

Quality Assurance Framework to Safeguard and Enhance International Student Experience: The Message from Bengaluru Statement on Next-Generation Quality Assurance.

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ABSTRACT

The internationalisation of higher education has rapidly expanded student mobility, cross-border higher education (CBHE), and new forms of transnational provision, while simultaneously exposing governance gaps in quality assurance (QA) and recognition. In this context, trust is not a rhetorical aspiration but a functional necessity: students, employers, and regulators rely on “abstract systems” of accreditation and recognition that operate across borders. This paper develops policy-oriented analysis that positions the Bengaluru Statement—2016 on Next-Generation Quality Assurance as a normative governance milestone in the evolution of transnational QA. Drawing on mobility and expansion trends reported in international sector analyses, findings from the Quality Assurance of Cross-Border Higher Education (QACHE) project, and core ideas from trust theory and transnational regulatory scholarship, the paper proposes a Trust Cycle Framework explaining how transparency, information-sharing, cooperation, and mutual recognition can shift systems from a vicious cycle of fragmentation and duplicative regulation to a virtuous cycle of confidence and coordinated assurance.

The analysis advances three contributions. First, it connects the micro-level “international student experience” to macro-level governance architecture, arguing that student protection, recognition, and mobility depend on inter-agency trust and interoperable frameworks. Second, it interprets the Bengaluru Statement as a values-anchored governance instrument—moving beyond procedural harmonisation toward ethical commitments, professionalisation, and network-of-networks cooperation. Third, it offers a practical policy agenda: linked quality registers, shared information portals, risk-based cooperation for CBHE, integrity action against degree and accreditation mills, and capacity building for emerging QA bodies. The paper also articulates how emerging economies can exercise “network leadership” in global QA through convening power, normative alignment with UNESCO commitments, and credible domestic QA systems. The conclusion emphasises that next-generation QA must be collaborative, technology-aware, and equity-conscious, with trust as the core operating principle.

Keywords: cross-border higher education; international student mobility; quality assurance; mutual recognition; trust; transnational regulation; Bengaluru Statement 2016; QA networks

INTRODUCTION

Internationalisation has become a defining feature of contemporary higher education. Student mobility, joint degrees, franchising, branch campuses, credit transfer, and digitally mediated learning have created an ecosystem in which learners and credentials routinely cross national borders. At the same time, the governance of quality assurance remains largely national: agencies are authorised by domestic laws, operate within domestic accountability structures, and often assess institutions primarily for local purposes. The result is a persistent mismatch between (a) the scale and complexity of cross-border provision and (b) the capacity of national QA and recognition systems to coordinate, compare, and mutually trust each other.

This mismatch matters most for students. The “international student experience” is shaped by academic quality, learning support, fair assessment, transparent information, and the recognition value of credentials after

graduation. Where governance is fragmented, students face higher risks: unclear recognition pathways, inconsistent standards across franchised or partner programs, exposure to misrepresentation or low-quality provision, and reduced portability of credits and qualifications. These are not peripheral risks; they directly affect livelihoods and social mobility.

The internationalisation trajectory has also accelerated diversification. Private provision has expanded in many regions; technological disruption (including MOOCs, micro-credentials, and platform-based delivery) has diversified the forms of learning and credentials; and new actors—from commercial aggregators to transnational partnerships—have entered the space. Each development increases the need for trustworthy quality assurance and recognition systems that can operate across borders. Yet, as comparative work has repeatedly shown, cross-border quality assurance is characterised by diversity of approaches, limited information exchange, and varying levels of cooperation among agencies.

Table 1. Illustrative Mobility Growth (as reported in sector analyses)

Year	Globally mobile students	Note
2000	2.1 million	Reported baseline for early 2000s
2014	~5 million	More than doubled vs 2000
2025 (projection)	~8 million	Projected in sector analyses

Against this background, the Bengaluru Statement—2016 on Next-Generation Quality Assurance of Higher Education (adopted at a global summit convened by NAAC and APQN in partnership with leading QA networks and agencies) can be interpreted as more than a symbolic declaration. It is a normative governance milestone: it articulates shared values and commitments that respond to the trust problem at the centre of transnational quality assurance. Its emphasis on cooperation beyond borders, mutual recognition, information sharing, ethics and integrity, capacity building, technology-responsive QA, and professionalisation aligns with core needs identified in cross-border QA research and practice.

As globally mobile student populations increase, traditional QA models—often nationally bounded and compliance-oriented—are no longer sufficient. The **NEXT-GEN HEQAF** prioritizes student-centric quality indicators, harmonized standards, and dynamic, data-driven policies that align with international expectations. It must support learner well-being, digital learning environments, cross-institution recognition, and ethical recruitment practices.

The paper argues that next-generation quality assurance must be understood as a trust architecture—built through networks, transparency, and cooperative regulation—and that the Bengaluru Statement provides a practical blueprint for this architecture.

CONCEPTUAL FOUNDATIONS: TRUST, GLOBAL GOVERNANCE, AND TRANSNATIONAL REGULATION

Trust as a governance mechanism in “abstract systems”

Trust is widely understood as a mechanism that reduces complexity under conditions of uncertainty. In modern societies, individuals must routinely rely on systems and expert institutions that they cannot personally verify. Trust theory describes how such reliance becomes possible, and what happens when it fails. For Luhmann, trust reduces social complexity by enabling actors to proceed without complete information; it is a functional solution to uncertainty. For Giddens, trust operates within “abstract systems,” where individuals rely on expert knowledge and institutional routines that are disembedded from local contexts. Higher education quality assurance is precisely such an abstract system: students and employers trust that an accredited institution meets acceptable standards even if they cannot personally assess teaching, assessment, governance, or integrity.

In cross-border contexts, the trust problem intensifies. The student’s credential must be credible not only within the awarding jurisdiction but also across jurisdictions where it is used for employment, further study, or professional licensing. This requires “institutional trust” among QA agencies and recognition bodies. Where institutional trust is weak, actors substitute with duplication (multiple accreditations, repeated evaluations),

protectionism (restrictive recognition), or reliance on informal signals (rankings, brand reputation), none of which consistently protects students.

Global governance and regulatory networks

Global governance scholarship highlights that many policy domains are governed not only by states but also by networks of regulators, professional bodies, and international organisations. In such settings, coordination emerges through standards, peer learning, and shared information systems. Transnational regulatory networks are especially important where formal treaties are slow, political agreement is difficult, or the domain is technically complex. In higher education, regional QA networks and cross-regional partnerships perform these coordination functions: they disseminate standards, facilitate capacity building, and create platforms for mutual learning and cooperation.

A “network-of-networks” approach is particularly relevant. Individual QA agencies may have limited resources for cross-border coordination, but networks can aggregate expertise, convene stakeholders, and build shared tools such as registers and portals. This logic is central to the Bengaluru Statement: it explicitly calls for networking among networks and cooperation among QA bodies to dissolve boundaries for quality higher education.

Transnational regulation and the problem of comparability transnational regulation in higher education quality assurance faces a fundamental challenge: comparability without uniformity. Systems differ in mission, institutional types, legal frameworks, and cultural expectations. A one-size-fits-all model can be counterproductive, yet complete relativism undermines trust. Therefore, transnational QA requires “minimum common principles” (transparency, integrity, stakeholder participation, evidence-based evaluation) while allowing contextual diversity in implementation.

Mutual recognition is often misinterpreted as automatic acceptance without scrutiny. In robust transnational regulation, mutual recognition is conditional: it is built on transparency, shared baseline principles, and confidence in each other’s processes. This is why information systems and registers are essential. Recognition bodies and employers need reliable, easily accessible data about legitimate QA agencies, accredited institutions, and the scope of accreditation decisions.

Normative milestones and “soft law” in QA governance

In global governance, many influential commitments take the form of “soft law”: declarations, standards, guidelines, and joint statements that shape behaviour without formal legal enforcement. Soft law can be powerful when it aligns diverse actors around shared values and provides a vocabulary for accountability. The Bengaluru Statement functions in this way. It reaffirms UNESCO-aligned commitments and articulates ethical and cooperative expectations for QA agencies and networks. Its normative power lies in its ability to frame what responsible QA should look like in an era of cross-border provision and technological disruption.

Implications for the international student experience

The international student experience is often described in institutional terms—support services, integration, teaching quality, assessment fairness, and wellbeing. Yet its foundation is governance: students’ safety and credential value depend on regulatory trust, recognition mechanisms, and integrity systems that prevent fraudulent provision. A trust-centred governance approach therefore connects macro-level architecture (networks, registers, mutual recognition) to micro-level outcomes (student protection, mobility, and employability).

INTERNATIONALISATION TRENDS AND THE EMERGING RISK LANDSCAPE

Internationalisation has expanded in scope and complexity. Beyond physical mobility, cross-border higher education includes branch campuses, joint/double degrees, franchised programs, online and blended delivery,

and credit transfer pathways. Governments promote mobility through scholarships, bilateral arrangements, and national strategies aimed at building global competence. Employers report valuing international experience because it is associated with openness to challenges, intercultural communication, and problem-solving skills.

At the institutional level, internationalisation is linked to reputation, research collaboration, and revenue diversification. Branch campuses have grown globally, though the record is mixed: some have thrived, others have closed, reflecting risks related to demand forecasting, regulatory adaptation, and quality assurance. Digital transformation has further expanded cross-border learning through MOOCs and platform-based partnerships, enabling learners to access content from international providers without relocating.

These developments broaden opportunity but also expand risk. The following risk categories are especially relevant to student protection and international experience:

(a) Information asymmetry: Students often rely on marketing claims rather than verified information about accreditation status, program recognition, and transfer pathways. Where public information systems are weak, vulnerability increases.

(b) Recognition uncertainty: Even high-quality programs can face recognition barriers if qualification frameworks are not interoperable, or if recognition bodies distrust foreign QA processes. Students may discover recognition problems only after graduation.

(c) Quality variance in transnational arrangements: In franchising and branch campuses, quality can vary across sites and partners. Without coordinated QA, students in one location may receive lower support or weaker assessment systems than students in the home institution.

(d) Integrity threats: Degree mills and accreditation mills exploit regulatory gaps, misleading students and employers. Fraudulent or low-quality providers can damage trust in legitimate internationalisation.

(e) Equity risks: Access to internationalisation opportunities is often unequal, shaped by socio-economic status and geography. Where quality systems rely heavily on expensive external accreditations, smaller institutions may be excluded from recognition ecosystems.

These risks underscore the need for next-generation QA that is both protective and enabling. Protective, in preventing fraud and substandard provision; enabling, in facilitating legitimate mobility and innovation through mutual recognition and cooperation.

LESSONS FROM QACHE: DIVERSITY, TRUST GAPS, AND COOPERATION DEFICITS

The Quality Assurance of Cross-Border Higher Education (QACHE) project is a landmark comparative effort examining how different regions approach CBHE regulation and quality assurance. Its findings highlight four recurring problems relevant to transnational governance:

1) Sheer diversity of regulatory approaches and frameworks for inbound and outbound CBHE, both within and across regions. This diversity complicates recognition and creates compliance burdens for providers operating across borders.

2) Lack of information and knowledge about other agencies' approaches and national frameworks. Even where agencies are willing to cooperate, they may not have reliable data about each other's standards, processes, and scope of authority.

3) A "trust gap" between sending and receiving countries. Receiving countries often exhibit greater scepticism about incoming provision, while sending countries may assume quality is self-evident or guaranteed by brand

reputation. This asymmetry produces defensive regulation and duplication.

4) Low levels of cooperation among QA agencies in actual CBHE assurance. Cooperation tends to remain informal or ad hoc rather than institutionalised through joint procedures, shared databases, or coordinated evaluations.

These findings can be interpreted through trust theory. Regulatory diversity and information gaps increase uncertainty. In high-uncertainty environments, actors adopt risk-minimising strategies: duplication, restrictive recognition, or reliance on external signals such as rankings. However, these strategies can create a vicious cycle: duplication increases transaction costs; restrictive recognition reduces mobility; distrust discourages cooperation; and weak cooperation sustains information gaps.

Table 2. QACHE-style governance challenges in CBHE

Challenge	Implication for student protection
Regulatory diversity	Inconsistent recognition pathways; variable assurance signals
Information gaps	Students cannot verify legitimacy; higher risk of misrepresentation
Trust gap	Duplication of evaluation; delayed recognition outcomes
Low inter-agency cooperation	Limited joint responses to cross-border risks

QACHE proposed five principles to address this cycle: accessible information about national approaches; proactive information sharing; liaison with counterpart agencies when assuring CBHE; cooperation in actual QA processes; and an enhanced facilitative role for regional networks. These principles are strongly aligned with the Bengaluru Statement’s commitments and can be operationalised within the Trust Cycle Framework introduced in the next section.

TRUST CYCLE FRAMEWORK: FROM VICIOUS CYCLES OF DISTRUST TO VIRTUOUS CYCLES OF COOPERATION

The Trust Cycle Framework provides a practical way to translate trust theory into QA governance design. It conceptualises two dynamic cycles—vicious and virtuous—and identifies intervention points for networks and agencies.

Vicious cycle of distrust (typical under fragmentation)

Step 1: Regulatory diversity and unclear mandates. Multiple agencies, overlapping jurisdictions, and varied standards create uncertainty about what “quality assured” means across borders.

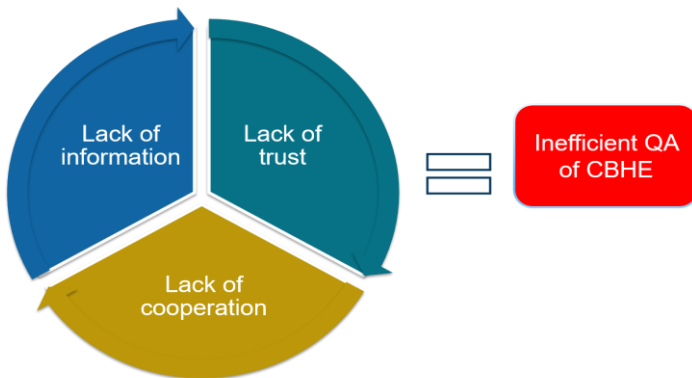
Step 2: Information asymmetry. Limited public data about legitimate agencies, accredited providers, and the scope of accreditation decisions prevents reliable verification.

Step 3: Trust deficit. Recognition bodies, employers, and partner institutions doubt the quality of incoming provision.

Step 4: Duplication and protectionism. Actors respond through repeated evaluations, additional accreditations, restrictive recognition, or avoidance of partnerships.

Step 5: Reduced cooperation. Agencies have fewer incentives to share information or collaborate, reinforcing fragmentation.

IMAGE 1: QACHE VICIOUS CYCLE



Virtuous cycle of cooperation (goal state under next-generation QA)

Step 1: Transparency and accessible information. Agencies publish standards, decisions, scope, and quality data in interoperable formats.

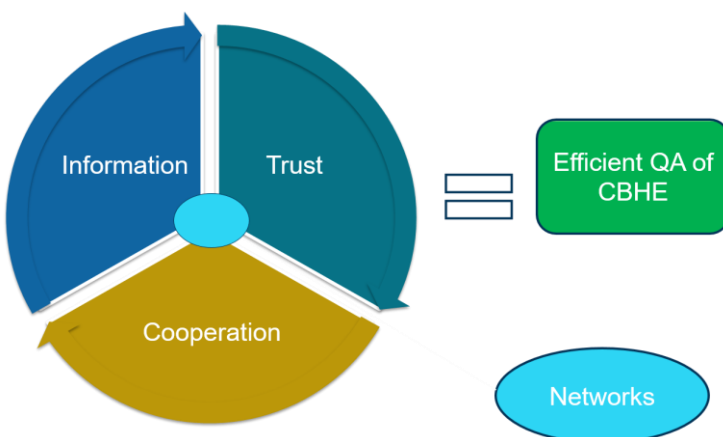
Step 2: Information sharing and liaison. Agencies proactively exchange information about CBHE cases and national frameworks.

Step 3: Mutual recognition and coordinated evaluation. Agencies develop recognition agreements, joint review practices, or shared risk-based evaluation protocols.

Step 4: Reduced duplication and higher confidence. Transaction costs decline; students and institutions face fewer uncertainty barriers.

Step 5: Strengthened trust and deeper cooperation. Trust becomes self-reinforcing through repeated successful cooperation.

IMAGE 2: QACHE VIRTUOUS CYCLE



Intervention points Interventions can target each step:

- Standards transparency: publish criteria, procedures, decision rationales.
- Registers and portals: develop databases of legitimate agencies and accredited institutions.
- Cooperation protocols: establish contact points and procedures for CBHE cases.
- Joint reviews: pilot cooperative evaluations for branch campuses and joint degrees.
- Integrity mechanisms: coordinated action against mills; shared red-flag indicators.
- Capacity building: strengthen weaker agencies so mutual recognition is credible.

The Bengaluru Statement can be interpreted as a system-level intervention designed to activate these levers.

BENGALURU STATEMENT—2016 AS A NORMATIVE GOVERNANCE MILESTONE

The Bengaluru Statement—2016 on Next-Generation Quality Assurance of Higher Education emerged from a global summit convened by NAAC and APQN with participation from leading QA networks and agencies across regions. It reaffirmed major global commitments to inclusive, equitable quality education and sustainable development and articulated a shared vision for partnership beyond borders. This historic **Bengaluru Statement – 2016** expressed intent and aspirations for:

- **Cooperation among quality assurance networks and organizations to dissolve boundaries for quality higher education.**
- **Endeavour to Foster Trust Beyond Borders in higher education quality assurance:**
- **Sharing global information resources.**
- **Promoting values and ethical practices in quality assurance.**
- **Sharing and promoting good practices.**
- **Strengthening of capacity building.**
- **Developing strategies and resources for next generation quality assurance in age of technology.**
- **Resource mobilisation for quality assurance.**
- **Strengthening professionalism in quality assurance.**

Bengaluru Statement – 2016 called upon quality assurance networks, organizations and stakeholders of higher education to join hands and commit to work together to enhance quality in higher education in service of students and society.

The Statement is best understood as a normative milestone for four reasons.

First, it identifies the core governance problem: fostering trust beyond borders. This explicitly recognises that internationalisation depends on cross-agency trust and that trust must be built through mutual recognition of qualifications and accreditation decisions, alignment and interoperability of qualification frameworks, and coordinated engagement with UNESCO and other inter-governmental initiatives.

Second, it institutionalises the “network-of-networks” concept. By arguing that the future of QA networking lies in networking among networks and QA bodies, the Statement reorients QA governance toward transnational regulatory communities. This is not a minor procedural change; it is an architectural shift that recognises how complex systems are governed in a globalised world.

Third, it foregrounds information as infrastructure. The Statement highlights that some regions possess robust recognition systems while others lack them, and calls for development and linking of regional and global databases of recognised accreditation bodies and accredited institutions. It points to the need to connect quality registers and strengthen information portals, thereby directly addressing QACHE’s finding about information gaps and trust deficits.

Fourth, it explicitly elevates values, ethics, and professionalisation. Many QA documents focus on processes; the Bengaluru Statement elevates integrity, transparency, accountability, stakeholder participation, and code of conduct as foundational. This normative move is critical in an era of mills, corruption risks, and reputational shocks that can damage student trust and national systems.

Operationally, the Statement enumerates a broad agenda: cooperation; trust and mutual recognition; information portals and registers; ethics and integrity; sharing good practices; capacity building; technology-responsive QA; resource mobilisation; and professional standards among QA practitioners. Each element can be mapped to Trust Cycle intervention points. The Statement thus functions as a policy blueprint for the virtuous cycle of cooperation.

POLICY FRAMEWORK FOR NEXT-GENERATION QA: FROM COMMITMENTS TO IMPLEMENTATION

This section translates the Statement's normative commitments into an implementation-oriented policy framework suitable for QA agencies, networks, and governments.

Global and regional information infrastructure

A first-order requirement is information infrastructure that enables verification. This includes:

- a database of recognised QA agencies, specifying legal mandate, scope, standards used, and decision types;
- a database of accredited institutions and programs, with decision dates, validity periods, and scope;
- public guidance on recognition and credit transfer processes;
- interoperable data standards to link regional portals (where they exist) and to support cross-search across registers.

Such infrastructure reduces information asymmetry for students and employers, enabling informed decisions and lowering exposure to misleading claims.

Linked quality registers and a Global Quality Assurance Register concept

Regional registers and directories already exist in some forms. The policy direction is not to replace them but to link them through minimum shared metadata and mutual referencing. A Global Quality Assurance Register (GQAR) can be conceptualised as an interoperability layer: a system that points to authoritative regional/national sources, verifies legitimacy criteria, and supports cross-border queries. The goal is practical usability rather than centralised control.

Mutual recognition as conditional cooperation

Mutual recognition should be built as a phased, conditional model:

Phase 1: transparency alignment (publish standards, procedures, decision criteria);

Phase 2: information exchange and liaison for CBHE cases;

Phase 3: pilot mutual recognition for defined categories (e.g., agencies that meet baseline principles);

Phase 4: expanded mutual recognition with periodic peer review and monitoring.

This approach avoids premature recognition while creating a pathway to trust.

Interoperability of qualification frameworks and credit systems

Qualification frameworks and credit systems enable mobility only when interoperable. Policy steps include mapping learning outcomes levels, aligning descriptors, and building guidance for recognition bodies. QA agencies can support by requiring institutions to clearly articulate program outcomes and credit equivalences, and by collaborating with recognition bodies on framework alignment.

Integrity: coordinated action against degree and accreditation mills

Degree mills and accreditation mills exploit information gaps and weak enforcement. A next-generation integrity agenda includes:

- shared red-flag indicators and watchlists (with due process and evidence standards);
- coordination with consumer protection and law enforcement where appropriate;
- public awareness and student guidance;
- codes of conduct for QA practitioners and conflict-of-interest safeguards;
- transparent complaint and whistleblowing mechanisms.

Integrity is not peripheral; it is central to safeguarding student experience and maintaining public trust.

Capacity building and resource mobilization

Many countries have emerging QA systems with limited resources. Capacity building—through staff exchanges, training, toolkits, peer mentoring, and shared resources—is essential for equitable global cooperation. Resource mobilisation from international organisations and regional partnerships can support development of standards, digital infrastructure, and professional communities of practice.

Technology-responsive quality assurance

Next-generation QA must address digital and flexible provision—online learning, micro-credentials, platform partnerships, and hybrid models. QA frameworks should incorporate instructional design quality, learning analytics ethics, data privacy, assessment integrity, and learner support in digital environments. This is an emerging frontier where international coordination is valuable, because digital provision easily crosses borders.

Professionalisation of QA practice

As QA expands, professional standards become critical. Professionalisation includes training pathways, ethical codes, peer learning, transparent evaluation practices, and measures to reduce variability in reviewer judgments. A professional QA community strengthens trust because decisions are more predictable, evidence-based, and accountable.

INDIA'S LEADERSHIP IN GLOBAL QA: FROM PARTICIPATION TO AGENDA-SETTING

An assertive leadership argument requires credible mechanisms through which a country contributes to global governance. India's positioning through the Bengaluru Summit and Statement reflects several leadership capabilities that can be strengthened and communicated to international audiences.

Convening power and network diplomacy

Leadership in transnational regulation often comes from convening—creating spaces where diverse actors align on principles and coordinate actions. India's convening of a global summit with participation from multiple regional networks and agencies demonstrates network diplomacy. Such convening is particularly valuable in domains like QA where formal treaties are rare but coordination is essential.

Normative alignment with global commitments

The Bengaluru Statement explicitly reaffirms UNESCO-aligned commitments to inclusive and equitable quality education and sustainable development. This matters because normative legitimacy is a currency in global governance: actors are more willing to cooperate with leaders who align with widely accepted global goals. India can further strengthen this alignment by linking QA reforms to SDG-4, recognition conventions, and integrity agendas.

This shifts leadership from symbolism to agenda-setting and implementation.

Avoiding neo-colonial dynamics: ethical leadership

The paper also acknowledges a key caution raised in policy discourse: internationalisation can become a vehicle of neo-colonisation if not handled with student welfare and national interest at the centre. Ethical leadership requires reciprocity, respect for contextual diversity, and commitment to capacity building rather than dominance. India's leadership can be framed as partnership-based—"fostering trust beyond borders"—which is consistent with the Statement's core ethos.

DISCUSSION, LIMITATIONS, AND RESEARCH AGENDA

This policy paper is conceptual and governance-oriented. It synthesises evidence from sector analyses and cross-border QA findings and integrates trust and governance theory. A limitation of such work is that it does not provide a quantitative causal evaluation of policy outcomes. However, in fields where governance architectures are evolving, conceptual frameworks and policy designs are necessary precursors to measurement.

Future research can advance three directions:

- (1) Empirical evaluation of trust interventions: How do linked registers, information portals, and mutual recognition pilots change recognition speed, duplication rates, or student outcomes?
- (2) Comparative case studies of CBHE quality assurance: Which cooperative models (joint reviews, shared standards, reciprocal audits) best reduce risk while enabling innovation?
- (3) Student-centred governance metrics: How can international student experience indicators be integrated into QA cooperation frameworks, including complaints systems, transparency measures, and recognition guidance?

A further agenda concerns technology: online and hybrid cross-border delivery will intensify. Research should examine how digital QA standards, data ethics, and AI governance can be coordinated across borders without undermining national autonomy.

CONCLUSION

Safeguarding international student experience in an era of expanding cross-border provision is fundamentally a governance and trust challenge. Regulatory diversity and information gaps produce distrust, duplication, and barriers to mobility. Trust theory explains why actors behave defensively under uncertainty; transnational regulation scholarship explains why networks and shared standards are necessary for coordination.

The Bengaluru Statement—2016 can be read as a normative milestone that directly targets the trust problem. Its agenda—cooperation among networks, mutual recognition, information portals and linked registers, ethical practice, capacity building, technology-responsive QA, resource mobilisation, and professionalisation—aligns with the intervention points needed to shift systems from vicious cycles of distrust to virtuous cycles of cooperation.

A next-generation QA architecture must therefore treat trust as infrastructure. Practical steps include interoperable information systems, conditional mutual recognition pathways, coordinated integrity mechanisms against mills, and sustained capacity building. Countries that can convene, align norms, and operationalise cooperative tools can exercise meaningful leadership in global QA. The Bengaluru Statement positions India for such leadership; the challenge is to translate normative commitments into durable institutional practices and measurable outcomes.

A Next-Generation Higher Education Quality Assurance Framework must transition from traditional compliance to a student-centric, collaborative, dynamic system that values quality, equity, transparency, and global coherence. Universities, QA bodies, networks, governments, inter-governmental agencies, and international networks all have strategic roles in enforcing quality, protecting student interests, and promoting responsible international mobility. The proposed framework aligns stakeholders toward shared goals, enabling international students to thrive academically, socially, and professionally across borders.

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