# Internationalization of Higher Education in The Context of Emerging Economies: Facing Challenges and Implementing Policies By Brics Countries

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**Abstract**
Purpose- Since the 1980s, internationalization of higher education has moved from the "periphery" to the "core" of higher education policy discourse. In terms of the interest preference for development, it has also shifted from the political interest preference in the early stage to the compound preference for political, economic and cultural interests, and the form of practice has also evolved from the single-threaded mechanism of internationalization of curricula and exchange of visits by academic staff in the early stage to the systematic development mode of project system and platform as the basic features. In view of the diversity of practices and methods of internationalization of higher education, as well as the diversity of understanding of the nature of internationalization of higher education, the terminology related to internationalization of higher education is endless and complicated, but the core theories have not been sufficiently developed. This conceptual study is to explore the evolving concept of internationalization of higher education and its importance in emerging countries like BRICS through the literature of recent academic evidence. Methodology –A qualitative research methodlogy was employed which involve literature review of subject under investigation. The recent literature from 2018 to 2023 was investigated. Significance –Higher education institutions, particularly those located in countries that are still in the process of emerging economies, such as BRICS countries, have an immediate and urgent need to focus on the reality of the internationalization of higher education (IHE) and the associated repercussions on the sector. The main purpose of this research investigates the challenges, risks, and opportunities and also expresses the policies which establish to enhance the IHE. The finding shows that the BRICS nations should prioritize innovation, availability, and inclusivity while also encouraging scholarly collaborations and cross-cultural engagement. By pursuing these objectives, the BRICS nations may improve their international competitiveness and help the globe become more dynamic and integrated.
**Keywords:** Brics Countries, Challenges, Internationalization of Higher Education, Policies

## Introduction

Internationalization, as an approach and a strategic plan, is a phenomenon in tertiary education that is relatively new, extensive, and complex. This phenomenon is driven by a dynamic combination of political, economic, sociocultural, and intellectual rationales and stakeholders. The specific conditions of each region, country, and institution all have a role in determining how it will affect those entities (Rowland et al., 2020). Internationalization is referred to as any structured, sustained struggle aimed at enhancing university education's responsiveness to the requirements and issues regarding the internationalization of societies, economies, and labour markets (de Wit, 2019b). In the last decade of the 20th century, the increasing trend of globalization and regionalization of nations and societies, combined with the requirements of the knowledge-based economy and the end of the Cold War, formed a context that empowered a more strategic approach to internationalization in higher education (HE) (de Wit & Deca, 2020). This was made possible by a combination of factors. Globalization and internationalization are concepts that are also important forces that are shaping and posing challenges for the HE sector all around the world.

Internationalization of higher education (IHE) is the process of adding a global, multicultural, or international component to the purpose, programs, or delivery of postsecondary education (De Wit, 2019a; De Wit & Altbach, 2021). Internationalization is defined as any systematic, continuous endeavour aimed at strengthening HE 's responsiveness to the requirements and issues related to the globalization of societies, economies, and labour markets (De Wit & Altbach, 2021). The term IHE indicates the process of making research and postsecondary education commercially viable, as well as the global competition to attract international students from developed and privileged nations (Hazelkorn, 2018). The purpose of this process is to generate a source of income, ensure the security of the national profile, and strengthen a global reputation. The IHE is a national-level policy and a strategic objective pursued by educational institutions located all over the world. From a historical perspective, the concept of internationalization is regarded as an incontestable tendency that will impact the progression of university-level education in its particular context. The IHE has four aspects such as; the mobility of students, scholars, and teaching faculty members, the partnership of educational academies, the free movement of concepts and ideas, and the exchange of knowledge (Aydinli & Mathews, 2021; Serpa et al., 2020). The purpose of the deliberate process of incorporating a global exchange of the cultural or global dimension into the objective, operations, and provision of HE is to upgrade the intelligible features of academic and research fields for students and scholars, as well as to provide benefits for society. Furthermore, internationalization has advanced implications related to several significant aspects during the past few decades with the expansion of information and communication technology. Such as the effect of the COVID-19 pandemic has caused to face problems and challenges that have never been seen before regarding the worldwide exchange and collaboration among institutions providing HE in emerging economies. Many challenges emerging economies face in particular, lack of ethical guidance limits IHE, and institutional innovation falls behind advanced techniques (Liu et al., 2020). The International Association of Universities (IAU) realized during its fifth global survey on internationalization, which they conduct recently, that two-thirds of university leaders all over the world consider internationalization to be the most important agenda item. However, there is a growing gap between educational institutions some of which consider internationalization as flash important and others consider it not (Marinoni, 2019). The Western world has received the majority of scholarly and popular attention about IHE during the past few decades (Majee &

Ress, 2020; Ress & Majee, 2018). There has not been much study that has attempted to comprehend and interpret the internationalization concept under the emerging economies contextual. Learning from various non-Western national and cultural contexts, understanding the full scope of internationalization as a concept, and learning from one another to assist students, companies, and nations should not be neglected as essential aspects of international education.

BRICS is a group of countries that represents emerging markets and developing countries (Raghutla & Chittedi, 2020). The acronym BRICS refers to some of the most influential and rapidly developing emerging markets. These five nations are growing at a rapid rate, and many analysts anticipate that they will be among the world's most powerful economies in the future decades. Because of the enormous potential of their economy, it is possible that by the year 2050, it will be one of the most powerful economies. It is a group of countries that collectively account for approximately 41.5% of the world's population and 26.7% of the world's land surface (Ibrahim & Ajide, 2021). Most of the research work has been done on one or two specific countries/countries among BRICS (Carnoy & Dossani, 2013; Motala & David, 2020; Novgorodtseva & Belyaeva, 2020; Trahar, 2022). This study is comprehensive, all BRICS countries have been discussed in this study and find out the challenges, risks, and opportunities. This article has elaborated on how government and corporate sector can participate through its funding and support to meet these challenges.

**Methodology**

The systematic literature review was developed through reporting items for systematic review on the challenges faced by BRICS nations for the internationalization of higher education. A literature review critically and significantly evaluates a specific material. It efficiently summarizes a precise knowledge that helps to guide nurses, other health care professionals and patients to evaluate health and to take decisions for health advancements (Ferguson et al., 2020).

Since the main aim of research was to evaluate the challenges faced by BRICS nations in internationalization of higher education, the exploration of existing literature was the most appropriate method to achieve the aim. The review was in line with PRISMA guidelines. Google scholar was the primary database to search studies. Relevant papers were searched using keywords "internationalization of higher education," "BRICS nation," "emerging economies," and "challenges in internationalization." These keywords were searched along wth Boolean operators such as AND, OR, and NOT to get refined researches. Sometimes, research terminologies were restricted to titles, abstracts and key words; however, other limits were not applied. Furthermore, the reference list was conducted to facilitate further potential outcomes of included articles (Dabkowski and Porter, 2021).

However, this systematic review was selected through screening and two stages were followed: i) screening of titles and abstracts and ii) full manuscript screening. Several criteria have to be satisfied before the appropriate studies could be selected. Only articles published in the previous ten years, from 2018 to 2023, were included. Due to linguistic restrictions, however, only English- language studies were given consideration for inclusion. Studies that were mixed-method, qualitative, quantitative, and peer-reviewed were included. Exclusion Reviews, opinion pieces, and assessments of legislation were excluded. Studies included in both databases were only reviewed once. Studies that were published outside of English and before January 2018 were omitted. After data collection, each paper was checked against CASP checklist (CASP, 2018) to assure the quality of information. The CASP checklist assess the

study's objective, research design, methodology acquired to achieve those objectives, analysis, and ethcal considerations etc.

Theme analysis and charting are frequentl used in qualitative and mixed methods research (Aveyard et al., 2021; Ruggiano and Perry, 2019). Therefore, thematic analysis was therefore applied in this investigation and interesting elements in the studies were identified and then the main themes are recognised.

## Results
After quality assessment, only 16 papers fulfilled the research criteria and therefore added for further review. The selected studies asserts the importance of internationalization of higher education in BRICS countries, the particular challenges each country face, and policies of each country to combat those challenges.

## The significance of the Internationalization of higher education (IHE) in BRICS countries
The quality of HE available in a country is significant for the development of the country economically and socially. In recent years, the internationalization of HE (IHE) has become one of the most prominent national trends and political objectives in many developing countries. The process of adding an international or intercultural component to the duties of an educational institution in terms of teaching, research, and service is referred to as the internationalization of education (Knight, 2004). Education gained abroad is revolutionary; it can change the lives of students. The following discussion between students and parents manipulates the significance of international education.

Many parents who travelled to the University of Indianapolis for their children's awards ceremonies have introduced themselves to me. During the meeting, they discussed their children. They said that they had matured and developed since the last time we had seen them. "Your student has undergone a remarkable change, Professor Lan. Her character has been transformed. She becomes more confident and strong. She has a unique view of life. I gave a friendly smile and said in a soft tune, "That is all due to studying abroad" (Serpa et al., 2020).

Because of this, many people put in a lot of effort to improve their education, both domestically and internationally; this is especially important for societies that are in the developing phase (Fan et al., 2022). It is widely accepted that the process of IHE is an unavoidable component. This process has resulted in unprecedented levels of cross-border communication and cross-cultural interaction while also increasing the interdependency between universities and colleges. In this age of globalization, the process of IHE promotes new chances for academic institutions and colleges to boost a dynamic HE system. These opportunities include the extension of HE 's market function, the advancement of dual degrees, an increase in the supply of international education, and the formation of a new academic environment (Li & Li, 2019; Ma, 2021). Building a worldwide intellectual common community inside professional and academic activities in modern society is the ultimate objective of efforts to engage in globalization. The IHE, while providing new opportunities, is also confronted with a large number of issues and challenges. From the end of World War II until the end of the 1980s, internationalization was characterized by the fact that economically advanced countries such as the United States and Europe were performing the main role in the exchange of education internationally while emerging countries were on the fringes of these exchanges. However, it observed from a historical perspective that due to the British colonialism of developed countries before the Second World War, the majority of third-

world nations became independent after the end of World War II. Despite this, their economies continued to be heavily reliant on developed countries because of the impact of the English language, the importance of training received in other countries, and the supremacy of technical goods, concepts, and institutions from the western world. Moreover, the cross-border movement of students and faculty members is one of the most crucial components of the globalization of HE. The migration of students and teachers across international borders, particularly from less developed countries to more developed countries, is a general phenomenon. It is often recognized that the internationalization of HE is a communicative process that operates in multiple directions across international boundaries. Among BRICS countries, China has achieved tremendous progress in HE since its approach to the World Trade Organization (WTO). This can be attributed to China's growing national power, which has been noticeable. Particularly, China started to take part in its long-lasting connection to the HE of economically developed countries. As a result, the country was set free from its position of disempowerment and enslavement, and it shifted from the main country to the main destination, where students travelled to complete their educations.

**Challenges, Risks, and Opportunities facing by BRICS Countries**
In the 21st century, HE in BRICS countries is confronted with a wide range of challenges, threats, and opportunities (Yuyun, 2018). Among these are the various and multidimensional issues, challenges, and threats that are connected to and presented by the complicated process of internationalizing HE in BRICS countries. They brought up a diverse range of new issues and inquiries on the possibilities for the globalization of HE in developing countries. The BRICS countries faced internationalization while being wrapped in vulnerabilities. These weaknesses stem from the convergence of historical, economic, educational, financial, and paradigmatic circumstances (Chakraborty, 2021). According to him, these factors make it more difficult to monitor the challenges, deal with the risks, and make the best of the opportunities of internationalization. The internationalization in BRICS countries, however, poses several significant challenges, risks, and opportunities, as revealed by a review of studies (Fan et al., 2022; Ivenicki, 2020; Novgorodtseva & Belyaeva, 2020).
Based on review, it was observed that BRICS nations are following different challenges for internationalization of higher education.

| Countries | Challenges | Reference |
|---|---|---|
| **Brazil** | Lack of resources, inadequate infrastructure, language barrier, bureaucratic hurdles, and limited exchange programs | Neves and Barbosam 2020 |
| **Russia** | Language barrier, inadequate infrastructure, limited exchange program, political tenson, visa issue, bureautic hurdles, and quality assurance | Hong and Xiao, 2023 |
| **India** | Language barrier, limited collaboration, limited international recognition, insufficient funding, quality issues, and regulatory hurdles | Rana et al., 2022; De Wit & Altbach, 2021; Jena, 2020 |
| **China** | Language barrier, cultural difference, limited recognition, competition, political restrictions, | Mok and Marginson, 2021; Guo et al., 2022 |
| **South Africa** | Political instability, visa and immigration policies, quality of academic programs, institutional issues, lack of access to education, and language barrier | Mogaji et al., 2020; Majee and Rees, 2018 |

**Brazil** faces several challenges in internationalizing its HE system. Some of the key challenges are:

The most significant challenge has been facing by Brazil in IHE is a scarcity of resources. Brazil's public universities are already struggling with budget cuts and a lack of funding. This makes it difficult for universities to invest in internationalization initiatives, such as developing partnerships with foreign institutions and offering study-abroad programs. Language barriers are another noticeable challenge for Brazil.  Portuguese is the official language of Brazil, which can be a barrier to internationalization efforts. The most commonly spoken language is English in international HE, and many Brazilian universities may lack the necessary resources to offer English-language programs or courses.  Many Brazilian universities lack the necessary infrastructure to support internationalization initiatives. This can include inadequate technology resources, outdated facilities, and insufficient support services for international students.  As well as, Brazil has limited exchange programs with foreign universities. This limits opportunities for Brazilian students and faculty to study and conduct research abroad and for international students and scholars to come to Brazil.  There are many bureaucratic hurdles as Brazil has a complex and bureaucratic system for approving academic programs and credentials, which can be a barrier to internationalization efforts. This can make it difficult for Brazilian universities to establish partnerships with foreign institutions and for foreign students to have their credentials recognized in Brazil (Neves & Barbosa, 2020).

**Russia** faces several challenges in internationalizing its HE system. Some of the key challenges are:
Language barriers: Russian is the primary language of instruction in most Russian universities, which can be a barrier to internationalization efforts. English is the most commonly used language in international HE, and many Russian universities may lack the necessary resources to offer English-language programs or courses.
Inadequate infrastructure: Many Russian universities lack the necessary infrastructure to support internationalization initiatives. This can include inadequate technology resources,

outdated facilities, and insufficient support services for international students (Bykova et al., 2018).

Limited exchange programs: Russia has limited exchange programs with foreign universities. This limits opportunities for Russian students and faculty to study and conduct research abroad and for international students and scholars to come to Russia.

Political tensions: Russia's relations with some countries can create political tensions that may make it difficult to establish partnerships or collaborations with institutions in those countries. This can limit opportunities for internationalization.

Visa issues: Obtaining visas to study or work in Russia can be a complex and time-taken procedure. This can discourage international students and faculty from coming to Russia.

Quality assurance: Ensuring quality assurance in international academic programs can be a challenge, particularly if the quality standards of foreign institutions do not match those of Russian universities.

Bureaucratic hurdles: Russia has a complex and bureaucratic system for approving academic programs and credentials, which can be a barrier to internationalization efforts. This can make it difficult for Russian universities to establish partnerships with foreign institutions and for foreign students to have their credentials recognized in Russia (Hong & Xiao, 2023).

Overall, Russia faces several challenges in internationalizing its HE system. However, addressing these challenges and increasing internationalization efforts can bring many benefits, including increased collaboration, enhanced reputation, and improved academic programs and skills.

**India**

The IHE in India is challenged by several difficulties. Many of these challenges include:

Insufficient funding: India still has a big budget gap compared to other nations, despite the government's efforts to improve funding for HE. As a result, institutions have less money to spend on programs to increase their internationalization. India's HE infrastructure is underdeveloped, especially in terms of research facilities and technological equipment. The recruitment of instructors and students from outside may be challenging as a result (Rana et al., 2022).  Language barriers: In many foreign universities, English is the main language of instruction. It may be challenging for many Indian students and staff members to participate in foreign programs because they may not speak English well. Limited collaborations with foreign universities and research organizations exist between India and other countries. The creation of international networks and collaborations may be difficult as a result (De Wit & Altbach, 2021). Quality issues: Despite recent advancements, there are still issues with quality in India's HE system, notably in teaching and research. Due to this, it may be challenging for Indian universities to attract foreign faculty and students.  Indian degrees may not be as respected or regarded as degrees from other nations, notably in the West, due to their limited international recognition. For Indian students, this may make it challenging to pursue additional education or job opportunities abroad.  High levels of regulation in the Indian HE market can make it difficult for colleges that want to expand internationally. This can involve getting the required authorizations and permissions, passing tricky visa requirements, and following strict foreign exchange rules (Jena, 2020).  Overall, overcoming these obstacles would require considerable infrastructural and resource investments, as well as initiatives to encourage more global partnerships and collaborations.

**China,** during 2018-2022, was confronted with many obstacles in the process of internationalizing its system of HE. The following are some of the most significant challenges: Language remains a key hurdle despite China's great progress in IHE system; yet, Chinese is still the predominant spoken language in the country. Because the majority of classes taught in Chinese institutions are still delivered in Chinese. Language proficiency is the biggest barrier to the joint dual-degree program. Chinese universities have worked practically to enhance the Chinese language proficiency of foreign students. Chinese students are welcomed by US colleges, but integration is difficult due to linguistic and cultural differences, which creates the consensual effect or the integrating issue. Improving interactions between international and domestic students on campus are challenging (Mok & Marginson, 2021). Differences in culture the fact that China and other nations have fundamentally different cultures can be a barrier to the IHE in China. Misunderstandings and impediments to good communication can be the result of a variety of factors, including different approaches to teaching and grading, as well as the expectations of individual students. Intercultural communication is a challenge that is directly linked to the language problem. Intercultural competency is quickly becoming an essential skill for brilliant people in the 21st century, along with language fluency, as a result of the enhancement of Sino-US cooperation in HE. Due to the language issue, the major problem is retaining educational quality faced by US universities when delivering the joint program in China. The goal of internationalizing is not successful for Chinese students through English-only (Guo et al., 2022). Limited recognition of degrees awarded in China is also another challenge faced by China. Despite the growing reputation of Chinese universities, many employers and institutions in other countries may not be familiar with degrees awarded in China. This can limit the job prospects of international students who graduate from Chinese universities. China is facing stiff competition from other countries, such as the United States, the United Kingdom, Australia, and Canada, When it comes to attracting overseas students. The HE systems in these countries are well-established, and as a result, they have been able to successfully recruit a significant number of students from other countries. Political disputes between China and several other nations over political and economic concerns have also affected China's efforts to internationalize its HE system. For example, the governments of certain other nations may impose restrictions on the number of Chinese students and scholars to receive an education or find employment in their respective countries. As a response to these challenges, China has taken various steps to promote the internationalization of its HE system. These steps include increasing the number of courses taught in English, providing scholarships to students from other countries, and establishing partnerships with universities in other countries.

**South Africa**, like many other countries, encounters several hurdles and problems in the process of internationalization. Here are some of the key challenges:
The lack of equality in access to HE is one of the most significant challenges that South Africa must overcome. Many students who come from impoverished families have a difficult time gaining entry to HE as a result of the legacy of apartheid and financial restrictions (Majee & Ress, 2018).
Institutional problems: Several African educational institutions consider it problematic to fully react to the demands of internationalization due to significant institutional problems. They have poor planning, insufficient financial assistance, and weak and insufficient institutional frameworks and capacities for internationalization. South African universities are experiencing significant funding challenges, which can hinder their capacity for

internationalization. Because of this, it can be challenging for educational institutions to recruit and keep high-quality students and teachers from other countries.

South African universities have a limited number of partnership agreements in place with other universities and research institutions located in other countries. Because of this, there may be fewer prospects for collaboration, student and teacher exchange, and cooperative research projects (Mogaji et al., 2020).

Language barriers: South Africa has 11 official languages, which can create obstacles to internationalization efforts because there are multiple languages spoken there. Even though the majority of universities use English as their language of teaching, there is still a possibility that some students and staff members are not fluent in English, which can make communication difficult.

Visa and immigration policies: Visa and immigration policies can make it challenging for international students and professors to obtain a visa for South Africa. This can be a barrier to international exchange programs. Due to the potentially lengthy and cumbersome nature of the process, prospective students and teachers from other countries may be dissuaded from selecting South Africa as a study location. Academic program quality is the most significant element of internationalization. South Africa has had issues in this area, despite the reality that quality control is an important part of internationalization. Several South African universities' quality and the process through which they receive accreditation have come under scrutiny. This may make it challenging for South Africa to bring up the best foreign scholars and students. A significant barrier to internationalization is the perceived low quality of academic programs offered by African universities, especially given the variety of vendors and poor legal frameworks. Governments and the institutions themselves must address quality because it is and will be a key factor in the efforts of African universities to become internationally competitive. For the stable and smooth activity of internationalization, the political situation of a country directly affects it. Political instability and uncertainty can make the internationalization process challenging. South Africa has seen a lot of political and social problems recently, which may make it challenging for the nation to attract foreign teachers and students who may be worried about the safety and stability of the country.

**Policies implemented by the BRICS countries to overcome the challenges**
**Brazil:** Between 2019 and 2022, Brazil implemented several policies to enhance the globalization of HE. Some of these policies include:

ScienceWithout Borders was an initiative that was started in 2011 to give Brazilian students financial aid to study abroad at prestigious universities. Although the program was temporarily suspended in 2015 due to budget constraints, it was resumed in 2018 with a renewed focus on STEM fields and collaboration with industry (Nery, 2018). National Program for Internationalization of Higher Education: This program, launched in 2018, aimed to improve the quality of HE in Brazil by promoting partnerships between Brazilian and foreign universities. The program provides funding for joint research projects, faculty and student exchanges, and the establishment of joint degrees. Brazil-Africa Higher Education and Research Cooperation Program: Launched in 2019, this program aims to strengthen ties between Brazil and African countries through academic and research cooperation. The program provides funding for the mobility of students, researchers, and professors between Brazil and African countries (McManus et al., 2020). Simplification of visa procedures: In 2019, Brazil introduced a new visa policy that made it easier for international students, researchers, and faculty to come to Brazil. The policy simplified the visa application process and reduced

the processing time. English language proficiency: In 2019, Brazil's Ministry of Education announced plans to increase the English language proficiency of its students, faculty, and researchers. The aim is to ensure that Brazilian universities are better equipped to participate in international research and to attract more international students (Guimarães et al., 2019). Overall, these policies indicate Brazil's dedication to expanding its involvement with the worldwide academic community and internationalizing its HE system.

**Russia:** Several policies were implemented by Russia to enhance internationalization; in this regard, in 2019, the Ministry of Education and Science of the Russian Federation allocated 1.7 billion rubles ($25.6 million) to support the IHE (Boguslavsky et al., 2019). Russian universities and educational institutions have been participating in international education events such as educational fairs and conferences to showcase their programs and attract international students. For the promotion of internationalization, collaboration with international partners is necessary; for this purpose, Russian universities have been collaborating with universities and research institutions from around the world. For example, in 2019, the Skolkovo Institute of Science and Technology signed a partnership agreement with the Massachusetts Institute of Technology (MIT) to build research collaboration and promote exchange programs. Increased funding is a crucial element for internationalization; in this case, the Russian government has been increasing funding for programs that promote the IHE. Simplifying visa procedures for international students to make it easier for them to study in Russia is the initiative of the Russian government. In 2021, Russia introduced a simplified e-visa system for foreign students from 52 countries, which allows them to stay in the country for up to 90 days (SHAPOSHNIKOVA et al.). In 2022, Russia participated in the annual NAFSA Conference & Expo, which is the world's largest international educational event.

**India:** India has an extensive record of having hosted some of the most recognized centres of higher education and research in the world, with several international collaborations. Yet, the environment has a significant transformation over time. India currently has the largest HE system in the world in terms of the number of institutions and is the second country after China in terms of enrollment. Despite this, Indian HE is having trouble addressing problems with quality, effectiveness, and global competitiveness. After China, India has been the second-largest source of international students, spending over $15 billion annually. On the other hand, the proportion of inbound students to outgoing students is only 4.35% (Joshi & Ahir, 2022). India recently started a fundamental revolution in HE and introduced a variety of statutory incentives to encourage and mobilize the activities of IHE. IHE is promoted by the most current National Education Policy (NEP) 2020 to support top-notch instruction and research. The NEP 2020 is a comprehensive policy that aims to advance the IHE by encouraging foreign universities to establish campuses there and making it easier for Indian universities to establish campuses abroad. Additionally, it aims to advance joint research initiatives, student and faculty exchange programs, and international alliances and collaborations. The basic purpose of this policy is to promote the IHE, encourage the establishment of multidisciplinary institutions, and introduce a credit-based system for degree programs. The policy also aims to introduce a new national curriculum framework that is flexible, interdisciplinary, and focuses on the holistic development of students. The policy aims to leverage technology for teaching, learning, and assessment and promote the use of online resources and digital platforms. The purpose of this policy is to reform the teacher education system and introduce a four-year integrated B.Ed. Program. A National Research Foundation

was established to provide funding and promote research and innovation in all disciplines under this policy. The Government of India has introduced numerous programs to entice international faculty members, and students, as well as to strengthen institutional foreign collaborative engagements. Such as to increase the attraction of international students to study in Indian universities, the Study in India program was introduced in 2018. Almost 15,000 places are made available to international students under this initiative at more than 150 institutions around India (Khare, 2021). To improve the abilities and knowledge of Indian students and faculty members, National Skill Development Corporation (NSDC) encourages international partnerships and cooperation.

**China:** To encourage the IHE, China has enacted many policies, including:

Developing international joint programs: Chinese universities have developed partnerships with foreign universities to offer joint programs that are recognized by both institutions. This promotes international collaboration and provides opportunities for students to gain global experience. China is increasing its English-language instruction in universities to attract more international students and to better prepare Chinese students for a globalized workforce. Individuals (teachers and students) believe that English is crucial for their careers and studies, and both the central government and higher education institutions (HEIs) believe that English plays a significant role in globalization. Government, HEIs, and people all have strong reasons for wanting to create or take part in the development of EMI courses or programs at HEIs. These high standards given to the English language reflect the robust support Individuals (teachers and students) believe that English is crucial for their careers and studies, and both the central government and HEIs believe that English plays a substantial impact in the IHE. Government, HEIs, and people all have strong reasons for wanting to create or take part in the development of EMI courses or programs at HEIs. These high standards given to the English language reflect the robust supporting English-medium instruction (EMI) policies in China (Zhang, 2018). The Chinese government is committed to improving China's HE system and making it one of the greatest in the world by bringing "world-class" HE to the country. Lin (2019) expressed that one of the best ways for China to modernize and become more globalized may be through collaboration with other foreign universities. China has implemented policies to attract foreign universities and faculty to establish partnerships with Chinese universities. This promotes the exchange of knowledge and expertise and raises the standard of university education in China. It is denominated by the recently published survey by Chen et al. (2019). The Chinese government is promoting research collaboration between Chinese universities and their international counterparts. This facilitates the exchange of knowledge and expertise and promotes innovation. Overall, China's policies for promoting the IHE aim to improve the quality and competitiveness of its universities on the global stage and to enhance the global experience and opportunities available to Chinese students.

**South Africa:** The Department of Higher Education and Training's (DHET) Policy Framework for globalizing university education in South Africa was approved by the South African government in 2019. The Policy Framework was published on November 6, 2020. The framework offers principles for creating institutional internationalization policies that universities must adhere to. It establishes specific rules for specific aspects of the process, provides high-level guidelines and standards for the IHE in South Africa, and aims to shape the internationalization process at South African HE institutions while addressing the framework that recognizes HE in a democratic South Africa. The framework reflects prevailing Eurocentric ideas, practices, and conceptions of internationalization rather than connecting with

progressive visions of education. As a result, the DHET framework fails to offer a crucial framework for the creation of institutional policies that can help South Africa's IHE become more authentically international and adopt a wider range of knowledge and mechanisms of knowing in a non-hierarchical, multicultural, and horizontal manner.

**Discussion And Conclusion**

This study explores the challenges and discusses the policies regarding the IHE, which the BRICS countries implement.  Each BRICS country has its unique initiatives and strengths in promoting the IHE, and it would be difficult to determine which country is working more in this area. Our study also investigates that all of the BRICS nations are indulging in improving their international cooperation by overcoming their challenges.

In this regard, China has also been actively recruiting international students, and its universities are increasingly ranked among the top in the world.  One of China's national goals is to enhance the country's HE system integration with the international community, and this endeavour is in its developmental stage.  For China to achieve its national objectives and make its universities competitive on the international stage, both strategic planning and the priority of internationalizing university education are directed by the Chinese government. The role of collaboration and cooperation with multiple nations in areas such as research, teaching, and dual-degree programs will continue.  The effectiveness of the HE system as a whole, and the excellence of its institutions, will be the main point of emphasis. The Chinese government is very interested in bringing western reserves into China.  To achieve success in international collaboration in HE, an emphasis on careful planning regarding scope, intensity, timeframe, and type of collaboration must be taken into consideration, as an emphasis on improving the scope, and sustainable development, the implementation of training regarding intercultural awareness and mutual respect.  The implementation of best practices concerning cross-cultural understanding and mutual respect. An international project requires a team- spirit to successfully schedule, incorporate, and evaluate it. It is necessary for open dialogue between the countries for the collaboration to be successful.   In the words of former British Prime Minister Tony Blair, who made these remarks at an international conference on the topic of the IHE: How are we trying to educate people? The importance of education cannot be denied. The educational system itself presents a number of problems to be solved. Changing the system is not an easy task. In the field of education, we are facing a lot of challenges, such as a new framework, new working style, new professional skills, and new ways of obtaining funds. However, these obstacles will also introduce their solutions (Blair, 2012).  To promote the standard of education and research and to provide a benefit to the nation, internationalization must transform into a process that is more extensive, more deliberate, and less exclusive for students and faculty members. It also needs to be less concentrated on mobility and less motivated by economic concerns (De Wit, 2019a).

Considerations of this nature have prompted efforts on a worldwide platform to raise awareness about the injustices inherent in many strategic cooperation and initiatives. These efforts have been directed by the idea that internationalization should preferably be based on reciprocal benefit and improvement for organizations and individuals in developed, emerging, and developing countries (Proctor & Rumbley, 2018).  Promoting international cooperation is more important than ever before. The interdependence of national economies is growing, and each year, new developments in communication and transportation bring people and places closer together globally.

As a result of the above discussion, the three primary aspects that the government involves in IHE can be summarized as follows: (a) strategic designer and program planner national level, (b) a significant financing source, (c) perform as a regulatory, and a supervisory authority. In other words, the government provides directions and guidance for research and teaching, as well as for HE institutions in carrying out policies, plans, and national objectives. The Wall Street Journal (WSJ) recently received a statement from China's education ministry stating that it promotes students moving overseas and is seeking to boost the worldwide competition of its schools. Moreover, it stated that it was actively pushing students who were studying overseas to come back and serve their country. It stated that it is pushing to explore entrepreneurship to resolve employment issues. The conclusion is that the BRICS countries should focus on quality, accessibility, and inclusiveness while promoting academic collaborations and cultural exchange. By working towards these goals, BRICS countries can enhance their global competitiveness and contribute to the development of a more interconnected and diversified world.

Based on findings, it is recommended that government should invest in upgrading technology infrastructure in educational institutions and enhance support services. Language barrier is akey issue faced by every country. So, there must be language proficiency programs for necessary language upgradation. The visa procedure must be streamline as well as the quality assurance program should be enhanced to align the global benchmarks.

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