An Overview of Internationalization and Comprehensiveness in Higher Education: Experience from Universities in English Speaking Countries and Responsiveness for Vietnamese Universities

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ABSTRACT: With international collaborative training programs being the most notable activity, internationalization in higher education is an unavoidable tendency in the current globalization scenario. Among the many advantages this trend offers universities is an improvement in their standing in national, regional, and worldwide rankings, which draws in foreign students and elevates Vietnamese colleges. Universities must prioritize guaranteeing training quality, providing students with real-world advantages, and closely examining the effects on the administration of these collaborative programs if they hope to preserve and raise their rankings. The paper analyzes the trend of Internationalization, comprehensiveness in higher education, experiences of countries universities in English speaking countries from which to give suggestions/ responsiveness for Vietnamese universities in developing higher education in this trend.

KEY WORDS: Internationalization, comprehensiveness, higher education, Vietnamese universities responsiveness

I. INTRODUCTION

Internationalization of higher education (HE) plays an important role in improving the quality of education, training global citizens and improving Vietnam's ranking in the world in the field of education. The main trends of internationalization of HE in Vietnam include: using English or other foreign languages as the language of instruction; student and faculty exchange, research cooperation with foreign partners; international cooperation in developing training programs; developing international joint programs; establishing international universities in Vietnam. Internationalization of HE has been contributing to improving the quality and global learning experience, promoting the integration process of Vietnamese HE in the region and the world, thereby bringing career opportunities to students.

The following article discusses various aspects of internationalization, internationalization of higher education and inclusiveness, providing information on internationalization of higher education in English-speaking countries from which Vietnamese educational institutions can learn and apply to enhance their internationalization capabilities, creating a high-quality education, with the output being graduates with full qualities and capacities to compete internationally

II. CONTENT
1. LITERATURE REVIEW
1.1 . Internationalization

Over the past few decades, the idea of globalization has drawn a lot of attention. (e.g., Bytheway, 2010; Coats, 1996; Kreber, 2009; Matus & Talburt, 2009) It has been an academic subject and has been essential to the metabolism of business, economics, geography, and higher education. As a result, the number of scholars globally offers a wide variety of definitions of internationalization. "Internationalization is the process of adapting firms' operations (strategies, structures, resources, etc.) to international environments," according to Calof and Beamish (1995), who provided a fundamental definition of the term. Furthermore, internationalization is frequently considered and addressed in relation to globalization in a variety of sectors.. Knight (1997) gave thorough explanations of globalization, internationalization, and their interaction, particularly in higher education: "Globalization is the flow of technology, economy, knowledge, people, values, ideas… across borders." Every country is impacted by globalization differently because of its unique history, customs, culture, and priorities. One way a nation responds to the effects of globalization while yet honoring national identity is through internationalizing higher education. As a result, globalization and internationalization are viewed as distinct but closely related ideas. Internationalization is the reaction, albeit a proactive one, to globalization, which

can be viewed as the cause.

Table 1: Definitions of internationalization of higher education

No.	Periods	Definitions/ Theme	Authors (year, page)	Key findings
1	Early 1990s	Internationalization in higher education is defined as "A process by which the teaching, research and service functions of a higher education system become internationally and cross-culturally compatible".	Ebuchi (1990, p. 109)	Activities Course Programmes
		"The multiple activities, programmes and services that fall within international studies, international educational exchange and technical cooperation".	Arum and Van de Water (1992, p. 202).	
		"It is faculty with an internal commitment striving to internationalize its own course offerings. It is the presence of an obvious institution-wide positive attitude toward understanding better other cultures and societies".	Harari (1992, p. 75).	
	Mid-1990s to early 2000s	"The process of integrating an international and intercultural dimension into teaching, research and service functions of the institution".	Knight (1994, p. 7).	
		"The complex of processes whose combined effect, whether planned or not, enhances the international dimension of the experience of higher education in universities".	de Wit (1995, p. 28).	Process Institution/ Organization International dimension
		"A process of organizational change, curriculum innovation, staff development and student mobility for the purpose of attaining excellence in teaching, research and the other activities which universities undertake as part of their function".	Rubzki (1998, p. 16).	
	Late 1990s to mid- 2000s	Internationalization in higher education is "any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labour market".	Van der Wende (1997, p. 18).	Multilevel focus Systematic process Changes
		"The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education".	Knight (2004, p. 11).	
		"The totality of substantial changes in the context and inner life of higher education relative to an increasing frequency of border-crossing activities amidst a persistence of national system".	Teichler (2004, p. 22).	

(Source: Gao & Arkoudis, 2015)

1.2 Comprehensiveness:

In philosophy, the comprehensiveness is understood as a way of looking at things and phenomena that is not separate from their relationships and interactions with other factors. It reflects the idea that each thing and phenomenon does not exist independently but is always governed by surrounding factors and has continuous development and change. In Marxist-Leninist philosophy (dialectical materialism): The holistic perspective is used as a core principle in the dialectical method. Marxist-Leninist philosophers

believe that in order to understand the nature of things and phenomena, it is necessary to consider them in the totality of their relationships with other things and phenomena, as well as in their constant movement and development. Marxist-Leninist opposed the one-sided view, separating things from their context, believing that this would lead to mistakes in perception and action.

Comprehensive internationalization of education, from thinking to action, to create a generation of global citizens when Vietnam is rapidly integrating with the world, a generation of Vietnamese citizens must both master 21st century life skills, work and compete on a global scale and preserve and promote national culture, according to Nguyen Trong Hoai (Vice President, Editor-in-Chief of UEH's Asian Journal of Economic and Business Research) is an inevitable trend.

According to Nguyen Trong Hoai, to evaluate the comprehensive internationalization of the Vietnamese education system, it is currently referred to and measured in 6 strategic contents including: Increasing the mobility of students, lecturers and scholars between Vietnam and other countries; Internationalizing training programs to improve the quality of teaching in the system in general and at the same time increasing the number of programs for international students and the number of training programs taught in English; Developing international education branches; Accrediting educational institutions according to regional or international standards; Building excellent universities that gradually strive to be in the world rankings; and Establishing a network of international cooperation in research transfer to serve socio-economic development and enhance national competitiveness. Many University have begun to approach and build a culture of change to conform to international practices in higher education. However, according to him, everything still needs more effort because if considered in terms of content, Vietnam is only at the initial stage of approaching internationalization compared to other countries in the region because the level of international recognition of the quality of human resources, training quality, degrees, scientific and technological products is still modest. Therefore, there needs to be a more comprehensive, synchronous and drastic policy.

2. Higher education and Overview of Internationalization of Higher Education

The Covid-19 pandemic is having a devastating effect on higher education. The campus closure this spring sparked a hasty shift to "remote learning," revealing the dispersed implementation of top-notch educational technologies and digital capabilities at thousands of institutions and universities. The burden on international colleges and universities has only risen as a result of the turbulent fall semester, which included cancelled campus openings and vastly divergent online and hybrid alternatives.

Long before COVID-19, distant education was a significant alternate delivery method in India. There are 110 dual mode universities in the nation that offer distant learning, in addition to more than 15 open universities. The government has also let the top 100 Indian HEIs to offer totally online degrees during the COVID-19 pandemic. Furthermore, the government included online education in the New Education Policy that is presently being reviewed.

The Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) platform, which attempts to give access to Massive Open Online Courses (MOOCs) and other e-learning content created by various education providers, is an intriguing method India uses to deliver remote learning. The potential for recognition by higher education institutions is a significant feature of MOOCs hosted on the SWAYAM platform. According to the existing regulations, a student can transfer up to 20% of their credits from applicable online courses taken on SWAYAM when they enrol in a university's higher education program. Given the current situation, this could be a helpful model for other nations to adopt.

Many students in remote locations cannot access online content, as is the case in many nations worldwide, therefore television or radio transmission is frequently more efficient. As a result, the Indian government established the SWAYAM Prabha initiative, which uses 32 educational TV stations to broadcast the audio-visual content produced as part of the SWAYAM-hosted MOOCs. Such platforms can be accessed instantly in the current environment, allowing learning to continue and being recognised when credits are eventually awarded.

- In Malaysia, Open University Malaysia (OUM) primarily offers distance learning programs to non-traditional learners, including working Malaysians who have not pursued higher education following secondary education. Because of the virtual learning platforms that were in place prior to the pandemic, students have been able to continue their education even though the majority of higher education institutions have been forced to close: "We are, after all, an Open Distance Learning (ODL) university!" the vice chancellor wrote on the university's website.

- An equally successful online system has been developed in Finland. The country's universities and applied science universities provide Open Studies courses that are accessible to all students, regardless of age or educational background, and the national policy framework there places a strong emphasis on equality and high-quality education for all. More than 20 Finnish universities provide the courses for free, and they can be applied towards students' degrees.

Prior to the pandemic, traditional education programs that relied solely on in-person lectures were gradually replaced by Zoom classes, online classes, or massively open online courses (MOOCs); however, the process of replacing them has been greatly accelerated as a result of COVID-19. In the short term, MOOC systems like Coursera and EdX use machine learning to automatically grade assignments and provide adaptive material and assessments by leveraging data from billions of course data points and tens of millions of learners.

Before the pandemic, Zoom classes, online courses, and massively open online courses (MOOCs) increasingly supplanted traditional

education programs that only used in-person lectures. However, COVID-19 has significantly accelerated this process. Using data from tens of millions of students and billions of course data points, MOOC platforms such as Coursera and EdX employ machine learning in the short term to automatically grade assignments and offer adaptive content and exams. AI is even being used by institutions like Georgia Tech, which pioneered the use of an AI-powered teaching assistant in its online degree programs. More broadly, many colleges are engaging in predictive analytics, which is enabled by data created by online learning activities but frequently requires access to outside consulting expertise and datasets.

In this setting, new normal higher education institutions should create a new paradigm. First and foremost, it was agreed that the expansion of digital delivery would continue. While some institutions would return to a mostly on-campus delivery model, the current amount of digital distribution would expand significantly. Almost all HEIs worldwide acknowledged that their current focus on quality digital delivery provided an opportunity to establish effective practice while also addressing some recurring concerns such as poor advancement and completion rates and high attrition rates. Most agencies were optimistic that their country's efforts to address infrastructure and access to technology challenges will assist the expansion in digital delivery.

More fundamental changes in the character of higher education emerge throughout the epidemic and may persist as features. Governments requested that higher education play a vital part in their country's pandemic recovery, including reskilling and upskilling the workforce, as well as incorporating more responsiveness and resilience. The provision of shorter courses and micro credentials, which is now supported by various movements, is expected to remain a major component of HEI offerings.

Internationalisation of Higher Education is associated with a number of related themes, including intercultural education, international education, and globalisation. Although there are numerous approaches to internationalisation, the term is not well defined and does not appear to be widely recognised among major researchers in international higher education (Knight, 2004).

The internationalisation of higher education at the national and institutional levels in any country must be regarded as the process of incorporating an international intercultural or global dimension into the primary functions of the education system (Crisan-Mitra and Borza, 2015). This notion is similar to Knight's (Knight, J., 2002) definition of internationalisation of higher education, which describes it as the integration of international, intercultural, and global dimensions into educational functions. It is viewed as one of the ways a country responds to the effects of globalisation while yet respecting the nation's distinctiveness. It is also recognised as the pinnacle of international university cooperation, and it is no longer viewed as an end in itself, but rather as a tool to increase educational quality.

Internationalisation of higher education can benefit research and scholarship by fostering dynamic academic contacts and strengthening social and economic capability in developing countries (Jibeen and Khan, 2015). In Vietnam, the internationalisation of higher education is an unavoidable and growing tendency, as addressed in Party and government papers on fundamental and comprehensive education and training innovations. Internationalisation of higher education promotes Vietnam's national education reform effort and adds an international dimension to university and college curricula. The internationalisation of higher education will help to generate high-quality economic, social, and human resources by promoting and increasing educational quality, improving worldwide rankings, and assisting research in meeting international standards.Academic exchange programs will give students with global learning experiences while also promoting the integration of Vietnamese higher education in the region and around the world, enhancing employment options for students. Minister of Education Phung Xuan Nha stated at the Conference on Promoting Opportunities for Studying International Education Programs in Vietnam on July 21, 2020, that the Vietnamese government has prioritised the internationalisation of higher education in recent years. In recent decades, the internationalisation of Vietnamese higher education has been characterised by increased outbound student mobility. Vietnam has over 200,000 students studying abroad, primarily in affluent nations like the US, UK, and Australia.

According to Knight (2008), there are two major types of internationalisation: Internationalisation Abroad (IA) and Internationalisation at Home. Internationalisation Abroad refers to all forms of cross-border education, including the movement of students, teachers, scholars, programs, courses, curriculum, and initiatives. Internationalisation at Home, on the other hand, includes various campus-based characteristics, such as classroom cultural diversity, foreign case studies, extracurricular activities, and intercultural and international elements in the teaching and learning process (Knight, 2008).

Although the disadvantage of Internationalisation Abroad is that it is not suitable for the majority of students due to costs associated with studying and travelling, universities in general, and students/lecturers in particular, appear to prefer it. In other words, they prefer face-to-face communication to non-face-to-face communication, as well as mobility over immobility. As a result, in recent years, practically all universities have sought to promote staff/student exchange mobility. However, the coronavirus pandemic has had a devastating impact on worldwide transportation.This circumstance has created opportunities and driven colleges to rethink how they undertake the internationalisation process. Instead of focussing just on internalisation abroad, Internationalisation at Home may be an acceptable strategy for sustaining and enhancing higher education's internationalisation.

3. Internalization and comprehensives in higher education

In the globalized era, the focus of higher education has been on internalization and comprehensives to raise the caliber of educational institutions and prepare them to produce knowledgeable and skilled workers for an integrated market economy (Ramanathan, 2018).

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These movements turn into one of the major development tendencies (Mitra, Borza, 2015).

Intercultural education, international education, and globalization are some of the terms that are used interchangeably with internationalization in higher education (Knight and de Wit, 1997). Despite the fact that there are many different ways to internationalization, the term lacks a clear definition and does not seem to be widely used by prominent academics in the field of international higher education (Knight, 2004). Any nation's national and institutional level internationalization of higher education must be viewed as the process of incorporating a global or intercultural component into the core operations of the educational system. The definition of Knight (Knight, 2002), which views internationalization of higher education as the incorporation of global, intercultural, and international aspects into educational functions, is quite similar to this idea. Intercultural and global factors that directly affect the research and teaching processes are incorporated into internationalization in higher education (Santiago et al., 2008). According to Knight and de Wit (1997), it involves behaviors that call for the use of new technology, knowledge, people, values, and ideas from many international contexts.

A seamless internationalization process requires pursuing compatibility and harmonization in the field of higher education because each culture is impacted differently by the nation's history, customs, and culture, which are heterogeneous (Dabijart et al., 2014). International academic mobility exacerbates already-existing disparities by favoring comparably established educational institutions and systems. Assessment and accreditation help to maintain the internationalization process (Hellmann et al., 2000). Several justifications for internationalization are presented by Qiang (2003) and Kreber (2009), including the attraction of international students, specialization in scientific research, and labor market performance. However, internationalization entails collaboration with foreign academic institutions, openness, and acknowledgment of students' credentials during their educational journey (Barnett et al., 2010). According to Mitra and Borza (2015), Knight (2004, p. 11) defines internationalization as "the process of integrating international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education."

In order to accomplish the intended goals, universities should create logical internationalization plans and a quality management system that offers the structure for successfully putting the actions required to get better results into practice. Currently, there is a relationship between globalization and a quality assurance dimension.. Furthermore, accreditation and evaluation are the two procedures used in higher education to ensure quality (Kreber, 2009). It is imperative that higher education be internationalized at the individual skill, organizational culture, process, and evaluation levels (Adams, 1999). Additionally, it necessitates teaching in a foreign language and academic exchanges in order to ensure quality according to national and international norms (Mitra, Borza, 2015).

4. Internationalization and comprehensiveness in universities in English speaking countries

As a result of its implementation from various angles, higher education is becoming more globalized and entails extensive networking between institutions, scholars, students, and other players like industry (OECD, 2018). In this section, the writers discuss the advancements in internationalization and inclusivity in Western contexts, such as the United States, Canada, the United Kingdom, and other European nations, which are regarded as developed nations with well-established and functional educational systems. This is essential to comprehending how internalization and exclusionary behavior actually occur.

Some educational authorities, like the Center for Internationalization and Global Engagement (CIGE) of the American Council on Education (ACE), have a strong understanding of the significance of integrating internationalization and inclusivity in the educational environment. For instance, they have conducted projects that aim to analyze trends over time and identify recommendations for both short- and long-term time frames. One of these is the five-year-old "Mapping Internationalization on U.S Campuses" initiative (Helms, Brajkovic, Struthers, 2017). The 2017 project's most recent main findings provide a summary of the advancements made in internationalization in US higher education. First, almost three-quarters (72 percent) of the institutions reported that globalization accelerated in recent years with high or very high levels of internationalization development, indicating that the majority of them feel positively about their internationalization progress. Second, a single office and/or a senior international officer are in charge of coordinating the increasingly administratively demanding process of internationalization. To direct the advancement of internationalization, more institutions are putting professional procedures, official rules, and planning processes into place. Third, when it comes to internationalization resources and activity and program management, in-house methods are predominant. But a sizable percentage of institutions are also working with external parties (such as funders, international partners, and third-party program providers) to promote and enhance internalization and inclusivity initiatives. Following a notable rise in the proportion of institutions that use overseas student recruiters, the project highlights the growth of student mobility as an impressive internationalization endeavor. This could result in a greater focus on other facets of internationalization, such as stated priorities, resource allocations for education abroad, and international student recruitment. While improving, the assistance provided to international students upon their arrival on campus continues to be a source of concern. Fifth, a growing number of institutions are putting in place more extensive academic and co-curricular policies and programming that support on-campus global learning, even though the curriculum and co-curricular activities move more slowly than student mobility in terms of declared internationalization priorities. The sixth point is that while more universities are providing opportunities for faculty professional development with an international focus, only a small percentage of them mention international engagement when making decisions

about tenure and promotion. This raises concerns about the acknowledgement of faculty as important forces behind internationalization. Seventh, many colleges are paying more attention to, supporting, and energizing offshore operations and international connections. But there is still a lot of variation in the amount of activity and the degree of preparation and deliberateness in relation to international involvement. Eighth, there are significant variations in the aim and advancement of internationalization. Even if doctorate schools are still in the forefront generally, several organizations in higher education claim that their advancements have stagnated in some areas. Conversely, associate and special focus schools have made significant strides in a number of areas, most notably in the curriculum.

The project also shows a concentration and an upward tendency in terms of inclusion across US schools and universities. First, almost half of institutions have a plan in place for recruiting international students. This plan can be for the institution as a whole or for one or more specific schools or colleges, and it logically outlines enrollment goals for undergraduates, graduate students, or both. These include international students from South Korea, Brazil, Japan, Saudi Arabia, China, India, and Vietnam. Second, in order to achieve parity with domestic students, the share of universities offering scholarships or other forms of financial aid to overseas undergraduates rose. Third, between 2011 and 2016, a significantly greater proportion of universities used agents to recruit international students and doubled their funding for them. Internationalization and comprehensiveness in other Western countries' higher education

The European Commission keeps an eye on the issues surrounding internalization and inclusivity in higher education in EU nations. Eramus+ was created by the European Commission with the intention of assisting institutions of higher learning in creating policies for gender equality and inclusion. Additionally, in order to facilitate refugees' access to higher education, the European Commission encourages the recognition of their qualifications. These steps ensure that opinions from women and other marginalized groups will become more comprehensive.

Furthermore, the European Commission carries out research to make recommendations for inclusion, half of which might be implemented in the majority of nations. Despite social inclusion being a top priority in EU member states, there aren't many national policies or comprehensive approaches with long-term policy commitments on social inclusion in higher education, according to one of the most notable conclusions. According to the European Commission, policies pertaining to inclusion in higher education ought to be a component of a larger framework of cross-sectoral policies. Building, strengthening, and broadening the relationship between high secondary schools and higher education institutions is essential to increasing inclusivity. The European Commission also suggests funding the identification of target and disadvantaged groups, tracking progress toward goals, and measuring the consequences of inclusion policies, both planned and inadvertent, as well as in examining the intricacy of underlying variables. Additionally, they stress the importance of investing more in educating higher education personnel to improve and modify teaching and learning methods for students from underprivileged backgrounds (European Commission, 2017).

Cases from Germany, the United Kingdom, and Canada will be presented as further examples. In terms of internationalization and inclusivity in Canadian higher education, Ontario must draw in the world's top and most promising researchers and innovators, retain domestic talent, and take advantage of chances for global leadership through its Early Researcher Award program. The program organizers prioritize these objectives and welcome applications from all academic fields taught at colleges, universities, research hospitals, and research institutes, including the social sciences, arts, and humanities, which are vital elements of a knowledge-based, creative economy. Program administrators encourage talented, freshly hired researchers from Ontario by providing them with both financial and intangible support as they assemble their teams of undergraduates, graduate students, post-doctoral fellows, research assistants, associates, and technicians.

The UK Council for International Student Affairs (UKCISA), the country's national advisory organization for safeguarding the rights of international students and those who collaborate with them, publishes an updated handbook to rules and procedures for international students every year. In addition to council tax and Northern Ireland rates, it includes immigration, fees and student support, welfare, health, and tax benefits. In order to encourage internalization and inclusivity in the UK, this clause ensures justice and equity for international students.

In the case of Germany, internalization and inclusivity are enhanced by developing a common code of conduct that includes information for students about courses that are offered, outlines the rights of international students, and provides guidelines for universities on how to inform international students who are presumed to be new and in need of additional assistance. It gives them knowledge and information about the processes they must follow from admission to graduation. Foreign students attending German universities are subject to a formal code of behavior established by German authorities.

 Another project is a code of conduct for hiring researchers in general and international researchers in particular. In the process of creating the code of conduct, a working group with representatives from universities and other stakeholders was established to examine various codes of conduct, such as those from Australia, New Zealand, and the Netherlands. Germany's objective for the future is to implement a code for international campuses (Henard, Diamond, Roseveare, 2012).

III. RESPONSIVENESS FOR VIETNAMESE UNIVERSITIES

Since Vietnam's transition to a market-based economy in 1986, its higher education system has undergone significant growth. However, this expansion has not adequately addressed the needs of students, families and the economy. To address these shortcomings, internationalization has been identified as a pivotal strategy, aiming to enhance system quality, regional integration and global competitiveness

Effective development and implementation of globally relevant curricula in Vietnam's higher education institutions require educational leaders to prioritize the following key areas:

+ For Vietnamese universities to develop and implement international programs, a legal framework must be established. Improving university self-sufficiency and engagement with foreign countries is another important aspect that might have affected Vietnam's internationalisation.

+Emphasising the need to scan, update, and replace the outmoded curriculum while simultaneously developing specialised and competency-based programs is another important issue. Investments and an evaluation of the programs' effectiveness are necessary. These endeavours should be comprehensive and long-term.

+ Increasing employee development and attracting top talent with a strong compensation plan. Enhancing instructors' and students' proficiency in foreign languages through national initiatives

Generally speaking, these findings centre on the goal of developing a global curriculum and suggest that fundamental approaches to international curriculum emphasise significant areas like university governance, curriculum standardisation, improving staff and student experience and skills abroad, building faculty and university infrastructures and facilities, and uality affirmation of global curriculum.

Vietnam continues to face educational challenges like inequality, teacher recruitment, quality guidance, and limited financial plans, similar to other countries worldwide, despite recent significant advancements in the field of education and an impressive 94% literacy rate (MoET, 2017). Consequently, inclusive education is sometimes viewed as an additional burden. It is proposed that cooperative discussion regarding the creation of this framework is required in order to support Vietnam's commitment to inclusive education. Delegates from ministries, communities, non-governmental organisations (NGOs), research, and professional service providers would get together for a meeting or assignment bunch to discuss the necessary steps to firmly and successfully establish inclusive education as a continuous reality.

As previously stated, the Universal Design for Learning guidelines are applied to all European universities and higher education establishments. This suggests that in addition to the built environment, professional services like career counselling, assessments, and educational program enhancement are also taken into account. Vietnamese universities ended up in a comparable circumstance and have posed the inquiry with regards to how it could promptly be improved the learning climate and lessen boundaries for all students It visualizes that higher education institutions need to offer an expansive and broadened admittance to great quality instruction.

IV. CONCLUSION

Prior to designing and implementing a global and inclusive curriculum, educators should have more conversations about the practical significance of each major, program, faculty, and university, even though internationalisation and inclusivity in higher education are not new issues. Vietnam should build up the proper advanced education programs and methods by learning from Western nations that have successfully implemented inclusive and international higher education. Higher education institutions are key players in creating equitable and fruitful internationalisation and inclusive methodologies, so if policies are pushing techniques in areas that are unlikely to meet long-term scholarly needs, there needs to be a push for policy change at the governmental level.

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