

Benefits of Internationalisation of Higher Education through Mobility of Students and Academic Staff in Tanzania: Case of University of Dar es Salaam

Constancia Nziku¹, George Kahangwa² and Stephen Mabagala³

^{1&2}Dar es Salaam University College of Education

Department of Educational Foundations, Management and Lifelong Learning
Dar es Salaam, Tanzania

³University of Dar es Salaam, School of Education
Department of Physical Education and Sport Sciences
Dar es Salaam, Tanzania

E-mail¹: constancianziku@yahoo.com; E-mail²: georgekahangwa@gmail.com;
E-mail³: mabaghee@yahoo.com

Abstract

This study explored the benefits of internationalisation through mobility of students and academic staff at the University of Dar es Salaam (UDSM). Qualitative research approach using a single holistic case study was employed With 31 participants. Semi-structured interviews, focus group discussions and documentary review were used to collect data which was then analysed thematically. Findings revealed, inter alia, that mobility of students and staff enhanced global knowledge acquisition, generation of income, international co-authorship and cultural exchange. It is recommended that in order to benefit more from internationalisation, internationally attractive programmes should be offered by institution, marketing strategies should be enhanced by exploring customers' preferences and a conducive environment with facilities which meet the international standards should be established.

Keywords: *global knowledge, international collaboration, knowledge economy*

Introduction

Internationalisation of Higher Education (IoHE) is an imperative phenomenon in a globalised world, and it is shaped through various activities including mobility of faculty and students across universities. In Europe, the international mobility of

students and academic staff began to heat up in the mid-twentieth century (Techler, 2009). The national governments through European Union (EU) supported the international mobility by establishing European Community Action Scheme for the Mobility of University Students (ERASMUS) programme (UNESCO, 2006). The programme provided a significant number of students from the EU to acquire academic credentials and experiences outside their home countries (Techler, 2009). The spectrum of European regional amalgamation extended and the Bologna programme was later established as an approach to harmonise academic systems so as to enhance transferable credits, compatible degree structures, and equivalent academic credentials throughout the EU (UNESCO, 2006). This implies that the introduction of ERASMUS programme facilitated and widened the scope of faculty mobility and circulation not only within European countries but also elsewhere.

The Bologna Declaration on IoHE was implemented in higher education through restructuring the degree systems to ensure compatibility among member countries. Khan and Jibeen (2015) conclude that IoHE is the highest level of international relations among universities and it is a means to improve the quality of education. Moreover, Sanga (2019) asserts that academic mobility and education exchange in the context of cross-border education have recently been considered as a valuable commercial commodity. Higher education institutions explore markets around the world especially where there is insufficient, low qualified and reputable national higher education to serve the needs and interests of international students. Internationalisation in the context of knowledge economy perpetuates international collaboration and networking, mobility of faculty in terms of academic exchange, enhances knowledge production and supply (Knight, 2008). This induces a sense of knowledge economy whereby various countries invest highly in higher education to attract the international staff and students who may bring in highest possible returns to those institutions.

Alemu (2014) asserts that the main purpose of IoHE is to improve the quality of education by establishing capacity building through international cooperation among universities. This is further supported by Bhalla (2015) who acknowledges that IoHE creates unity through international collaborative activities and programmes. In the same line of thinking, De Wit (2013) elucidates that the purpose of internationalisation is to foster multiculturalism, promote peace, strengthen cooperation, endure and celebrate their diversity and cultural heritage. Therefore, internationalisation is a process of capacitating international faculty with multicultural and intercultural knowledge which enable them to become globally and multiculturally competent (UNESCO, 2009). Global competence refers to effective preparation of students to secure knowledge and skills so as to be responsible, useful, and creative in a

globalised world (World Bank, 2002). Thus, internationalisation creates and widens the employability opportunities for those equipped with international qualifications such as outstanding academic qualifications and multicultural competencies. Internationalisation as a fundamental concept of contemporary education also prepares students to become global citizens and widens possibilities of employment opportunities in the context of global economy. Coleman (2011) indicates that the mostly demanded skills are competences and transversal skills. In order to be internationally marketable, students should demonstrate intercultural communication competences, best performance, language skills and resilience (Zabotkina, 2013).

The International Association of Universities (IAU) in 2010 declared internationalisation as a priority and significant agenda not only of the top world universities but also for the majority of higher education institutions. In most higher education policy statements, the rationale triggering internationalisation is becoming more unequivocal and dynamic (Knight, 2004). A significant number of institutions internationalise so as to recruit a big number of international students who are able to pay for knowledge acquired, and some of higher institutions internationalise in order to capture top quality faculty, scientific and professional researchers (Bista, 2019). According to Knight (2008) the crucial tendency of practising internationalisation is mostly focused on economic motives which are brought by competition on recruiting international students.

Internationalisation of higher education is necessitated by an increasing importance of knowledge and its production in the world (World Bank, 2002). Such production and supply of knowledge has led to the development of an idea of global knowledge. Currently, knowledge production and supply are significantly considered as a vital asset in every country in the world (Kahangwa, 2014). The concept of global knowledge economy is precisely understood not only in the research field but also in teaching and learning, transnational delivery of knowledge, and the establishment of academic cooperation and competition (Zezeza, 2016).. Thus, rivalry for knowledge pushes the globe to internationalisation of education and accelerates mobility of students and staff in search for marketable and current heating up programmes.

According to Bista (2019) the mobility trend of international students is drastically increasing. The English speaking countries stand to be the destinations of many international students led by the United States (US), the United Kingdom (UK), Australia, Canada and New Zealand. Some of the non-English speaking countries including India, Japan, China and South Korea have also joined strategically to recruit a big number of international students from the rest of the world. The fast growing Chinese economy has managed to establish higher education

hegemony with a recruitment of 500,000 international students in 2020 (Institute of International Education, 2017). The increase of international studentship has not only been witnessed in China but also in other countries. However, African countries host small numbers of international students and therefore experience low internationalisation through mobility of students and staff.

For instance, South Africa established strategies for recruiting international students and the country is identified as an international educational hub of Southern Africa (World Bank, 2002). Thus, IoHE in South Africa is highly influenced by internationally reputable academic credentials and is highly ranked in terms of local abundant researches and educational institutions, international standards of scientific research institutions, and the quality of modern educational infrastructure and institutions (Kwaramba, 2012). The outgoing mobility of students in South Africa is considerably low (Khaiat, 2020). This indicates that South Africa is well equipped with modern teaching and learning facilities, faculty and qualified institutions which attract both international and local students to pursue their higher education within the country. South Africa is a leading international destination country in Africa ranking 11th amongst the international recipients of international students, and the 4th destination for Kenyan students (Institute of International Education, 2017; Ogachi, 2018). South Africa is therefore greatly contributing to professional development and helps to minimise the problem of brain drain in Africa by creating international and attractive atmosphere for knowledge acquisition.

Internationalisation of higher education in Tanzania

In Tanzania, the mobility of students started during colonialism when few Tanzanians were sent abroad to pursue studies. The reasons behind sending them overseas were the shortage of higher institutions and abundant scholarships from the destinations of metropolitan countries. In addition, few programmes were offered by the UDSM. Levey, Cooksey and Mkude (2003) state that in the late 1960s and the mid-1970s UDSM awarded scholarships related to liberation, social justice and economic development. Levey, Cooksey and Mkude (2003) add that in the period between 1967 and 1975, UDSM was among the best recognised universities in Africa and the entire world. It is doubtless that this was among the genuine reasons which attracted international students to study at UDSM during that period.

Due to the importance of IoHE, Tanzania and the UDSM in particular established various education policies to enhance IoHE. For instance, Education and Training Policy (ETP) of 1995, ETP 2014 and National Higher Education Policy (NHEP) of 1999 describe how Tanzania enhances internationalisation of education through

sharing knowledge, skills and experts with other countries in the world. In addition, the UDSM vision 2011-2061 emphasises the implementation of internationalisation with a view that the world is squeezed and has become small akin to a small village. Thus, every institution contends for recognition on the world map through producing competent graduates and researchers who may compete in the world market. Furthermore, the UDSM corporate strategic plan 2014-2023, p. 4 emphasises that “*UDSM seeks to become a world class university that is competitive, relevant and responsive to the national, regional and international needs and challenges of the 21st century.*” This indicates that IoHE at UDSM is a priority and it is considered as one of the means of coping with the currently emerging challenges in the society.

Despite the efforts made through the identified education policies, studies conducted in the field of IoHE indicate that internationalisation through mobility of students and academic staff in Tanzania have not been effectively implemented due to various challenges such as insufficient funds for scientific research, brain drain and inadequate number of qualified academic staff (Choudaha, 2012; Ishengoma, 2016, 2008; UDSM, 2012; Zeleza, 2016;). Their studies, however, fall short of addressing how Tanzania benefits from implementing IoHE. To address this lacuna of research, the current study explored the benefits of internationalisation through mobility of students and academic staff at UDSM. To this effect, the study was guided by three specific objectives, namely to: investigate the economic benefits gained by the university through the mobility of students and academic staff in the internationalisation programmes; explore how the university has benefited academically from the academic exchange programmes and collaborations; and examine the social and political implications attributed to internationalisation of education at UDSM.

Methodology

The study employed a qualitative research approach informed by a single holistic case study. The holistic case study was selected in order to involve all departments, institutes, schools and colleges of the UDSM to explore the benefits gained by UDSM through mobility of students and academic staff. To gain a comprehensive understanding of the advantages associated with IoHE, the study employed interviews, Focus Group Discussions (FGDs) and documentary review for data collection. Interviews were conducted with administrative officers, officials from the Directorate of Internationalization, Convocation and Advancement (DICA) and lecturers. FGDs were held with international as well as local students. The discussions were carried out in one room with two sessions arranged with nine local

students in the first session and ten international students in the second session. Each session lasted for between 50 minutes and one hour. Data from interviews, and FGDs were tape recorded and transcribed verbatim and analysed thematically.

Documents reviewed included ETP 1995, NHEP 1999, UDSM internationalisation strategic plan, UDSM vision 2011-2061, , ETP 2014, , professional development files (study abroad staff and incoming international staff), international students' enrollment and fee structure documents. The reviewed documents enabled the researcher to analyse how the UDSM implements internationalisation through mobility of students and academic staff and the associated benefits.

The UDSM was purposively selected due to the fact that it has a long history of internationalisation through mobility of students and academic staff since its establishment in 1961(Kuhanga, 2006). The number of interviewees was decided after realisation that no new information was being generated; implying that the saturation point had been reached. Purposive sampling technique was utilised to get two administrative officers, two officials from the DICA in respect of their role of managing and coordinating matters related to IoHE. Likewise, 10 international and nine local students were selected due to their involvement in IoHE. Snowballing technique was used to obtain eight lecturers who participated in internationalisation through mobility. Majority of the academic staff at UDSM know those who obtained higher education from various institutions abroad.

Findings and Discussion

Introduction

To understand better the benefits gained from internationalisation at UDSM, it was considered relevant to know the number of international students, international staff and UDSM staff involved in internationalisation through mobility from 2013/2014 to 2019/2020. The selection of this timeframe was based on the emphasis of internationalisation through mobility of students and staff made in 2012 through UDSM vision 2011-2061 and UDSM Corporate Strategic Plan 2014–2023. The emphasis was coupled with the establishment of DICA. Findings through the aid of primary sources of information (outgoing staff and internationally recruited staff files) revealed the following information as indicated in the table below:

Table 1. *The Number of Students and Academic Staff Involved in Internationalisation from 2013/14 to 2019/20*

Academic year	International Students	International Staff
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2013/2014	271	67
2014/2015	290	72
2015/2016	329	68
2016/2017	281	92
2017/2018	277	86
2018/2019	294	73
2019/2020	153	99

Source: Field Data, November, 2020

Table 1 shows that the mobility of students and staff increased constantly from the academic year 2013/2014 to 2015/2016. Findings further indicated that the number of international students and staff was high for three consecutive academic years. This can be attributed to the internationalisation strategies highlighted in UDSM Vision 2061 established in 2012 and UDSM Corporate Strategic Plan 2014–2023, which put emphasis on the concentration of faculty with international knowledge and international collaboration and partnerships through mobility and research. However, in the academic year 2019/2020 the mobility of students and staff decreased by a difference of 115. This could be attributed to COVID-19 among other factors. It has been noted by other scholars that COVID 19 affected the mobility of international students significantly (Cheung, Ke, Xiong & Mok, 2021).

Benefits gained by the university through the mobility of students and academic staff

In the context of knowledge economy, staff mobility increases exchange of knowledge and academic excellence. The small number of staff mobility at UDSM and the decline in the number of students benefiting from internationalisation programme has a couple of implications for the institution including its reputation and ranking. As revealed by administrative officers, the reputation and ranking of a university depends on a number of factors including the number of international staff. Given the trend of the decline in mobility of staff and students since 2019, this could lead the decline of university ranking if the university does not come up with strategies to continue with internationalisation programmes that can be adoptive to the prevailing circumstances. Having found out that UDSM had embraced internationalisation, the study sought to seek the benefits that may have

accrued from this initiative. Findings from participants revealed four major thematic categories of benefits of internationalization, namely economic, academic, socio-cultural and political benefits as explained in the subsequent section.

i. Economic benefits

Regarding economic benefits, the researcher's assumption was that, many higher education institutions acknowledge the contribution made by internationalisation through mobility and take it as an imperative undertaking to the improvement of the institutions through strengthening international collaborative research, mobility of students and staff. On inquiring the benefits of recruiting international students, the findings revealed that the international students are a very important resource to the institution as they contribute to the prosperity of the institution in various ways, including increasing the institution's revenue as reflected in the following statements by one of the officials from DICA:

The international students pay higher fees than local students. The more the international students the institution recruits, the higher the income is expected to be collected. DICA deploys various strategies to create conducive environment which adheres to the international standards for the purpose of attracting a considerable number of international students so as to raise the institution's revenue. Currently, we have more than six hundred international students; our plan is to have more than this number.

The administrative officer added that "the international students increase the institution's income because they pay higher fees than local students. Every student pays an average of 3500US\$ every year." The reports reviewed also confirmed that the university receives a considerable amount of revenue from the fees of international students. Moreover, in one of the discussions with local students, there was a view that international students were sometimes favoured by attending to their complaints faster than the local students because they bring in more revenue to the university.

Raising income was considered as one of the prominent motives behind implementation of internationalisation. The economic power contributes significantly to the mobility for acquisition of knowledge. The findings concur with the findings from Bista (2019) which found out that the recruitment of international students in recent years is considered as a source to boost the income of the institutions of destination and as a means of internationalisation. In a similar vein, Khan and

Jibeen (2015) assert that profit making is one of the aims of internationalisation efforts of many universities as they charge higher fees so as to balance their financial budgets. The revenue generated is significant for equipping institutions with modern facilities such as lecture rooms and accommodation. This consequently improves the image of the university and attracts more international students. It should be noted that the economic benefits do not accrue to the institution alone but also to the country at large. For instance, it is noted that the United States earn about \$39 billion from 1.08 million international students who pursue different degree programmes in the country (Bista, 2019).

Findings from the FGD with international students revealed that studying abroad increases the employability opportunities in the labour market. Many institutions may wish to employ a graduate who is a globally minded, equipped with global knowledge, and is multiculturally and interculturally competent. The marketed, reputable and internationally recognised institutions are mainly preferred by many international students, and therefore are economically advantaged as they have a greater chance of enrolling a big number of international intelligent students, capable of demonstrating their competencies to the world market. In this regard, one of the international students declared:

I acknowledge the way Kiswahili lecturers at UDSM are sharing knowledge with students. They use Kiswahili precisely without mingling with English. Good enough, Kiswahili is used in and out of classes. This has boosted my competence and confidence. Through the knowledge I have gained, I am sure that I will be a good ambassador of UDSM wherever I go. Above all, this provides me with a good opportunity for employment as I will possess the knowledge of Kiswahili as a reputable language in the East African region.

This revelation is not doubted since UDSM is considered to be among the best higher education institutions in Kiswahili programme (Mwansoko, 2004). This is perhaps evidenced by the employability of graduates. One can argue that UDSM gains credibility especially in teaching Kiswahili due to the following reasons: first, Kiswahili is commonly used as a medium of communication; second, it is widely advertised. The revelations from the students also concur with Khan and Jibeen (2015) who observed that it is easy to learn a native language within the context of its native speakers. It is evident that international students fly to institutions which are reputable, equipped with competent lecturers and therefore can access knowledge successfully and meet their dreams. The findings are in line with the evidence from UDSM Vision 2061 which asserts that a university that has a concentration of talents endowed with international knowledge can produce graduates who have

competitive advantage in the world market. Similarly, Bista (2018) reported that universities all over the world compete to recruit international scholars to meet the demand of the world market of producing employable graduates.

The findings disclosed that despite the appreciation from some students, other students complained that UDSM has poor infrastructure, insufficient study rooms, teaching and learning facilities. The following explanation justifies this perspective: “... we are accommodated in rooms which are not installed with air conditioner, the water system is poor. Generally, the rooms need serious repair. In addition, there are insufficient rooms for private study especially for PhD students.” In the context of commodification and commercialisation of education, the findings suggest that UDSM has to strengthen the initiatives to provide facilities that are reflective of an international level institution, hence conducive international atmosphere which can attract more international students, making education more commercial than simply a service.

ii. Academic benefits

The academic returns were mentioned among the benefits the institution gains through sending the academic staff abroad. During interviews, lecturers and DICA officials explained that staff mobility helps to bring new knowledge and perspectives especially in support and supervision of postgraduate students. Having different perspectives brings different dimensions in comprehending academic and scholarly phenomena. This is healthier especially in moulding students to take diverse perspectives in understanding the world. In addition, the interviews held with lecturers, DICA officials and administrative officers showed that the institution highly benefited in various ways such as getting employees with diverse international learning experiences and increasing reputation of the institution. Other benefits were improving the institution’s world ranking, increasing international research collaboration, and serving as a means of advertising the institution. These findings are more precisely presented hereunder.

a. Employees with global knowledge

Participants revealed that the university gets employees with dynamic international learning experiences. This is one of the major benefits which the institution gains through sending academic staff abroad. This experience enhances the potential for teaching both international and local students who join the institution. It also adds value to students taught by a lecturer who is equipped with global skills. Under

normal circumstances, the more the presence of such lecturers, the more likely the university will attract international students. One of the lecturers opined:

My experience abroad can help my institution realise its vision and mission. I acquired different skills which are not taught here at UDSM such as courses of paper writing and presenting, guiding a student in viewing the world with a critical eye. Such skills are helpful in building a generation of critical thinkers who can articulate issues in different worldviews.

An equally related finding was narrated by an administrative officer that “It is of value to the institution to have academics with knowledge from different parts of the globe. This raises the reputation of the respective institution.” This is justified through UDSM Vision 2061, p. 7 which emphasises that “a concentration of talents with international knowledge is essential to be able to produce high quality scientific publications and graduate output that are competitive and can sell themselves in the world market.

Indeed, it was reported by one of the lecturers that many academics wish to study abroad because of the benefits one gets including increased competence and confidence. It was discerned by the lecturer that academics who pursue their studies overseas get an opportunity to interact with different races, learn how knowledge is shared and learn the modern ways of teaching and learning. Such skills are helpful in building a generation of knowledge economy, creativity and innovation. These are the skills being emphasised in the 21st century as noted by one of the officials from DICA: “...holistic knowledge which entails integrating different disciplines in research is very important in this era of globalisation. This knowledge gives a researcher broader understanding of the world. It also enhances creativity and innovation.” This implies that mobility of academics provide them with an opportunity to search for globalised knowledge which boosts creativity and innovation. This is of paramount importance for advancement of not only the institution, but also the country.

b. International collaboration in research and co-authorship

International co-authorship has been indicated to have a positive impact on research productivity. The research findings revealed that international research co-authorship is highly encouraged by the university administration as it increases the credibility and reputation of the university. Academics may wish to create international research networks for international recognition of their works. Thus,

studying abroad was witnessed by one of the lecturers as a means of enhancing collaboration as explained hereunder:

My study in China was very advantageous. There are on-going research projects which I conduct in collaboration with my friends from China. When they will be realised, they will advertise UDSM to the world since the findings will be disseminated for the world to learn and gain knowledge. In addition, if I happen to publish the abstract of my journal article in Chinese, the world will get to know that UDSM is endowed with personnel with diverse knowledge from different countries.

The above narration affirms that there is a future for prosperity of the university through sending the academics for study abroad. It is evident that the academics who pursued their studies abroad are exposed to research collaboration networks which are not only vital for the university to flourish but also enhance the internationalisation of research. Research is considered to be essentially international, and it is a key function of higher education. Thus, mobility of academics rapidly widens not only social horizons but also academic spectra through the establishment of international research collaborations. The findings align with those of Halevi, Moed and Bar-Ilan (2016) which found out that mobility of scholars and faculty between and across countries has a positive impact on research output in terms of quality, number of publications and number of citations.

The mobility of staff enhances international co-authorship. However, UDSM lags behind in international co-authorship due to the fact that a considerable number of academics are not globally exposed, limiting themselves in broadening the social horizons, which in turn affects their academic status (UDSM, 2012). UDSM vision 2061 shows that most of the academics do not meet the criteria of being international scholars when it comes to international scientific publications. Collaboration and cooperative efforts with international scholars are still low (UDSM, 2012). Emira (2014) and Kwaramba (2012) assert that Sub-Saharan Africa is lagging behind in research due to lack of globally qualified and scientific researchers, limited funding and poor infrastructure.

c. Reputation of the university

The interview held with the administrative officer, DICA officials and lecturers revealed that the mobility of staff increases the reputation of the university. The higher the number of academic staff that pursue their academic programmes abroad, the higher the reputation of the respective institution. This connotes that the reputation of the university is attributed to a number of factors including

internationally qualified human resources. Lecturers affirmed that their acquired global knowledge through studying abroad raises the credibility of their institutions, globalises the institutions and attracts international collaborations. One of the lecturers reiterated:

Studying abroad adds value to my institution. The world knows that there is a lecturer X at UDSM who obtained his PhD degree from abroad. I am proud of being an international figure due to the knowledge I have acquired. I can teach both local and international students at my institution. This is also a credit to the institution I am serving.

Linked with the preceding quotation, one of the DICA officials emphasised that there was a direct relationship between the number of international students and staff and the reputation of the institution. In this regard, the official had this to say: “The University struggles to get opportunities for professional development. It is no doubt that the concentration of international academics and students raises the reputation of the institution.” This shows that studying abroad increases the degree of internationalisation and it is a means to advertise the institution. The divergent knowledge acquired by lecturers gives the university confidence to recruit international students from all over the world.

d. Ranking of the university

Internationally qualified personnel and their publications count greatly in the world ranking of the university. Findings revealed that, relative to other universities in the country UDSM was ranked relatively high due to, among other factors, a significant number of qualified academics. The quality of education and the presence of international students depend on the quality of the institution’s staff and programmes on offer. UDSM is endowed with competent lecturers who obtained their education from internationally recognised universities. One lecturer remarked:

The quality of higher education is among the determinants for any international student applying for further studies. By looking at the university ranking, one can predict the quality of education being offered by a particular institution. I was encouraged to join the University of Pretoria because of the quality of education provided. The Faculty of Education at the University of Pretoria is among the 150 best faculties of education globally, so, any one would wish to study there.

This indicates that internationally reputable universities attract a considerable

number of international students due to their outstanding performance. Thus, the university world ranking is considered by most international students as one of the criteria to aspire to join a certain university in the world. The findings are supported by De Wit (2015) which discloses that a higher position in rankings highly attracts international students and faculty. Certainly, the higher the position in the league table, the more attractive to international students and staff the institution will be, the more international students and faculty it can attract, and indeed, the higher it will position itself in the league table.

iii. Socio-cultural benefits

International mobility influences the lives of international staff and students as it aims at producing internationally knowledgeable, multiculturally and interculturally competent faculty. The interviews held with lecturers and FGDs with international students revealed that studying abroad exposed them to new cultures, environments and knowledge. The interaction with new races of the world provided them a chance to learn different cultures and value everyone's culture so as to cope with the new environment. One of the lecturers revealed that:

One of the remarkable advantages of my studying abroad was the chance to become immersed in a totally different world. This enriching experience enabled me to see and do things I didn't expect, and meet people who had been raised in different cultures. For instance, I was able to eat new foods, listen to new traditional music, join local activities and explore everything my host culture had to offer. It was equally fascinating to learn and see my own culture through the eyes of other people's culture. I clearly saw other parts of the world, and this has greatly affected my character and worldview, and prepared me for life in a globalised world.

Indeed, mobility of academics and students affects their lives in multiple ways. Multicultural and intercultural education is vital in preparing individuals who can successfully interact with other cultures. These findings are in line with the study conducted by Khan and Jibeen (2015) which found out that IoHE provides an opportunity to learn foreign languages, acquire international students' perspectives and to be open to cross-cultural understanding. UNESCO, (2009) and the World Bank, (2002) conclude that IoHE is a strategy for building global multicultural competence. The findings through FGDs revealed that international students at the UDSM got the opportunity to learn and practise Kiswahili among the native speakers' natural settings. This is beneficial in terms of comprehending the language

within a short period of time. Similarly, the findings from FGDs with local students revealed that international students played a big role in a respective institution including sharing different ideas about the world and improving the language. One of the local students had this to say:

I have my friend from Kenya, we share a number of issues including academics. She convinced me to write a paper and present it in the international conference arranged by the institution she is serving. It was indeed a wonderful experience I have not had before.

The description above substantiates that internationalisation through mobility of students and staff exposes students to the world of knowledge economy and widens the scope of knowledge exchange. It also induces international characteristics which are indispensable in global knowledge such as open mindedness, divergent viewing of phenomena, language competence, critical and flexible thinking.

iv. Political benefits

Mobility of academics and students promotes diplomatic bonds between the destination country or university and home country or university. The lecturers commented that joint research projects essentially enhance friendships among scholars. In this regard the administrative officer reported:

We collaborate with different countries through scholarships including European countries through the ERASMUS programme. The scholarships strengthen diplomatic ties between our country and the partner countries, individual students, respective universities and consequently the countries involved. This is one of the feasible means of ensuring peace and harmony between and among countries.

This statement demonstrates that mobility of students and academic staff promotes peace and security through the established collaboration and cooperation. The findings are consistent with Nye (2004) and De Wit (2013) which disclose that higher education internationalisation is part of the public diplomacy initiatives that aim to establish friendly relationships between individuals, institutions as well as countries. This can be argued in the global political perspective that, internationalisation through higher education enables governments to apply soft power to influence friendships and dispositions. In turn, the existence of peace and security in a country attracts international students to join universities available in a particular country.

Conclusions and Recommendations

The economic, socio-cultural, and political benefits associated with the process of IoHE are not independent. In other words, the realisation of economic benefits depends on the stability of socio-cultural and political domains. Greater realisation of these factors facilitates the creation of a good atmosphere which attracts international students and academics. Indeed, IoHE at UDSM appears to be not strong as evidenced by low enrollment of foreign students.

Based on the benefits of internationalisation through mobility of international students and staff, UDSM ought to strengthen the implementation of internationalisation activities through mitigating the challenges hindering internationalisation through mobility of students and staff. This requires integrated efforts of numerous education stakeholders in promoting internationalisation including students, policy makers, and institutions which should be linked to the UDSM Vision and mission.

Since internationalisation is a priority of the university, the strategies stipulated in UDSM 2061 and UDSM Corporate Strategic Plan 2014–2023 have to be seriously considered for implementation. University of Dar es Salaam should capitalise internationalisation as a current epoch of knowledge economy that has inevitable impact on the institution. Thus, initiatives to increase the volume of internationalisation opportunities are indispensable and it should not be taken as mere efforts on paper, rather serious implementation measures. For instance, in the current wave of the COVID-19 pandemic uncertainties, this calls for the university to devote resources to investing in advanced technology so as to have an alternative means of selling knowledge including online studies using zoom, video conferences and skype to mention but a few.

The study also recommends that academics should conduct research on international students and through various networks to identify alternative or additional courses they would like UDSM to offer apart from the current ones. The spotted courses that meet the customers' preferences should be advertised widely for greater recruitment of international students. Finally, UDSM is required to create an atmosphere for its academics to search for knowledge from various regions around the world so as to raise the ranking and reputation of the university as well.

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