions and teachers should constantly update the curriculum content, incorporate the latest educational psychology theories and research findings, and focus on personalized teaching and diversified assessment methods to meet the learning needs of different students. At the same time, teachers are encouraged to participate in the research and practice of curriculum development, and to continuously improve their teaching methods and enhance their teaching quality.

Conclusion

The 10 interviewees emphasize the critical role of curriculum development in the internationalization of education, with a focus on various perspectives such as academic experts, education management, industry cooperation, international exchange, brand image, policy, educational technology, career planning, and educational psychology. Core recommendations can be categorized as follows:

1. Teaching Quality and Student Outcomes:

Ensure a scientific and reasonable curriculum structure for improved learning outcomes.

Continuously optimize the curriculum structure for enhanced practicality and relevance.

Conduct regular curriculum assessment and updates to meet industry needs.

2. Internationalization and Innovation:

Introduce internationalized curriculum elements and teaching methods.

Focus on interdisciplinary integration for comprehensive skills and abilities.

Enhance practical aspects through collaboration with industries.

3. Industry Cooperation and Practical Skills:

Actively cooperate with industries for practical course integration.

Emphasize the cultivation of practical skills and professionalism.

Provide opportunities for internships and real-world problem-solving.

4. International Perspective and Cross-Cultural Communication:

Introduce international elements into the curriculum.

Encourage international exchange programs and diverse teaching methods.

Develop teachers' internationalization through training.

5. Brand Image and Competitiveness:

Strengthen the curriculum's focus on hands-on practice and industry needs.

Enhance students' global vision through internationalized elements.

Encourage interdisciplinary cooperation for comprehensive development.

6. Educational Technology Integration:

Introduce innovative teaching technologies (e.g., virtual reality).

Personalize the curriculum using educational technology.

Enhance online learning support and data-driven decision-making.

7. Career Planning and Development:

Focus on practical orientation and project practice.

Develop professional literacy, industry-oriented skills, and interdisciplinary abilities.

Include career planning counseling in the curriculum.

8. Education Assessment and Quality Assurance:

Establish a comprehensive curriculum assessment mechanism.

Encourage interdisciplinary integration for multifaceted abilities.

Enhance teachers' standards through training and international perspectives.

9.Psychological Considerations:

Consider age characteristics, cognitive development, and emotional needs in curriculum design.

Emphasize the cultivation of independent learning ability and innovative thinking.

Focus on cross-cultural education and emotional development.

10. Cognitive and Emotional Development:

Design curriculum content considering students' cognitive and emotional needs.

Emphasize independent learning ability, innovative thinking, and problem-solving.

Encourage continuous curriculum updates based on educational psychology theories.

These recommendations collectively highlight the multifaceted nature of curriculum development, emphasizing the need for a balance between academic content, industry relevance, internationalization, innovation, practical skills, and psychological considerations to ensure a holistic and effective education system.

6) Regarding the content of talent cultivation, what's your opinion about administrators ensure to have a perfect international talent training education system at universities? How to improve talent cultivation?

Interviewee 1

The importance of an internationalized education system for the development of human resources cannot be overstated. Such an education system can help students to acquire a comprehensive international education, including language proficiency, intercultural communication skills and an international perspective. This is crucial for the development of globally competitive human resources, especially in today's increasingly globalized society. To improve talent development, it is recommended that university administrators should focus on the following areas:

Designing a diversified curriculum: Ensure that the curriculum covers international perspectives, including international economics, culture, politics, etc., in order to develop students' international awareness and comprehensive literacy.

Provide cross-cultural exchange opportunities: Encourage students to participate in international exchange programs, study abroad or international volunteer activities to enhance their cross-cultural communication skills and global perspective.

Strengthening language education: improving the quality of foreign language teaching and encouraging students to participate in international language examinations and exchange programs to develop their language communication skills.

Through these initiatives, the university can ensure that students have the skills and literacy needed in multinational enterprises, international organizations or globalized work environments, laying a solid foundation for the cultivation of international talents.

Interviewee 2

I believe that talent development is a crucial part of the internationalization of universities. Cultivating talents with international competitiveness is crucial to enhancing the international reputation and influence of universities. In addition, they pointed out that through internationalized talent training, students will be better adapted to the needs of career development in the context of globalization and make

more positive contributions to the international community. In order to enhance talent cultivation, experts in education management put forward the following developmental suggestions and recommendations:

Curriculum design and implementation: University administrators should ensure that the curriculum meets international standards and focus on the design and implementation of internationalized curricula. This includes introducing internationalized teaching materials, offering internationalized courses, and organizing international academic exchanges to promote the overall development of students.

Faculty development: Strengthen the internationalization training and exchanges of faculty members, enhance their international outlook and cross-cultural teaching abilities, and provide students with higher quality internationalized education services.

International Cooperation Programs: Actively carry out international cooperation programs, establish cooperative relationships with foreign universities, and carry out joint cultivation and exchange programs, etc., so as to provide students with more international exchange and learning opportunities.

Student support services: establish a sound support service system for international students, including language tutoring, cultural adaptation guidance, and study abroad life guidance, etc., to help international students better integrate into campus life and study.

Through these suggestions, university administrators can better improve the international talent cultivation and education system, and provide students with a more competitive and internationally oriented education environment.

Interviewee 3

I believe the importance of talent development lies in cultivating students with cross-cultural communication skills and a global perspective. In an internationalized university environment, students need to understand and respect concepts, values, and behavioral habits from different cultural backgrounds. This ability for cross-cultural communication is crucial for a successful career development on the international stage in the future.

To improve the quality of talent development, I suggest that universities incorporate cross-cultural communication courses into their curriculum to cultivate students' cross-cultural awareness and communication skills. Additionally, universities can encourage students to participate in international exchange programs and cross-cultural activities, such as international student exchanges, overseas internships, and volunteer projects, to enhance their cross-cultural experiences and abilities. Furthermore, it is recommended that universities strengthen the internationalization training of their faculty, improving teachers' cross-cultural teaching skills and providing better teaching resources and guidance for students.

Interviewee 4

From the perspective of language learning, the importance of talent development lies in cultivating students' language proficiency and cross-cultural communication skills, which are crucial for their learning and work in an internationalized context. Language proficiency serves as a bridge for communication, enabling students to better understand and integrate into different cultural environments. It also forms the foundation for engaging in international cooperation and communication.

To enhance talent development with a focus on improving students' language proficiency and cross-cultural communication skills, and to lay a solid foundation for their learning and career development in an internationalized context, several measures can be taken:

Improve the Quality of Foreign Language Teaching: Strengthen faculty development, enhancing teachers' language proficiency and teaching capabilities to ensure students receive high-quality foreign language education.

Encourage Participation in International Language Exams and Exchange Programs: Universities can encourage students to take part in international language exams such as TOEFL, IELTS, etc. Simultaneously, organize student participation in international exchange programs to enhance their practical language skills.

Offer Cross-Cultural Communication Courses: Design and offer courses on cross-cultural communication to help students understand communication styles and customs in different cultural backgrounds, thus enhancing their cross-cultural communication abilities.

Provide Language Practice Opportunities: Offer opportunities for students to participate in international internships, exchange programs, etc., providing them with more language practice opportunities to strengthen their language proficiency.

By implementing these strategies, universities can contribute significantly to the development of students' language abilities and cross-cultural communication skills, enabling them to thrive in international learning and professional environments.

Interviewee 5

The importance of talent development lies in providing students with opportunities and competitiveness for international career development. To achieve this goal, universities should actively collaborate with international businesses and organizations, offering students diverse internship and employment opportunities. This allows them to gain practical experience in an international context, enhancing their professional competitiveness.

Emphasis should be placed on cultivating students' cross-cultural communication skills, teamwork, and leadership – essential professional skills in an international environment. Providing career planning guidance and consulting services tailored to the international job market characteristics and demands is crucial. This assists students in formulating personalized career development paths.

Encouraging students to participate in multinational corporate collaboration projects helps them understand business cultures and operational methods in different countries and regions, laying a solid foundation for future international career development. Universities can organize international exchange activities and alumni associations to help students establish international professional networks. Interaction with alumni and industry experts broadens opportunities for professional development.

Interviewee 6

The importance of talent development lies in leveraging modern technological means to enhance teaching effectiveness and students' learning experiences. Educational technology can play a crucial role in improving the international talent development education system. From an educational technology perspective, universities can better utilize modern technological tools to provide more diverse and efficient educational resources and learning environments for international talent development.

To enhance talent development, it is recommended that universities focus on the following areas:

Utilize Online Education Platforms: Establish and improve online education platforms to offer diverse course resources and learning tools, enabling students to flexibly access a broader range of internationalized educational resources.

Promote Virtual Laboratories: Develop virtual laboratories and simulated practical environments to provide students with more practical opportunities, particularly in cross-cultural and international business fields, enhancing their hands-on skills and cross-cultural communication abilities.

Integrate Educational Technology Resources: Actively integrate various educational technology resources, such as smart teaching equipment, educational software, and data analysis tools, to enhance teaching efficiency and the level of personalized education.

Provide Online International Exchange Platforms: Establish online international exchange platforms to facilitate students' interaction with foreign institutions and students, strengthening their international perspectives and cross-cultural communication skills.

By focusing on these developments, universities can leverage educational technology to create a more dynamic and effective environment for international talent development, offering students a richer and more globally-oriented educational experience.

Interviewee 7

In the context of internationalization, educational technology plays a crucial role in supporting talent development. Through the application of educational technology, students' learning experiences and teaching effectiveness can be enhanced, cultivating their ability to use modern technological tools to meet the demands of the globalized workplace.

To enhance the education system for international talent development, educational technology experts recommend that university administrators increase investment in and application of educational technology. They can promote the establishment of advanced online education platforms, providing diverse learning resources and interactive teaching environments to facilitate cross-cultural communication and international cooperation. Additionally, universities can actively introduce virtual laboratories and simulation training systems, offering students richer practical opportunities and fostering their innovative capabilities and practical skills in an international context.

It is suggested that university administrators strengthen the education technology training for faculty, improving teachers' proficiency in utilizing educational technology, and promoting innovative teaching methods and curriculum design. Furthermore, universities can encourage teachers and students to participate in international online collaboration projects and transnational research, fostering global academic exchange and cooperation.

Interviewee 8

Talent development plays a crucial role in the internationalization of universities. They emphasize the importance of cultivating talents with an international perspective and cross-cultural communication skills to drive the international development of the institution. The following are some developmental suggestions:

Design Internationalized Courses: Universities should design courses that encompass international perspectives and cross-cultural communication skills, including subjects such as international economics, international relations, and cross-cultural management. This aims to cultivate students' global awareness and cross-cultural communication abilities.

Provide International Exchange Opportunities: Universities can actively initiate international exchange programs, including student exchange programs and international summer schools. This provides students with opportunities to experience different cultures, enhancing their international perspectives and cross-cultural communication skills.

Diversify Language Education: Offer diverse language education courses, encouraging students to learn and master various international languages such as English, Spanish, French, etc., to enhance their cross-cultural communication abilities.

Enhance International Internship Opportunities: Provide students with rich international internship opportunities, allowing them to apply their knowledge in an international context and strengthen their cross-cultural working abilities and global perspectives.

Strengthen International Collaboration and Exchange: Actively collaborate and exchange with foreign universities, businesses, and research institutions to promote international cooperation projects between faculty and students, broadening students' international perspectives and career development opportunities.

Interviewee 9

The importance of talent development lies in assisting students in developing career skills and planning their career paths. Career counseling experts suggest that universities should provide students with more practical opportunities and career guidance to help them better adapt to workplace demands in an internationalized context. Additionally, it is recommended that universities strengthen collaborations with industry enterprises, initiate internship programs, and foster university-industry partnerships. This allows students to gain practical experience in real work environments and receive guidance from career counselors to better plan their future career paths.

Implement Career Planning Courses: Provide students with career planning courses to help them understand the development trends in different industries, acquire employability skills, and formulate personal career development plans.

Conduct Career Guidance Activities: Organize career guidance lectures, industry-sharing sessions, and other events, inviting industry elites and successful professionals to share employment experiences and career development advice.

Establish University-Industry Collaboration Platforms: Actively promote collaboration between the university and industry, implement university-industry cooperation projects, and provide students with internship and employment opportunities to enhance their professional skills.

Establish a Career Counseling Center: Establish a professional career counseling center to offer personalized career planning advisory services for students, assisting them in resolving issues related to employment and career development.

Strengthen Mentorship Programs: Establish a robust mentorship system, assigning career mentors to students to provide personalized career guidance and advice, helping them better plan their future career paths.

Interviewee 10

The importance of talent development for the advancement of higher education and internationalization in higher education is self-evident. It emphasizes whether the students produced meet the standards of international talents and whether the educational quality reaches international levels. They emphasize the assessment and monitoring of educational quality to ensure that students receive high-quality education in an international context.

In response to recommendations for enhancing talent development, the following suggestions are proposed:

Establish Clear Assessment Indicators: Develop a comprehensive system of assessment indicators for international talent development, covering aspects such as students' language proficiency, cross-cultural communication skills, and international perspectives, to objectively assess educational quality.

Strengthen Teaching Evaluation Mechanisms: Establish a robust teaching evaluation mechanism, including classroom teaching assessments, student learning outcome evaluations, and assessments of teachers' instructional levels and methods, to ensure teaching quality and effectiveness.

Enhance Teacher Professionalism: Strengthen training and evaluation for teachers, encourage their participation in international academic exchanges and collaborative projects, and enhance their international perspectives and teaching capabilities.

Improve Student Evaluation and Feedback Mechanisms: Establish mechanisms for student evaluation and feedback to promptly understand students' opinions and suggestions regarding curriculum design, teaching quality, and learning environments, providing effective references for educational improvements.

Promote International Accreditation and Assessment: Encourage schools to participate in international accreditation and assessment programs, to enhance the school's international reputation and educational quality.

Conclusion

The 10 interviewees collectively emphasize the crucial role of talent development in the internationalization of higher education. The core recommendations can be categorized into key themes:

1. Curriculum Diversification and International Perspectives:

Design a diversified curriculum encompassing international perspectives.

Ensure coverage of international economics, culture, and politics.

Encourage cross-cultural exchange opportunities for students.

2. Faculty Development and International Collaboration:

Strengthen faculty members' international outlook and cross-cultural teaching abilities.

Develop international cooperation programs with foreign universities.

Establish faculty training in internationalization.

3. Cross-Cultural Communication Skills:

Integrate cross-cultural communication courses into the curriculum.

Encourage students to participate in international exchange programs.

Strengthen internationalization training for faculty to improve cross-cultural teaching skills.

4. Language Proficiency and Communication Skills:

Improve the quality of foreign language teaching.

Encourage participation in international language exams and exchange programs.

Offer cross-cultural communication courses.

5. Industry Collaboration and International Internships:

Collaborate with international businesses and organizations for internships.

Emphasize cross-cultural communication, teamwork, and leadership.

Provide career planning guidance tailored to the international job market.

6. Educational Technology Integration:

Utilize online education platforms for diverse international resources.

Develop virtual laboratories for practical opportunities in international fields.

Integrate educational technology resources for personalized education.

7. Career Skills and Planning:

Implement career planning courses.

Conduct career guidance activities with industry professionals.

Establish university-industry collaboration platforms.

8. Quality Assessment and Monitoring:

Establish comprehensive assessment indicators for talent development.

Strengthen teaching evaluation mechanisms for quality assurance.

Enhance teacher professionalism through training and evaluation.

9. Student Evaluation and Feedback Mechanisms:

Establish mechanisms for student evaluation and feedback.

Improve student evaluation and feedback mechanisms for continuous improvement.

10. International Accreditation and Assessment:

Encourage participation in international accreditation and assessment programs.

Enhance the school's international reputation through accreditation.

These recommendations collectively highlight the importance of a comprehensive approach to talent development, covering curriculum design, faculty

development, cross-cultural communication, language proficiency, industry collaboration, educational technology, career planning, quality assessment, and international accreditation. Implementing these suggestions will contribute to the creation of a robust international talent development education system in higher education.

7) Regarding the content of Brand Building, what's your opinion about Administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience? Hot to improve the level of brand building?

Interviewee 1

Brand building is considered a crucial factor in driving the international development of universities. Establishing a strong brand not only contributes to enhancing the school's reputation on the international stage but also attracts outstanding students and faculty globally. The brand is not merely a symbol of the institution; it represents academic strength, teaching quality, and student experience, playing a vital role in advancing the internationalization process. It is recommended to offer practical courses closely aligned with industry demands to enhance students' practical skills. By collaborating with industries and international organizations to develop practical courses, the university can enrich students' practical capabilities and global experiences, thereby elevating the level of brand building. This approach not only benefits the comprehensive development of students but also enhances the school's reputation and competitiveness in the field of international education.

International Enrollment and Marketing: Develop targeted international enrollment plans, showcase the school's international features through online and offline promotion, and increase the school's visibility in the international market.

Establishment of an International Alumni Network: Create an international alumni association to foster connections among alumni. Utilize their influence in the international professional arena to strengthen the school's global reputation.

Interviewee 2

From the perspective of brand building, collaborating with industry partners and international organizations to develop and implement practical components in courses is crucial to enhance students' practical skills and global experiences. This practice contributes to increasing the international influence of the school's brand, providing students with a more competitive educational experience. Advocating collaboration with international organizations to introduce advanced international educational concepts and courses helps improve teaching quality and the level of internationalization.

Internationalization of the Faculty: Recruiting internationally experienced faculty to elevate the level of internationalization in the teaching staff and promote global teaching methods.

Implementation of International Programs: Driving international student exchange programs, dual-degree programs, etc., to increase opportunities for international academic cooperation and exchange.

Strengthening International Exchange Activities: Organizing international academic conferences, forums, and cultural exchange events to attract internationally renowned scholars and professionals, enhancing academic influence.

Interviewee 3

Supporting collaboration between schools and industries to cultivate talents with practical skills and a global perspective is essential for delivering high-quality professionals to the workforce. Brand building in higher education is a long-term endeavor that requires efforts from multiple departments within the institution, not solely relying on departments related to international management. Therefore, administrators should clarify the internationalization positioning by determining the school's role and objectives in international education. A clear internationalization positioning helps create a unique brand image, attracting international students and faculty.

Strengthening International Cooperation: Establishing close partnerships with international universities, research institutions, and businesses to promote international

academic research and exchange activities, providing students with a broader range of international resources.

Enhancing International Exchange Activities: Organizing international academic conferences, forums, and cultural exchange events to attract internationally renowned scholars and professionals, thereby enhancing academic influence.

Continuous Improvement of Brand Image: Regularly evaluating and improving the brand image to ensure that the international elements of the brand are adequately represented. This may involve adjustments to logos, websites, promotional materials, etc.

Interviewee 4

Managers should encourage schools to strengthen international exchanges and collaborations, providing more opportunities for internationalized learning and programs to enhance students' global perspectives and cross-cultural communication skills. Currently, countries and regions worldwide are actively using study abroad programs to attract talents globally, recognizing that talent is the primary driving force of productivity. Regardless of the nature of competition, it ultimately boils down to competing for talent. Therefore, fundamental to brand building is a focus on talent development.

Designing Internationalized Courses: Creating courses that encompass international perspectives, cross-cultural communication, and global issues. This helps increase students' international awareness and global competitiveness.

Strengthening Language Education: Enhancing the quality of foreign language instruction, encouraging students to learn multiple languages, and cultivating cross-cultural communication skills.

Internationalized Enrollment and Marketing: Developing targeted international enrollment plans, showcasing the school's international features through online and offline promotion to increase the school's visibility in the international market.

Developing International Alumni Networks: Establishing international alumni associations to facilitate connections among alumni. Leveraging their influence in the international workplace enhances the school's international reputation. Additionally,

promoting international student exchange programs, dual-degree programs, etc., increases opportunities for international academic collaboration and exchange.

Interviewee 5

Emphasizing brand building involves not just surface-level image enhancement but strategically elevating educational quality and student competitiveness. Collaborating with industries emerges as a potent avenue to enhance brand value. Brand development, in this perspective, is a strategic initiative aimed at improving educational quality and student competitiveness. Collaboration with industries stands out as an effective approach to enhance brand value, given that such partnerships can offer students real-world vocational experiences, thereby boosting their competitiveness in the professional arena. This interconnected approach to brand building not only serves the school's reputation but also provides robust support for the comprehensive development of students.

To further enhance brand value through collaboration with industries, the following suggestions can be considered:

Develop Practical Courses: Introduce practical courses aligned with industry needs, providing students with hands-on experience and skills relevant to the current job market.

Internship Programs: Establish and expand internship programs with industry partners, allowing students to apply theoretical knowledge in real-world scenarios and fostering connections with potential employers.

Industry Expert Involvement: Invite professionals from relevant industries to participate in curriculum development, ensuring that educational programs align with industry standards and requirements.

Joint Research Projects: Facilitate joint research projects between academic faculty and industry experts, enhancing the school's research capabilities and promoting knowledge exchange.

Industry Advisory Boards: Form industry advisory boards comprising professionals who can provide insights into current industry trends, helping shape the curriculum to meet evolving demands.

Career Development Services: Collaborate with industries to establish robust career development services, including job placement programs, career counseling, and mentorship opportunities.

Promote Success Stories: Share success stories of students who have excelled in collaboration with industries, showcasing the tangible benefits of such partnerships for both students and employers.

Interviewee 6

The recommendation is to advocate for policy support to foster collaboration between schools and industries, drive the internationalization of education, and enhance the international competitiveness of schools. The emphasis is placed on the crucial role of policy support in advancing the international competitiveness of school brands. It is suggested that policies should endorse collaboration between schools and industries to promote the internationalization of education. This support not only provides schools with additional resources but also creates a favorable policy environment for the internationalization efforts of schools, further elevating their brand recognition on the international stage.

In addition, interdisciplinary research is encouraged through policy support, urging schools to engage in in-depth collaboration with various industry sectors to facilitate comprehensive and innovative research.

Furthermore, policy promotion and publicity are recommended to enhance awareness among schools and industries regarding government policy support, thereby fostering enthusiasm for active participation in collaborative ventures with industries.

Another key proposal involves the formulation of policies supporting international education. This includes encouraging schools to expand international exchange programs and providing more opportunities for internationalized learning.

Interviewee 7

Highlighting the significance of practical education in enhancing students' employability, the recommendation underscores the importance of supporting schools in initiating practical projects in collaboration with industries.

Emphasizing the pivotal role of practical education in enhancing students' employability, it is strongly suggested that schools actively engage in practical projects

in collaboration with industries. This initiative not only aids students in showcasing practical skills during the job application process but also provides them with a broader professional network and opportunities. Such hands-on education becomes a robust pillar of the school's brand, laying a solid foundation for students to become workplace elites.

To further enhance the implementation of practical education and industry collaboration, the following additional suggestions can be considered:

Internship Programs: Establishing structured internship programs with industry partners to provide students with real-world work experiences, allowing them to apply theoretical knowledge in practical settings.

Industry-Embedded Courses: Integrating industry-relevant projects and case studies directly into the curriculum, ensuring that students gain exposure to real industry challenges and problem-solving.

Professional Development Workshops: Conducting workshops and seminars led by industry professionals to provide students with insights into current industry trends, skills in demand, and professional development strategies.

Mentorship Programs: Implementing mentorship programs connecting students with industry mentors who can offer guidance, share experiences, and provide valuable insights into career development.

Career Fairs and Networking Events: Organizing career fairs and networking events that facilitate direct interactions between students and potential employers,

fostering professional connections and job opportunities.

Practical Skill Certifications: Collaborating with industries to design certification programs that validate students' practical skills, making them more marketable in the workforce.

Interviewee 8

Internationalization strategy experts emphasize the importance of encouraging schools to formulate clear internationalization strategies. They believe that collaboration with international institutions is a crucial means to propel the internationalization process, aiding in enhancing the school's global influence and

attractiveness. Such internationalization strategies will profoundly impact the school's brand development, making it more globally competitive.

Expanding on this idea, here are additional recommendations to strengthen a school's internationalization strategy:

Global Partnerships: Actively seek and establish partnerships with renowned international universities, research institutions, and organizations. These collaborations can facilitate student and faculty exchange programs, joint research initiatives, and global academic conferences.

Dual-Degree Programs: Implement dual-degree programs in collaboration with prestigious international institutions, offering students the opportunity to earn degrees from both partner institutions. This enhances the educational offerings and global recognition of the school.

International Faculty Exchange: Foster an environment that encourages faculty exchange programs with international counterparts. This not only brings diverse perspectives to the campus but also enhances the quality of education through the sharing of global teaching methodologies.

Multilingual Education: Introduce multilingual education programs that emphasize proficiency in languages such as English, Mandarin, Spanish, or other globally significant languages. This prepares students for effective communication in an international context.

Cultural Exchange Initiatives: Organize cultural exchange events, international conferences, and forums that attract participants from around the world. This promotes cross-cultural understanding among students and faculty, contributing to a more inclusive learning environment.

Global Internship Opportunities: Develop partnerships with international companies to provide students with opportunities for global internships. Exposure to diverse work environments enhances students' adaptability and global perspectives.

Interviewee 9

By actively engaging with global organizations, schools can not only benchmark their education quality against international standards but also enhance

their credibility and visibility on the global stage. Expanding on this concept, here are further recommendations:

Faculty Development Programs: Facilitate faculty participation in international workshops, seminars, and conferences. Encourage collaboration with experts from diverse cultural backgrounds to bring a global perspective to teaching methodologies.

Exchange Programs with Accredited Universities: Establish exchange programs with universities that hold international accreditations. This not only enriches the academic experience for students but also strengthens the school's association with globally reputed institutions.

Continuous Improvement Initiatives: Implement a culture of continuous improvement based on feedback from international assessment standards. Regularly evaluate and enhance educational practices to ensure alignment with evolving global educational benchmarks.

Global Research Collaborations: Foster partnerships with international research institutions to engage in collaborative research projects. Such collaborations contribute to the school's global research impact and strengthen its reputation as a center for cutting-edge knowledge.

Global Alumni Engagement: Strengthen ties with international alumni networks. Utilize alumni success stories to showcase the global impact of the school

and its ability to produce graduates who excel on the world stage.

Promotion of Internationalization Efforts: Strategically communicate the school's commitment to internationalization through various channels. Highlight achievements, collaborations, and success stories to build a positive global reputation.

Interviewee 10

The school incorporates industry collaboration and international education into its brand marketing strategy, aiming to enhance its visibility and reputation in the field of international education through effective brand promotion and publicity. To achieve this goal, here are three recommendations:

Content Innovation and Storytelling: Integrate the school's practical experiences in industry collaboration seamlessly into compelling brand stories through

promotional materials such as websites, social media, and brochures. By vivid and in-depth storytelling, showcase the school's unique value and achievements in industry collaboration and international education to international audiences.

Globalized Marketing Activities: Organize and participate in international education exhibitions, seminars, and expos to demonstrate the school's leadership in industry collaboration and internationalization. Actively engage on international platforms, such as global education forums, providing opportunities for direct interaction with potential partners, students, and parents to enhance awareness and understanding of the school.

Promotion of Alumni Success Stories: Utilize successful alumni cases, especially those who have excelled in industry collaboration, to emphasize the school's role in cultivating talents with practical skills and a global perspective. These alumni success stories not only validate the quality of the school's international education but also provide authentic and persuasive case support for the school brand.

Conclusion

Across all interviews, there is a consistent emphasis on the significance of core vocabulary related to brand building, internationalization, collaboration with industries, and practical education. Key terms include brand development, internationalization strategy, industry collaboration, practical skills, global perspective, and brand marketing.

1. Brand Building and Internationalization:

Develop targeted international enrollment plans.

Showcase international features through online and offline promotion.

Establish an international alumni network to strengthen global reputation.

2. Collaboration with Industries:

Offer practical courses aligned with industry demands.

Collaborate with industries to develop and implement practical course components.

Integrate industry collaborations into brand stories for a more compelling image.

3. Internationalization of Faculty and Programs:

Recruit internationally experienced faculty.

Implement international programs like student exchange and dual-degree programs.

Organize international academic conferences and forums.

4. Policy Support for Collaboration:

Advocate for policy support to foster collaboration with industries.

Formulate policies supporting international education.

Promote interdisciplinary research through policy support.

5. Practical Education and Industry Collaboration:

Support schools in initiating practical projects in collaboration with industries.

Establish structured internship programs with industry partners.

Integrate industry-relevant projects and case studies into the curriculum.

6. Internationalization Strategy:

Formulate clear internationalization strategies.

Seek and establish partnerships with renowned international institutions.

Foster faculty exchange programs and introduce multilingual education.

7. Global Engagement and Benchmarking:

Actively engage with global organizations.

Establish exchange programs with internationally accredited universities.

Implement continuous improvement initiatives based on international standards.

8. Brand Marketing Strategy:

Integrate industry collaboration and international education into the brand marketing strategy.

Innovate content and storytelling for brand promotion.

Participate in globalized marketing activities and showcase alumni success stories.

The interviews collectively highlight the interconnectedness of brand building, internationalization, and collaboration with industries. Practical education is consistently emphasized as a crucial component of brand value. Policy support is

deemed essential for fostering effective collaborations and advancing internationalization efforts. Global engagement, benchmarking, and continuous improvement contribute to the credibility and visibility of schools on the global stage.

Evaluation Form

Title: Guidelines for Improving Education Management to Internationalization in Guangdong Universities

Part I List of evaluation experts:

No	Professional title	Education background	Leader experience	University
1	Professor	Doctoral Degree	20	Xinghai Conservatory of Muisc
2	Professor	Doctoral Degree	19	Xinghai Conservatory of Muisc
3	Professor	Doctoral Degree	25	Xinghai Conservatory of Muisc
4	Professor	Doctoral Degree	10	Xinghai Conservatory of Muisc
5	Professor	Doctoral Degree	8	Xinghai Conservatory of Muisc
6	Professor	Doctoral Degree	5	Guangzhou University
7	Professor	Doctoral Degree	12	South China Normal University
8	Professor	Doctoral Degree	9	South China Normal University
9	Professor	Doctoral Degree	6	Guangdong University of Technology
10	Professor	Doctoral Degree	13	Sun Yat-sen University
11	Professor	Doctoral Degree	9	Sun Yat-sen University
12	Professor	Doctoral Degree	10	Sun Yat-sen University
13	Professor	Doctoral Degree	9	Sun Yat-sen University
14	Professor	Doctoral Degree	20	China Conservatory of Music
15	Professor	Doctoral Degree	12	Xi'an Conservatory of Music

Part II Evaluation Form

Thank you very much for your busy schedule and participation in the evaluation of this study. Please assess the adaptability and feasibility of the management guidelines of Guangdong universities based on the education management to internationalization, with the numbers 5, 4, 3, 2 and 1 corresponding to extra high, high, average, low and extra low.

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
To enhance the internationalized management mechanism of Guangdong Universities											
1	Setting clear internationalization management policies and mechanisms, including formulating clear policies, strengthening legal binding force in agreements, and intellectual property protection.										
2	Setting clear internationalization management objectives, including enrollment goals and faculty training, and establishing a sound internationalization management mechanism for academic exchange and project management.										
3	Emphasis on establishing diversified international cooperation networks, promoting international student exchange programs, strengthening program management, and enhancing international exchange platforms.										
4	Highlighting the importance of intercultural communication in										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	internationalization management, including cross-cultural communication training, building communication platforms, and fostering cultural understanding.										
5	Stressing the significance of a quality assurance system and data-driven decision-making, including establishing an internationalized quality assurance system, recruiting experienced staff, and participating in international academic alliances.										
6	Underlining the role of campus culture in internationalization management, including planning multicultural activities, promoting internationalized education, and formulating campus culture policies.										
7	Focusing on enhancing academic reputation, promoting cross-cultural exchanges, and expanding international cooperation projects, including strategic planning, faculty training, and the construction of international exchange platforms.										
8	Advocating for cross-cultural training and education for faculty and staff, including creating a diverse learning environment, developing intercultural communication										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	policies, and encouraging research and exchange in intercultural communication.										
To promote financial support of Guangdong Universities											
1	Establish a clear international financial policy, develop budget plans, strengthen internal control, and enhance financial transparency.										
2	Create a dedicated fund, formulate clear financial plans, establish internationalization scholarship programs, strengthen international alumni networks, and monitor and evaluate international cooperation projects.										
3	Introduce advanced financial management software and data analytics technology, build a digital financial platform, and improve digital literacy.										
4	Optimize expenditure structures, diversify funding channels, strengthen international cooperation, enhance financial transparency, and establish performance evaluation mechanisms.										
5	Build alumni networks, collaborate with enterprises, strengthen community relations, cooperate with local governments, and participate in international academic alliances.										
6	Conduct regular financial compliance assessments, establish an										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	internationalization financial policy, provide training on policies and regulations, maintain good government relationships, participate in national internationalization strategies, align financial cooperation mechanisms with policies, and ensure compliance with international cooperation agreements in education.										
To improve the mobility of personnel in Guangdong universities											
1	Establish clear mobility systems and policies, create a dedicated mobility fund, and provide intercultural communication training.										
2	Establish international education innovation platforms, support mobility in educational projects, and incorporate international elements into curricula.										
3	Promote academic exchange programs, strengthen links with international institutions, and establish inter-university collaborative research centers.										
4	Establish international student scholarships, organize cultural activities and festivals, and create a Cultural Exchange Center for international students.										
5	Support international research teams, participate in collaborative projects on										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	data analysis, and create international innovation bases.										
6	Establish an information technology exchange platform, promote collaborative projects on data analysis and innovation, and build digital education platforms.										
7	Develop a mobility financial policy, establish a dedicated mobility financial support program, and optimize the financial process for personnel mobility.										
8	Establish a social relations support program, promote university-community partnership programs, and build a university social relations database.										
9	Actively participate in international cooperation programs, establish an internationalized admissions policy, and develop specific programs for international conferences and seminars.										
10	Encourage academic, cultural, and linguistic exchanges between international and local students, as well as promote interaction between international and local students.										
To promote educational cooperation in of Guangdong universities											
1	Develop supportive policies to encourage collaboration and simplify cooperation processes.										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
2	Establish relevant laws and regulations to clarify responsibilities and protect rights.										
3	Formulate an internationalized education management strategy aligned with standards.										
4	Utilize online courses and distance learning tools to enhance international exchange.										
5	Promote education technology innovations for international cooperation projects.										
6	Establish an internationalized education resource platform for sharing.										
7	Recruit managers with international perspectives and experiences.										
8	Provide training in cross-cultural communication, policy, and project management.										
9	Establish partnerships with foreign institutions for best practices sharing.										
10	Promote cross-cultural understanding through educational cooperation.										
To improve curriculum construction in Guangdong universities											
1	Develop supportive policies to encourage collaboration and simplify cooperation processes.										
2	Establish relevant laws and regulations to clarify responsibilities and protect rights.										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
3	Formulate an internationalized education management strategy aligned with standards.										
4	Utilize online courses and distance learning tools to enhance international exchange.										
5	Promote education technology innovations for international cooperation projects.										
6	Establish an internationalized education resource platform for sharing.										
7	Recruit managers with international perspectives and experiences.										
8	Provide training in cross-cultural communication, policy, and project management.										
9	Establish partnerships with foreign institutions for best practices sharing.										
10	Promote cross-cultural understanding through educational cooperation.										
To promote talent cultivation in Guangdong universities											
1	Design a diversified curriculum encompassing international perspectives, ensure coverage of international economics, culture, and politics, and encourage cross-cultural exchange opportunities for students.										
2	Strengthen faculty members' international outlook and cross-cultural teaching										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	abilities, develop international cooperation programs with foreign universities, and establish faculty training in internationalization.										
3	Integrate cross-cultural communication courses into the curriculum, encourage students to participate in international exchange programs, and strengthen internationalization training for faculty to improve cross-cultural teaching skills.										
4	Improve the quality of foreign language teaching, encourage participation in international language exams and exchange programs, and offer cross-cultural communication courses.										
5	Collaborate with international businesses and organizations for internships, emphasize cross-cultural communication, teamwork, and leadership, and provide career planning guidance tailored to the international job market.										
6	Utilize online education platforms for diverse international resources, develop virtual laboratories for practical opportunities in international fields, and integrate educational technology resources for personalized education.										
7	Implement career planning courses, conduct career guidance activities with										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	industry professionals, and establish university-industry collaboration platforms.										
8	Establish comprehensive assessment indicators for talent development, strengthen teaching evaluation mechanisms for quality assurance, and enhance teacher professionalism through training and evaluation.										
9	Establish mechanisms for student evaluation and feedback, and improve student evaluation and feedback mechanisms for continuous improvement.										
10	Encourage participation in international accreditation and assessment programs, and enhance the school's international reputation through accreditation.										
To enhance the brand building of Guangdong Universities											
1	Develop targeted international enrollment plans to build the brand and internationalize.										
2	Offer practical courses aligned with industry demands and collaborate with industries to develop and implement practical course components.										
3	Recruit internationally experienced faculty, implement international programs, and organize international academic conferences and forums to internationalize faculty and programs.										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
4	Advocate for policy support to foster collaboration with industries, formulate policies supporting international education, and promote interdisciplinary research through policy support for collaboration.										
5	Support schools in initiating practical projects in collaboration with industries, establish structured internship programs with industry partners, and integrate industry-relevant projects and case studies into the curriculum for practical education and industry collaboration.										
6	Formulate clear internationalization strategies, seek and establish partnerships with renowned international institutions, and foster faculty exchange programs and introduce multilingual education as part of the internationalization strategy.										
7	Actively engage with global organizations, establish exchange programs with internationally accredited universities, and implement continuous improvement initiatives based on international standards for global engagement and benchmarking.										
8	Integrate industry collaboration and international education into the brand marketing strategy, innovate content and storytelling for brand promotion, and participate in globalized marketing										

No	Guidelines	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
	activities while showcasing alumni success stories for the brand marketing strategy.										

Appendix D

The Results of the Quality Analysis of Research Instruments

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
Internationalized Management Mechanism								
1	Administrators include internationalization management and enhancement in their universities' overall development plans.	1	1	1	1	1	1	valid
2	Administrators develop internationalization management mechanism to facilitate the implementation of policies, practices and procedures for internationalization.	1	1	1	1	1	1	valid
3	Administrators have specialized internationalization management departments or management teams in universities.	1	1	1	1	1	1	valid
4	Administrators have formulated scientific internationalization development goals, management systems, and development plans.	1	1	1	1	1	1	valid
5	Administrators clearly emphasize the long-term and short-term development goals in the internationalization management mechanism.	1	1	1	1	1	1	valid
6	Administrators have established good partnerships and cooperation with international organizations.	1	1	1	1	1	1	valid
7	Administrators implement international cross-cultural exchange practices.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
8	Administrators have created a system for managing international activities and operations.	1	1	1	1	1	1	valid
9	Administrators have integrated global perspectives and practices into the internationalized management mechanism and cultural operations of the organization.	1	1	1	1	1	1	valid
10	Administrators ensure internationalization management mechanism effective and efficient internationalization.	1	1	1	1	1	1	valid
11	Administrators regularly assess and evaluate the effectiveness of the internationalization management mechanism, making necessary adjustments and improvements to ensure its continuous enhancement.	1	1	1	1	1	1	valid
12	Administrators allocate sufficient resources under the framework of internationalization management mechanism, to support the implementation and sustainability of the mechanism.	1	1	1	1	1	1	valid
Financial Support								
1	Administrators in universities have a well-established financial management system.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
2	Administrators provide sufficient financial support for the internationalization of education management.	1	1	1	1	1	1	valid
3	Administrators financially support the implementation of internationalization strategies, policies and activities in the field of education.	1	1	1	1	1	1	valid
4	Administrators financially support for the development of international partnerships.	1	1	1	1	1	1	valid
5	Administrators ensure financial support promotes intercultural exchange.	1	1	1	1	1	1	valid
6	Administrators ensure financial support to provides opportunities for students and faculty to participate in international experiences.	1	1	1	1	1	1	valid
7	Administrators financial support guarantees the costs of work related to the internationalization of education management, such as travel, projects, and personnel expenses.	1	1	1	1	1	1	valid
8	Administrators financial support guarantees the adequacy of teaching and learning resources.	1	1	1	1	1	1	valid
9	Administrators Financial support ensures the effective implementation of the internationalization strategy.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
10	Administrators financial support improves the quality of higher education by enhancing global participation.	1	1	1	1	1	1	valid
Mobility of Personnel								
1	Administrators have make policies in place to encourage two-way staff exchanges.	1	1	1	1	1	1	valid
2	Administrators ensure to have good staff mobility mechanisms for the international and rational movement of individuals between higher education institutions or organizations.	1	1	1	1	1	1	valid
3	Administrators consider mobility of personnel, including administrators, teachers, researchers, administrators, students, and sometimes senior administrative leaders.	1	1	1	1	1	1	valid
4	Administrators consider mobility of personnel is a two-way flow, including outflow and inflow of staff.	1	1	1	1	1	1	valid
5	Administrators believe mobility of personnel is to promote academic and cultural exchanges.	1	1	1	1	1	1	valid
6	Administrators consider mobility of personnel fosters research collaboration.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
7	Administrators consider mobility of personnel builds global competencies among students and staff.	1	1	1	1	1	1	valid
8	Administrators believe mobility of personnel takes many forms, including short- and long-term programs such as short-term visits, study abroad programs, research collaborations and long-term assignments.	1	1	1	1	1	1	valid
9	Administrators believe mobility of personnel contributes to the internationalization of the exchange of knowledge and ideas.	1	1	1	1	1	1	valid
10	Administrators facilitate mobility of personnel aims at contributing to the improvement of the quality of higher education.	1	1	1	1	1	1	valid
11	Administrators actively seek to evaluate and improve their mobility of personnel programs, including gathering feedback from participants, monitoring program outcomes, and making adjustments as needed to ensure ongoing effectiveness and relevance.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
Educational Cooperation								
1	Administrators incorporate education internationalization cooperation into their overall development planning outlines.	1	1	1	1	1	1	valid
2	Administrators at universities carry out high-level educational cooperation.	1	1	1	1	1	1	valid
3	Administrators carry out various types of educational cooperation, such as school-enterprise cooperation, school-school cooperation, cooperation between schools and performing arts troupes, etc.	1	1	1	1	1	1	valid
4	Administrators promote the exchange of knowledge and professional skills between educational institutions, organizations or governments through educational cooperation.	1	1	1	1	1	1	valid
5	Administrators help to promote the quality of higher education through high level educational cooperation.	1	1	1	1	1	1	valid
6	Administrators believe educational cooperation includes joint project research.	1	1	1	1	1	1	valid
7	Administrators consider educational cooperation aims to promote diversity development in the exchange of teachers and students.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
8	Administrators facilitate educational cooperation aims to share educational and practical resources.	1	1	1	1	1	1	valid
9	Administrators consider educational cooperation to promote mutual understanding and respect among different cultures and societies.	1	1	1	1	1	1	valid
10	Administrators believe that educational cooperation enhances their international partnership, improve their competitiveness and promote the globalization of higher education.	1	1	1	1	1	1	valid
Curriculum Construction								
1	Administrators are able to formulate appropriate plans and objectives for curriculum development according to the internationalization development strategy of the university.	1	1	1	1	1	1	valid
2	Administrators are able to actively explore and introduce internationalized educational concepts and methods to provide innovative ideas and directions for curriculum development.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
3	Administrators ensure curriculum construction involve the process of designing and developing educational programs that are in line with international standards and best practices of higher education institutions.	1	1	1	1	1	1	valid
4	Administrators ensure curriculum construction and development takes into account specific cultural, social and economic factors.	1	1	1	1	1	1	valid
5	Administrators in universities formulate curriculum construction covers both undergraduate and postgraduate students.	1	1	1	1	1	1	valid
6	Administrators formulate curriculum construction appropriately aligned with the learning objectives of the university courses at all levels and the content is developed accordingly.	1	1	1	1	1	1	valid
7	Administrators formulate curriculum construction includes the development of rational and effective teaching and learning methods.	1	1	1	1	1	1	valid
8	Administrators formulate curriculum construction is designed to assess student progress and learning outcomes.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
9	Administrators focus on strengthening teacher training and mentoring to enhance the capacity of universities to develop and teach internationalized curricula.	1	1	1	1	1	1	valid
10	Administrators highlight internationalization of curriculum construction helps to enhance students' global competitiveness.	1	1	1	1	1	1	valid
11	Administrators prioritize the integration of interdisciplinary and cross-cultural perspectives into the curriculum, to provide students with a comprehensive understanding of global issues and prepare them for diverse career paths.	1	1	1	1	1	1	valid
12	Administrators collaborate with industry partners and international institutions to develop and implement practical components in the curriculum, to enhance students' practical skills and global experience.	1	1	1	1	1	1	valid
Talent Cultivation								
1	Administrators ensure to have a perfect international talent training education system at universities.	1	1	1	1	1	1	valid
2	Administrators emphasize on the overall development mechanism of talent training.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
3	Administrators in universities provide the necessary knowledge, skills and attitudes for talent growth.	1	1	1	1	1	1	valid
4	Administrators have formulated a scientific model for internationalization and enhancement of talent training.	1	1	1	1	1	1	valid
5	Administrators develop diversified talent training development strategies to accommodate different types of students.	1	1	1	1	1	1	valid
6	Administrators provide an intercultural learning environment for talents.	1	1	1	1	1	1	valid
7	Administrators provide opportunities for talents to learn foreign language skills.	1	1	1	1	1	1	valid
8	Administrators ensure to cover a wide range of talent training, including undergraduate and graduate students, and actively promote interaction and exchange between undergraduate and graduate students to facilitate the full implementation of internationalized talent training.	1	1	1	1	1	1	valid
9	Administrators seek to improve the quality of talent training.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
10	Administrators lay emphasis on cultivate talents who can adapt to various internationalized environments, enhance their international competitiveness, and make positive contributions to the global society.	1	1	1	1	1	1	valid
11	Administrators prioritize the development of soft skills, such as communication, teamwork, and adaptability, in addition to technical skills, to prepare talents for success in diverse international environments.	1	1	1	1	1	1	valid
Brand Building								
1	Administrators set clear brand building goals and plans to ensure the scientific and effective brand building.	1	1	1	1	1	1	valid
2	Administrators are committed to building strong, distinctive internationalized brand programs.	1	1	1	1	1	1	valid
3	Administrators develop a strong international reputation for universities through brand building.	1	1	1	1	1	1	valid
4	Administrators strive to build the "Study in China" brand program.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
5	Administrators strengthen cooperation with important domestic and international media and organizations to expand the influence of the university's brand.	1	1	1	1	1	1	valid
6	Administrators strengthen the construction of campus culture and brand image to improve the overall brand image value of the university.	1	1	1	1	1	1	valid
7	Administrators can actively promote the university's internationalized features and advantages, and increase the awareness and understanding of the university among students and teachers at home and abroad.	1	1	1	1	1	1	valid
8	Administrators are able to strengthen the service and management of international students, improve their study experience and satisfaction, and enhance the reputation of the university brand.	1	1	1	1	1	1	valid
9	Administrators are able to enhance their social responsibility and public welfare participation rate to improve their social image and reputation.	1	1	1	1	1	1	valid

No	Guidelines for Improving Education Management to Internationalization in Guangdong Universities.	For Experts					Average	Validity
		1	2	3	4	5		
10	Administrators attract more international students through brand building and enhance their competitiveness in the global marketplace.	1	1	1	1	1	1	valid
11	Administrators should regularly evaluate and adjust their brand building strategies to ensure they are meeting their goals and staying relevant in a rapidly changing global landscape.	1	1	1	1	1	1	valid

Reliability analysis of research instruments

To ensure the reliability and validity of the data collected by the questionnaire, the researcher conducted a reliability and validity analysis of the questionnaire using SPSS software.

Cronbach Alpha

N of Items	n	Cronbach **α**
77	424	0.932

KMO and Bartlett's Test

KMO		0.902
Bartlett's Test of Sphericity	Chi-Square	9331.990
	df	171
	p	0.000

Appendix E

Certificate of English

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Ms. Lu Chanyu

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 25th January 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
วิทยาเขตนครศรีธรรมราช
๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐
โทร. ๐๗๕-๓๔๒๘๙๘ โทรสาร ๐๗๕-๓๔๕๘๖๒

อว.๘๐๒๗ / ๑๐๙

๘ พฤษภาคม ๒๕๖๗

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน นางสาวลู่ ฉานอวี่

ตามที่ **นางสาวลู่ ฉานอวี่ และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม ผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐชจ**ได้ส่งบทความวิจัยเรื่อง **"แนวทางการปรับปรุงการจัดการการศึกษาสู่ความเป็นสากลในมหาวิทยาลัยกวางตุ้ง"** เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้วนั้น

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๗ (กรกฎาคม ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

(นางสาวปุญญาดา จงละเอียด)
บรรณาธิการวารสารมหาจุฬานาครทรรศน์
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

Name-Surname: Lu Chanyu

Birthday: 27 June 1991

Place of Birth: Heilongjiang Province, China

Educational Background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2024
- Master of Arts in Computer-aided Translation, The Chinese University of Hong Kong, in 2014
- Bachelor of Arts in English, Harbin Institute of Technology, in 2012

Work Experience:

- Foreign Affairs Office, Xinghai Conservatory of Music, from 2014 to the present

Office Location:

- No. 398 Waihuan West Rd, Higher Education Mega Center, Panyu District, Guangzhou, China (51006)

Current Contact Location:

- No. 398 Waihuan West Rd, Higher Education Mega Center, Panyu District, Guangzhou, China (51006)