

**Barriers to Long-Term Partnerships Between
Bangladeshi Agencies and Foreign Universities:
Why Agencies Change Destinations and Products Frequently**

Internship Organization
Myuniabroad limited

Prepared by
Fahim Mahtab
ID 202011022

Supervised by
Dr. [Parvez Mahmud](#)
Senior Lacturer
School of business

Submitted in Partial Fulfillment of the Requirements for the Degree
Bachelor of Business Administration



8th August 2025

Internship/Project Report Approval Form

Student Name Fahim Mahtab

ID No 202011022

Major: Marketing

Year: 2025

Mobile Phone: 01787612873

Email: fahim.mahtab.bba@ulab.edu.bd

INTERNSHIP/PROJECT INFORMATION

Internship

Organization: Myuniabroad Limited

Internship /Project Report Topic: Barriers to Long-Term Partnerships Between Bangladeshi Agencies and Foreign Universities: Why Agencies Change Destinations and Products Frequently

Term (Tick one):

☐ Spring 2025

☐ Summer 2025

☐ Fall 2025

SUPERVISOR APPROVAL

(Tick One)

☐ Approved

☐ Not Approved

☐ Partial Re-write

☐ Full Re-write

Remarks (For Not Approved): _____

Signature: _____

Date: _____

Name: _____

E-mail: _____

Phone: _____

Acknowledgement

I would like to express my sincere gratitude to all those who supported me in the completion of this thesis. I am thankful to my supervisor Dr. Parvez Mahmud for his guidance, encouragement and valuable feedback throughout the process. I would also like to acknowledge my family, friends and peers for their continuous support and motivation. Finally, I am grateful to all the authors, researchers and resources whose work and ideas have contributed to this study.

PLAGIARISM DECLARATION

1. I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one's own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person's ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet.
2. I acknowledge and understand that plagiarism is wrong.
3. I understand that my research must be accurately referenced.
4. This assignment is my own work, or my group's own unique group assignment. I acknowledge that copying someone else's assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism.
5. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work.

Name: FAHIM MAHTAB

ULAB ID: 202011022

Signature _____

Date _____

Letter of Transmittal

To

Date: 13/08/2025

Dr. Parvez Mahmud
Senior Lecturer, ULAB school of business

University of Liberal Arts Bangladesh (ULAB)

Satmasjid Road, Dhanmondi, Dhaka-1209

Subject: Submission of project report on Barriers to Long-Term Partnerships Between Bangladeshi Agencies and Foreign Universities: Why Agencies Change Destinations and Products Frequently

Honorable,

It is my pleasure to submit the Submission of project report on “Barriers to Long-Term Partnerships Between Bangladeshi Agencies and Foreign Universities: Why Agencies Change Destinations and Products Frequently” as part of the requirements for fulfillment of my Project according to the prerequisites of my undergraduate program Bachelor of Business Administration (BBA) in University of Liberal Arts Bangladesh (ULAB). This work has been prepared with careful research, analysis and adherence to academic guidelines. The report aims to show the barriers to the relationship between foreign universities and the student visa consultancy also the Bangladeshi international student community . I have made every effort to present accurate information, proper citations and relevant findings to support the study.

I sincerely hope this work meets your expectations and provides valuable insights. I am grateful for your guidance and feedback throughout the process and remain open to any suggestions for improvement.

Sincerely,

Fahim Mahtab

202011022

ULAB School of Business

University of Liberal Arts Bangladesh

List of Abbreviations

ABBREVIATION	DEFINITION
B2B	Business-to-Business
B2C	Business to Customer
BBA	Bachelor of Business Administration
CEO	Chief Executive Officer
DOHS	Defense Officers Housing Society
ROI	Return on Investment
SL	Serial Number
VFS	Visa Facilitation Services Global
UKVI	United kingdom Visa and Immigration
USVI	United States visa and Immigration
OMARA	Office of the Migration Agents Registration Authority
AVAC	Australian Visa Application Centre
CVAC	Canadian visa application Centre
destinations	Countries
Products	Universities

Chapter 1: Internship Preparation

1.1 Motivation and what I expect to learn from this internship

1.2 Internship search process

1.3 Internship interview experience

1.4 About the organization

Chapter 2: About The Internship

2.1 Activities of the department

2.2 Work environment

Part 2.3 Duties and responsibilities as an intern

A 2.4 Application of educational learning with Internship

Chapter 3: Self-Reflection

3.1 Feedback on Internship

3.2 How could I do better and the Organization could utilize me

better

3.3 Recommendation

Chapter 4: Personal Development Plan

4.1 Technical Skills

4.2 Interpersonal Skills

Executive summary**Chapter 1: Introduction**

1.1 Background of The Study

1.2 Research Objective

1.3 Scope of The Research

Chapter 2: Literature Review

- 2.1 Overview of International Education Partnerships
- 2.2 Agency Switching Behavior
- 2.3 Destination Market Trends for Bangladeshi Students
- 2.4 Product and Service Diversification in Education Agencies
- 2.5 Barriers to Partnership Sustainability
- 2.6 Variables Adopted in This Study
- 2.7 Conceptual Framework

Part **Chapter 3: Research Methodology**

- B
- 3.1 Research design
 - 3.2 Sampling Technique and Sample Size Determination
 - 3.3 Questionnaire Development
 - 3.4 Measurement Scale
 - 3.5 Questionnaire Pretesting
 - 3.6 Data collection
 - 3.7 Ethical Consideration

Chapter 4: Data Analysis and Interpretation

- 4.1 Descriptive Statistics
- 4.2 Overall Findings of The Study

Chapter 5: Recommendation and Conclusion

- 5.1 Recommendation
- 5.2 Conclusion

References

Appendices

Part A

Chapter 1: Internship preparation

1.1 Motivation and what I expect to learn from this internship

As a Marketing student at the University of Liberal Arts Bangladesh, I was really excited to start my internship because I wanted to apply what I have learned in the classroom to real-world situations. I believe that an internship is a great chance to gain hands on experience understand how marketing works in an actual business environment and develop skills that can not be learned from textbooks alone. I was motivated to learn about different marketing strategies, consumer behavior and how companies promote their products effectively. During this internship, I expected to improve my communication and teamwork skills by working with professionals and collaborating on projects. I also want to learn how to use marketing tools and software, understand market research techniques and get a clear idea about how marketing campaigns are planned and executed. Overall this experience helped me become more confident and prepared for my future career in marketing.

1.2 Internship search process

To find internship opportunities I primarily used LinkedIn as my main platform. I started by updating my LinkedIn profile which I had already created to make sure it looked professional and clearly showed my skills, education and interests related to marketing. After that, I used the search feature to look for internships by typing keywords like “marketing internship” “business internship” and “internship opportunities in Bangladesh.” I also filtered the results by location, company and date to find the most relevant and recent postings. Once I found interesting internship listings, I carefully read the job descriptions and requirements to see if they matched my skills and career goals. I then prepared tailored application materials such as my resume and cover letter. Highlighting how my background fit the position. I applied to several internships directly through LinkedIn by submitting my documents online. In addition to applying, I also followed companies I was interested in and joined relevant LinkedIn groups to stay updated on

new opportunities and to network with professionals in the field. Occasionally, I reached out to recruiters or employees via LinkedIn messages to express my interest and ask questions about the internship programs. Overall using LinkedIn helped me organize and focus my search while connecting me with potential employers and industry professionals which made the internship search more efficient and rewarding.

1.3 Internship interview experience

Just 3 days after applying I got called for an interview at the office located at Mohakhali DOHS. It was right before eid vacation so I was not prepared. I searched for all the details and gathered as much information as I could to make things look easier for me. And I found out a few of our university alumni are currently working there and I contacted one of them whom I knew previously and from him I got to know that the CEO and owner of the company was also an ex-ULABian. This was a huge confidence booster for me somehow. I reached there well before the time and I had a few candidates before me. The interview was very casual and I was asked a few casual questions and took me to the CEO for a second interview he gave me a few situations and asked for my decisions based on the circumstances. He made me write a professional notice and asked me to come back for another interview the day after.

The second day all nine of the company owners under the B2B channel interviewed me and introduced themselves and I was asked to join from the very next day.

1.4 About the organization

In Bangladeshi student consultancy firms Myuniabroad was introduced in the market in October 2018 formed by Nine of the giants of that sector working for different destinations. It was not just a visa consultancy it became a reliable and efficient way to explore all the possible destinations and products for the students who wanted to study abroad. For the very first time this entity has become a one stop study abroad solution for all the popular and famous destinations among students. As they have agreements with various top tier universities combined they easily meet the needs of most of the students from all different categories. This was never possible in this market before so usually students had to face rejections from the

foreign universities. But MyUniabroad became a perfect solution for this problem and students they work with have backup options for them even if they fail to meet the criteria for their most preferred destinations.

1.4.1 Missions

Myuniabroad works to build stronger Bangladeshi student communities throughout the entire world by creating a easy and affordable study a broad pathway for the students of this country. Whoever dreams of studying abroad should be able to get a chance to cross the border and fulfill their abroad dreams. By providing reliable, accurate and personalized visa consultancy services to help students successfully navigate the complex immigration process. They are committed to guiding students and professionals with honesty and professionalism ensuring they receive the best support to achieve their international education and career goals.

1.4.2 Vision

their vision is to be the most trusted and leading visa consultancy firm known for empowering individuals to realize their dreams of studying, working and living abroad by delivering exceptional service, continuous innovation and update immigration expertise. And none should stay behind to fulfill their dream of studying abroad.

Chapter 2: About the Internship

2.1 Activities of the department

During my internship in Myuniabroad I was given the chance to work on the B2B marketing, B2C marketing as well as the Public Relation management which basically made me work for the entire business development department of MyUniabroad with a multiple spectrum of responsibility. At first it was an internal B2B between nine companies but now they expended to external B2B as well.

We had to work directly with VFS, UKVI, AVAC, CVAC and OMARA like international recruiters. We collaborated directly with foreign universities and collected their agreement and market them as our own products. Filtering students for those universities, starting from the very beginning of their application process to foreign universities and continuing even for a year or two after they have left the country.

2.2 work environment

Myuniabroad Limited is situated at Mohakhali DOHS but being a B2B founded by nine companies all together I had to work in each of them but the Mohakhali DOHS office was the Main office. The Mohakhali office was very beautifully decorated with natural decorations mostly and with pictures and gifts from various destinations and universities.

The office alone holds many different cultural and memorials. Which was very eye catchy and I must mention the environment outside was so quiet and calming being around a military base there was no sound pollution at all. There is greenery everywhere and very secured. Each and everything runs in order inside that particular area and clean like nowhere else in this busy city. So even working there with the proper peace of mind was a blessing.

Internal communications was a bit on the formal side but between the colleagues the environment was totally different in our break times we never got a chance to stay upset. All of

us were from different departments and backgrounds worked together easily, whether it was during brainstorming or solving problems. Everyone's ideas and unique skills added to a friendly and energetic work environment.

Communication was pretty open, with things like open house programs, regular team meetings and daily objectives from department heads for each department. The leadership really encouraged us to take initiative try out new ideas and keep learning which made the whole place feel supportive and motivating.

2.3 Duties and responsibilities as an intern

While interning at MyUniAbroad, I was mainly responsible for tasks within the Business Development department. Which includes –

2.3.1 B2B sales ; connecting with the potential leads and marketing out products and the opportunities for the students that changed each intake and solidifying the relationship between international students with their universities and their communities over there.

2.3.2 Content creation : I had to generate making materials for different destinations every day collaborating with foreign universities and sharing their USP and new offers and updates as well as their recruiting dates and times and durations as well. I regularly had to generate marketing materials for each of the companies and announce their application requirements dates and everything else

2.3.3 Marketing video Productions : mostly the videos we uploaded came online and from many well reputed universities holding ranking between top 100 and I had to translate those add subtitles to those and post on every possible social media for better reach.

2.3.4 Customer Engagement : I also worked for B2C and the posters and videos I used to post gets responses from all over the country and I have to answer to their queries and invite them to the office for better understanding navigating them to different offices and sending them fact sheets for better understanding. And for students who already left we have connections with

them as well so that they do not fall under any serious situations or any complications with the universities.

2.3.5 Collaboration: We collaborate with foreign universities and other agencies to engage with the students face to face. We organize and fund admission exhibitions and fairs to directly admit students and bring them offer letters from foreign universities. Some universities offer scholarships and faster and more prior processing time for students apply through US to build consumer trust. For example recently we collaborated with Derby University, London. Before that we collaborated with University of Wolver Hampton, University of Roehampton, University of Worcestershire, Ulster University, and Sunway University of Kualalampur. University of Cyberjaya, Malaysia. Webster University of New York. University of Niagara falls, Canada, Budapest metropolitan University, Hungary and many more. They are all ranked among world's best Universities and all of them Holding QS 5* ranking.

2.4 Application of educational learning with Internship

Through my occupation I got to showcase my skills and learning studying in ULAB school of business. My study helped me to trace the market gaps and replace them with whatever needed. In my studies I learned how building communication automatically attracts more customer and provide new leads through them. I created a group with the students went abroad with our help and introduces them directly to the students preparing themselves to apply. They got real time updates and reviews on universities and we gained consumer trust and the new students keep bringing friends and family to apply through us. I am personally trying to build Bangladeshi student community stronger worldwide as much as it is in this country through building relationship between students from every destination ever crossed our border. That's how in future we will be able to solve problems that occur now a days and any country will not reject any of our students. And dreams will never break apart and any opportunity we will never lose.

Chapter 3: self-reflection

3.1 Feedback on internship

Reflecting on my internship experience at MyUniabroad taught me valuable lessons and helped me grow a lot, and I'm grateful for the whole experience. My internship was a really valuable experience where I got to see how what I learned in class works in real life. The team was supportive, and my supervisors helped me a lot in learning new skills and understanding the industry better. I enjoyed working on different projects and getting to know people from various backgrounds. This internship gave me more confidence and made me even more excited about my future career. I have worked with many international experienced team and I have seen how they do their things and I learned and applied them on my own and that happened to work really well. I also faces a few challenges during my training and the very first few weeks were very confusing and I had to process really slow as I had to balance a few tasks at once I had never done before so I took time to sort things for myself and cope up with the fast pace of the working environment. My B2B training was the hardest of all where had to talk in front of seniors who were far more experience in that industry. Remembering all the names and places their criteria and offers were a sudden overload of information for me at first but I managed to group things and sorted them by their common points that is how things became a bit easier for me. I struggled with advance software and new functions but they were fun to learn but adapting to the manual to create things more accurately took me some time to learn.

Even after these challenges I faced I somehow managed to keep up with the pace and developed my interpersonal skills adapting and taking help from others. My adapting and problem solving skills and my ability to read personality helped me a lot to become noticeable at every spot. My sorting things to their natural path worked like a charm a method where we use norms like gravity it is like getting the situation slowly moving and just navigating it to the right path. My trainer and mentors helped me quite a lot to understand things better and warned me of any possible problem before that could happen so that I could keep a clean image. Overall the whole experience is heartwarming like a joyride scary yet fun.

3.2 How could I do better and the Organization could utilize me better

To perform better and contribute more to the organization I have set a few personal missions for myself. I just need a chance to follow my plan and would like to convince the organization to allow me to work alongside the fixed system so I can engage more effectively with both agencies and students. I work best when I have my own noticeable presence and I believe that through my learning and practice. I can apply the knowledge and strategies I have acquired in a practical and impactful way.

The feedback from the company is sometimes quite direct. I am fortunate to have supportive and caring team members who cover for my mistakes and warn me early before situations escalate. While I truly appreciate this it often means I do not get the opportunity to test and apply my own approaches. I believe that even negative feedback could help me improve myself further. I do not blame anyone for this. It is just how the process works and I trust that one day when I am leading a team I will have the chance to implement my own plans. Until then I am willing to wait and learn.

I am a strong team player but I have discovered a desire within me to lead and bring new ideas forward as I do not always prefer to follow the existing flow. I want to develop my management skills and I believe that if I could focus on a specific area of responsibility rather than handling small parts of many different tasks I could provide more valuable feedback and results.

For my professional growth, I need consistent feedback both positive and constructive on everything I do. Without it I fear my growth could eventually stall.

3.3 Recommendation

I think the best step forward would be to give me a trial period where I can focus on a single clearly defined area of the organization's work something where I can take full control and try out my strategies while still following the main system. This would let me show how my approach could work in practice without disrupting existing processes.

I would also recommend setting up a regular feedback system for me maybe short check-ins every week or two so I know exactly where I am doing well and where I need to improve. This would help me grow faster and avoid repeating mistakes.

Since I work best when I feel my role is clearly visible having that responsibility would make me more engaged, motivated and connected with agencies and students. Over time this could also help me start developing leadership skills so when the time comes for me to manage a team I will already be prepared.

Chapter 4: personal Development Plan

4.1 Technical skills

4.1.1 Digital Marketing Tools and Techniques: I want to learn new digital marketing tools that are currently emerging and might take over the whole system so want to learn a few of them.

4.1.2 Communication and Negotiation Skills: I am actively working with my B2B team from agencies to agencies to see how they communicate and negotiate with the clients and that is how I will be able to develop my communication and negotiation skills more effectively.

4.1.3 Strategic Marketing Planning: I am working on my marketing strategies and plannings and trying to apply those to my field to get feedback on the effectiveness and the possibilities and learning from my own even others mistakes.

4.1.4 Data Analysis: I want to take special courses and trainings on data analysis that will help me squeeze into the vast world of data and information that bonds typical marketing to the advance digital world and push things to the next level

4.1.5 Data Visualization: Learning data visualization will help me show marketing results, client trends and market insights in a clear and easy way. It will make it simpler for me and my team to spot patterns understand what is working and explain ideas or results to clients and my managers.

4.2 Interpersonal skills

Good communication and building relationships are important skills for any job. I want to improve my listening skills and explain ideas clearly so I can understand others and avoid confusion. Being open to feedback and showing empathy will help me build trust with teammates, clients and partners.

Working well with others is also something I want to get better at. Teamwork means respecting different opinions, sharing tasks fairly and helping the group reach its goals. I plan to join more

group projects and discussions to improve cooperation and solve problems when conflicts happen. Understanding emotions is another skill I want to develop. Being aware of feelings helps me stay calm during stressful situations and keeps the workplace positive. This stops problems before they get worse and makes sure everyone feels respected.

Networking is also very important. Having a good professional network helps share information, find new chances to work together and get support when needed. To improve this I will attend events join online groups and keep in touch with people I meet.

By working on these interpersonal skills I believe I can do my job better and help build strong partnerships. This is very important for agencies working with foreign universities.

PART B

Barriers to Long-Term Partnerships Between Bangladeshi Agencies and Foreign Universities: Why Agencies Change Destinations and Products Frequently

Executive summary

This research explores the barriers why education agencies in Bangladesh often fail to keep long term partnerships with foreign universities and why they switch destinations or change the universities they promote so often. Over the last few years Bangladesh has sent a growing number of students abroad. Many agencies have stepped in to connect these students with universities overseas. Even so these partnerships rarely last. Agencies often move from one country to another like shifting from the UK to Canada or from Australia to Germany. They also keep replacing the profiles of the universities they work with.

The goal is to find the key reasons behind this pattern. The research will focus on things like commission rates how well the academic programs match student needs, visa policies, market competition and changing student preferences. It will also look at internal problems within agencies such as staff not having enough training weak communication with partner universities and how sudden changes in immigration rules can affect business decisions. This is a qualitative study that will involve interviews with 8 to 10 consultants or managers who work in education agencies in Bangladesh. There will also be casual talks with students who have worked with these agencies. Where possible the research will review actual agreements between agencies and universities. The responses will be grouped into themes including trust, communication, finances and market trends.

By focusing on the local context this research hopes to add insights that are missing in most global studies. The findings could help both agencies and universities build stronger and more reliable partnerships and in the process give students a more stable and trustworthy experience when planning to study abroad.

Chapter 1: INTRODUCTION

1.1 Background of the study

Bangladesh has become an important source of students for universities around the world. Every year a growing number of students travel abroad for higher education to gain quality programs, better career opportunities and exposure to global learning environments. Over the past decade the demand for international education among Bangladeshi students has increased significantly due to rising incomes, greater awareness of global opportunities and the perception that foreign degrees provide competitive advantages in the job market.

Education agencies play a crucial role in this process by guiding students through university selection, admission procedures, visa applications and pre departure preparations. Many agencies work as official partners for foreign universities and help them recruit suitable candidates while ensuring a smooth application process. These agencies often provide additional services such as arranging accommodation, offering language preparation courses and assisting with cultural adaptation. In theory partnerships between agencies and universities should be long term and generate mutual benefits. Agencies gain credibility exclusive access to programs and additional revenue while universities secure a consistent pool of qualified students and expand their global presence.

In reality many partnerships are short lived. Agencies frequently switch from one study destination to another for example moving from the UK to Canada or from Australia to Germany and they often change the universities they promote. This raises questions about the stability and effectiveness of these collaborations. Several factors contribute to this. External reasons include financial competition among agencies, changes in visa policies, shifting student preferences and the level of support universities provide. Internal challenges such as insufficient training limited resources, poor communication and rapid organizational growth also make it difficult to sustain long term partnerships.

"Strengthening these ties will mutually benefit both countries, supporting the enhancement of higher education quality, knowledge exchange, and global competitiveness in the sector."

— *Professor Dr. SMA Faiz, Chairman, University Grants Commission (UGC)*

The rise of digital technology and online platforms has transformed the education agency landscape. Students now have access to online information social media and virtual counseling, reducing their dependence on traditional agencies. While this creates opportunities for agencies to innovate it also increases competition and pressures them to frequently change strategies. The combination of internal and external pressures contributes to frequent shifts in partnerships leaving universities uncertain about reliable recruitment channels and students exposed to inconsistent guidance.

While some global studies have examined the role of education agents there is little research focusing specifically on Bangladeshi agencies and the challenges they face in maintaining long term cooperation with foreign universities. Understanding these factors is important not only for strengthening partnerships but also for improving the quality of services offered to students enhancing the international reputation of universities and creating a more sustainable education ecosystem in Bangladesh. By exploring the barriers to long term collaboration this study aims to provide insights that can guide agencies universities and policymakers in developing strategies that support stable mutually beneficial relationships and ultimately benefit students the education sector and the country's global academic presence.

1.2 Research Questions and Objective

This research aims to identify the obvious reasons behind agencies changing their destinations and products frequently. Understanding the various factors that influence their decisions and market changing is crucial for the relationship between Bangladeshi student visa agencies and foreign universities. The answers from this research can find out the cause and solutions to build better relationship with other destinations which is crucial to improve the overall visa ratio and building Bangladeshi community worldwide. This research attempts to answer the following question—

"Why are we silently being forced to change the destinations and universities?"

Based on the above question the following research objectives are formed:

- What are the main factors that prevent Bangladeshi agencies from maintaining long-term partnerships with foreign universities?
- How do market demands and student preferences influence agencies' decisions to change study destinations or products frequently?
- How do trust, communication and transparency between agencies and universities impact the stability of their collaboration?
- What steps can agencies and universities take to strengthen commitment and reduce frequent switching of partners?
- How do differences in expectations between agencies and universities lead to partnership breakdowns?
- What role does training and professional development of agency staff play in sustaining long term agreements?
- To what extent do cultural differences and lack of cross cultural understanding weaken the durability of these partnerships?

1.3 Scope of The Research

The research will be done on recruiters who directly involved in mass international student recruitment for 5 years or above. The information are taken at a timeline between June 2025 to August 2025.

Chapter 2: Literature Review

In order to begin a in depth analysis of current International student Recruitment Market in Bangladesh it is essential to begin with a literature review. The global demand for international education has led to the rapid growth of education agencies that act as middlemen between students and foreign universities. These agencies play a central role in guiding students and also in creating formal partnerships with universities abroad. In theory these partnerships should be stable and long term because both sides benefit from a steady flow of students and revenue. However research suggests that such relationships often break down within a short time.

Several studies point out that one of the biggest challenges is the way agencies shift destinations frequently. According to Knight (2016) international student mobility is highly shaped by global market trends and agencies respond to those shifts rather than staying loyal to one university. When a destination country offers easier visa policies or better financial benefits agencies move their focus quickly. This weakens trust and makes it difficult to build lasting collaborations.

Another important factor is the issue of financial incentives. Perkin and Abraham (2017) highlight that commission based arrangements between universities and agencies create short term thinking. Agencies are often motivated by higher commission rates instead of student outcomes or the quality of the partnership. This financial competition among universities encourages agencies to change partners frequently.

Communication and cultural understanding also play a role in weakening long term agreements. Altbach and de Wit (2020) explain that universities sometimes expect agencies to follow strict compliance rules, while agencies see themselves more as flexible marketers. The mismatch in expectations creates friction that leads to short-lived contracts.

There is also evidence that global changes, such as shifting visa rules or economic downturns push agencies to adapt quickly. In a study of South Asian recruitment patterns Sherry and Thomas (2019) found that agencies in the region often switch to destinations where students face fewer barriers. This makes partnerships highly unstable and dependent on external conditions rather than on strategic commitment.

Finally trust has been identified as a missing element in many agency & university partnerships. Without strong trust and transparency the relationship remains transactional. As Marginson, (2018) points out partnerships that are built only on numbers cannot survive in the long run.

Overall the literature shows that financial motives, student demand, policy changes and cultural gaps all contribute to the weak durability of these partnerships. While agencies and universities both want growth the absence of shared long term goals has made stability difficult to achieve.

2.1 Client Satisfaction

Client satisfaction was explored in this study by examining how education agencies perceive their student's experiences and outcomes. Participants were asked to describe the ways in which their clients express satisfaction or dissatisfaction with the services provided. This included feedback on counseling quality and support during application and visa processes and overall guidance for studying abroad.

The study focused on understanding the factors that contribute to positive client experiences as well as the challenges that may reduce satisfaction. By collecting qualitative responses the research aimed to capture the depth and complexity of client satisfaction and how it influences agency reputation and long term relationships with students.

2.2 Agency Switching Behavior

In Bangladesh education agencies are often seen changing their foreign university partners within a short period. Instead of holding on to long term contracts many agencies switch as soon as they find a deal that looks more profitable or safer for students. One of the biggest reasons behind this behavior is commission. Universities pay agencies for every student they enroll and since different universities offer different commission rates agencies usually choose the ones that pay more. This system makes long term loyalty very rare.

Visa approval rates are another factor that drives switching. When a country introduces tougher visa rules Bangladeshi students face more refusals and agencies quickly move away from that destination. For example after 2017 when the United States introduced stricter visa checks

agencies started focusing on Canada and Australia because students were more successful there. Switching also happens because of competition. There are thousands of agencies in Bangladesh and each one wants to stay ahead by showing students the most reliable and affordable option. In such a competitive market changing partners becomes more of a survival strategy than just a choice.

This constant switching however damages trust with foreign universities. From the university's side it is hard to rely on an agency that may leave as soon as a better offer appears. As a result many partnerships end within only a few years.

2.3 Destination Market Trends for Bangladeshi Students

Bangladeshi students choice of where to study abroad has shifted many times over the years. Earlier the United Kingdom the United States and Australia were seen as the main destinations. Families believed these countries had the best education quality and the most recognition for degrees. But in recent years new destinations like Malaysia China and Eastern European countries such as Hungary and Poland have become more popular. The reason is mainly affordability higher visa acceptance and part time job opportunities.

Canada has also gained massive popularity among Bangladeshi students because of its post graduation work permits and clear pathways to permanent residency. This shows that students are not only looking for education but also for migration opportunities. Agencies carefully follow these shifts. If students show less interest in one country agencies stop promoting universities there and move to destinations that are trending.

These trends change very quickly. A sudden change in visa rules or living costs can shift thousands of students away from one country to another in only a few months. This makes university agency partnerships very fragile as their success depends on factors that are mostly outside their control.

2.4 Product and Service Diversification in Education Agencies

Over the last decade education agencies in Bangladesh have expanded their services beyond just admission and visa support. Today many agencies also run IELTS and language training centers. Some offer SAT, GRE or GMAT preparation. Others provide career counseling scholarship advice or even migration consultancy for families. A few bigger agencies also give settlement support helping students with housing and part time job connections once they arrive abroad.

This kind of diversification has made agencies stronger businesses because they now earn from multiple services. Even if one university contract does not perform well they still make money from test preparation or migration services. For students it can be useful since they can find all services in one place. But for universities this creates a problem. They are no longer the top priority for agencies because agencies can shift their attention to whichever part of the business is more profitable at the moment. As a result universities sometimes find that their partners are more focused on their training centers or migration advice than on student recruitment. This weakens the long term relationship.

2.5 Barriers to Partnership Sustainability

There are many barriers that stop partnerships between Bangladeshi agencies and foreign universities from lasting for years. One major barrier is the difference in expectations. Universities expect agencies to follow strict recruitment policies submit detailed reports and avoid practices like misguiding students. Agencies however often approach recruitment like marketing focusing more on the number of students than on process quality. This clash creates misunderstandings and weakens trust.

Financial disputes are another common problem. If universities reduce commission rates delay payments or add new conditions agencies usually lose interest and move to other institutions. Since universities often have more bargaining power agencies feel pressured and respond by switching partners.

External factors also create serious barriers. New visa rules can suddenly make a country less attractive. For example when the UK once reduced post study work opportunities agencies in Bangladesh turned their attention to Canada and Australia. Currency changes also matter since a weaker Bangladeshi Taka makes some destinations unaffordable. Global events like COVID 19 proved how fragile these links are with agencies struggling to place students anywhere due to travel restrictions. All these barriers combined make long term partnerships between agencies and universities very difficult to maintain.

2.6 Variables Adopted in This Study

This study is based on four key variables. The first is agency switching behavior which explains how and why agencies keep changing their partners. The second is destination market trends which focuses on student preferences and how they guide agency decisions. The third is product and service diversification which looks at how agencies expand into areas like training counseling and migration. The last is barriers to partnership sustainability which covers the challenges that stop agencies and universities from working together for long.

These four areas are important because together they represent the main forces that shape relationships between Bangladeshi agencies and foreign universities. They also explain why so many partnerships fail before reaching a long term stage.

2.7 Conceptual Framework

The framework for this study shows how the four variables interact. At the center is partnership sustainability which is the dependent variable. The three main independent variables are switching behavior destination market trends and diversification. These directly influence whether a partnership grows stronger or breaks down.

At the same time barriers to partnership sustainability act as moderating variables. They do not create partnerships by themselves but they shape how strong or weak the relationship becomes. For example even if an agency is committed to one university a sudden visa ban or a financial dispute may end the partnership. This means the barriers either increase or decrease the effect of the independent variables.

Overall the framework suggests that partnerships are not only about business contracts but also about outside pressures shifting student choices and financial realities. To achieve long term stability both agencies and universities need to find ways to balance short term survival with long term cooperation.

Chapter 3 Research Methodology

3.1 Research Design

This study is an exploratory qualitative research project. The main goal is to understand why Bangladeshi education agencies cannot maintain long term partnerships with foreign universities. A qualitative design is better because this topic deals with human decisions and organizational behavior that numbers alone cannot explain. The focus is on detailed experiences and personal views rather than statistics.

The study uses semi structured interviews as the main tool for data collection. This approach allows the researcher to keep the discussion on important themes like the duration of partnerships the challenges that appear and the reasons for shifting study destinations and the diversification of products. At the same time it gives participants the chance to describe their experiences in their own words which helps reveal new ideas that a survey might miss. The research does not begin with fixed hypotheses. Instead it tries to find common patterns and issues that come up naturally during the interviews. This makes the design more open and flexible and it helps capture both shared problems across agencies and unique cases that show specific barriers.

This approach is useful because long term partnership management depends on many factors such as financial benefits student demand market trends and university policies. An exploratory qualitative design makes it possible to study all of these elements in depth.

3.2 Sampling Technique and Sample Size Determination

In this research I will use purposive sampling. This method is chosen because not every person in the education consultancy field has the same knowledge about partnerships with foreign universities. Some employees only deal with basic application processing or student counseling and they may not understand how contracts with universities are made or why they fail. By selecting participants who have direct involvement in handling international partnerships the study will collect more meaningful and focused information.

Purposive sampling helps me make sure that the people I interview can actually answer the research questions. Random selection might bring participants who do not have enough experience which would waste time and reduce the quality of the data. Instead I want to hear from people who have worked in managerial roles or who have been part of decisions about switching study destinations or products. These individuals can explain the real reasons behind short term agreements and why agencies often change their focus.

The sample size for this study will be between eight and ten participants. I chose this range because qualitative research is not about collecting large numbers but about gaining depth from each interview. If the number is too small there will not be enough variation to see different perspectives. If the number is too large the analysis will become unmanageable within the short time frame of this project. With eight to ten participants I can balance both depth and variety which will help me identify patterns as well as unique cases.

The participants will mostly come from Dhaka and Chattogram since these two cities are the largest hubs of education consultancy in Bangladesh. Most agencies that represent international universities are based in these cities and they handle a significant share of student applications. Agencies in these areas are also more likely to change destinations or products depending on student demand. Their experiences will therefore provide stronger insights about the barriers that prevent stable and long term partnerships with universities.

Overall purposive sampling along with a sample size of eight to ten participants from the main education hubs of the country will allow this research to collect reliable and in depth data. This combination ensures that the findings will be practical and directly connected to the objectives of the study.

3.3 Questionnaire Development

The questionnaire is prepared to guide the semi structured interviews. Since this study is qualitative the questions are open ended so that participants can share their experiences freely.

The questions are developed from the research objectives and focus on areas such as background information partnership experience challenges faced and suggestions for improvement.

The background questions to ask about the role and experience of the participant. The partnership section to include questions about how partnerships begin how long they usually last and what kind of support is given by universities. The challenges section is to ask about financial issues changes in student demand and other problems that affect sustainability. The final part is to let participants share ideas on how to make partnerships more stable.

The questionnaire is written in simple language so it is easy to understand. It is also flexible which means follow up questions can be added during interviews to collect more detail.

3.4 Measurement Scale

This study adopted a qualitative approach to explore the experiences and perceptions of education agencies in Bangladesh regarding their partnerships with foreign universities. Since the research aimed to understand behaviors challenges and decision-making processes in depth no numerical measurement scale was used. Instead the study relied on open-ended questions that encouraged participants to describe their experiences in detail.

Each research construct was explored through carefully designed questions. Agency switching behavior was examined by asking participants to explain why and how they change study destinations or university partners. Destination market trends were explored by prompting participants to share their views on which countries and programs are currently popular among students and why. Product and service diversification was investigated by asking participants about the range of services they provide and how these have evolved over time. Barriers to partnership sustainability were examined by encouraging participants to discuss the main challenges that prevent long-term collaborations and how these challenges affect their business decisions.

The data collected from participants were analyzed using thematic analysis. This allowed the researcher to identify recurring patterns common themes and unique perspectives across different agencies. By focusing on qualitative responses the study could capture the richness and complexity of participants' experiences. This method helped provide a deeper understanding of the factors that influence agency behavior and partnership dynamics which would not have been possible through purely numerical measurement.

3.5 Questionnaire Pretesting

Before conducting the main survey, the questionnaire underwent pretesting to ensure clarity and relevance. A small group of education agency representatives, similar to the target participants, reviewed the questions and provided feedback on any ambiguities or difficulties encountered. This process is essential, as "good survey research depends on asking the right questions; it is the only way to ensure that the information collected from respondents is suitable for providing good answers to our research questions" (Buschle, Reiter, & Bethmann, 2021).

The pretesting process identified areas where questions needed rephrasing or clarification to avoid misunderstandings. It also allowed the researcher to assess whether the questions effectively captured the information needed to explore agency switching behavior, destination market trends, product and service diversification, and barriers to partnership sustainability.

3.6 Data collection

The interviews were conducted in a conversational manner to allow participants to express their thoughts freely and provide detailed responses. Notes and audio recordings were made during each session to ensure accuracy. This approach allowed the researcher to gather rich qualitative data and gain insights into the factors influencing agency behavior and decision making processes. Each interview focused on understanding agency switching behavior, destination market trends, product and service diversification and barriers to partnership sustainability.

3.7 Ethical Consideration

This study adhered to ethical guidelines to ensure the protection and respect of participant's rights. All participants were fully informed about the research's purpose, procedures and potential impacts and their involvement was entirely voluntary. They were assured of their right to withdraw at any time without consequence.

Confidentiality and anonymity were maintained throughout the research process. Personal identifiers were not collected and all data were securely stored to prevent unauthorized access. The information gathered was used solely for research purposes and reported in a manner that protected participant's identities.

As emphasized by Hecker and Kalpokas (2021), "Ethical considerations in qualitative research often involve the researcher working with and collecting data from people, raising critical ethical concerns that all qualitative researchers should keep in mind." This study was conducted with careful attention to these ethical principles to safeguard participant's rights and wellbeing.

Chapter 4: Data Analysis and Interpretation

This chapter covers the findings from the main source of data which is a questionnaire individually asked to 17 employer directly involved with international student recruitment and foreign universities that has strong Bangladeshi student community. The following sections contain thoroughly analysis of individual components and grouped item within each construct.

4.1 Descriptive Statistics

According to the research the sample size of 17 respondents were collected from multiple organizations each.

The table below shows illustration of the 17 respondents , where 1 respondents were female and 10 respondents were male

Table 1. Gender Distribution

Serial No.	Gender	Frequency	Percent
1.	Male	12	70
2.	Female	5	30

This table illustrates the distribution of respondents based on gender with 70% male and 30% female participants in this survey. In conclusion of the participants in the study were male majority.

Table 2. Age Distribution

Serial No.	Age	Frequency	Percent
1.	25-35	3	18
2.	40-50	7	42
3.	50-60	5	29
4.	Above 60	2	11

The table demonstrates the age distribution of the respondents in various age groups. The majority of the participants 42% were between the age of 40 and 50 total 7 respondents. Other than this group 29% respondents were between the age 50 to 60 total 5 respondents. 18% respondents were between the age of 25 to 35 and lastly 11% of the respondents were in the above 60 age group with total 2 respondents from that group.

Table 3. Role in the Organization

Serial No.	Role in the Organization	Frequency	Percent
1.	CEO	8	48
2.	HR	3	17
3.	Manager	3	17
4.	Marketing Head	1	6
5.	International Student Recruiter	2	12

this table shows the role of the research participants. 48% or total 8 of the respondents directly own an education consultancy and holds the CEO position. Both HR and Manager position holders number was 3 both at 17% of the participants. 6% or 1 participant was Marketing Head of an organization and lastly 2 participants holding 12% of the respondents were international student recruiter of directly from foreign high commission or ministry who are directly holds position in the foreign government. Both of them were the most significant respondent of my whole research program.

4.1.1 Experience in the Student Consultancy Industry

Participants reported varying lengths of experience in the industry, ranging from 3 to 16 years. Most agencies highlighted that longer experience helped them understand student preferences and manage university partnerships more effectively. One participant mentioned, “I have been in this business for over ten years and I have learned which destinations attract more students and which universities are easier to work with” (Participant 4). In between their time most of them

changed their destination at least once in their life but these changes mostly happens outside Asia and inside Asian countries the story was totally different as my first participant who is the owner and CEO of an agency who mentioned “We work for Japan, South Korea and Malaysia and in this business I never had to change a single agreement with Japan. Even the Japanese university I started with still works with us and we have stronger connections then before. ” but for the agencies working with other destinations changed their destination in their span of occupation.

4.1.2 Type of Relationship with Foreign Universities

Most participants maintained a combination of direct and indirect relationships. Some agencies had formal agreements with universities, while others collaborated through third-party agents. Participant 6 stated, “We mostly work directly with universities but sometimes we rely on other agencies if the university does not have a local office.” Some participants mentioned that having an agreement with a University validate the legitimacy of an consultancy and that is why all of them try to contract direct agreements with their preferred universities they want to work with but some destination and for some products out of regulations they work indirectly but still keeps on trying to have a direct agreement. There are a few reason behind this agreement seeking behavior. But at first they go through a few steps and after that they get to have one agreement. First they use their portals and help students indirectly to create communication after they draw attention they get to use personal portals on their names and after that they get to apply for an agreement. Each agency holds direct agreement with 10-50 universities across different destinations.

4.1.3 Challenges in Maintaining Long-Term Partnerships

Common challenges included changing university policies, inconsistent student demand, and competition from other agencies. Participant 7 explained, “Even if we want to continue a partnership, sudden policy changes or visa restrictions can make it difficult.” Visa delays and communication gaps were also frequently mentioned, highlighting the operational difficulties

agencies face. All of the agencies basically has to meet expectations of the universities they work for and if they fail to the agreement cancels. Unlike other destinations Asian destinations are different (participant 1) he says Japan and Korea barely cancel any agreement and very flexible for our students. But the European countries are not stable at all they very frequently change their regulations for foreign students. Participant 2 who works for Europe and United kingdom mentioned the problem is on our side we do not follow professional ethics and our students do not continue with their studies and our agencies do not have specific education or training on what they do so most of the agencies are found faulty or fraud to the foreign universities and that is why the university authorities frequently change their rules and regulations to filter out legit students for them.

4.1.4 Reasons Agencies Change Destinations or University Profiles

Participants reported that agencies frequently shift destinations based on student preferences, market trends, and perceived popularity. Participant 2 mentioned, “We stopped promoting one country because very few students were applying there and we had to look for destinations that students prefer.” Other reasons included competition, commission differences, and easier visa processes. One of my respondent mentioned “ The agencies have to make profit somehow nad if the students preferred destination and their universities does not meet the cost and profit balance the agency automatically change the destination to a higher profitable yet popular destination.” (participant 11). Some other reasons like students lack of information based decision and changing their mind after going to a destination admitting to an university and taking a seat and then leaving without any notice becomes a concern for the university as the seat goes to waste so this alerts their high commission and they add more restrictions.

4.1.5 Importance of Commission Rates

Participants generally agreed that commission rates influence their promotion decisions but were not the sole factor. Participant 5 said, “Higher commission helps but we also consider student demand and the university’s reputation.” This indicates that while financial incentives are

important, agencies also prioritize market demand and student satisfaction. This is a point where agencies hold different perspective. 6 of the respondents directly said that the commission is the most prior point and the others said this does not matter that much rather than that their focus is on to a student's career and overall portfolio. For others the ease of work and their success rate and feedback from the universities are far more important than the commission rate and the whole profit and business. But most of the company owners replied that "No remuneration, No business" so commission is this a top priority for agencies to choose any destination and product over another product

4.1.6 Expected Support from University Partners

Participants expected assistance in areas such as marketing materials, timely communication, training, visa support, and student guidance. One participant explained, "A university that provides clear support and regular updates makes our job much easier and improves student satisfaction" (Participant 3). Here again the flexibility and supports from any university makes an agency look more real and sound more confident so the agencies overall look forward to the things I have mentioned so far. Timely communication is important because it cuts down the students hassle and cost and on the other hand it helps the agency to keep more transparent to their clients. And marketing material is also important because to provide clients with the latest information about the courses offered by the university and the cost of the programs help a client to decide either they want to approach or not. Some universities come up with offers and agencies use them to attract more clients and if they do not get those marketing materials on time they might miss the opportunity to continue their business for that individual term. So what the agencies look forward is to have proper training from the universities also with their swift feedbacks on whatever the results are they also ask for frequent face to face visit to the agencies also live sessions with interested students if possible.

4.1.7 Influence of Student Demands and Visa Policies

Agencies reported that student preferences and visa regulations strongly affect their decisions. Participant 8 mentioned, “If a country introduces strict visa rules, we focus on other destinations to ensure students can go abroad smoothly.” Student demand often determined which programs and universities were promoted. The students are the consumer for this market so their demand is what the agencies try to fulfill and the agencies do exactly that. They try to lean forward to the destination preferred by the students the most. The visa policy also plays an important role to make such decision if the process is too difficult or too lengthy student do not usually try to apply for those destinations. But the agencies try their best to train their councilors to cope up with the situation and train them to easily process everything for the student. If there is any new favorite destination they also train up their councilors to do their best on behalf of the student. So the demand and the policies are the basic reason the entire industry take turn in its path.

4.1.8 Improving Partnership Quality and Consistency

Participants suggested clear communication, transparent policies, flexible support, and regular collaboration meetings as ways to improve partnerships. Participant 1 stated, “Both the university and agency need to work together closely and adapt to changing student needs to maintain a long-term partnership. The ethics must be followed and the feedback from both sides must be consistent”. Respondent 2 mentioned that “there should be proper training, government licensing rules must be more strict because any random agency can get a license but they are not very organized and way unprofessional.”. The clients also have to be sure about their decisions and determined to not get into any misconduct of the foreign rule they must follow the do and don'ts as they represent the entire country outside the border and others take reference to work with our countries. International student recruitment head Mr. Yusuf Kaffo (Respondent 7) said “The market is leading towards any destination based on what they see on the social media and falling into difficulties but still I see a future where digital platforms drive decisions will make a huge pressure for the agencies and the universities all together so before that we need to aware everyone about the negative consequences that can happen.”

4.2 Overall findings of the study

The whole discussion reveals some key points

- Experienced agencies focus more on stable and long-term partnerships, while newer ones shift destinations more often.
- Asian destinations like Japan and South Korea provide more consistent agreements compared to Western countries where policies change frequently.
- Direct partnerships with universities are preferred because they build trust with students and give agencies more control.
- Common challenges include sudden policy changes, visa delays, competition and weak communication from universities.
- Student demand is the main driver of agency decisions with commissions playing a secondary but still important role.
- Agencies expect universities to provide quick communication, updated marketing support, training for counselors and clear guidelines.
- The consultancy industry is highly demand driven and sensitive to changes in visa policy.
- Unprofessional or unethical behavior from some agencies harms the overall industry and creates stricter rules from universities.
- The use of digital promotion and social media is becoming more important but also brings risks of misinformation.
- Long term sustainability depends on transparency, ethical practices and stronger collaboration between agencies and universities.

So it became clear that the experience of the agency owners and staff shaped the way they work. The ones who have been in the industry for a long time focused more on stability and building lasting partnerships. They mentioned that countries like Japan and South Korea are easier to work with because partnerships there are more consistent. On the other hand agencies that mainly deal with the UK, Canada or Europe said that policies change too often and it becomes harder to continue long term relationship.

The type of partnership also made a big difference. Almost everyone said that direct agreements with universities are better than indirect ones. Agencies are trusted more who have direct links in front of students and also give them more control over the process. Many agencies said they are trying to increase the number of direct agreements they have. When asked about challenges most respondents said sudden policy changes, visa problems and poor communication from

universities. Some also said that unprofessional behavior from certain agencies damages trust and forces universities to put stricter rules in place. Because of these issues agencies often move from one country or university profile to another. Student demand was also a big reason for these shifts. If students stop asking for a destination agencies usually stop promoting it. Commission rates were important too but most participants agreed that they cannot only depend on commissions because student's choices matter the most. Another strong point was what agencies expect from universities. Most wanted quick responses proper training for counselors, clear policies and updated marketing materials. Universities that offered these supports were considered better partners.

Finally, respondents pointed out that the industry is heavily demand driven. Visa policy and student preferences push agencies to change their strategies. Many also felt that the future will rely more on digital promotion and social media, which is both an opportunity and a risk since students can sometimes get the wrong idea online. Overall the findings show that while agencies try to balance student needs with business profit the long term success of partnerships depends on trust, and transparency and stronger collaboration with universities.

Chapter 5: Recommendation and Conclusion

5.1 Recommendations

Based on the findings of the study we can say that the business type and policy changes from destination to destination and commissions also vary but agencies must follow the ethical rules as well as the student that cross the border successfully. As they represent our country on the university they must not conduct anything unethical and do what they have planned to do. The agencies must train their officials in a way that makes the student feel confident and more transparent.

5.1.1 Strengthening Direct Partnerships: The agencies must focus on bringing more legit direct agreements with universities to build more credibility in front of the students and they must ensure more control over the process to ensure transparency. And universities also needs to take steps like reaching out to their trusted agencies and reducing any dependency on third party or middleman. This is create a reliable channel between the agencies and the universities.

5.1.2 Improving Communication and Responsiveness: Slow or unclear communication from the universities must not continue in order to make things easier for the agencies. Universities should assign dedicated representatives who can respond quickly to the inquiries as this would keep both sides updated about the changes in the policies and visa programs.

5.1.3 Providing Counselor Training and Marketing Support: Most agencies feel the need for training and updated marketing materials. Universities should arrange more workshops, trainings and promotional tools to make the agency guide the students more effectively. This also improves the accuracy and consistency that the students receive.

5.1.4 Transparency in Commission and Policy: Commission rates are not the only factor in decision making but they are one important motivator so universities should maintain transparency regarding commission structure to avoid sudden changes that can create confusion. Clear policy on commission new application process and other support might help to build trust.

5.1.5 Addressing Policy and Visa Barriers: the government can take actions and let the agencies know about the policy changes addition or removal and can offer guide line that explains the rule to avoid uncertainty. This is how the agencies will be able to perform better by preparing the students for any strict situations.

5.1.6 Promoting Ethical and Professional Practices: If the agencies start ethical practices thinking a little of their profit margin the overall situation can get better and eventually the overall system will reboot with a fresh and ethical traits. This is very important for the whole system because if the overall ethics are better the visa acceptance will rise, the responses will be positive and situation will be better of the mark.

5.1.7 Adapting to Student Demand and Market Trends: Adapting to student demand and market trend is important because the whole market shift if the demand shifts and market trait follows so following the student demand is the ultimate way to go. If the demand changes it is better to train the councilors to cope up with that as soon as possible. Learning the newest traits the fastest is the best way to be the best in the market.

5.1.8 Using Digital Tools More Effectively: In this digitalized world the consultancy and visa processing market is also updating and most of them are turning to online services. So, knowing the latest digital tools and introducing those to the students can be helpful to the students and this also can attract more clients. As the digital working concepts are far more trustworthy and transparent the overall consumer satisfaction would be higher. The universities will also be able to provide real time feedback and updates o the changes.

5.1.9 Building Long-Term Collaboration: Having a long-term relationship is a blessing for both the parties, the agencies as well as the universities. Having a partner for longer period of time is like getting more time to filter out more problem from the overall system. So, the agencies make less mistake, the students get more benefits and support from both the sides and the university can get more legit students for the agencies.

5.2 Conclusion

From this study it is clear that Bangladeshi education agencies often struggle to keep long partnerships with foreign universities. The main reasons are changes in visa rules, shifting student demand, competition among agencies and sometimes weak communication or lack of training inside the agencies. Most of the time agencies switch destinations because they have to follow where students want to go. Commissions matter too, but student demand plays the biggest role. The research also shows that direct agreements with universities work better than indirect ones because they build more trust. To make partnerships last longer agencies need better training and stronger ethical practices on the other side universities should provide faster communication also updated materials and clear support.

In the end the problem is not impossible to solve. If both agencies and universities work together with more honesty and transparency partnerships can become more stable. This will help students get better guidance and finally improve the reputation of Bangladeshi agencies and make international education more reliable for everyone.

References

- Altbach, P. G., & de Wit, H. (2020). *Rethinking the relevance of international branch campuses. International Higher Education*, (102), 2–4.
<https://doi.org/10.6017/ihe.2020.102.10919>
- Buschle, C., Reiter, H., & Bethmann, A. (2021). The qualitative pretest interview for questionnaire development: Outline of programme and practice. *Quality & Quantity*, 55(5), 1521–1543. <https://doi.org/10.1007/s11135-020-01048-5>
- Hecker, J., & Kalpokas, N. (2021). *Ethical considerations in qualitative research*. ATLAS.ti.
<https://atlasti.com/guides/qualitative-research-guide-part-1/ethics-research>
- Knight, J. (2016). International education hubs: Collaboration for competitiveness and sustainability. *Journal of Studies in International Education*, 20(3), 242–258.
<https://doi.org/10.1177/1028315315587101>
- Marginson, S. (2018). *Higher education and the common good*. Melbourne University Publishing.
- Perkin, R., & Abraham, S. (2017). Internationalization and global tension: Lessons from history. In R. Perkin & S. Abraham (Eds.), *Internationalization and global tension* (pp. 1–16). SensePublishers. https://doi.org/10.1007/978-94-6351-162-8_1
- Sherry, C., & Thomas, P. (2019). International students: A vulnerable student population. *Higher Education Research & Development*, 38(3), 541–556.
<https://doi.org/10.1080/07294360.2018.1543519>

Appendices

1. How long have you been working in the student consultancy industry?
2. What kind of relationships do you have with foreign universities (direct/indirect)?
3. What are the biggest challenges you face when trying to maintain long-term partnerships?
4. Why do you think agencies frequently change destinations (countries) or university profiles?
5. How important are commission rates in your decision to promote certain universities?
6. What kind of support do you expect from a university partner?
7. How do student demands and visa policies influence your business decisions?
8. What could be done (by either party) to improve partnership quality and consistency?

Project Proposal Form

Name:	Fahim Mahtab
ID:	202011022
Semester (Spring/Summer/Fall)	Fall 2025
Department:	BBA
Supervisor's Name (Faculty):	Dr. Parvez Mahmud
Project Title:	Barriers to Long-Term Partnerships Between Bangladeshi Agencies and Foreign Universities: Why Agencies Change Destinations and Products Frequently

Student's signature & date

Supervisor's signature & date

INTERN ASSESSMENT FORM
(To be filled up by Internship Organization)

ULAB ID: 202011022

Name of Host Organization Supervisor: Md. Jashim Uddin Bhuiyan

Name of Intern: Fahim Mahtab

Designation: Treasurer

Semester (Spring/Summer/Fall): 2025

Organization: Myuniabroad

Using the following scale please assess the intern on the criteria listed below:

KEY: 5 = Excellent 4 = Very Good 3 = Good 2 = Satisfactory 1 = Not Satisfactory

Performance Criteria	5	4	3	2	1	Unable to Assess
Time Management	✓					
Communication Skills	✓					
Ability to Work in Team	✓					
Ability to Work Independently	✓					
Leadership Skills		✓				
Self-Motivation		✓				
Commitment to the Task Assigned	✓					
Creativity	✓					

Comments on where the intern can improve:

He is very punctual person and very much dedicated to his work.
He needs to take steps for leadership and improve on self awareness
on uncertain decisions.

Mohammad Jashim Uddin Bhuiyan
Treasurer
My Uni Abroad

Office seal


Signature of Host Organization Supervisor & Date:

Please send the completed form in a sealed envelope to:

Career Services Office, University of Liberal Arts Bangladesh
Nandan Kanon, House # 84, Road # 7/A, Dhanmondi, Dhaka - 1209, Bangladesh Tel: 9665686, 9661255, 01711298916

ORIGINALITY REPORT

7%	5%	3%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Liberal Arts Bangladesh Student Paper	4%
2	africadailynews.net Internet Source	<1%
3	Submitted to ESoft Metro Campus, Sri Lanka Student Paper	<1%
4	Submitted to Penfield Central School District Student Paper	<1%
5	dr.ntu.edu.sg Internet Source	<1%
6	study.journalfirst.org Internet Source	<1%
7	issuu.com Internet Source	<1%
8	www.termpaperwarehouse.com Internet Source	<1%
9	addictionresearchchair.com Internet Source	<1%
10	blablawriting.net Internet Source	<1%
11	ir.uitm.edu.my Internet Source	<1%
12	"The International Encyclopedia of Higher Education Systems and Institutions", Springer Science and Business Media LLC, 2020 Publication	<1%
13	wiredspace.wits.ac.za Internet Source	<1%
14	dspace.uiu.ac.bd:8080 Internet Source	<1%
15	elibrary.tucl.edu.np Internet Source	<1%
16	wrap.warwick.ac.uk Internet Source	<1%
17	thestatement24.com Internet Source	<1%
18	www.slideshare.net Internet Source	<1%
19	gitarattan.edu.in Internet Source	<1%
20	123dok.com Internet Source	<1%
21	Anatoli Bourmistrov, Levi Gårseth-Nesbakk, Toomas Haldma, Jan Mouritsen, Roman Vakulchuk. "Accounting and Auditing Small and Medium-Sized Practices - Transformative Capabilities in a Rapidly Changing Society", Routledge, 2025 Publication	<1%
22	Baker, James Michael. "Online Education of Intellectually Gifted Students in Tennessee Amid the COVID-19 Pandemic", St. Thomas University Publication	<1%