Ginisha was asked to make a 10-minute presentation focusing on the following questions to provide food for thought for the expert group:

1. What is your take, how inclusive are higher education internationalisation policies and practices currently, what is the status quo?
2. What potential risks do you foresee that could jeopardize greater inclusion in HE internationalisation in the next 10 years?
3. What opportunities, leverage points do you see to promote in HE internationalisation in the next 10 years?

Ginisha started her presentation by emphasizing the need to accept differences within a community. She provided a breakdown of the definition of inclusion from her point of view. Inclusion consists of:

- **Accessibility**: in terms of access to infrastructure, clean spaces, knowledge resources, technology, tools, bandwidth connections etc.
- **Equity**: rural-urban, geographical, gender based, disabled, LGBTQ, persons with special needs
- **Affordability**: financial resources provided by government, universities, educational bodies and personal
- **Accountability**: education system and governments are generating adequate return or outcome via education or with mobility of education.

Notably, Ginisha expounded on the definition of equity as “respect to each and every other community living in your country.” Ginisha explained that everyone one should be included, regardless if someone is from a rural or urban community, disabled, or has a different learning
pace. In this regard, there were specific target oriented reforms that were identified by Ginisha as to be of utmost importance.

From the lens of Asian students, Ginisha proceeded with a discussion on the key factors in inclusivity and mobility in higher education in Asia.

- Inclusiveness = Encompassing Student community + Behavioural Change among system/representatives towards students
- Mobility = Outward/Inward movement of Students + Mobility of knowledge via online courses/MOOCs

To go deeper into these two terms, Ginisha shared discussion points to help shape the conversation in defining the meaning of Inclusivity and Mobility:

- It is crucial to understand the crux of mobility in higher education and its statistics, there are push and pull factors, including challenges and incentives that impact inclusivity and mobility.
- There are changing notions in Asia about internationalisation in higher education, and economic competitiveness in research and innovation; a shift from the education market hub to the knowledge hub;
- There is a need to connect the dots, such as history and culture of different Asian;
- The readiness of students for learning in higher education should be taken into consideration. Likewise, it is important to note the understanding the journey of education within each country;
- There is a significant role for strong intra-regional links and hubs to play in promoting openness across cultures and countries;
- Bilateral agreements between nations and further diplomatic engagements can shape the narrative in promoting inclusive international mobility of people and knowledge

Ginisha proceeded to discuss the Challenges in Asia:

- According to Ginisha, there are “imbalanced reforms for providing equitable access to all communities.” For example, struggles faced by Border line streams in Asia
- Students and Teacher/Faculty Ratio: Compromising the quality of Higher Education
- Gaps in Diplomatic Coordination: Leading to issues with mobility of students
- Technical areas of concerns e.g. Visa approval and renewal, accommodation, adaptability
- Lack of knowledge or approaches of inclusiveness among the system or teaching faculty: Behavioural aspect of inclusiveness
- Different approaches towards disciplines in Higher Education
- Quantity v/s Quality of Education: Market products v/s Good citizens
- Language Barriers

Ginisha proceeded to discuss the Opportunities in Asia: Bear in mind, Ginisha posed the thought that the following opportunities are interconnected ideas.

- Digital Add-ons could help make a more diverse, acceptable and open community;
- There is space for opportunity in changing education priorities and policy reform;
- Sustain mobility and inclusivity among key stakeholders, Universities, faculties, educators;
- good human resources in Higher Education;
- Focus on creating global citizens and focus in knowledge oriented education;
- Provide space for creativity and innovation
- Thinking Global and Acting Local: Bringing positive outcome from home and promoting indigenous knowledge.
- Creating institutes that catalyse education between Asia & Europe
Following the presentation of Ginisha, experts weighed in with their comments:

- The presentation put forward important points that should be considered in this discussion focusing on inclusion in higher education. The four elements mentioned - Equity, Accessibility, Affordability, and Accountability - should be very important when discussing real internationalization in higher education.

- How do we encourage institutions and their leaders to bear recognition of the importance of inclusion? There should be student representatives in decision-making bodies. This is very important because decision-making bodies with student representation better understand the reality on the ground, where gaps exist. It is very important to keep proper engagement with students. With this in mind, and with student representation in decision-making bodies, universities can make better and more inclusive policies, be it minor or major decisions. These two points could encourage institutions and leaders of institutions to recognize the importance of inclusion.

- There is an estimate of 65-70 percent of people in Asia that can speak English. Nonetheless, English is a second language in Asia, and in India, for example. The concern with the English language is not only specifically limited to the proficiency of the student. Rather, the focus is on the system. For example, the core content of the inclusion in higher education would rely on how the curriculum and program is mapped. Between one country and the other, exchange is not dependent on the students' English proficiency alone. Establishing exchange programs is also dependent on the curriculum, teaching in English and research in English.

- On the topic of financing inclusion and exchange. In India, the budget for education is very diversified. Funding coming from the central government goes through the state level before reaching the local level: urban and rural areas. What Ginisha highlights in this regard is the division in the communities, and the top-down approach of funding in India. There are disadvantaged communities that receive attention and benefits from Government schemes offered at different levels of government. Considering the diverse communities and current complex governance structure, certain persons from specific backgrounds “fall through the cracks”. Wherein based on the student and their family’s background may not necessarily qualify for the opportunities offered by the government.

- Equity programmes should “always be focused on the community.” Focus should not stop at the city or state level. Development of inclusivity should focus on the community specific sector, those who need funding, specifically to study abroad. Scholarships and opportunities should take into account the ideas the student brings to the table. Ginisha emphasizes providing opportunities and scholarships on a need basis, followed by the basis of the ideas that the student can bring back home.

- People from a poorer background have less access to quality higher education. How could this issue be tackled? How many of those measures in response to this are actually in the hands of higher education institutions? What are the most important measures, on the political side, that we could tackled and handled today?

- On imbalanced reforms. This is a great point that provokes more thought. There are diverse standards amongst countries, communities, and institutions. This applies in terms of awareness of opportunities, need for awareness raising, and includes different levels of English language proficiency. The imbalance of reforms poses a significant challenge to international cooperation, even at a supra-national level.
• The role of academics is important. Having mentioned challenges of the student-teacher ratio, systemic constraints, we need to be mindful and realistic with what should be expected from higher education stakeholders.

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