

D.2.1 NATIONAL NEED ANALYSIS REPORT

Tanzania Internationalisation Strategies for Higher Education

September 2025

TANZANIAN PARTNERS



Tanzania Commission
for Universities



Mzumbe University



Nelson Mandela African
Institution of Science and
Technology



Muslim University
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Catholic University
of Health and Allied
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The State University
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Project Number

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Tanzania Internationalisation Strategies for Higher Education

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Main Objective

Strengthen the internationalization (INZ) efforts of selected Tanzanian HEIs through institutional development to enhance the quality of teaching, research, and international collaboration

The specific objectives are:

- Enhance the institutional capacities of TANZIE HEIs to effectively plan, implement, and evaluate internationalisation initiatives, including the development of internationalisation strategies and offices
- Fostering the development of intercultural competencies among faculty, staff, and students contributing to a globalised learning environment

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1. Introduction

Tanzania has given internationalisation in the higher education sector a priority in its quest to transform to a knowledge-based economy as a means of spurring socio-economic development. The National Education and Training Policy (2014, 2023 Edition) and the Education Sector Development Plan (2025/26 to 2029/30) are based on the Vision 2025 and are also consistent with the UNESCO Country Strategy (2023 – 2027) so as to incorporate global interactions in the teaching, research, and governance. While there is recognition of the need for professional upskilling and international cooperation, institutions face challenges such as fragmented policy frameworks, under-resourced international relations offices, and limited mobility programmes, which restrict their ability to fully participate in international networks. To address these challenges, the Ministry of Education, Science and Technology (MoEST) and the Tanzania Commission for Universities (TCU) have identified four strategic approaches: enhancing academic mobility, developing regional and global partnerships, promoting internationalisation at home, and strengthening institutional capacity. These strategies aim to prepare Tanzanian graduates for participation in the global knowledge economy and to increase research outputs with national relevance.

1.1 Internationalisation of Tanzania Higher Education Institutions

In recent years, Tanzania has initiated an ambitious programme to transform its economy into a knowledge-based model, building upon Vision 2025 and the updated National Education and Training Policy (2014, 2023 Edition). Policymakers recognise that continued reliance on primary commodities and low-skill manufacturing is unsustainable, and that future national competitiveness depends on cultivating highly skilled professionals and fostering cross-border academic

partnerships. To this end, the Ministry of Education, Science and Technology (MoEST) has aligned national priorities with the UNESCO Country Strategy for the United Republic of Tanzania (2023–2027), which emphasises education, science, and culture as global public goods, and calls for innovative partnerships as well as enhanced South-South cooperation.

The Tanzanian Higher Education System has some challenges in its internationalisation activities which include:

1. Inadequate policies and guidelines leading to a lack of coherent institutional strategies to internationalisation.
2. The lack of efficiency in organisational structures where most Higher Education Institutions (HEIs) do not have special offices or departments to manage the internationalisation activities.
3. The constraints in terms of financial, infrastructural and equipment, which restrict the possibility of taking part in the international networks and exchanges.
4. Scientific, technical and language competences weaknesses that do not allow to effectively participate in international research and teaching.
5. Cultural and institutional obstacles such as non-reciprocity of partnerships and intercultural skills of the staff and students.
6. Acute brain drain that is defined by the emigration of highly qualified academicians and researchers to foreign institutions.

The National Education and Training Policy (2014, 2023 Edition) and the Education Sector Development Plan (2025/26 to 2029/30) articulate four strategic pillars: (1) quality and relevance of provision; (2) access and equity; (3) internationalisation and global engagement; and (4) governance and financing. The Ministry of Education, Science and Technology (MoEST) recognises internationalisation as a means to enhance institutional standards and has accordingly prioritised the promotion of internationalisation in higher education. This approach aims to strengthen

institutional capacity, foster research collaboration, and facilitate graduate mobility within the East African Community and beyond.

Additionally, Tanzania is committed to incorporating international dimensions into teaching, learning, research, and service delivery. The objective of internationalisation is anticipated to be realised through the following initiatives:

1. Facilitation of academic mobility and cooperation, through increasing student and faculty exchange programme, joint/double-degree programmes and summer schools.
2. Formulation of international and regional academic programmes, by establishing and strengthening collaboration with universities in the EAC, African and EU Erasmus+ networks.
3. In-country internationalisation, the incorporation of international and intercultural views in curricula, the enhancement of English as medium of instruction and the provision of cross-cultural training.
4. Institutional capacity building such as establishments of specialised Internationalisation Offices, development of specific strategic plans and integration of quality-assurance mechanisms into international activities.

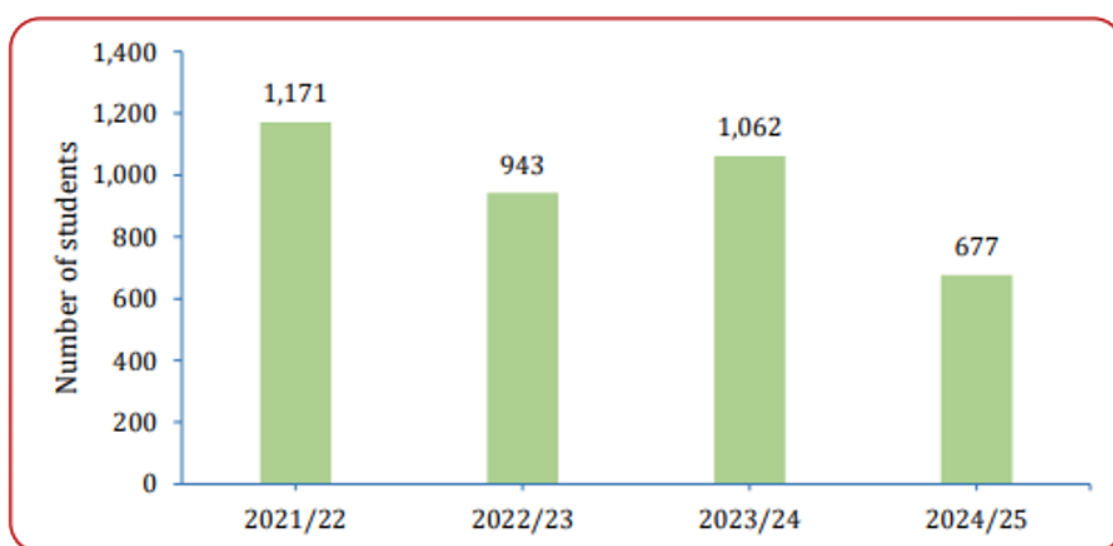
1.2 Internationalisation at Tanzania's Universities: Key Statistics for 2024/25

Tanzania's university system remains predominantly domestic, yet the latest Vital Statistics from TCU (2025) reveals a measurable, if still modest, international footprint in both the student body and the academic workforce.

1.2.1. International students

In the 2024/25 academic year only 677 international students were enrolled across all award levels, a sharp fall from 1,062 in 2023/24 and 1,171 in 2021/22 (see Graph 1). Against total university enrolment of 259,434, foreigners represent just 0.26 % of the student population.

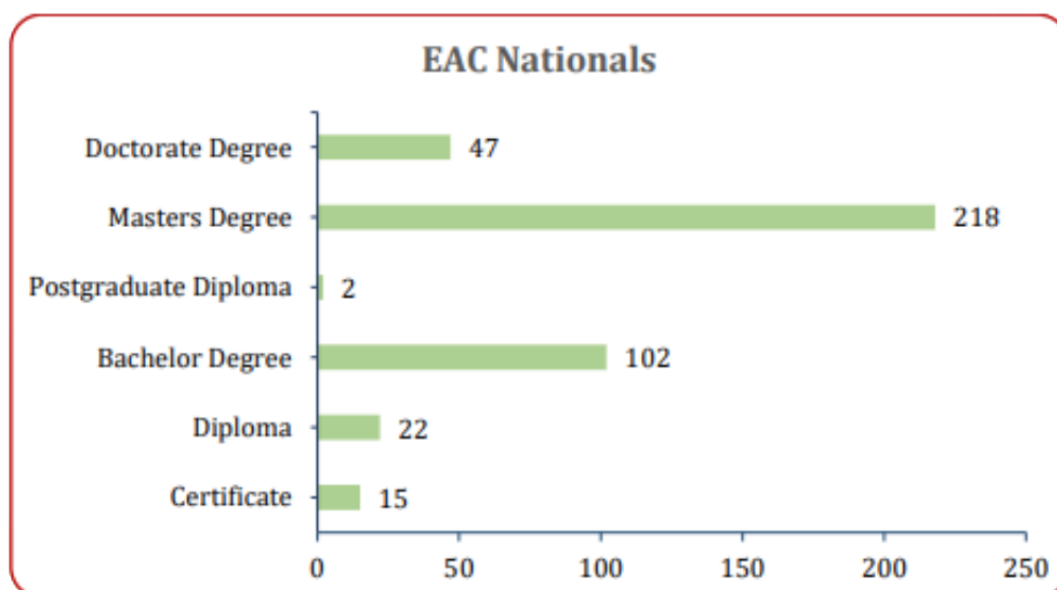
Graph 1. Number of International Students Enrolled in University/Institutions in Tanzania, 2021/22-2024/25



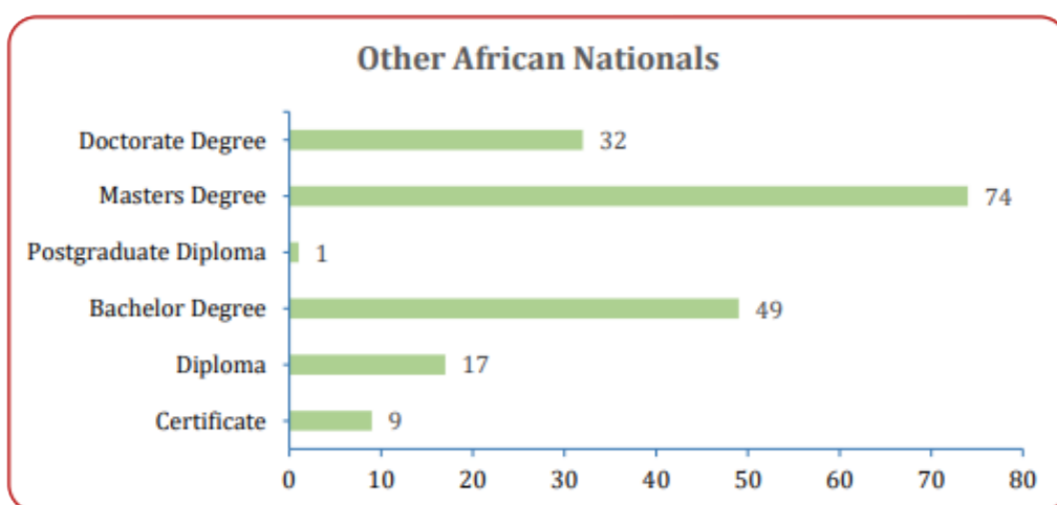
1.2.2. Geographical Origin of International Students

Graph 2 to 4 showed that East African Community (EAC) partners supply the majority (406 students, 60%). Other African countries account for 182 students (27%). Non-African countries contribute the remaining 89 students (13 %).

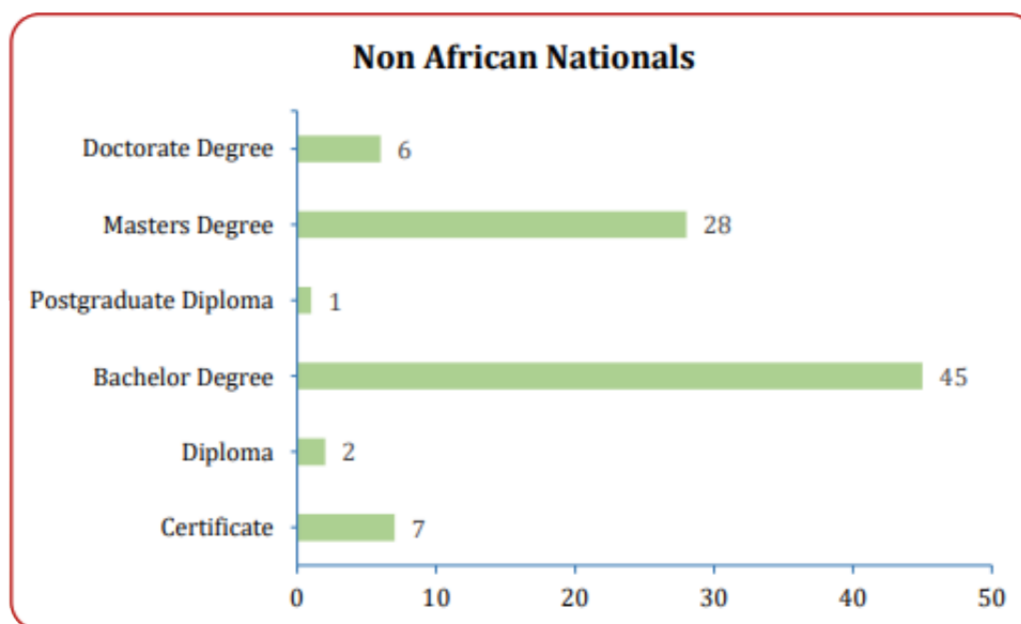
Graph 2. International Students from EAC Partner States enrolled in University/Institutions During the 2024/25 Academic Year



Graph 3. International Students from non-EAC countries enrolled in university/institutions during the 2024/25 Academic Year



Graph 4. International Students from Non-African Countries Enrolled in University/Institutions, 2024/25 Academic Year



1.2.3. Level of study of International Students

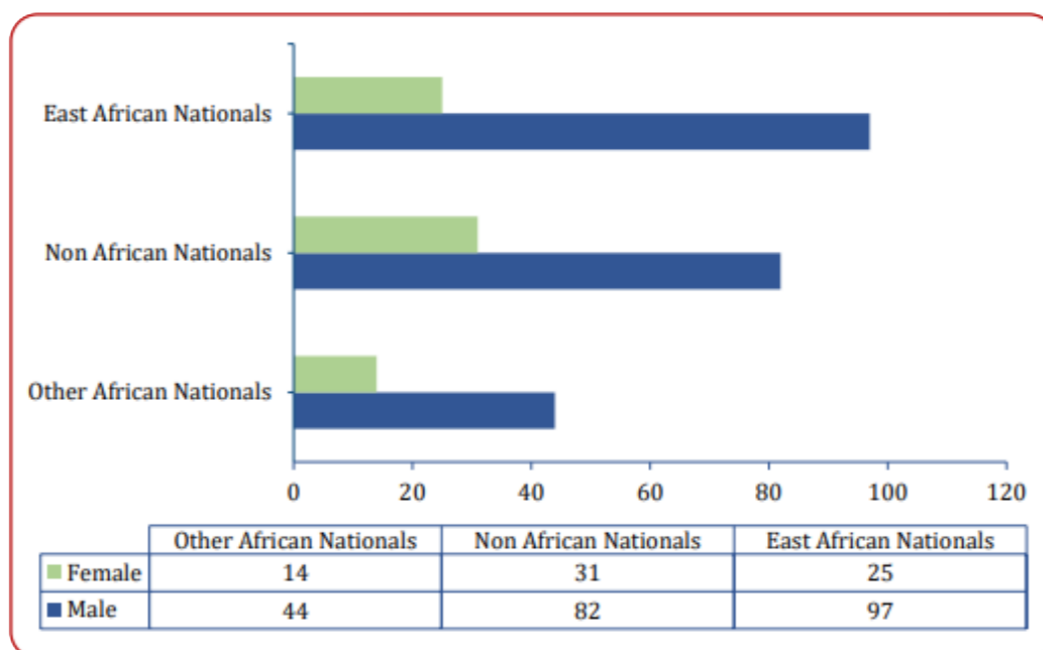
International enrolment is skewed towards postgraduate study: Masters: 320 (47%), Doctorate: 85 (13%), Bachelor: 196 (29%), and other qualifications (Certificate/Diploma/Post-Graduate Diploma¹): 76 (11%).

1.2.4. International Academic Staff

Universities employed 293 international academics in 2024/25, just 3.4 % of the 8,709-strong academic workforce (6,009 men; 2,700 women). Graph 5 presents regional composition international academic staff by gender. Majority are East African nationals (122), followed by non-African nationals (113), and the least are other African nationals (58). In relation to gender balance, women make up 24% of international staff (70 women versus 223 men).

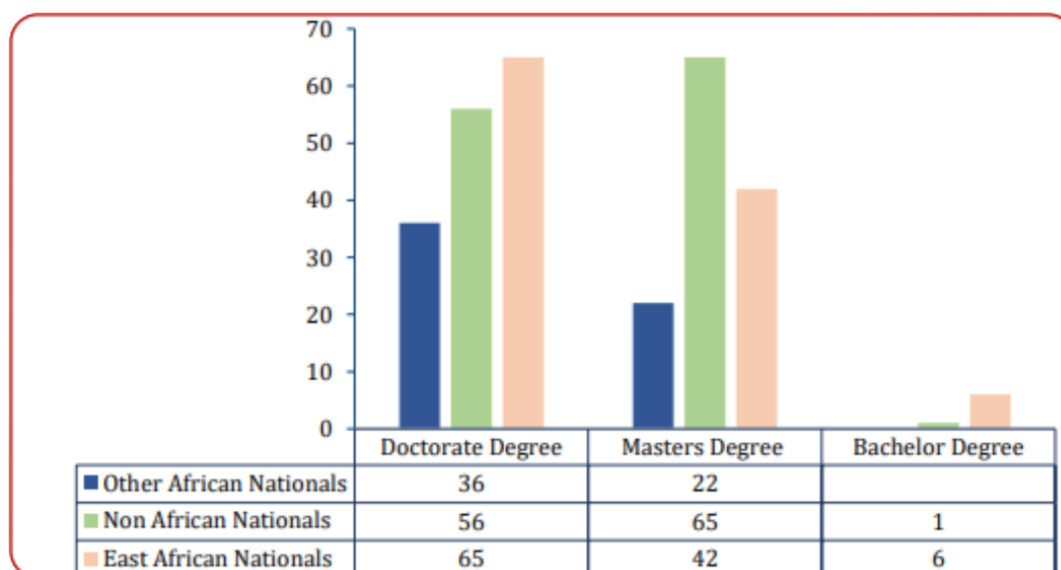
¹ Certificate level is one year post-secondary school training for holders of Certificate of Secondary Education Examination (CSEE). Diploma is two years post-secondary school training for holders of Advanced Certificate of Secondary Education Examination (ACSEE) or holder of certificate level education. Post-Graduate Diploma is a one year diploma for holders of bachelor degree. Thus, three in five international learners are pursuing graduate qualifications.

Graph 5. Number of International Academic Staff in University/Institutions by Sex, 2024/25



Graph 6 presents the number of international academic staff by highest qualifications. Over half hold doctorates (54%), a further 44% possess master's degrees, and only 2% are employed with bachelor's degrees alone – indicating that Tanzania chiefly attracts highly qualified foreign academics.

Graph 6. Number of International Academic Staff in University/Institutions by Highest Qualifications of staff, 2024/25



1.3 Introduction to the TANZIE Project

Tanzania is striving to transition toward a knowledge-based economy; however, its higher education sector faces significant challenges impeding full international engagement. Key factors limiting the internationalisation of Tanzanian HEIs include the lack of clear policies and guidelines, inefficiencies within organisational structures, insufficient financial, infrastructural, and equipment resources, as well as deficits in scientific, technical, and language competences. Additional barriers stem from cultural differences, one-sided partnerships, and a pronounced brain drain.

Although national policies, including the Education Sector Development Plan (2025/26 to 2029/30) and the UNESCO Country Strategy (2023 – 2027) focus on quality, equity and global engagement, most Tanzanian HEIs do not have international relations offices, strategic plans regarding internationalisation and human and technical ability to support sustainable global partnerships. This disparity restricts the movement of students and staff, inhibits research partnership and the capacity of HEIs to benchmark with global practices.

Project Summary

TANZIE (TANZAnia Internationalisation strategies for higher Education) is a 36 months capacity-building project funded under the Erasmus+ CBHE Strand 1 call (ERASMUS-EDU-2024-CBHE-STRAND-1) and will be implemented at the four Tanzanian HEIs (Mzumbe University, Muslim University of Morogoro, The Nelson Mandela African Institute of Science and Technology and The Catholic University of Health and Allied Sciences) and the TCU.

TANZIE will:

- Build and professionalise International Relations Offices (IROs) in partner HEIs.

- Design and put in place institutional internationalisation strategies and strategic action plans.
- Provide focused capacity building measures, such as train-the-trainer workshops, study trips to European partners and intercultural competence trainings to the faculty, staff and students.
- Encourage policy formulation and quality-assurance incorporation as a way of making it sustainable.
- Organise networking sessions, conferences and publication activities to make internationalisation part of national higher education governance.

The interventions will be delivered in cooperation with three experienced European institutions (University of Alicante, Universitat des Saarlandes, and EFMD) and are designed to work in the following six work packages, namely: project management and quality assurance, launch and study visit, IRO set up, capacity building, strategic planning, and dissemination and sustainability. By means of such cooperation, TANZIE will improve the quality of teaching, increase collaboration in the field of research, reduce brain drain and make Tanzanian HEIs competitive actors in the international academic environment.

1.4. The Need Analysis Survey

The TANZIE consortium has singled out a set of obstacles to internationalisation of Tanzanian HEIs, among which are the lack of specialised IROs, lack of coherent institutional strategies, cumbersome credit-recognition processes, inter-institutional student and staff mobility programmes, insufficient intercultural and language training, and funding of international activities.

Consequently, partner institutions have identified some urgent needs as follows:

- Develop definite policies and standard operating procedures governing internationalisation.
- Provide IROs with equipment and personnel to organise mobility, partnerships and quality assurance.
- Facilitate inbound and outbound mobility processes on streamlining credit-recognition and transcript-transfer processes.
- Increase intercultural and English-language proficiency of faculty, staff and students.
- Find dedicated financial support to collaborative research, exchanges and capacity building.

To assess current needs, TANZIE developed the Tanzania Internationalisation Needs Analysis Survey. The survey uses two tools: one collects data from institutions, the other from faculty and staff. These tools profile existing capacities, identify challenges, and inform future strategy, capacity building, and policy development for the project.

1.4.1. Objectives of the Survey

- To gather data from key stakeholders on the current state of internationalisation.

- To diagnose the main barriers to internationalisation, with a focus on IRO capacity, credit recognition, mobility programmes and international research collaboration.
- To prioritise institutional and national actions that will underpin the establishment of sustainable internationalisation structures and processes.

1.4.2. Methodology

The study employed a mixed-methods approach, integrating both quantitative and qualitative data. The primary tools for data collection were two online surveys: institutional and individual survey. The surveys were designed using the SurveyMonkey platform. SurveyMonkey was chosen for its user-friendly interface, versatility in questionnaire design, and advanced analytical tools.

The survey was meticulously crafted to include a range of closed and open questions enabling a comprehensive understanding of the internationalisation processes, practices, and perceptions within Tanzanian HEIs. The combination of quantitative data from closed questions and qualitative insights from open questions allowed for a robust analysis of the multifaceted nature of internationalisation. Closed questions provided structured responses that facilitated statistical analysis, while open questions allowed respondents to express their expert opinions on the topics addressed in each section.

The institutional survey was emailed to all four TANZIE partner universities from Tanzania, namely Mzumbe University (MU), Muslim University of Morogoro (MUM), The Nelson Mandela African Institution of Science and Technology (NM-AIST), and The Catholic University of Health and Allied Sciences (CUHAS), while the individual survey was shared with faculty and non-teaching staff at selected Tanzanian universities. Both surveys were launched on June 11th, 2025, and introduced the TANZIE project, outlined the study's scope, and provided completion instructions. All four partner universities completed the institutional survey, and 275 faculty and

non-teaching staff responded to the individual survey. Each institution appointed a coordinator to compile responses and submit a joint institutional survey.

Data analysis was conducted using the built-in analytical tools provided by the SurveyMonkey platform. Quantitative data from closed questions was subjected to statistical analysis to identify patterns, trends, and correlations. Descriptive statistics, such as frequencies and percentages, were used to summarise the data. For qualitative data from open-ended questions, thematic analysis was employed. Responses were coded and categorised into themes that provided deeper insights into the qualitative aspects of internationalisation.

Despite the strengths of the mixed methods approach and the convenience of the online tool, the study presents some limitations, such as the reliance on self-reported data (which may introduce response bias), or the absence of face-to-face interactions with respondents (leading to a lack of contextual understanding that face-to-face interviews might provide).

1.4.3. Outline of the Survey

As mentioned above, there are two surveys in this needs assessment exercise: Institutional survey (only responded by the four TANZIE partner universities in Tanzania, and the Individual survey (responded by 275 faculty and non-teaching staff from different Tanzanian Universities, see table 2).

Institutional Survey

The institutional survey included different questions about the following topics:

- I. Institutional Overview
 - A. Institutional profile
 - B. General Institutional Information on Internationalisation
- II. Internationalisation Goals, Objectives and Programmes
- III. Mobility Programmes

- A. Management of Mobility Programmes
- B. Student Mobility
- C. Faculty Mobility
- D. Non-teaching Staff Mobility
- E. Credit Recognition and Transfer
- F. International Research Collaboration
- G. Communication
- IV. English Language Competency
- V. International Partnership Agreements
- VI. Financial Management

Individual Survey

The individual survey included different questions about the following topics:

- I. University
- II. Profile
- III. Level of priority for internationalisation in Tanzanian Universities
- IV. Benefits of Internationalisation for HEIs in Tanzania
- V. Risks of internationalisation HEIs in Tanzania
- VI. Key external drivers of internationalisation for HEIs in Tanzania
- VII. Internal factors preventing HEIs in Tanzania from advancing internationalisation
- VIII. External factors preventing HEIs in Tanzania from advancing internationalisation
- IX. Internationalisation programmes
- X. Mobility programmes
 - A. Student mobility
 - B. Faculty mobility
 - C. Non-teaching Staff Mobility
 - D. Credit recognition and transfer

E. International research collaboration

F. Communication

The surveys have different types of questions. These are:

- Yes/No
- Multiple Choice
- Open Question
- Upload a Document

Examples of survey questions:

1. Is internationalisation a priority of your institution? (YES/NO)
2. What external obstacles prevent your institution from advancing internationalisation? (Multiple choice – Choose from a list)
3. Describe briefly the use of English language as means for instruction in your institution (Open question).
4. Kindly provide the Organisational Chart of the HEI (Requires uploading of the document).

1.4.4. The Respondents

All four partner universities responded to the institutional survey (Table 1). Two universities are public universities and two are private universities (see table 1). Regarding the institutional survey, Table 2 showed that majority of respondents came from Mzumbe University 111 (40.36%), followed by The Catholic University of Health and Allied Sciences 72 (26.18%), Muslim University of Morogoro 65 (23.64%), and Nelson Mandela African Institute of Science and Technology 27 (9.82%). Also, the study included 9 (3.27%) respondents from other universities.

Table 1. Institutions that Completed Institutional Survey

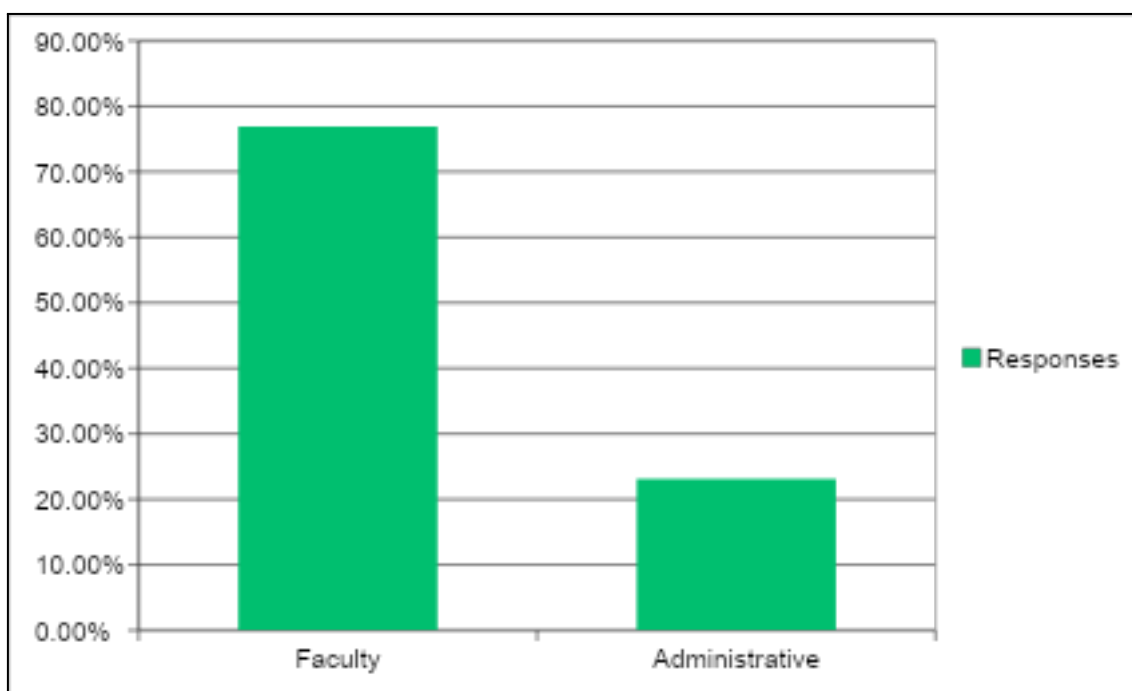
Respondent	Name of Institution	Abbreviation	Type of Institution
1	Mzumbe University	MU	Public
2	Muslim University of Morogoro	MUM	Private
3	The Nelson Mandela African Institution of Science and Technology	NM-AIST	Public
4	The Catholic University of Health and Allied Sciences	CUHAS	Private

Table 2. Number of Faculty and Non-Teaching Staff Who Participated in the Individual Survey – per Institution

	Frequency	Percent
Mzumbe University	111	40,36
Muslim University of Morogoro	65	23,63
The Nelson Mandela African Institution of Science and Technology	27	9,82
The Catholic University of Health and Allied Sciences	72	26,18
Other Institutions	9	3,27
Total	275	100,00

Our data also shows the profile of respondents in the individual survey. The majority of respondents are faculty members (76.92%) while only 23.08% of respondents were administrative support staff (Graph 7).

Graph 7. Profile of Respondents in Individual Survey



2. Results of the Survey

Internationalisation in higher education is about weaving global perspectives into the very fabric of teaching, research, and community service within universities. This report delves into the current landscape of internationalisation at Tanzanian universities, drawing insights from two comprehensive surveys. The first survey gathered institutional data from four TANZIE project universities, while the second captured the views of faculty and staff across the country.

Our goal is to shine a light on each institution's strategies, resources, and ongoing activities in the international arena – uncovering both their strengths and areas where growth is possible. By focusing on these practical needs and opportunities, the analysis highlights where targeted investment or collaboration could truly elevate Tanzania's presence on the global stage. The resulting recommendations are designed to help universities amplify their international engagement and unlock new avenues for impactful partnerships.

2.1 General Institutional Information on Internationalisation

Organisationally, three of the four institutions have designated units or offices for internationalisation, though their capacity differs. Mzumbe University has an *Internationalization and Convocation Unit* under the Vice-Chancellor's office, staffed by 4 people, which coordinates international activities and partnerships. NM-AIST similarly has an International Relations (Internationalisation) unit (also under the Vice-Chancellor) with the largest staff among the four (8 staff members). Muslim University of Morogoro reported having an "Internationalisation Office" (under the Vice Chancellor's office) with 3 staff. In contrast, CUHAS currently has *no dedicated office* for international programmes – responsibilities are presumably handled by other offices (e.g. the Research or Academic office), but there is no standalone international office. This lack of a central coordinating unit at CUHAS is a major structural weakness; indeed, CUHAS cited the absence of an international office and

clear guidelines as a barrier leading to “decentralised mobility management” and lack of targeted messaging to stakeholders. All four institutions indicated that, where an office exists, it also coordinates inter-university partnerships across faculties. This suggests an understanding that international partnerships and academic collaboration should be centrally managed for consistency. However, without a formal office (as in CUHAS), such coordination is likely fragmented and reliant on individual departments.

2.2. Internationalisation Goals, Objectives and Programmes

2.2.1. Priority and Strategic Planning

All four universities identify internationalisation as a strategic priority, with leadership placing significant emphasis on its advancement. Notably, only Mzumbe University has established a formal internationalisation strategy; its International Affairs Office has developed a three-year written plan, which was last updated within the past one to three years and is subject to review every five years. In contrast, CUHAS, MUM, and NM-AIST do not have dedicated internationalisation strategy documents, suggesting that their efforts are more likely to be ad hoc or incorporated into broader institutional strategies rather than directed by specific frameworks. The absence of such guiding documents represents an important gap in these institutions' approaches; for example, a respondent from CUHAS identified the lack of a dedicated strategy or plan as a key internal barrier to progressing internationalisation initiatives.

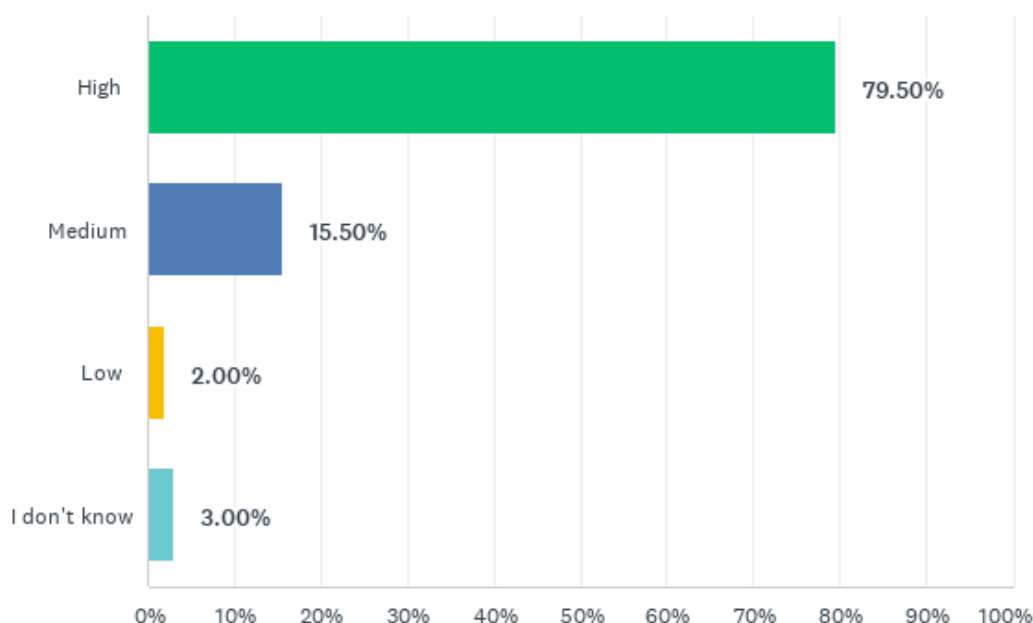
The survey also gathered information on related policy elements beyond the existence of a strategic plan. As Mzumbe is the only institution with an internationalisation strategy, it is also the only one with mechanisms such as scheduled reviews of its plan. The internationalisation plan at Mzumbe is reviewed every five years, with revisions initiated by the Internationalisation Unit in consultation with institutional leadership. The other universities do not have set

review processes for internationalisation policies, corresponding to the absence of such a plan. These findings highlight the current lack of formalisation.

Despite the gaps in formal strategy, top leadership commitment exists nominally: all four institutions answered “Yes” to internationalisation being an institutional priority and rated leadership’s importance as “High”. This top-level support is a strength to leverage – it means initiatives for improvement are likely to find endorsement by university management. The challenge is operationalising this commitment through concrete plans, dedicated offices, and resources. For example, NM-AIST’s leadership is supportive, and the university is very active in international research, but it has yet to formulate a unifying strategy document or policy. MUM and CUHAS, as smaller private institutions, may have limited strategic planning capacity or may prioritise other immediate needs; however, without a plan or focal office, their internationalisation activities risk remaining piecemeal.

A survey of faculty and staff indicates that internationalisation is generally regarded as important or essential by respondents. Graph 8 shows that 79.50% of participants believe internationalisation should be a “High” priority for Tanzanian universities, while 2.00% rate it as “Low” and 3.00% selected “I don’t know”; most of the remaining responses indicated “Medium” priority. Written justifications suggest that faculty and staff consider international engagement relevant for global competitiveness, academic quality, and development opportunities for both students and staff. Frequently mentioned reasons for supporting internationalisation include global partnerships, research collaboration, knowledge exchange, and aligning with international standards in higher education.

Graph 8. Level of Priority should for Internationalisation



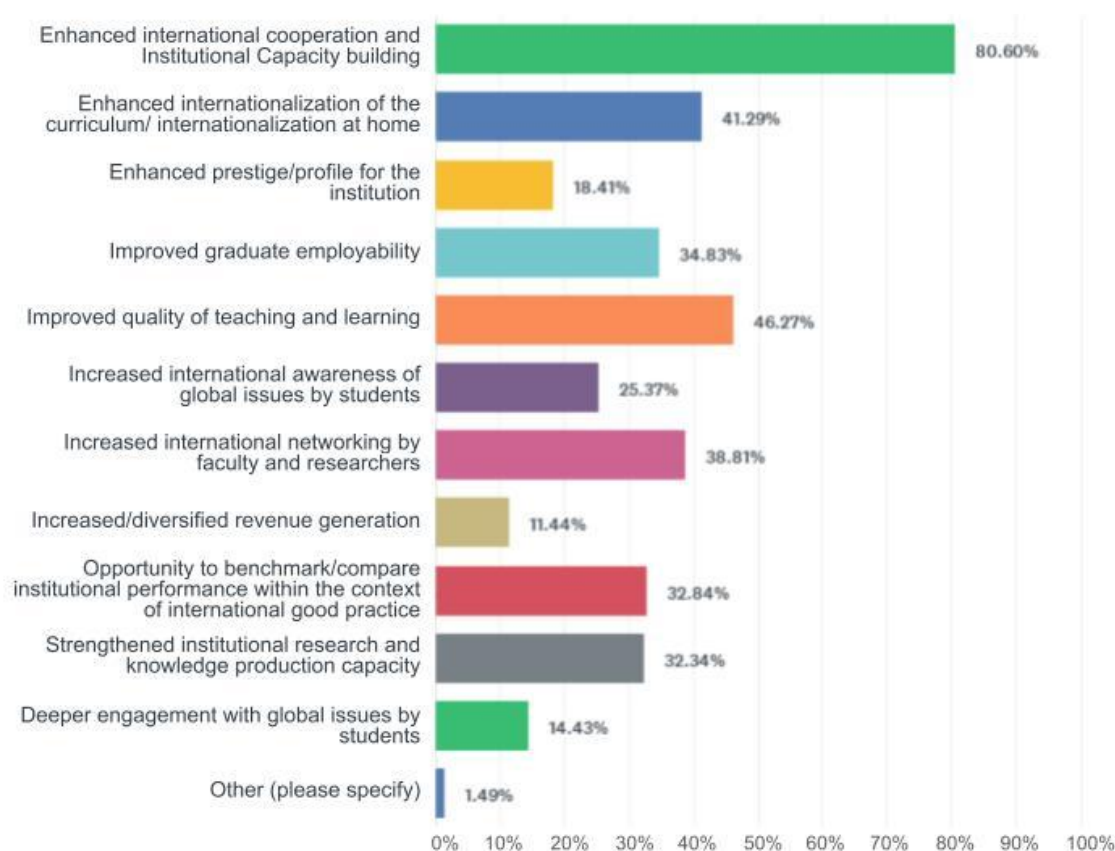
2.2.2. Perceived Benefits of Internationalisation

The surveys also identified several perceived benefits of internationalisation. In the first institutional survey, universities most frequently cited improvements in research quality, opportunities for staff and faculty development, and an enhanced institutional reputation as key advantages. When faculty and staff were asked about the benefits of internationalisation for Higher Education Institutions (HEIs) in Tanzania, they reported a range of positive outcomes. Notably, certain themes emerged consistently, with each respondent selecting up to three primary benefits. Graph 9 provides a summary of these responses regarding the benefits of internationalisation, as detailed below:

- Enhanced international cooperation and institutional capacity building – this was the most frequently cited benefit (selected by 80.60% of respondents). Faculty and staff feel that internationalisation leads to stronger partnerships and can improve the institution's capacity through shared knowledge and resources.

- Improved quality of teaching and learning – selected by 46.27% of respondents. Many believe exposure to international curricula, pedagogies, and standards raises the quality of education offered.
- Internationalised curriculum (or “internationalisation at home”) – selected by 41.29% of respondents. This refers to integrating international content and perspectives into courses so that even those who do not travel abroad gain global awareness.
- Increased international networking by faculty and researchers – selected by 38.81% of respondents. Opportunities to connect with global peers can spur collaborative research and professional growth.
- Improved graduate employability – selected by 34.83 of respondents. Respondents feel that internationally exposed or trained graduates have better skills and are more competitive in the job market.
- Ability to benchmark and adopt good practices – about 32.84% respondents chose the benefit of benchmarking institutional performance against international standards and practices, which can drive improvements.
- Strengthened research and knowledge production – likewise 32.34% of respondents mention international collaboration is seen as a way to boost research capacity and output for the university.
- Other noted benefits include deeper engagement with global issues (14.43%), enhanced institutional prestige/profile internationally (18.41%), and even diversified revenue streams (11.44%).

Graph 9. Benefits of Internationalisation for Higher Education Institutions in Tanzania



2.2.3. Perceived Risks of Internationalisation

The survey also identified perceived risks associated with internationalisation. In the first survey, the highlighted risks included limited accessibility for students without sufficient financial resources, potential homogenisation of curricula, engagement in international partnerships or policies primarily for prestige, possible reputational risks related to the institution's involvement in transnational education (TNE), an excessive emphasis on recruiting fee-paying international students, and inequitable distribution of the benefits of internationalisation among partners.

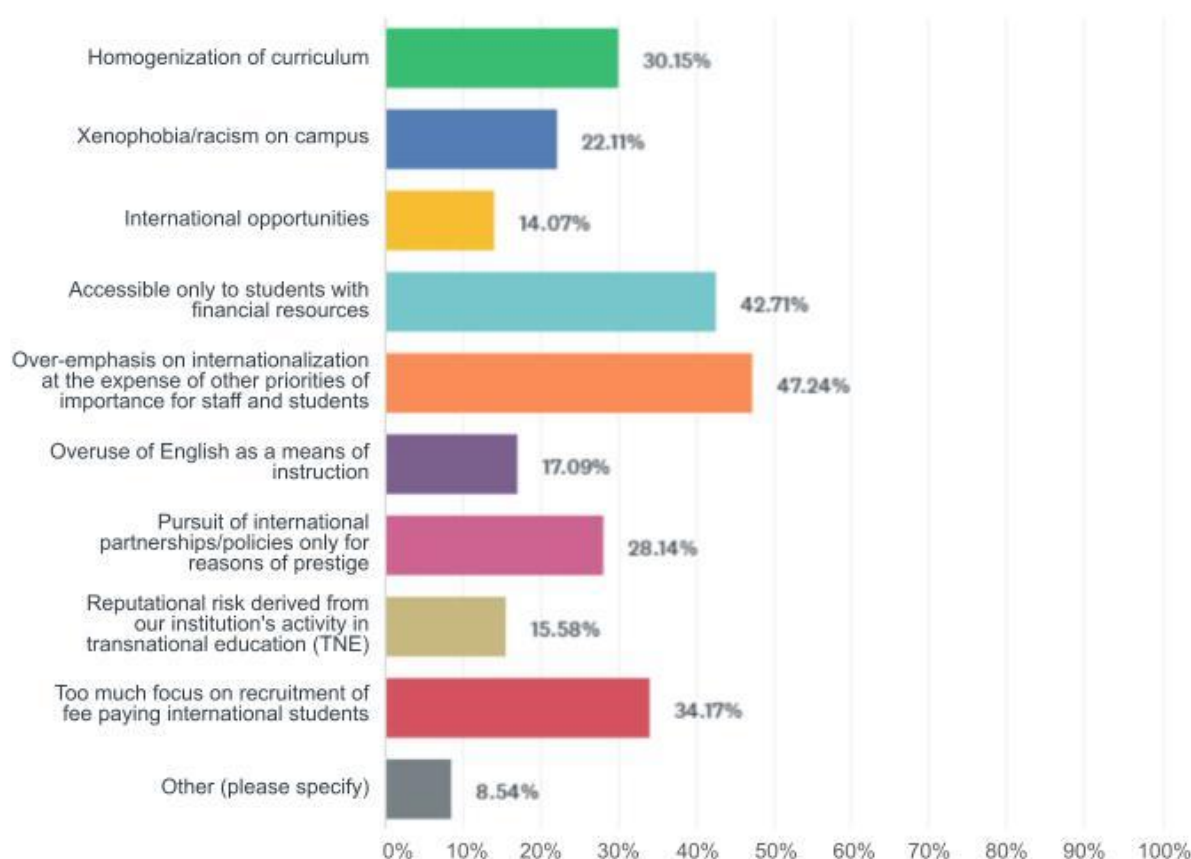
Faculty and staff members, while expressing strong overall support for internationalisation initiatives, also recognised certain potential challenges or disadvantages that may arise from these efforts (see Graph 10). Key concerns noted include:

- Over-emphasis on internationalisation at the expense of local needs: The most cited risk (47.24%) is the danger that a university might focus too much on international activities and neglect pressing local or national priorities for staff and students. In other words, balance is needed to ensure internationalisation complements rather than overshadows the core mission of addressing local challenges.
- Accessibility limited to well-resourced students: 42.71% of faculty and staff worry that international opportunities (such as study abroad or exchange programmes) might only be accessible to students who are financially advantaged, potentially exacerbating inequity. If programmes are costly, students without financial resources could be left behind, making internationalisation a privilege for a few.
- Revenue-driven partnerships and unequal benefits: Relatedly, 34.17% responses flagged concerns about an over-focus on recruiting fee-paying international students or forming partnerships solely for prestige or revenue. Such pursuit might skew priorities and lead to unequal sharing of benefits, where the local institution or students may not gain as much as expected from international partnerships.
- Homogenisation of curriculum: 30.15% of faculty and staff fear that internationalisation could lead to a loss of local content or identity in the curriculum. If curricula are standardised globally, unique local knowledge or context might be underrepresented, thereby eroding cultural and academic diversity.
- Xenophobia or cultural tension on campus: 22.11% of respondents noted the risk of xenophobia/racism, meaning that an influx of international students or staff (or international topics) could trigger bias or social friction on campus if not well managed. This indicates awareness that campus inclusion and intercultural understanding need to accompany internationalisation.
- Overuse of English as the medium of instruction: A smaller but notable group (17.09) is concerned that heavy reliance on English or other foreign

languages could sideline local languages and possibly disadvantage some learners.

- Reputational risks and quality control: About 15.58% respondents highlighted that engaging in international programmes (like transnational education partnerships) carries some reputational risk if quality standards are not met or if a partner institution underperforms.
- Other individual concerns included nationalistic pushback (“increasingly nationalist policies” and anti-immigration sentiments), loss of local culture, or even moral/cultural apprehensions (a few isolated comments mentioned issues like “cultural interference” or values conflicts). Though these were not widespread responses, they illustrate the breadth of considerations on people’s minds.

Graph 10. Potential Risks of Internationalisation for Higher Education Institutions in Tanzania



2.2.4. External Drivers of Internationalisation

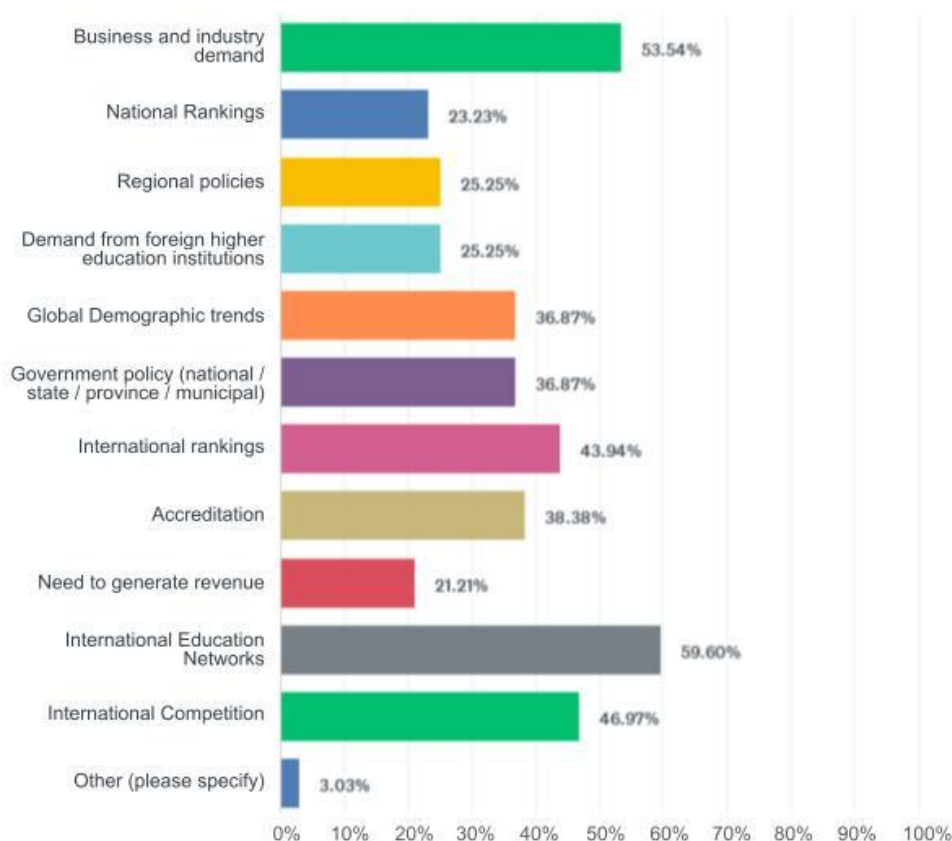
All four universities cited international rankings as an external factor influencing their internationalisation strategies. Additionally, three-quarters of respondents referenced practical and regulatory considerations, such as business and industry demand, regional policies, accreditation, and involvement in international education networks. This indicates that both market requirements and adherence to quality frameworks are considered relevant by institutional stakeholders. Half of the institutions also mentioned national rankings, demographic trends, and government policy as influential factors, suggesting that domestic reputation and changes in student populations are also taken into account. In contrast, only one institution identified demand from foreign higher-education institutions, the need to generate revenue, or international competition as significant drivers.

Faculty and staff noted several external factors contributing to internationalisation in Tanzanian higher education. Graph 11 illustrates these external drivers as perceived by faculty and staff:

- **International Education Networks:** The most frequently selected driver (59.60%) is participation in global or regional education networks. Such networks facilitate partnerships, academic exchanges, and collaborative projects, thereby encouraging institutions to internationalise in order to remain connected and relevant.
- **Business and Industry Demand:** 53.54% of faculty and staff noted that the needs of industry and the job market are pushing universities toward internationalisation. Employers increasingly value globally competent graduates and research that is internationally benchmarked, so universities feel pressure to internationalise curricula and collaborations to meet these demands.

- **International Competition and Rankings:** 46.97% of faculty and staff pointed to international competition among universities, and 43.94% highlighted the influence of international rankings. Tanzanian institutions are motivated to internationalise as a way to improve their global standing and attractiveness to students and faculty. Climbing league tables or simply keeping up with global trends creates an impetus to adopt international standards and partnerships.
- **Accreditation Requirements:** 38.38% faculty and staff indicated that accreditation (especially international or regional accreditation) serves as a driver. Accreditation agencies often include internationalisation criteria (such as international faculty mix, student exchanges, or global content in programmes), prompting institutions to focus on these areas to achieve or maintain accredited status.
- **Government Policy and Global Demographics:** Government policy was cited by 36.87% faculty and staff, and global demographic trends by another 36.87%, as key drivers. This suggests that national and regional higher education policies encourage internationalisation. Likewise, global demographic shifts (such as international student mobility trends) create both opportunities and pressures that drive local institutions to engage internationally.
- **Regional and National Agendas:** 25.25% faculty and staff noted regional policies and 23.23% cited national rankings or competitions, which further push institutions to think beyond their borders.
- **Need for Revenue:** While not the top factor, a significant minority (21.21%) recognised the need to generate revenue as a driver – for instance, attracting fee-paying international students or grants. This aligns with the earlier concern about focusing on revenue, indicating it is a double-edged factor: it drives action but also raises concerns if overemphasised.

Graph 11. External Drivers of Internationalisation for Higher Education Institutions in Tanzania



2.2.5. Internal Barriers and Institutional Gaps

Across the four universities surveyed, insufficient financial resources emerged as the unanimous internal barrier to advancing internationalisation, closely followed by insufficient exposure to international opportunities (75 %). These two factors far outstrip all others in terms of prevalence.

A smaller minority pointed to structural and capacity-related obstacles: one university (25 %) cited an insufficient organisational structure or dedicated office for internationalisation, another (25 %) noted limited faculty capacity or expertise, and a third (25 %) reported no clear strategy or plan to guide the internationalisation process. Notably, no respondents identified bureaucratic difficulties, lack of language skills, absence of leadership vision, or failure to recognise international

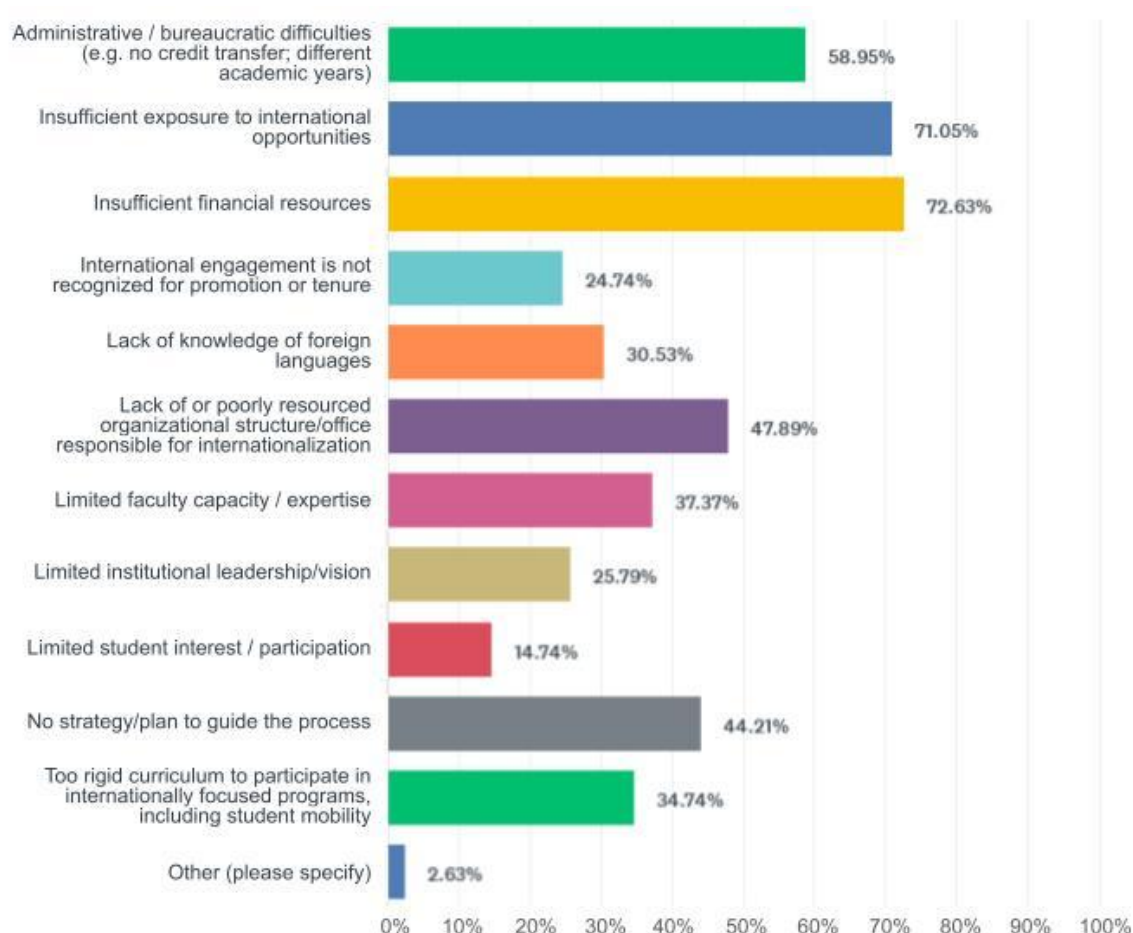
engagement in promotion or tenure decisions as impediments. This suggests that financial constraints and limited experience with international activities are perceived as the most critical internal hurdles, while governance, policy recognition and academic incentives are, for now, less of a concern.

With regard to perception of faculty and staff, Graph 12 presents that the most acute internal barrier to advancing internationalisation is insufficient financial resources (72.63%), closely followed by insufficient exposure to international opportunities (71.05%). Over half of respondents (58.95%) also report administrative and bureaucratic difficulties as significant impediments.

Governance and planning shortcomings are likewise prominent: 47.89% highlight a lack of a well-resourced organisational structure or office for internationalisation, while 44.21% note the absence of a clear strategy or plan to guide these efforts. More than a third point to limited faculty capacity or expertise (37.37%), overly rigid curricula that constrain participation in mobility or joint programmes (34.74%), and insufficient foreign-language skills among staff and students (30.53%).

By contrast, fewer respondents see limited institutional leadership or vision (25.79%), the lack of recognition of international engagement in promotion or tenure decisions (24.74%), or limited student interest (14.74%) as major barriers. Only 2.63% cited other factors such as transparency and accountability is at low and connectivity of the whole process to the stakeholders. Taken together, these findings suggest that while resource constraints and inexperience are the foremost challenges, gaps in governance, staffing and curriculum flexibility also substantially hinder Tanzania's internationalisation ambitions.

Graph 12. Internal Factors Preventing Higher Education Institutions in Tanzania from Advancing Internationalisation



2.2.6. External Factors Preventing Higher Education Institutions in Tanzania to Advance Internationalisation

Analysis of our survey data shows that the single most formidable barrier is limited funding to support internationalisation activities (73.3%). Insufficient budgets restrict scholarships and mobility schemes, constrain outbound and inbound exchanges, curtail participation in international fairs and networks, and limit the marketing needed to raise Tanzania's profile abroad. In practical terms, without predictable financing, universities struggle to seed joint programmes, co-supervision arrangements, or research consortia—initiatives that typically require upfront investment before benefits materialise.

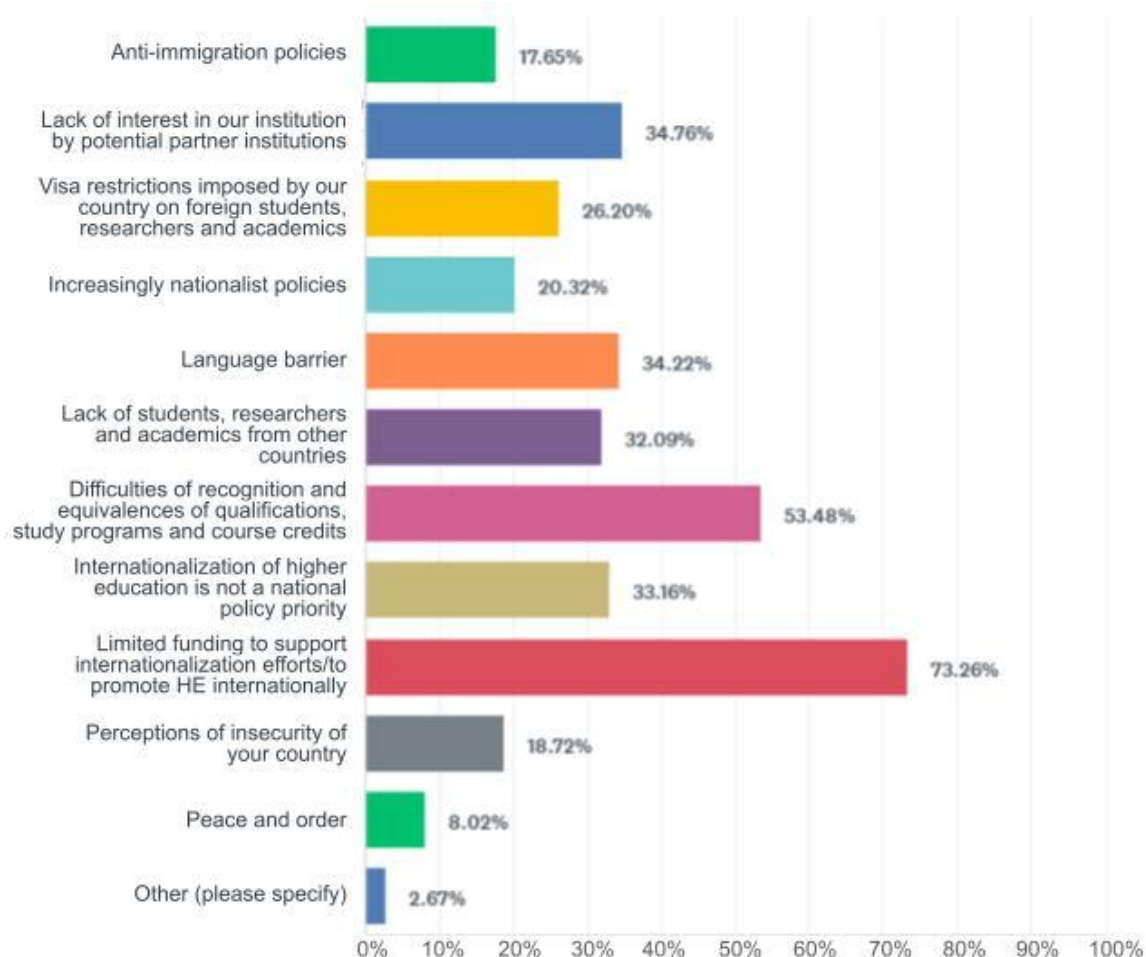
A second, system-level constraint concerns the recognition and equivalence of qualifications, study programmes and course credits (53.5%). Where credit transfer mechanisms are unclear or slow, Tanzanian institutions face difficulty negotiating student mobility and joint awards, and prospective partners hesitate to commit. This friction compounds other demand-side hurdles: a notable share of respondents cite a lack of interest from potential partner institutions (34.8%) and language barriers (34.2%), both of which dampen the pipeline of collaborations and student flows. Moreover, just over a third perceive that internationalisation is not treated as a national policy priority (33.2%), signalling that the enabling environment may be uneven, thereby weakening institutional momentum.

Mobility is further limited by the reported lack of students, researchers and academics from other countries in Tanzania (32.1%), alongside visa restrictions imposed domestically on foreign learners and scholars (26.2%). These findings suggest that administrative processes and entry conditions can deter inbound participation, even when academic interest exists. Perceptions of insecurity (18.7%) also modestly depress demand, indicating that reputational narratives—regardless of on-the-ground realities—can shape international choices.

Finally, broader geopolitical and policy currents matter. “Increasingly nationalist policies” (20.3%) and “anti-immigration policies” (17.6%)—typically in partner countries—constrain outward mobility and institutional linkages by tightening borders or deprioritising international academic engagement. Notably, “peace and order” is cited by only 8.0%, implying that domestic stability is not a primary obstacle in the eyes of respondents, and “other” factors are minimal (2.7%). Taken together, the evidence points to a hierarchy of barriers: resource scarcity and qualification-recognition frictions at the top; followed by partner demand, language and policy priority gaps; and, lastly, administrative and geopolitical headwinds. Addressing these in sequence—by ring-fencing funding for internationalisation, streamlining recognition and credit transfer, strengthening language support and outreach, and easing visa procedures—would directly target the factors most

widely perceived to hold Tanzanian higher education back from deeper international engagement.

Graph 13. External Factors Preventing Higher Education Institutions in Tanzania from Advancing Internationalisation



2.3. Mobility Programmes

2.3.1. Management of Mobility Programmes

An analysis of responses from four Tanzanian Higher Learning Institutions about management of mobility programmes reveals both strengths and gaps in their internationalisation efforts. Notably, none of the institutions currently offer distance, online or e-learning programmes to students in other countries, indicating limited engagement with transnational digital education. Equally, all four reported that they do not actively link up with international student organisations, suggesting an opportunity to foster more vibrant global student networks.

Half of the institutions (CUHAS and NM-AIST) report partnerships for academic degree programmes with international institutions, representing 50 per cent of the sample. CUHAS specifically offers collaborative Doctorate-level programmes, while NM-AIST focuses on MA/MSc-level joint degrees. Mzumbe University, though not formally partnered at a single representative level, notes various collaborative arrangements (double master's and PhD co-supervision) under informal agreements. MUM indicated that collaborative degree programmes are not applicable to its current offerings.

Curricular and research collaboration appears relatively robust: three-quarters (75%) of respondents provide international content in curricula, teaching programmes and learning materials, while all institutions cooperate with international centres and organisations for research. However, only% engage with international centres for teaching and learning, and none link with overseas student organisations. Furthermore, 75% have established thematic centres or joint projects with international partners, and all organise international conferences, seminars and workshops.

Mobility schemes are a clear success: every institution runs student exchange and student-faculty mobility programmes. Non-academic staff mobility is offered by

three-quarters (75%) of the institutions, with one reporting none. Conversely, foreign-language programmes remain scarce, only one institution provides such courses, and one institution did not indicate whether it hosts any special internationalisation-themed programmes, while the other three do.

Overall, these findings suggest that while Tanzanian universities are strong in organising international events, research collaboration and degree partnerships at selected levels, they could further develop online international offerings, expand formal linkages with student bodies abroad, and broaden foreign-language and special-thematic programmes to deepen their internationalisation agendas.

With regard to perception of faculty and staff, Graph 14 showed that overall, awareness of institutional internationalisation activities is high: for most items fewer than 28 % of respondents selected “I don’t know”, indicating that staff generally have a clear sense of what is on offer.

At the very top of the adoption curve sits research collaboration: 84.1% of respondents confirm that their institution cooperates with international centres and organisations on research, while just 9.3% say “No”. Almost as widespread is participation in international conferences, seminars and workshops, with 82.0% of staff reporting such engagement. These figures suggest that the four universities regard research partnerships and scholarly exchange as core pillars of their internationalisation strategies.

Curricular initiatives also enjoy strong support. Over 72% of faculty and staff indicate that their programmes include explicit international content in syllabuses and learning materials, and 70.3% point to themed centres or joint projects with overseas organisations. In both cases, fewer than 18% of respondents answered “No”, implying that embedding global perspectives into teaching and cross-institutional projects is now commonplace.

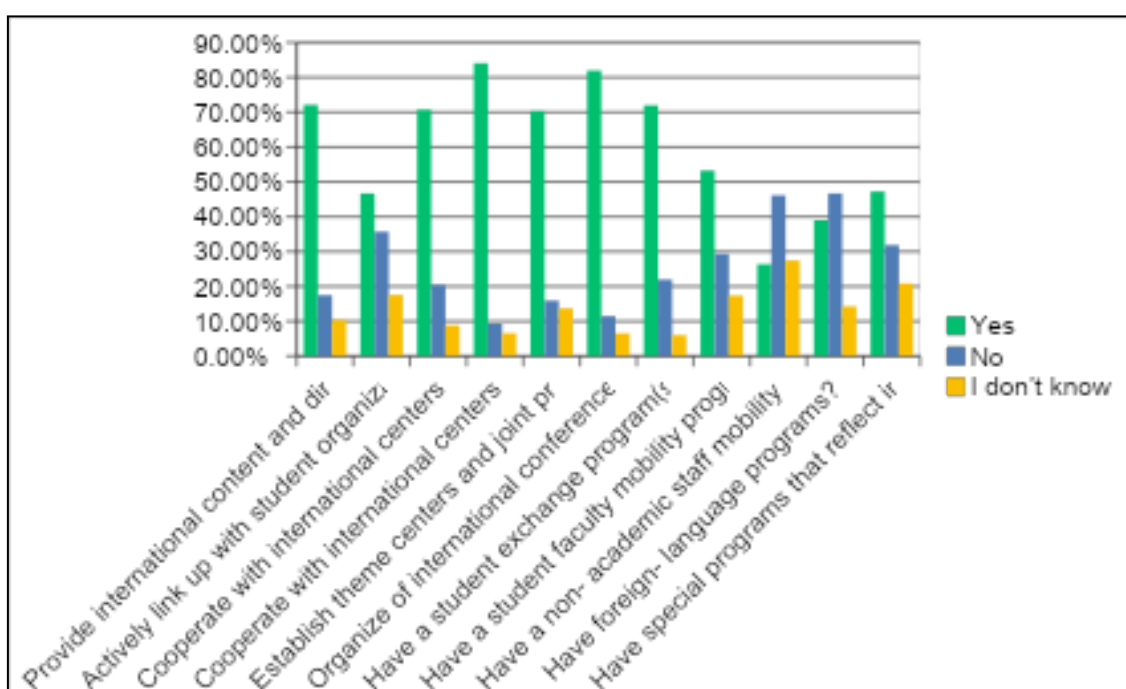
When it comes to mobility, student exchanges are well established: 72.0% confirm that their university runs outward or inward exchange schemes, though 22.0% say it

does not. Faculty mobility is more modest, with just over half (53.3%) reporting opportunities to teach or research abroad, and 29.4 % indicating no such programmes exist. This gap between student and staff mobility highlights an area for further development.

By contrast, non-academic staff mobility remains rare, with only 26.4% of respondents acknowledging dedicated schemes, while 46.2% say none are in place. Foreign-language programmes also fall below the halfway mark (39.0%) and special internationalisation initiatives, with brand-new or bespoke offerings, sit at 47.3%. Linking up with student organisations overseas is similarly middling, at 46.7%.

Together, these findings paint a picture of faculty and staff of HEIs confirming that their universities firmly embedded research partnerships and international events into their core activities, and that they have begun to integrate global content into curricula and student mobility. Yet significant gaps persist in staff development, language training and bespoke international programmes. Addressing these gaps could help the institutions advance their internationalisation agendas more comprehensively.

Graph 14. Internationalisation Programmes



Institutional Priorities

The survey asked each institution to list their priority programmes for internationalisation. These provide insight into where each university is focusing its efforts:

- Mzumbe University gave a detailed list of priorities, including: student and staff mobility programmes (especially via Erasmus+), joint research collaborations (citing specific examples like a DAAD-funded project), short-term academic programmes and summer schools (they gave an example of one such program), international teaching and learning partnerships (guest lectures, etc.), academic partnerships aimed at curriculum development and potential double degrees, and hosting international academic events (like the Kapuscinski Development Lecture). This comprehensive list shows Mzumbe's broad approach – touching on mobility, research, curriculum, and international visibility events. It suggests that Mzumbe is attempting to cover all bases despite its limited resources, perhaps leveraging external programmes (Erasmus+, DAAD) heavily.
- CUHAS listed more succinctly: its priorities are Research, Faculty Training and Capacity Building, and Student Exchange. This aligns with a health sciences university's focus: improving research collaborations (likely to advance medical research and clinical trials), developing faculty through international fellowships or training (to keep them updated with global health advances), and facilitating student exchanges (probably medical electives or internships abroad). We can infer that CUHAS sees building human capital (faculty/students) and research output as key outcomes of internationalisation, which is logical for a specialised institution.
- Muslim University of Morogoro highlighted one main programme: an English language teaching programme, which has attracted international students historically (from Comoros). This implies that, at present, MUM's internationalisation is mostly cantered on that programme. The mention that

in previous years it drew Comorian students indicates a potential niche (English training for Francophone countries in the region) that could be further exploited. Aside from that, MUM likely engages in ad hoc student exchanges or small collaborations, but none were specifically named as top priority, emphasizing how limited their current portfolio is.

- NM-AIST stated its priorities as: Partnerships and collaborations, Staff and student mobilities, Internationalisation of the curriculum, and Internationalisation at home. NM-AIST is clearly aiming to integrate international elements across the board. Internationalisation at home suggests efforts to internationalise campus life and curriculum for all students (not just those who go abroad), which could include bringing international faculty, using international case studies, etc. It is a forward-looking approach, consistent with NM-AIST's mission to be a regional hub for science education.

From these, we can see relative emphasis: Mzumbe and NM-AIST have multi-faceted programmes with both outgoing and “at home” components. CUHAS is focused on research and capacity building, presumably due to needs in those areas. MUM is extremely limited, focusing on a single area (language programme). These differences underscore how each institution's mission and context shape its internationalisation: e.g., a comprehensive university like Mzumbe pursues diverse activities, a STEM graduate institute like NM-AIST pushes research and curriculum, while a small university like MUM finds a niche to start with.

Metrics of Success

The survey also asked about metrics/indicators for successful internationalisation (such as increases in international students, faculty, publications, etc.). All institutions likely consider growth in numbers of international students and faculty, higher publication output, and curriculum quality as indicators. While the exact rankings given by each are not detailed here, it is worth noting that any support should ultimately help improve these metrics. For instance, bringing more

international content into classes (curriculum at international standards) and ensuring faculty have international exposure were considered important indicators by the respondents.

Successful Internationalisation Programmes

Mzumbe University's foremost internationalisation success has been the CRC/TRR 228: Future Rural Africa Project, which forges interdisciplinary research partnerships between local scholars and global experts to tackle sustainable rural development. Complementing this, the Kapuściński Development Lecture (KDL) series brings distinguished international thinkers to campus, enriching academic discourse and fostering cross-border dialogue. Participation in the Erasmus+ Mobility Programme has further enabled both staff and students to engage in exchanges across Europe, enhancing intercultural competencies and strengthening institutional networks.

At CUHAS, high-impact initiatives centre on collaborative research and capacity-building. The strategic alliance with Weill Cornell Medicine, University of California and the University of Calgary exemplifies a robust North–South partnership, while NIH- and WHO-funded research activities demonstrate CUHAS's growing stature in global health research. The Sandwich Doctorate programmes, which allow doctoral candidates to conduct components of their research abroad under joint supervision, have been particularly effective in expanding scholarly expertise and resource access.

MUM highlights language and conference platforms as key drivers of its internationalisation. Its Teaching English Language programme attracts visiting scholars and equips students with critical linguistic skills for global engagement. Annual International Conferences convene academics from across Africa to discuss pressing educational and societal challenges, cementing MUM's role as a regional hub for scholarly exchange. A portfolio of international research collaborations further underpins the university's commitment to knowledge co-production.

NM-AIST underscores the importance of strategic partnerships and mobility schemes. Collaborative agreements with universities in Europe and Asia have yielded joint curriculum development and the exchange of best practices in STEM education. Staff and student mobility programmes provide invaluable experiential learning opportunities, while the Internationalisation of the Curricular initiative integrates global perspectives into course design, ensuring that graduates are prepared for an interconnected world.

With regard to survey of faculty and staff across the participating universities reveals a rich tapestry of international engagement that is already delivering tangible benefits for teaching, research and community outreach. Respondents were unanimous that internationalisation is most successful when it aligns closely with national development priorities and when activities are embedded within long-standing institutional partnerships rather than short-term, ad-hoc initiatives.

Foremost among the successes are collaborative research projects and consortia, mentioned 80 times. Flagship examples include the antimicrobial-resistance studies under the HATUA and SNAP-AMR projects, the maternal-health-focused Mama na Mtoto initiative, and multi-centre ventures such as VIRULOUS, IMPACT Africa and the EKC partnership with Würzburg and Calgary. These projects have attracted significant external funding, yielded high-impact publications and, critically, created pipelines for postgraduate training and joint supervision.

Closely following are student and staff mobility schemes (61 mentions), notably the undergraduate and postgraduate exchange tracks with Weill Cornell Medicine, the Universities of Würzburg, Calgary and Bradford, and a series of bilateral sandwich-PhD programmes. Eleven respondents highlighted dedicated Erasmus+ mobility partnerships, which have standardised credit transfer, supported curriculum internationalisation and opened new avenues for co-teaching and virtual exchange.

A distinctive strength across the institutions is the suite of language and cultural programmes (45 mentions), spearheaded by Chinese Language and Confucius Centres. These platforms not only enhance outbound students' linguistic readiness but also attract inbound cohorts, broadening campus diversity and paving the way for South–South collaboration.

Finally, respondents underscored the role of capacity-building events (international conferences, workshops and public lectures) cited 36 times, alongside formalised MoUs/MoAs and targeted postgraduate scholarships (16 mentions). Annual gatherings such as the Kapuscinski Development Lecture series and pre-graduation international conferences have become focal points for disseminating research and forging new networks.

Taken together, these programmes demonstrate that the universities already possess a solid foundation of successful international activity. The challenge, and opportunity, for the next phase of internationalisation is to consolidate these dispersed initiatives under a coherent institutional strategy, scale proven models (particularly research consortia and mobility tracks), and ensure sustainable resourcing so that the benefits (enhanced academic quality, graduate employability and global visibility) are shared across all faculties and campuses.

Internationalisation Programmes Plans

In response to the growing imperative to embed global engagement within their core missions, the participating institutions have delineated a series of strategic programmes they intend to implement over the next five years. These plans collectively underscore a shift from ad-hoc activities towards structured, sustainable internationalisation, encompassing curricular innovation, institutional capacity building and enhanced visibility on the world stage.

The University of Mzumbe has prioritised the establishment of consortium-based joint or double-degree master's programmes, which will facilitate reciprocal student

and staff mobility while ensuring mutual academic recognition. Alongside these collaborative degree offerings, the university is developing language and cultural exchange initiatives to bolster intercultural competencies among its stakeholders. To underpin these efforts, Mzumbe will introduce comprehensive credit-transfer and recognition frameworks, thereby streamline the accreditation of overseas study and reinforcing academic quality assurances.

CUHAS plans to institutionalise its internationalisation function through a dedicated Office of International Relations, complete with an articulated organisational structure and staffing plan. This office will spearhead partnership negotiations, coordinate inbound and outbound exchanges, and oversee targeted capacity-building workshops for both faculty and administrative personnel. By investing in professional development, the university aims to foster a cadre of staff adept at managing bilateral agreements and delivering internationally oriented programmes.

MUM intends to launch a foundation programme designed to prepare prospective students for entry into Tanzanian higher education, complementing this with the introduction of PhD programmes across diverse fields of specialisation. Recognising the importance of flexible delivery, the institution will expand online and blended-learning modalities for its existing degree courses, thereby widening access for international learners and accommodating varied pedagogical needs.

NM-AIST will pursue an “internationalisation at home” agenda by embedding global perspectives into its curriculum and fostering active membership in international academic associations. To elevate its global standing, NM-AIST will intensify marketing efforts, enhance its visibility at international conferences and networks, and cultivate a vibrant research collaboration portfolio. These measures are designed to attract world-class partners, researchers and students, positioning NM-AIST as a leading centre for science and technology in the region.

2.3.2. Student Mobility

International Degree-Seeking Students (Inbound)

The presence of full-degree international students is one indicator of a university's global reach. According to the 2023/24 data, these four universities host only modest numbers of foreign degree students:

- Mzumbe University: between 1–25 international students at the undergraduate level, 1–25 at the master's level, and none at the PhD level. So Mzumbe has a handful of foreign undergrads and postgrads, but no international PhD students.
- CUHAS: reported no international undergraduates, 1–25 international master's students, and 1–25 international PhD students. This suggests CUHAS has a few postgraduate international students, but its undergraduate medicine/allied programmes have only local students.
- MUM: hosts 1–25 international undergraduates and none at postgraduate levels. MUM has few numbers of postgraduate programmes. It has only three master's programmes and no PhD programmes.
- NM-AIST: being a postgraduate institution, it has no undergrads; it reported about 25–50 international master's students and 1–25 international PhD students. NM-AIST clearly has the largest contingent of international students among the four, especially at the master's level – not surprising given its regional mandate in science and technology graduate training. These students likely come from various African countries and possibly beyond.

In total numbers, even NM-AIST's 30-40 international master's students are not a huge population, but relative to its size (with only postgraduate enrolment) it is significant. For Mzumbe and MUM, the foreign student population is very small relative to their overall enrolment, highlighting a growth opportunity. CUHAS might have a few more at PhD due to collaborative PhD programmes.

Inbound Non-Degree Mobility (Exchange/Visiting Students)

This refers to foreign students who come not for a full degree but for a short-term stay (one to twelve months) as part of exchange or study abroad programmes. The data show:

- Mzumbe hosted some inbound exchange students: in 2023/24, it had 1–50 visiting Bachelor’s-level students and 1–50 Master’s-level visiting students for up to one year (with none at PhD). “1–50” is a broad range, but given context it likely means only a small number (perhaps a few students in each category) – perhaps through Erasmus+ or bilateral agreements.
- CUHAS had none at Bachelor’s or Master’s, but 1–50 at Doctorate. This implies CUHAS received some visiting PhD research students or interns (maybe in a lab or hospital attachment), but no exchange undergraduates or taught postgraduates.
- MUM did not host any incoming exchange students in that year (all categories “None”).
- NM-AIST had 1–50 visiting master’s students and 1–50 visiting PhD students (with no undergraduate programmes). So, NM-AIST did receive some international research students or exchange postgraduates – again likely tied to its research collaborations (e.g. students from partner universities spending a semester or doing thesis research at NM-AIST).

None of the institutions ran significant short-term non-credit programmes (less than 1 month) for international students, except NM-AIST which indicated that up to “0–50” (effectively none or very few) Master’s and Doctoral students came for short visits (perhaps workshops or summer schools). Mzumbe, CUHAS, and MUM all reported “None” for hosting international students in short non-credit programmes like language or cultural programmes, which aligns with earlier observations (only MUM had a language programme but in that particular year it had no participants). This is an area that could be expanded (short courses for internationals), but currently it is negligible.

Outbound Student Mobility (Tanzanian students going abroad)

With regard to students studying in Tanzania universities who go abroad data from institutional survey revealed the following:

- Short-term (up to one month, non-credit): Mzumbe managed to send some of its bachelor's students abroad on short programmes (1–50 students in 2023/24, likely toward the lower end of that range). It did not send any master's or PhD students for short programmes. CUHAS and MUM did not report sending any students abroad for short stints. NM-AIST sent some of its master's and PhD students on short-term visits (1–50 each) – possibly for things like conferences, workshops, or short research visits as part of their programmes. This indicates NM-AIST actively encourages short international exposure for its graduate students, which is commendable.
- Longer-term (1–12 months, credit-bearing study abroad): Mzumbe had some undergraduate students (1–50) spend a semester or two abroad for credit (likely via exchange programmes or Erasmus partnerships). None of its Master's/PhD students did so (perhaps because of structured curricula at home). CUHAS had some master's and PhD students go abroad for part of their studies (1–50 each, presumably a small number; possibly medical electives or sandwich PhD arrangements), but no undergraduates. MUM did not have any students participating in credit-bearing mobility. NM-AIST again sent a portion of its master's and PhD students abroad for 1–12 months (1–50 in each category, e.g. research internships or split-site arrangements under programmes like DAAD or Erasmus). So, NM-AIST appears to lead in outbound mobility at the postgraduate level, whereas Mzumbe provides some opportunities at the undergraduate level. MUM is clearly lacking in outbound mobility programmes, and CUHAS's are limited to advanced students.

Barriers to Recruiting International Students (Inbound)

The institutions identified several barriers to attracting both degree-seeking and exchange students from abroad:

- A universal issue was limited course/programme offerings that appeal to international students. Mzumbe, CUHAS, and MUM all noted that their curriculum portfolio might not be broad or specialised enough to draw foreign students. NM-AIST did not list this as a barrier – likely because it offers unique STEM programmes at postgraduate level which are attractive, but instead NM-AIST cited language barrier (some potential students might be deterred if they are not proficient in English).
- Recognition of qualifications and credits: Mzumbe and CUHAS both acknowledged difficulties related to recognition – meaning foreign students might worry whether their home institutions/countries will recognise credits or degrees earned in Tanzania, and also the Tanzanian university might face challenges understanding foreign credentials for admission. This points to a need for clearer credit transfer mechanisms and international accreditation or reputation building so that degrees are trusted.
- Accommodation and student services: Mzumbe listed lack of accommodations for students with disabilities and limited housing as barriers. Not all campuses are fully equipped with accessible facilities or enough dormitory space, which can dissuade international students (who often need on-campus housing). MUM similarly noted limited housing. These are concrete infrastructure issues that could be addressed with investments in dormitories or partnerships with private housing.
- Financial support: Nearly all indicated “lack of financial support” as a barrier for international students. Many prospective international students, especially from the region, would require scholarships or affordable fees to come, and these universities have limited funding to offer. They also likely

lack aggressive marketing to fee-paying international students, so without scholarships, only a trickle comes.

- Guidelines and tailored programmes: CUHAS’s response for inbound exchange students mentioned an “absence of tailored programme and guidelines” as a barrier – i.e., they do not have structured exchange programmes or clear procedures, making it hard to attract or manage visiting students. This again ties back to lacking an international office or plan.
- Language barrier: NM-AIST pointed out language as an external barrier for recruiting international students in non-credit mobility and exchanges. This likely refers to students from non-English speaking countries being hesitant or unable to come due to English instruction. Offering language support or bridging courses could mitigate this.

Barriers to Outbound Student Mobility

When it comes to sending their own students abroad, all universities face significant hurdles:

- Funding, funding, funding: Lack of financial support was the number 1 barrier chosen by all four for both short-term and long-term mobility. Most students cannot afford travel and living expenses overseas without scholarships. The universities themselves have very limited funds to sponsor study abroad (if any). This is a critical area where external scholarships (e.g. Erasmus+, Commonwealth, etc.) make a difference. MUM explicitly said its main barrier is financing and that it plans to apply for external funds to finance mobility programmes – highlighting reliance on outside help.
- Limited awareness and exposure: Also unanimously mentioned was that students have limited exposure to or awareness of international opportunities. This can stem from weak communication (as discussed, internal communication channels could be better) and from a campus culture that might not emphasise going abroad. It takes active promotion to

generate interest, especially if historically few have gone. Mzumbe and others noted this as “limited exposure to international opportunities” – students may simply not know what is available or see it as too difficult.

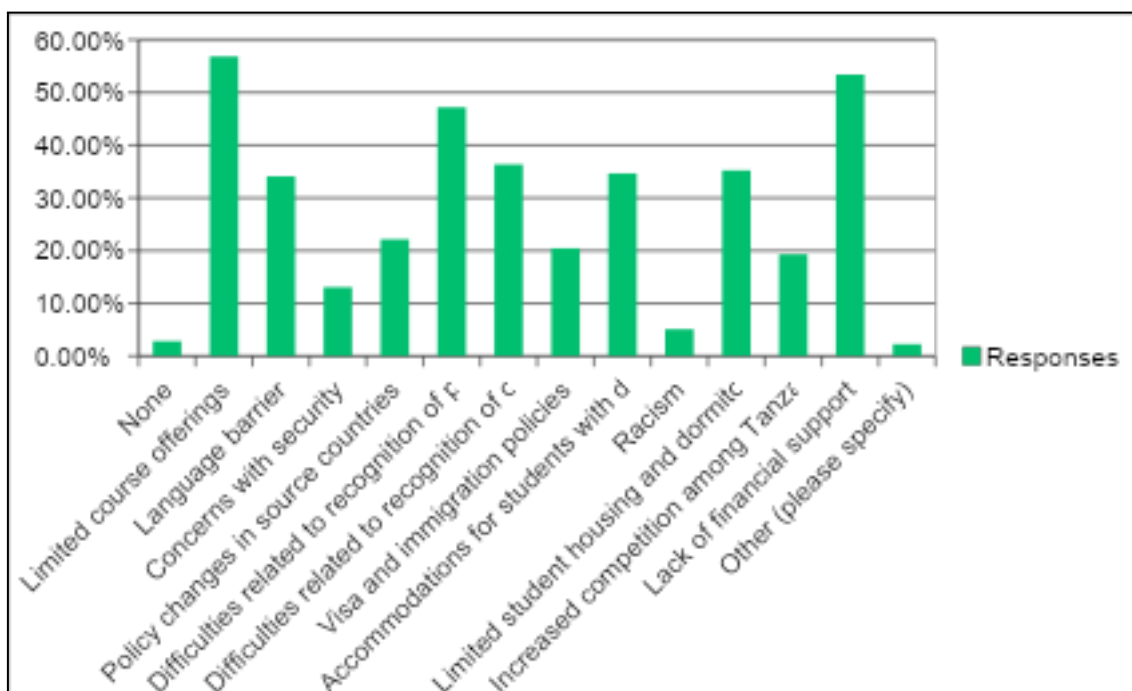
- Curricular inflexibility: Mzumbe pointed out that in some programmes the curriculum structure has “no room” for study abroad (especially true in rigid programmes or those requiring local professional accreditation). If a degree programme does not allow a semester off-campus without delay to graduation, students will be reluctant to go. This calls for curricular reforms or introduction of elective semesters that can be taken elsewhere.
- Credit transfer and recognition issues: CUHAS raised concerns about recognition of credits earned abroad by the home institution – an internal issue where if a student studies abroad, there might be no mechanism to credit their coursework, causing hesitation. Indeed, CUHAS listed “difficulties related to recognition of credits” as a barrier and also “implementing rules and regulations” as a partnership barrier which could apply here. This implies a need for clear credit transfer policies and alignment of curricula with partners.
- Security concerns: CUHAS also noted “concerns with security” as one factor for students not going abroad – possibly meaning students (or their families or the institution) worry about safety in certain destinations. This might reflect a cautious culture or specific issues (for instance, if potential host countries are perceived as unsafe or if there have been incidents).
- Language barrier (outbound): NM-AIST again mentioned language as a barrier for their students going abroad, presumably if opportunities are in non-English countries (e.g. exchanges in Japan, China, or even francophone Africa/Europe). If students do not know the local language, they might be excluded or less inclined. This is a reminder that improving foreign language skills of Tanzanian students (and providing opportunities in English-speaking countries) is important to mobility.

- Partner limitations: MUM raised “limited course offerings of partner universities” as a barrier – possibly they have so few partners that matching a student to an appropriate host course is hard, or their partners do not offer what the student needs. More diverse and relevant partnerships could solve this.

With regard to faculty and staff, Graph 15 revealed that the recruitment of international students is hampered foremost by limited course offerings and insufficient financial support. Over half of respondents (56.82%) indicated that the range of programmes available does not meet the diverse interests of potential applicants, while 53.41% highlighted a lack of scholarships or bursaries to ease the cost of study. Closely related are difficulties in academic recognition: 47.16% reported challenges in recognising prior qualifications and 36.36% noted obstacles in transferring credits back to students’ home institutions. Together, these factors create a perception that studying in Tanzania may not advance an international student’s academic or professional trajectory.

Beyond academic concerns, practical and infrastructural barriers also play a significant role. More than a third of respondents pointed to limited student housing and dormitory capacity (35.23%), and 34.66% flagged inadequate accommodations for those with disabilities. Language barriers were cited by 34.09%, underscoring the need for stronger English-medium instruction or preparatory language courses. Administrative and policy issues further compound the challenge: 20.45% of staff mentioned restrictive visa and immigration regulations, 22.16 % noted that policy changes in source countries can abruptly halt enrolment plans, and 19.32% felt increased competition from other Tanzanian universities undermines their own recruitment efforts. While concerns about security (13.07%) and experiences of racism (5.11%) were less frequently reported, they nonetheless signal areas where student welfare and campus climate require ongoing attention.

Graph 15. Main Barriers with Regard to Recruitment of International Students



Strategies for Student Mobility Recruitment

The survey asked what strategies are used to recruit students for mobility. The responses show varying levels of sophistication:

- Mzumbe University has a fairly robust approach: they target specific student groups via internal email announcements, have faculty-level coordinators in the active faculties who help identify and guide candidates, facilitate past participants sharing experiences to motivate peers, use social media on their internationalisation platforms, and hold awareness sessions in faculties that are less engaged to expand participation. Moreover, Mzumbe plans to institutionalise a broader marketing strategy as opportunities grow. This multi-pronged strategy is quite advanced given their context, and it indicates an understanding that simply posting a notice is not enough – you need active outreach and peer influence to get students involved. It also demonstrates that Mzumbe currently relies on a few faculties (Social

Sciences, Development Studies, Science & Tech) that have active mobility links, and they want to spread it to others.

- CUHAS described a simpler approach: essentially “head-hunting” students who meet criteria and internal advertising. This likely means faculty or programme heads tap specific top students (e.g. for a particular exchange) rather than an open call, and they do put out notices internally when opportunities arise. Given their small size, this informal selection might work for now, but it is not inclusive or systematic. They might benefit from a more open, transparent process to encourage more applicants.
- MUM did not describe a recruitment strategy beyond noting the financing barrier and intent to seek external funds. In practice, with very few mobility programmes, MUM probably handles things case-by-case and has not developed marketing for student mobility. There is a clear need for foundational work at MUM: establishing partnerships first, then encouraging students.
- NM-AIST said it aims to improve marketing strategies and internal awareness creation. This suggests they acknowledge current efforts are not strong. NM-AIST likely relies on faculty advisors to inform students of opportunities in their research collaborations, but a cohesive strategy (like regular info sessions or a newsletter) may be lacking and needed.

Overall, student mobility is an area with significant gaps. Current participation levels are low – typically only a handful of students in or out per year at each university, except NM-AIST which has somewhat more, but still under 50 in each category. The desire to improve is there (all have some programme in principle and all leadership see it as important), but obstacles are largely financial and structural. Therefore, key needs include scholarship funding for both inbound and outbound mobility, development of flexible academic policies for credit transfer, active promotion and support for students (e.g. helping with visa, applications), and expanding exchange partnerships especially for MUM and CUHAS who have very few. Additionally, improving campus facilities (housing, etc.) will help attract inbound exchange

students. For outbound, even small travel grants or stipends can make a difference. International partners could also consider providing short-term faculty-led study abroad opportunities (where a foreign university hosts a group from these Tanzanian universities for a short programme) to kickstart mobility until it becomes more routine. Without addressing funding and awareness, student mobility numbers are unlikely to grow markedly.

2.3.3. Faculty Mobility

Engaging academic staff in international mobility (exchanges, visiting professorships, training abroad) is crucial for professional development and fostering collaborations. The survey indicates:

- Mzumbe, CUHAS, and NM-AIST each have multiple types of faculty mobility programmes in place. These include Visiting Faculty programmes (hosting foreign lecturers or sending faculty as visitors), Faculty Exchange schemes (reciprocal exchange, often under MoUs or programmes like Erasmus+), Training programmes for faculty (short courses or fellowships abroad), Research opportunities (placements in labs or joint research programmes), and Sabbatical leave opportunities abroad. Mzumbe and NM-AIST explicitly listed sabbatical opportunities as available; CUHAS did not list sabbatical, possibly meaning it does not systematically support sabbaticals abroad. NM-AIST even mentioned faculty internships in its list, which is unusual wording but might refer to staff development visits or industrial attachments for faculty.
- Muslim University of Morogoro (MUM). However, it only identified the Visiting Faculty Programme as something it currently has. This likely means MUM occasionally hosts or sends individual lecturers through informal arrangements but does not have structured exchanges or formal sabbatical provisions. MUM's limited faculty size and resources constrain such programmes.

These responses suggest that, on paper, the larger or more established universities acknowledge various avenues for faculty mobility. In practice though, the actual uptake needs examination.

Faculty Mobility Participation (Inbound and Outbound)

The survey collected data about faculty mobility participation as shown below:

- Inbound (foreign faculty visiting) in 2023/24: Mzumbe hosted 3 faculty from abroad under exchange/visiting programmes. MUM hosted 3 as well. NM-AIST had approximately 10–15 foreign academics visit (which could include visiting scholars, adjunct international professors on short contracts, or exchange lecturers). CUHAS could not provide a number, stating “data not readily available” – indicating they have no systematic tracking and likely had very few or none.
- Outbound (own faculty going abroad) in 2023/24: Mzumbe sent 4 faculty members abroad (through exchange or visiting appointments). MUM sent 2. NM-AIST sent between 25–50 faculty members abroad, a substantial number – this possibly counts faculty attending international conferences or short visits, or it may include a broad definition like any staff traveling for academic purposes. Regardless, NM-AIST clearly has the highest faculty international engagement, consistent with its focus on research collaboration. CUHAS again did not give a concrete number (“unable to avail specific numbers”), which suggests poor tracking or minimal activity.

The disparity is stark: NM-AIST is facilitating a lot more faculty travel (and/or attracting foreign faculty) than the others. Mzumbe and MUM are doing a bit, but at very low levels. CUHAS’s lack of data likely masks very low participation too. This indicates that aside from NM-AIST (which likely benefits from its international research grants, e.g. a large project might fund several faculty exchanges), the other universities have not mainstreamed faculty mobility. It may occur

opportunistically (one-off opportunities when funded by an external grant or sabbatical), but not as a regular programme for many staff.

Funding for Faculty Mobility

When asked about main funding sources:

- All institutions mentioned their own limited institutional resources as one source (except MUM, which did not explicitly, suggesting it probably does not allocate budget for this at all). Mzumbe and NM-AIST include some institutional funding, but realistically it is small.
- Government agency grants (e.g. Commission or Ministry scholarships) were cited by Mzumbe, CUHAS, NM-AIST. MUM did not, meaning they likely have not benefited from government support for this purpose.
- Grants from international organisations or foreign governments were cited by all (this would include programmes like Erasmus+ faculty mobility grants, DAAD fellowships, Fulbright, etc.). In fact, MUM and CUHAS both seem to rely heavily on external programmes for any faculty mobility – MUM specifically said faculty often use personal funds or international agency grants, implying the university itself provides almost nothing.
- Personal funds of faculty were explicitly mentioned by CUHAS, MUM, and NM-AIST. This is telling – it means faculty sometimes pay out-of-pocket for travel or rely on partial funding and cover gaps themselves. This is not ideal or sustainable and points to inadequate institutional support.
- CUHAS uniquely mentioned research project funds can be a source (for example, a collaborative research grant might include a budget for exchange visits).

Overall, funding is patchy and mostly external. None of the universities have a robust dedicated fund for faculty mobility. This underscores the need for either internal budget allocations or external funding programmes targeting academic staff exchange.

Barriers to Faculty Mobility

The challenges mirror those of students:

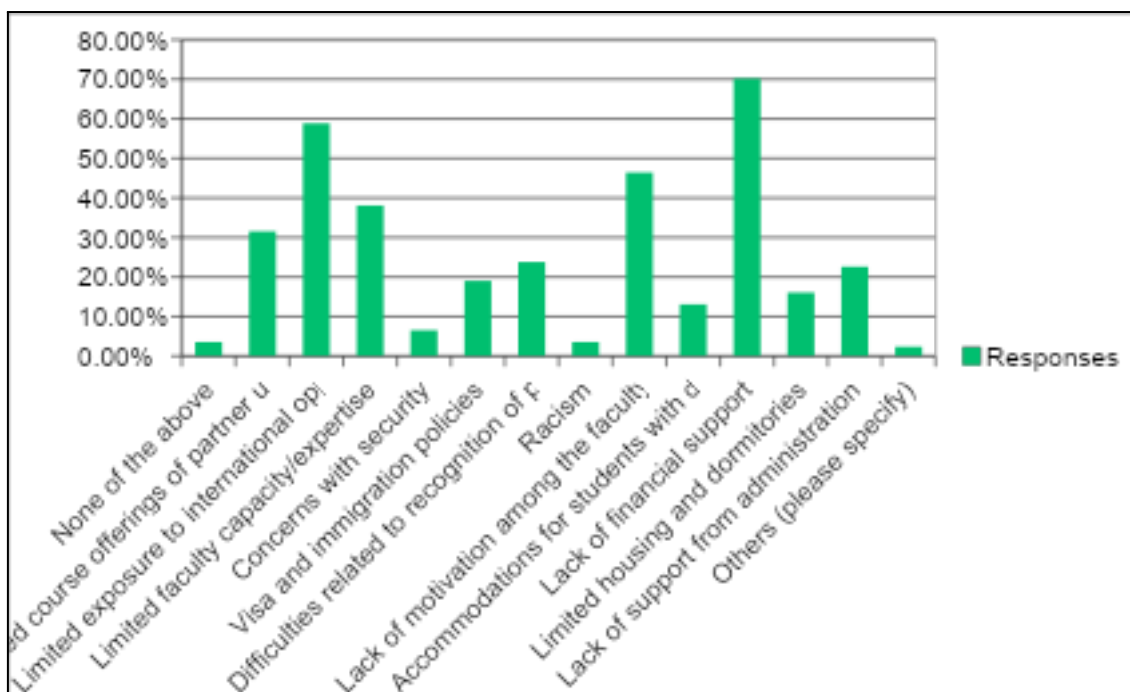
- Limited exposure/awareness of opportunities was cited by all. Many faculty might not be aware of exchange programmes, or the institution does not systematically advertise such opportunities (especially if no central office exists to compile them). For example, CUHAS mentioned that because recruitment was not managed under one office, they cannot even answer the question confidently – a clear sign that interested faculty must fend for themselves to find opportunities.
- Lack of financial support is equally a barrier for faculty – even a short exchange may require travel funding that is not available. Unless fully funded by an external grant, it will not happen. MUM, NM-AIST, Mzumbe all flagged funding, as did CUHAS in practice (since they mention nothing about providing funds).
- Additional issues like teaching commitments or lack of cover when faculty leave could also be barriers (though not directly listed, it is often an implicit problem – small departments cannot easily spare a lecturer for a semester abroad without someone filling in).
- Motivation and incentives: CUHAS noted lack of motivation among administrators and staff to gain international experience as a barrier for staff (non-teaching) mobility, which may extend to faculty if there are no incentives or recognition. If international experience is not valued in promotions or workload, faculty might not pursue it, especially given the effort involved.

Regarding perspective of faculty and staff, Graph 16 presents that recruitment of faculty for participation in international mobility programmes is chiefly hindered by a lack of financial support, with 70.24% of respondents identifying this as their primary concern. Closely following is limited exposure to international opportunities (58.93%), suggesting that many academic staff remain unaware of available

exchanges, collaborative research projects or visiting positions abroad. Nearly half (46.43%) cited a lack of motivation to pursue international experience, indicating that the personal and professional benefits of mobility may not be sufficiently promoted or linked to career progression. Furthermore, 38.10% of faculty members reported limited capacity or expertise—underscoring the need for targeted training in research methods, pedagogical approaches and intercultural competencies to build confidence for engagement in overseas contexts.

Language barriers were noted by 31.55% of respondents, emphasising the importance of preparatory language courses or in-situ support services. Administrative and regulatory challenges also impede participation: difficulties in recognising prior qualifications abroad were flagged by 23.81%, and restrictive visa and immigration policies by 19.05 %, both of which can delay or derail mobility plans. Additionally, 22.62% pointed to insufficient support from their home institution (such as lack of workload relief or unclear approval processes) while 16.07% highlighted limited housing options at host universities. Although concerns about security (6.55%) and experiences of racism (3.57%) were less commonly reported, they nevertheless underscore the necessity of ensuring a safe, inclusive environment for visiting scholars. Addressing these interrelated barriers will be vital to enhancing faculty engagement in and the overall success of mobility programmes.

Graph 16. Main Barriers to Recruiting the Institution's Faculty Members to Participate in Faculty Mobility Programmes



Advertising and Promotion of Faculty Mobility

Without strong internal communication, even available opportunities might go untapped:

- Mzumbe's Internationalisation Unit does actively disseminate opportunities via multiple channels: formal email circulars to all faculties, notices on boards, WhatsApp groups for staff, and appointing faculty focal persons to spread the word in each department. These efforts help ensure faculty hear about programmes like Erasmus+ teaching exchanges or DAAD visiting professor opportunities. Mzumbe's approach can be a model for others.
- MUM similarly uses email and WhatsApp groups to reach faculty and staff quickly, which they find effective (given their smaller size, these may cover most staff).

- NM-AIST admitted their strategy is “not very strong”, basically just sending emails to all staff and students. This suggests room for improvement, perhaps by adopting some of Mzumbe’s tactics like targeted follow-ups or designated coordinators in schools.
- CUHAS noted that typically individual departments or offices advertise internally “if required by the opportunity” – meaning it is case-by-case and not centrally driven. Essentially, no coordinated promotion exists at CUHAS for faculty mobility; it depends on who hears of what.

This confirms that building awareness is a key need. Even where opportunities exist (like Erasmus+ offers limited faculty exchange slots to Tanzania), universities like CUHAS or MUM might miss out due to poor internal communication and support to apply.

2.3.4. Non-teaching Staff Mobility

The international exposure of administrative and technical staff is often overlooked but was included in the survey:

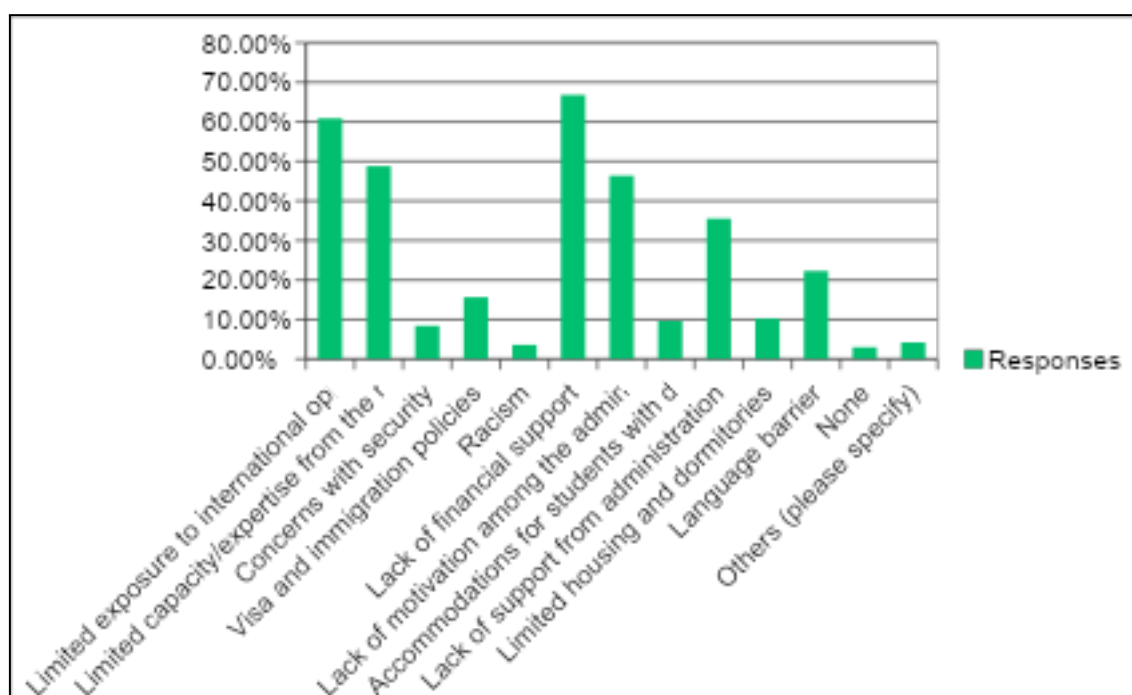
- Programmes existence: Mzumbe, MUM, and NM-AIST all said Yes, they have a mobility programme for non-teaching staff. CUHAS said No, they do not – not surprising given no central office and limited focus; their staff likely have very few chances to go abroad. For those who said yes, this probably ranges from staff exchanges (e.g. exchange of librarians, training workshops abroad for administrators) to short courses.
- Participation: In 2023/24, essentially none of the universities had inbound staff from abroad (no foreign administrators coming for exchange). For outbound, all indicated “0–25” staff went abroad from their institution. This likely means in reality a very small number (or zero) did so; the broad category implies perhaps at most a handful. It is clearly a nascent area of internationalisation.

- Funding for staff mobility: Sources mirror faculty mobility: personal funds, institutional funds, and international grants. MUM and CUHAS rely on personal funds and maybe incidental project funds. NM-AIST and Mzumbe list institutional and government support in addition. But given almost no staff travel took place, funding is minimal.
- Barriers: The biggest barriers for staff mobility identified were limited awareness of opportunities (again, if staff are not aware or if opportunities are rare, nothing happens) and lack of financial support. Additionally, CUHAS mentioned lack of motivation among staff – many administrators might not see the benefit or be willing to pursue an exchange if it is not encouraged. Without a culture that values sending administrative staff abroad for training (for example, a semester learning from a counterpart in a more international office at another university), it will not happen. MUM and NM-AIST did not mention motivation explicitly, focusing on awareness and funding. Mzumbe only cited exposure, which implies at least some motivated staff exist if opportunities and funding arise.

In the survey of faculty and staff also they were asked about barriers of recruiting non-teaching staff to join mobility programmes. Graph 17 states that recruitment of non-teaching staff into international “mobility programmes” is principally constrained by financial and informational deficits. A substantial 66.87% of respondents cited lack of financial support as the foremost barrier, closely followed by limited exposure to international opportunities (60.84%). This indicates that many administrative and professional services staff remain unaware of, or lack the means to access, exchange visits, study tours and collaborative training abroad. Furthermore, nearly half (48.80%) reported gaps in their capacity or expertise while 46.39% noted a lack of motivation among staff’s own professional development ambitions. These intertwined factors suggest that, without targeted funding schemes, awareness-raising campaigns and tailored training, non-teaching staff will continue to be excluded from valuable international engagement.

Beyond these core issues, structural and logistical impediments further deter participation. Over a third (35.54%) of respondents felt there was insufficient institutional support and 22.29% pointed to language barriers that can intimidate or dissuade applicants. Visa and immigration regulations were flagged by 15.66%, while concerns about security (8.43%) and experiences of discrimination (3.61%) underscore the importance of ensuring a safe, inclusive environment. Additionally, inadequate provisions for staff with disabilities (9.64%) and limited housing options at host institutions (10.24%) reflect an overarching need to expand logistical support. With only 3.01% of respondents reporting no barriers at all, it is evident that a multifaceted, well-resourced strategy is required to enable non-teaching staff to fully contribute to the university's internationalisation objectives.

Graph 17. Barriers to Recruiting the Institution's Non-teaching Staff Members to Participate in Mobility Programmes



2.3.5. Credit Recognition and Transfer

Across the four institutions surveyed the recognition of credits earned through student mobility hinges on the submission of comprehensive academic documentation. Commonly required are official transcripts of records from the host

institution, detailed course descriptions and syllabi, and in some cases a Learning Agreement outlining intended study modules. Responsibility for verification typically resides within the student's home department and the Dean's office, with formal endorsement from the Registrar's Office; at CUHAS and NM-AIST, this process is further overseen by the Deputy Vice-Chancellor (Academic, Research and Innovation) in line with Tanzania Commission for Universities guidelines. Mzumbe University, however, currently lacks a fully structured credit transfer procedure, indicating an opportunity to establish clearer institutional protocols and a central credit recognition office.

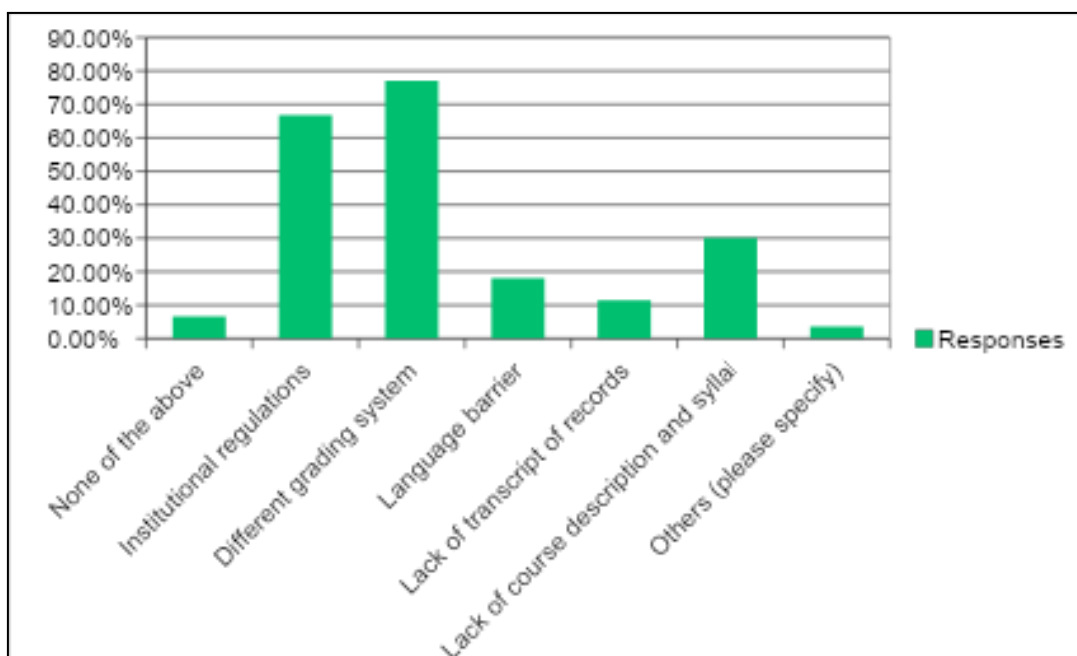
Despite these established requirements, several barriers impede effective credit transfer. The most pervasive challenge (reported by three out of four institutions) is the absence of a unified grading and credit system, complicating the conversion of overseas credits into local equivalents. Additional hurdles include inconsistencies in course documentation (such as missing syllabi), language barriers when evaluating foreign credentials and entrenched institutional regulations that may conflict with national guidelines. Moreover, administrative bottlenecks and limited staff expertise in international credential evaluation exacerbate delays and discourage participation in mobility programmes. To address these issues, there is a clear need for harmonised credit frameworks, enhanced training for academic administrators, and the development of transparent, centrally managed processes that align institutional practices with national standards.

In the survey of faculty and staff, they were asked about key difficulties and barriers associated with course credit transfer. Graph 17 showed that faculty and staff identified the divergence in grading systems as the most pressing obstacle to effective credit transfer, with 77.11% of respondents citing it as a key difficulty. Following closely, 66.87% pointed to restrictive institutional regulations that complicate the alignment of credit values and impede seamless recognition. While a smaller proportion (30.12%) highlighted the lack of detailed course descriptions and syllabuses as a barrier, this gap in documentation nonetheless undermines

evaluators' ability to assess equivalence accurately. Language barriers were noted by 18.07%, reflecting challenges in interpreting foreign transcripts and syllabuses, and 11.45% of respondents lamented the frequent absence of complete transcripts of records. Only 6.63% felt that none of these issues applied to their context, and 3.61% mentioned other, less common impediments.

The predominance of grading-system disparities and rigid institutional regulations underscores the urgent need for harmonised credit frameworks and clearer policy guidance. To mitigate these concerns, institutions should collaborate to develop standard conversion tables and shared grading rubrics, as well as to establish a centralised credit-recognition office staffed with specialists in international credential evaluation. Enhancing the availability and consistency of course documentation (through templates for syllabuses and learning outcomes) will further streamline the process. Finally, targeted training on language and cultural nuances in academic documentation should be provided to administrative and academic personnel, ensuring that credit transfer assessments are both efficient and equitable.

Graph 18. Key Difficulties and Barriers Associated with Course Credit Transfer



2.4. International Research Collaboration

2.4.1. Integration of Research in Internationalisation

All four institutions affirmed that international collaborative research is an integral part of their internationalisation efforts. However, the depth and scale of such collaboration vary:

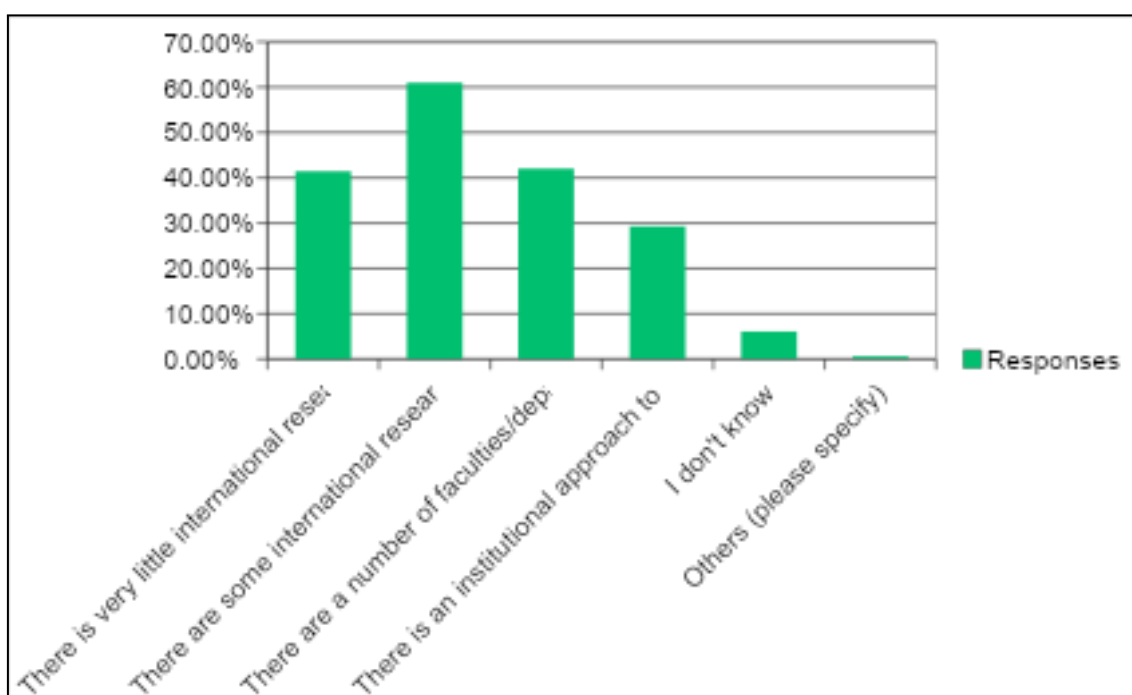
- Mzumbe and NM-AIST both indicated a high level of engagement: they have individual researchers doing international work, several faculty/department-wide projects, and even an institutional approach with participation in multi-disciplinary international projects. This suggests that at these universities, international research is happening at multiple levels – from lone faculty collaborations to large consortia. For example, Mzumbe cited involvement in specific collaborative projects (like the CRC/TRR “Future Rural Africa” project) as a highlight, and NM-AIST regularly engages in multi-country research networks given its focus areas (e.g. water, energy, ICT where international partnerships are common).
- CUHAS has a moderate level: it noted that some individual researchers are involved internationally, and a number of department-level projects exist, but it did not claim an institution-wide coordinated approach. This likely reflects that CUHAS has pockets of research strength (perhaps a few active professors who have partnerships or grants) but lacks a broad strategy or large-scale projects spanning the whole university.
- MUM admitted very little international research collaboration, aside from a few individual efforts. This is expected for a small teaching-focused university. MUM faculty may have heavy teaching loads and less research output, making international projects scarce. It underscores a need for building research capacity as a step toward international collaboration.

A survey of faculty and staff perceptions paints a mixed picture of the institution’s international research engagement (see Graph 18). While 60.98% of respondents

acknowledged that “there are some international research projects conducted by individual researchers with international network connections”, a substantial 41.46 % felt that “there is very little international research collaboration” overall. Fewer still (42.07%) reported that “there are a number of faculties, departments or research groups with relevant international research projects and collaborations”, and only 29.27% recognised an “institutional approach to internationalisation of research, with involvement in multi-disciplinary international projects and collaborations”. A minority (6.10%) were unsure of the current status, and virtually none (0.61%) cited other experiences.

These findings suggest that, although individual academics have forged valuable international links, these efforts remain largely fragmented. The gap between individual achievements (60.98%) and a coherent institutional strategy (29.27%) indicates that collaboration is often driven by personal networks rather than by structured support mechanisms. Consequently, many promising research endeavours may lack the administrative, logistical and financial backing required for sustainable, large-scale partnerships.

Graph 19. International Research Collaboration



2.4.2. Main Funding Sources for Research Collaboration

All the universities rely predominantly on external grants for international research:

- Grants from government agencies (domestic) and grants from international governments or private agencies were the primary sources listed by Mzumbe, CUHAS, and NM-AIST. For instance, national research funding (Commission for Science and Technology, etc.) or international funds (like USAID, EU Horizon programmes, or foreign university sub-grants) are key. MUM also acknowledged foreign grants but prefaced it by saying they have very little collaboration, implying minimal funding.
- Institution's own resources for research collaboration are practically negligible at most – NM-AIST was the only one to list institutional funds as one source (being government-funded, NM-AIST may allocate some internal budget for research, but still small relative to external grants).
- No institution mentioned industry/private sector contributions significantly, though “funds from private companies” appeared in Mzumbe and CUHAS's responses as part of a combined option. This likely is not a major source currently.

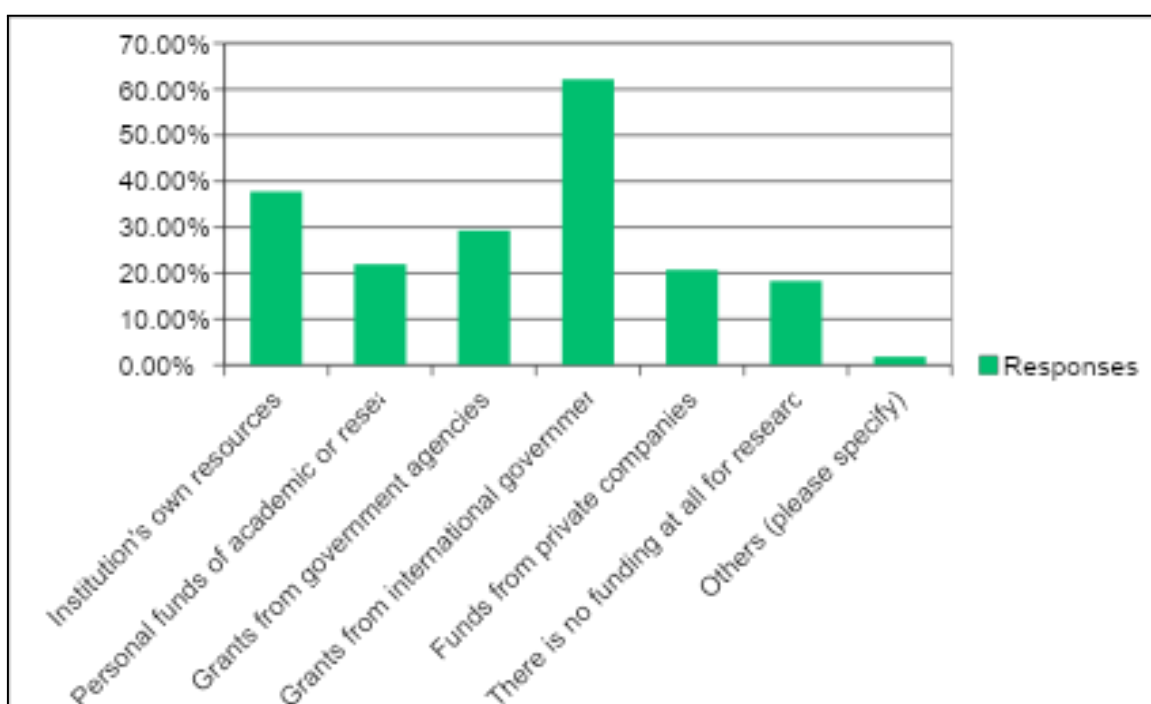
In essence, international research at these universities flourishes or fades based on the ability to secure competitive grants, as internal budgets alone are insufficient.

The survey results from faculty and staff (see Graph 19) reveal that grants from international governments are the principal source of funding for the institution's international research collaborations, with 62.20 % of faculty and staff citing this channel. Institutional resources account for the next largest share at 37.80 %, closely followed by grants from national government agencies at 29.27 %. Personal funds of academic or research staff (21.95 %) and private-company support (20.73 %) also contribute, albeit to a lesser extent. Notably, 18.29 % of respondents reported that

there is no funding at all for research grants from international organisations and agencies, while only 1.83 % indicated other sources.

These findings indicate a heavy reliance on international-government grants, underpinned by a significant, but comparatively smaller, investment from the institution itself and from domestic government bodies. The fact that nearly one in five respondents experience a complete absence of international research funding underscores disparities in access to competitive grant programmes. Furthermore, the use of personal funds and private-sector contributions suggests that individual researchers are bridging gaps in formal funding, which may risk sustainability and equity across departments.

Graph 20. Main Source of Funding for International Research Collaboration



2.4.3. Responsibility for Promoting Research Collaboration

The survey asked who drives international research collaboration internally: Common answers included top leadership (Vice Chancellors and Deputy Vice

Chancellors for Academic or Research), the head of the international office, deans of faculties, and individual faculty themselves. Mzumbe named nearly all actors (from VC to faculty to research directorates), indicating a broad involvement. MUM and NM-AIST similarly included leadership and faculty. CUHAS explicitly mentioned its Directorate of Research and Innovation along with top management and faculty.

This shows that there is not a single point of responsibility; rather it is a shared effort but having a dedicated Research & Innovation office (as CUHAS and NM-AIST do) helps coordinate. Mzumbe integrates it with the Internationalisation Unit and Research Directorate working together. The key is that leadership support alone is not enough; active faculty champions are crucial. In places like MUM, if only the VC cares but faculty lack capacity, nothing much happens. So, all levels must engage.

2.4.4. Barriers to International Research Collaboration

Several barriers were identified, many of which resonate with earlier themes:

- Limited exposure to opportunities: All institutions pointed out that many faculty are not aware of or connected to international networks where they could initiate collaborations or apply for grants. Information flow is an issue; for example, calls for proposals might not reach all relevant staff, or they might lack partners to team up with.
- Limited faculty capacity/expertise: This was universal as well. It refers to skills needed to do international research – such as writing winning grant proposals, conducting research at international standards, managing large multi-partner projects, and publishing in high-impact journals. MUM explicitly said their staff’s capacity to develop “highly competitive proposals” is low, which is a core reason for few collaborations. CUHAS noted that most grants are won by a small cohort of experienced researchers, implying younger or less experienced faculty are not contributing, likely due to skill gaps or confidence. NM-AIST too mentioned limited capacity to attract “mega projects”.

- Lack of financial support: Again, without seed money or co-funding, it is hard to engage in projects. Mzumbe and others noted that sometimes participation requires the institution to contribute something (matching funds or covering travel to meetings) and if they cannot, they miss out. Also, without internal research grants to generate preliminary results, faculty are less competitive for big grants.
- Lack of research infrastructure: CUHAS pointed to limitations in research infrastructure as a barrier. In fields like health sciences, not having well-equipped labs or research facilities can discourage collaborations (partners might prefer institutions with better infrastructure). This is a capital-intensive need that warrants donor attention for CUHAS.
- Network access and branding: Mzumbe mentioned “network policies” and “branding limitations” – essentially, that membership in certain consortia or being on the radar of big programmes can be difficult for them. Sometimes only well-known universities get invited to consortia; raising the profile (branding) of Tanzanian universities is an uphill task that affects partnership opportunities. CUHAS similarly mentioned low visibility of the institution affecting success in grant applications.
- Language barriers: NM-AIST uniquely noted language issues – for example, proposals or communications with certain funders might require translation or bilingual capabilities (especially if dealing with partners in East Asia, Francophone Africa, etc.). It is a smaller issue but still relevant.

The detailed comments from surveyed institutions reinforce these points:

- Mzumbe elaborated that limited dissemination of funding calls and partnership info leads to missed opportunities, and that some faculty need better skills in proposal writing and project management. This indicates a need for internal workshops or creating a system where all funding calls are circulated and perhaps even a support team to help with proposals.

- CUHAS stressed dependency on external funds and noted that only a small group wins grants – implying mentorship and training for the broader faculty body is needed, as well as improvements in infrastructure to support research once grants are won.
- MUM straightforwardly said few faculty participate because few can successfully secure international funding – pointing again to capacity development as the solution.
- NM-AIST highlighted reliance on research grant calls (and thus vulnerability when they do not win them), plus language and capacity for mega projects as issues. NM-AIST’s point about “mega projects” is insightful: they likely want to lead large multi-million dollar projects but might not have enough senior researchers or experience as lead institution, thus often playing junior partners. Breaking that ceiling will require strengthening their project management experience and showcasing their unique strengths.

The survey from faculty and staff highlights a range of obstacles impeding the institution’s ability to engage in international research collaboration (see Graph 20). The most frequently cited barrier is limited exposure to international opportunities, noted by 72.56% of respondents. Close behind is a lack of financial support (64.02%), followed by limited capacity or expertise among faculty and research staff (52.44%) and insufficient motivation among administrators and staff to pursue international experiences (47.56%). These top four factors underscore significant gaps in both awareness and resourcing for collaborative research.

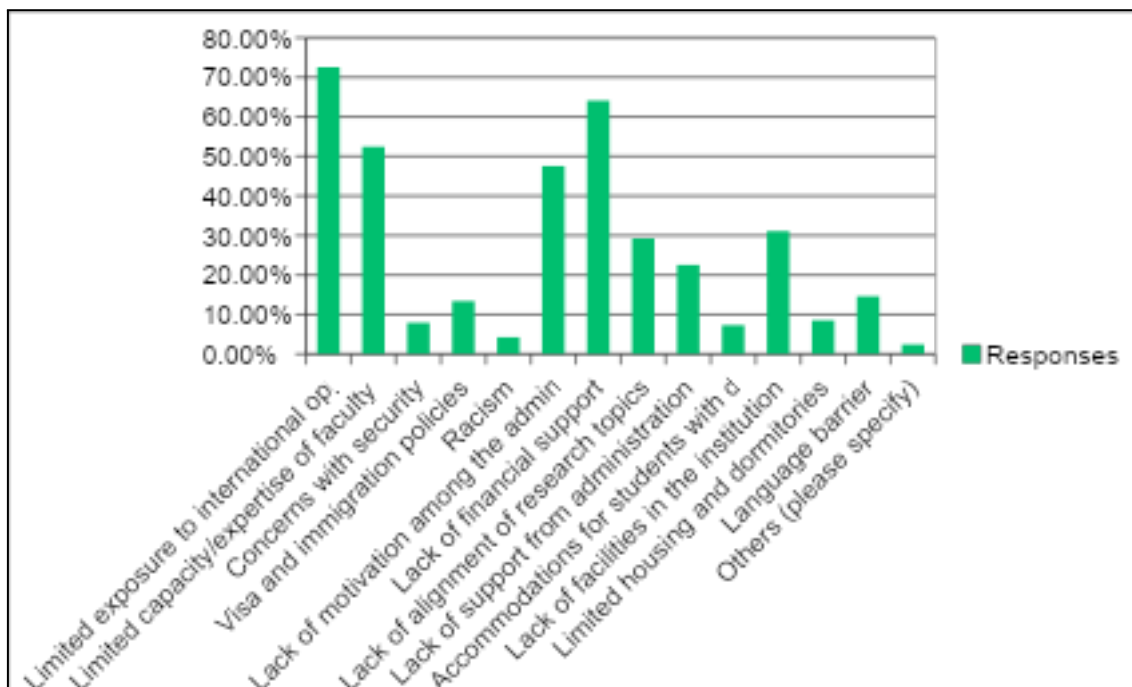
Resource constraints emerge as a critical theme. Many academics lack both the training and institutional backing required to compete for external grants or to develop joint research proposals. Without dedicated funding streams or professional development in grant writing and project management, individual efforts remain ad hoc. The reliance on personal initiative, rather than on a cohesive institutional strategy, exacerbates disparities in who can participate in global research networks.

Institutional and structural barriers further limit collaboration. Nearly one in three respondents (31.10%) identified a lack of adequate facilities, and 29.27% pointed to misalignment between the institution's research priorities and those of potential international partners. A substantial minority (22.56%) also reported insufficient administrative support, which can translate into delays in obtaining approvals, difficulty in securing matching funds and challenges in navigating institutional processes.

Additional, though less prevalent, impediments relate to logistical and socio-cultural factors. Visa and immigration policies (13.41%) and language barriers (14.63%) create practical hurdles for exchange and joint fieldwork. Concerns with security (7.93%), inadequate accommodations for students with disabilities (7.32%) and limited housing or dormitory options (8.54%) further complicate overseas collaborations. A small percentage (4.27%) cited experiences of racism, while 2.44% noted other, unspecified obstacles.

Collectively, these findings reveal that both resource-based and structural issues must be addressed to foster robust international research collaboration. Bridging gaps in funding, capacity and institutional alignment will be essential if the university is to transition from sporadic, individually driven partnerships to a coherent, institution-wide research internationalisation strategy.

Graph 21. Barriers to International Research Collaboration



2.4.5. Improvements Suggested by Institutions

The survey asked what can be done to improve international research collaboration; responses included:

- Building internal funding mechanisms: Mzumbe proposed establishing internal grants or seed funds to support proposal development and co-funding requirements. This is a concrete task that funders could help with (e.g. funding a seed-grant programme or overheads that the university can deploy).
- Faculty capacity building: All universities basically suggested this. Mzumbe detailed targeted training in grant writing, publishing, project management; MUM said capacity development to produce competitive proposals; NM-AIST said more capacity building and networking. CUHAS similarly said to expand research networks and exposure. So, there is consensus on

workshops, training, and perhaps mentorship schemes with experienced researchers (including internationally).

- Enhanced networking and partnerships: CUHAS and NM-AIST mentioned increasing exposure to collaboration opportunities – implying more participation in international research forums, matchmaking events, or forming alliances. Mzumbe suggested creating a centralised platform internally to share opportunities systematically, as well as aligning their research agendas with global trends to attract partners.
- Policy and incentive alignment: Mzumbe also noted strengthening institutional support structures via clear policies and incentives for international research. For instance, promotion criteria could reward international publications or grants; university research policy could mandate or encourage collaborating with foreign partners where possible.
- Strategic alignment and focal areas: Mzumbe’s suggestions included aligning research with global priorities, which is important to remain relevant. NM-AIST’s focus on “open more opportunities” might involve leveraging its unique thematic focus to join global initiatives, and requiring support to attend key international meetings where collaborations form.

2.4.6. Improvements Suggested by Faculty and Staff

The survey responses from faculty and staff paint a clear picture: international research collaboration will not flourish without a deliberate, institution-wide framework backed by national policy. First, respondents repeatedly call for an enabling policy environment, both at government and institutional level, to position collaboration as a strategic priority rather than an optional add-on. Crafting national guidelines that recognise joint research in promotion criteria, aligning curricula to global standards, and harmonising ethical and regulatory procedures (e.g., COSTECH, NIMR) would remove much of the current bureaucratic friction and signal high-level commitment.

A second, consistent theme is the creation of dedicated structures. Staff stress that internationalisation cannot be managed off the side of a dean's desk: universities need fully resourced international research offices charged with prospecting for partners, coordinating grant proposals and stewarding memoranda of understanding. Where such units already exist, respondents advocate upgrading them into visible 'one-stop shops' with skilled grant officers, mobility coordinators and monitoring specialists.

Sustainable funding and resource mobilisation emerge as the linchpin of every other recommendation. Participants urge the government to set aside a ring-fenced treasury line or competitive national grants to seed joint projects, while institutions are encouraged to allocate internal matching funds in their annual budgets. Diversifying the financial base (through industry partnerships, philanthropic foundations and multilateral schemes such as Horizon Europe or the Africa Research Universities Alliance) would cushion Tanzanian HEIs against the vagaries of donor cycles and enable them to co-invest with confidence.

Respondents also highlight a pressing need for capacity building. Workshops on grant writing, project management and intercultural communication were singled out as cheap but high-yield interventions that would boost proposal success rates and nurture younger academics into global research networks. Complementing this are calls for systematic staff and student mobility schemes, joint PhD supervision and short-term sabbaticals abroad, all of which deepen trust and seed long-term collaborative teams.

Equally important is awareness-raising and motivation. Many faculty members feel peripheral to international opportunities; regular dissemination of calls, mentorship from well-connected colleagues and public recognition of collaborative achievements would shift the institutional mindset. Incentive structures (ranging from research allowances and reduced teaching loads to performance bonuses) were often mentioned as practical levers to spur engagement.

Finally, the survey underscores infrastructure and digital connectivity as enablers that can no longer be treated as luxuries. Reliable broadband, modern laboratories and shared data repositories reduce the transaction costs of distance and make Tanzanian partners attractive to overseas institutions seeking robust research environments. Respondents recommend periodic audits of research facilities, followed by targeted upgrades aligned with emerging global challenges such as climate resilience, AI or pandemic preparedness.

2.5. Communication

2.5.1. Information about Internationalisation

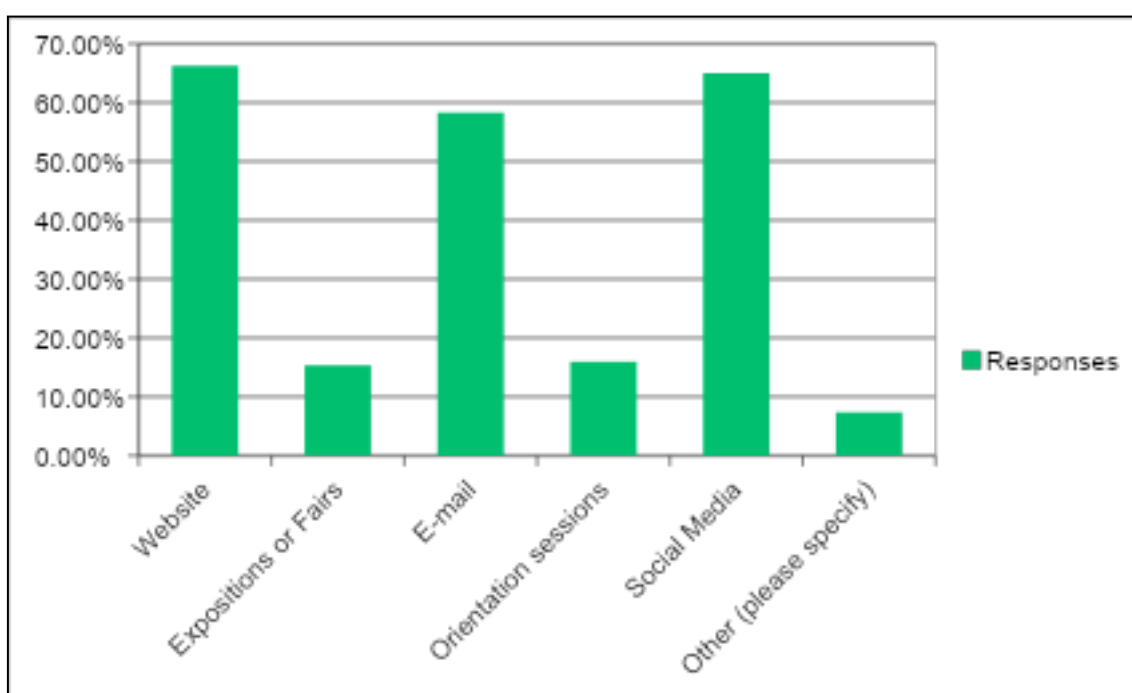
The survey reveals that all four participating universities already make use of a core set of digital and face-to-face channels to publicise their internationalisation activities. Institutional websites and social-media platforms are the ubiquitous first point of contact, complemented, to varying degrees, by e-mail circulars, orientation sessions and occasional expositions or education fairs. Where resources permit, Mzumbe and NM-AIST also mount dedicated international weeks or campus showcases, providing richer opportunities for dialogue between faculty, students and support units.

The survey faculty and staff findings reveal that digital channels are the primary means by which faculty and staff become aware of internationalisation programmes within the institution (see Graph 21). Specifically, 66.26% of respondents cite the institution's "Website" as their main information source, closely followed by "Social Media" at 65.03% and "E-mail" at 58.28%. In contrast, more traditional, in-person avenues such as "Orientation sessions" (15.95%) and "Expositions or Fairs" (15.34%) are accessed by fewer staff members, while only 7.36% report relying on "Other" means.

These results suggest that, although the institution's online presence is effectively reaching the majority of its academic community, there remains an opportunity to

bolster awareness through supplementary channels. Enhancing the visibility and appeal of face-to-face events could engage those less inclined to consult digital platforms. Concurrently, maintaining and optimising the website, social-media outlets and e-mail announcements will be essential to sustain broad and timely communication about forthcoming international opportunities.

Graph 22. Information about Internationalisation Programmes



2.5.2. Difficulties and Barriers of Internal Communication

Internal communication nevertheless suffers from fragmentation. Respondents point to outdated web pages, irregular e-mail bulletins and the absence, in CUHAS and MUM in particular, of a dedicated office to coordinate messages across academic departments. Even when information is available online, it is not always actively disseminated, leaving many staff unaware of mobility schemes, joint-research calls or visiting-scholar opportunities. The result is a patchwork of “islands of information” that hampers collective planning and dilutes institutional identity.

External outreach is similarly patchy. While websites remain the principal shop window, only two universities routinely attend international fairs or conferences, largely because of budget constraints. Social-media campaigns are used opportunistically rather than strategically, and targeted mail-outs to prospective partners are rare. CUHAS reports relying almost exclusively on its website, whereas MUM and NM-AIST acknowledge that funding shortfalls limit their ability to showcase achievements abroad or cultivate long-term research networks.

Across the four institutions, the main barriers to effective communication coalesce around three themes: inadequate financial resources, limited human-resource capacity and weak cross-unit coordination. Respondents highlight the lack of ring-fenced budgets for marketing and the absence of staff trained in digital-content management or stakeholder engagement. They also note that responsibilities are “everyone’s job and no one’s job”, resulting in inconsistent branding and missed opportunities to leverage success stories.

2.5.3. Strategies to Improve Communication

To meet these challenges, the institutions identify a clear set of needs. First, each university requires a dedicated International Relations or Communications Unit with a mandate to develop, implement and monitor a coherent communication strategy. Second, staff development in digital-media management, strategic storytelling and partnership liaison is essential. Third, regular content refreshment, particularly on websites and social-media dashboards, must be institutionalised, with clear service standards and accountability mechanisms. Finally, participation in international education fairs and thematic conferences should be budgeted annually, not as ad-hoc extras, to ensure sustained visibility and relationship-building.

In the survey of faculty and staff they were asked: what can be done to develop an improved internal communication of HEIs internationalisation programmes? Findings of the survey showed that structural enhancements are the foundation on which all other improvements must rest. Academics and administrators repeatedly

called for the creation, or strengthening, of dedicated International Relations Offices (IROs) or similar units, staffed with focal persons in every faculty and department. Such offices would be mandated to coordinate information flows, monitor opportunities in real time, and champion international activities across the institution. Institutionalising these functions within formal strategies and strategic plans was viewed as essential to ensure sustainability, leadership buy-in, and accountability.

Alongside structural reform, respondents underscored the need to diversify and integrate communication channels. While conventional e-mail remains indispensable, it should be complemented by regularly updated institutional websites, intranets, and social-media platforms such as WhatsApp, Facebook, X, Instagram, and YouTube. Many staff advocated for multilingual, search-optimised web pages containing a single, centralised repository of calls, guidelines, and success stories. Training sessions, newsletters, posters, and routine staff meetings were cited as additional vehicles for reinforcing key messages and catering to varying degrees of digital literacy.

A third, equally prominent theme was capacity building and awareness-raising. Respondents urged universities to run targeted workshops, seminars, and orientation programmes that demystify internationalisation processes, highlight available funding, and cultivate basic competences, particularly foreign-language proficiency, required for effective global engagement. Such activities should be inclusive, drawing in academic, technical, and administrative staff as well as students, thus fostering a community-wide culture that values international collaboration.

Policy alignment and resource allocation also surfaced as critical enablers. Participants stressed that communication efforts must be embedded in institutional policies – recognised in promotion criteria, backed by adequate budgets, and monitored through clear feedback mechanisms such as surveys and suggestion boxes. Regular analytics-driven reviews of communication reach and impact were

recommended to inform continuous improvement and ensure that funds, whether internal or externally mobilised, yield measurable returns.

Finally, respondents highlighted the importance of equity, transparency, and timely dissemination. Clear criteria for participation, equal opportunity in staff exchanges, and early circulation of information were all viewed as essential for building trust and securing broad-based engagement.

2.6. English Language Competency

Internationalisation inevitably hinges on a workforce and student body that can operate confidently in a global lingua franca. Across the four participating universities English is already entrenched as the principal medium of instruction, capacity-building and academic resources. All institutions report that lectures, seminars, textbooks, hand-outs and most institutional communications are delivered in English, underscoring the language's centrality to daily academic life. Yet this de facto reliance is not matched by consistent, formal language policies.

Only half of the institutions impose an English-language threshold at the point of admission: CUHAS requires a B2 level and NM-AIST stipulates C1. The remaining institutions admit students without any documented proficiency standard. By graduation, formal benchmarks become even rarer: three-quarters of universities report no exit requirement, and only CUHAS maintains its B2 expectation. A similar pattern is evident in job-placement criteria, where 75 per cent of universities set no proficiency bar at all. The absence of clear, institution-wide standards risks undermining student preparedness for international study, mobility schemes and collaborative research environments.

Staff competence paints a more nuanced picture. Senior management and academic staff display high overall proficiency – two universities reported that their managers have C1 (“Excellent”) and the remainder at B2 (“Very Good”), while three universities indicated that their academics are rated at C1. Administrative personnel, however, lag behind: two universities describe their English as only B1 (“Good”), with the rest split between B2 and C1. This disparity suggests that front-line service units, which often act as first points of contact for visiting scholars and international partners, may be less equipped to handle complex cross-cultural interactions.

Taken together, the findings indicate a misalignment between the implicit expectation that English underpins international activity and the explicit

mechanisms that guarantee competence. To sustain and expand international engagement the universities will need to:

- Adopt harmonised proficiency benchmarks at entry, progression and graduation, informed by the CEFR and aligned with partner-institution standards.
- Invest in targeted language development for administrative and support staff, closing the gap that currently threatens service quality for incoming students and collaborators.
- Establish structured English language support for students, including bridging courses, writing centres and discipline-specific language modules, to ensure that all graduates can participate fully in global academic discourse.
- Formalise monitoring and certification processes so that language data feed into quality-assurance cycles and accreditation dossiers.

By converting its tacit reliance on English into a coherent, evidence-based policy framework, the consortium will strengthen both inward and outward mobility, enhance the visibility of its research on the international stage and meet the linguistic expectations of prospective partners and funders.

2.7. International Partnerships and Agreements

2.7.1 Scope and Number of Partnerships

The four universities have entered various international agreements, but the scale ranges widely:

- NM-AIST has by far the most extensive portfolio, with 40–60 active Memoranda of Understanding (MoUs) in the last five years and numerous specific agreements. It reported 5–10 active student exchange agreements, 5–10 research collaboration agreements, 5–10 faculty exchange agreements, and 5–10 staff exchange agreements, among others. This breadth reflects NM-AIST's strong international orientation and its participation in many networks and projects. These likely include partnerships across Africa, Europe, and Asia focusing on science and technology research and training.
- Mzumbe University has a more modest but significant number: about 10 active MoUs, 2 student exchange agreements, 5 research agreements, 3 faculty exchange agreements, 2 staff exchange agreements, and a handful of multilateral or facility-use agreements. This indicates Mzumbe has cultivated several bilateral partnerships and is involved in some multilateral collaborations (it listed 5 multilateral network agreements). The student exchange agreements (only 2) align with earlier data showing limited exchange programmes – likely those two yield the small outbound/inbound student numbers observed.
- MUM (Muslim University) reported only 6 MoUs and 1 student exchange agreement, 1 research agreement, 2 faculty exchange agreements, 2 staff exchange agreements, and none in categories like study abroad or internships. This underscores that MUM's international partnerships are very few – perhaps one or two key partner institutions – and many areas (like formal study abroad or internship agreements) are absent. Essentially,

MUM's international links might rely on personal relationships or ad hoc contacts rather than a broad network.

- CUHAS did not give precise numbers for many categories (using terms like “Several” MoUs and “0–10” or “Data not available” for others). It acknowledged “several” MoUs (implying maybe around 5–10), “0–10” student exchange agreements (so possibly a few or none), and “0–50” research agreements (a very unclear range). It explicitly noted no non-credit mobility agreements and no staff agreements. The lack of specific data hints that CUHAS does not systematically track these or has very few formalised agreements beyond MoUs. Likely their key partnerships are embodied in MoUs and the joint degree(s) mentioned, but not many operational sub-agreements (like dedicated exchange programmes) are in force.

These numbers reveal a huge gap between NM-AIST and others in partnership quantity and possibly quality. NM-AIST's global focus in STEM has enabled it to build a large network. Mzumbe, with broader disciplines, has done respectably but has room to grow partnerships (especially those that lead to exchanges). MUM and CUHAS clearly lag and need help forging more connections.

2.7.2. Geographic Priorities

All institutions expressed interest in partnering across multiple regions:

- All four prioritise Africa – understandable, as regional cooperation is often easiest and many initiatives (e.g. African Centres of Excellence) exist.
- Asia, Europe, and North America were also consistently desired regions by all, as these have strong higher education systems and funding sources.
- Latin America and Oceania were mentioned by some (Mzumbe and CUHAS included Oceania and Latin America in “all regions” approach; NM-AIST included Latin America; MUM's list was shorter, excluding some far regions).

- Mzumbe uniquely added the Middle East and involvement in global multilateral networks (SDGs, climate etc.), basically indicating it is open to the entire world.

This broad interest suggests the universities are not picky about region – they simply seek partners wherever possible, though practically most existing ones are likely in Africa, Europe, and maybe Asia (e.g. India or China collaborations, given trends). It also reflects recognition that emerging opportunities (like scholarships from Middle Eastern countries or collaborations with Latin America) should not be ignored.

2.7.3. Partnership Development Process

How do partnerships come about and who handles them?

- Mzumbe described a process where interest can be initiated by academic units, the Internationalisation Unit, or external partners. The Internationalisation Unit then coordinates drafting the MoU in consultation with faculties, the legal unit, and the Directorate of Research (if research is involved). After internal review, it goes to management for approval and is signed by the VC. Many agreements stem from connections made at international events or through joint projects (e.g. Erasmus+ consortia or research consortia). This shows Mzumbe has a fairly formalised pipeline with the international office as a facilitator and legal oversight built in.
- CUHAS indicated that collaborative partners negotiate the terms, then the Legal Office finalises the agreement for the VC to sign. This suggests the initiation might often come from external or faculty contacts, with the legal department primarily ensuring compliance. It sounds less proactive internally; CUHAS might rely on opportunities that come to it rather than actively seeking many new ones.
- MUM said most agreements start from top university officials' initiatives. For example, a high-level official (VC or similar) might make contact with an

overseas university and then forge an agreement. This top-down approach may yield a few MoUs (often via personal networks or faith-based networks since MUM is an Islamic institution, possibly connecting with universities in the Muslim world). However, it may not translate to active programmes unless followed through by departments.

- NM-AIST described a bottom-up and top-down hybrid: schools or departments initiate partnerships (perhaps via research ties), then the Legal Office handles the vetting and the Attorney General's Office of the Government must also vet (a requirement for Tanzanian public institutions' international agreements), and finally the VC signs along with the counterpart at the partner university. The involvement of the Attorney General is an extra bureaucratic step NM-AIST highlighted as a challenge – it lengthens the process and sometimes frustrates partners not used to such delays.

In all cases, the signing authority lies with top leadership (VC), but the initiation can come from faculty level or leadership level. A common thread is involvement of Legal Offices for vetting and safekeeping of agreements – absolutely necessary to ensure agreements meet institutional and national regulations.

2.7.4. Roles and Coordination among Offices

Since multiple units can be involved (International Office, Research Office, Legal, Academic, etc.), how do they interface?

- Mzumbe's model: the Internationalisation Unit is the central coordinator, liaising with DVC (Academic, Research & Consultancy), Research Directorate, Legal Services, and the faculties. There are consultations and joint planning for partnership activities, and a coordinated approval process for MoUs. This centralised coordination helps maintain oversight and avoid duplication or contradictory agreements.

- CUHAS: functions are split by the nature of the agreement – the Research and Innovation office coordinates research aspects, Legal handles legal aspects, DVC-ARC handles academic matters, and DVC-PFA addresses finance/infrastructure commitments. This fragmentation means each aspect is checked by the relevant office. The challenge is ensuring these parts communicate; CUHAS did not mention a single coordinator except that presumably the Research office might lead if it is a research-focused MoU. This division of labour is logical but needs an integration mechanism (perhaps an MoU committee or similar) to work smoothly.
- MUM: International Office handles operational procedures, while planning is collaborative between academic departments, the international office, and the planning unit, and Legal Counsel manages legalities. So, MUM does have an international office that tries to bring parties together for planning. Given its small size, informal coordination might suffice, but formal clarity of roles is still important to avoid confusion.
- NM-AIST: as indicated, schools initiate, Legal vets and coordinates signing, and the International Relations Office (IRO) monitors implementation. This implies once an MoU is signed, the IRO keeps track of it (ensuring activities happen, renewals, etc.). It is a good practice to have the IRO monitor, but if they are only involved post-signature, they might not influence the content or ensure alignment with other partnerships during the negotiation phase.

2.7.5. Management of Partnership Documents

The survey specifically asked which office is responsible for:

- Safekeeping legal documents: All rely on the Legal Office as the primary custodian of original partnership agreements (Mzumbe also keeps working copies in the International Office).
- Monitoring status of agreements: Mzumbe splits this between the International Office and Legal; NM-AIST assigns it to the IRO; CUHAS and MUM left it largely to Legal (or had no separate system). Monitoring means

tracking active/inactive, expiration, deliverables – it appears only Mzumbe and NM-AIST have someone explicitly doing it (their international offices), whereas CUHAS and MUM might lack systematic monitoring (risking lapsed MoUs or dormant partnerships).

- Internal dissemination of contract information: Mzumbe and NM-AIST rely on the International Office (ICU/IRO) to share details internally (e.g. informing departments that an MoU is signed and what it covers). CUHAS and MUM said the office responsible for implementation or the DVC-Academic would disseminate, suggesting a less formal approach (e.g. a dean or DVC might notify relevant staff). This could lead to some staff not knowing about existing partnerships that could benefit them.
- External dissemination to partners: Similarly, Mzumbe/NM-AIST use the International Office to liaise with partners, while CUHAS/MUM likely let the specific implementing unit communicate. Having a central office handle official communications externally is beneficial for consistency.
- Evaluation of documents (due diligence): Mzumbe uses a combination of Legal, International Office, and academic units to evaluate partnership proposals. CUHAS involves the implementing office and even the Internal Auditor (perhaps to check financial commitments). MUM leaves evaluation solely to Legal Counsel. NM-AIST involves the IRO and relevant schools/departments in evaluating agreements. This highlights that at more proactive institutions, multiple perspectives are considered before signing (academic relevance, legal soundness, financial implications). MUM's sole reliance on Legal might mean academic suitability is not thoroughly vetted in advance, which could be a risk (e.g. signing an MoU that faculty have little interest in).

2.7.6. Partnership Review and Evaluation

Regular review of partnerships ensures they remain active and beneficial. Mzumbe, CUHAS, and NM-AIST all indicated Yes, they do review commitments at least every

three years for various types of agreements (bilateral, multilateral, special projects, academic collaborations). This likely means they have some mechanism (maybe an annual report on partnerships or periodic evaluation meetings). MUM answered “No” for all, meaning it does not systematically review its partnerships. That is problematic because MUM could be accumulating MoUs that yield nothing, or missing chances to renew/extend good ones. Not reviewing also means no structured feedback loop to learn what works or to gracefully terminate non-functional partnerships.

Even for those who said yes, the depth of review may vary. However, it is a positive sign that at least the concept of reviewing is acknowledged by Mzumbe, CUHAS, NM-AIST – perhaps driven by requirement from their governing bodies or just good practice by an office. MUM likely lacks capacity or simply has not had enough partnerships to think of review as a separate task.

2.7.7. Barriers to Partnerships

The principal barriers encountered in forming or maintaining international partnerships include:

- **Budget constraints:** Universally, insufficient budget was flagged as a barrier to initiating or sustaining partnerships. Forming partnerships might require travel for relationship-building, hosting delegations, or committing funds to joint activities – all hard if budgets are tight. Also, implementing MoUs (like exchanges or joint research) often needs co-funding.
- **Governmental/regulatory hurdles:** Both CUHAS and NM-AIST highlighted government regulations. NM-AIST’s detailed comment described how Attorney General vetting delays frustrate partners. CUHAS mentioned “Government Regulations” and “Implementing Rules and Regulations” as barriers, which could include lengthy approval processes or policy mismatches that complicate partnerships (especially in health, there may be regulatory issues on cross-border research or student rotations).

- Institutional policies and rigidity: Mzumbe referred to “network policies” – possibly meaning strict conditions of certain networks or accreditation requirements that they struggle to meet. CUHAS referencing accreditation agencies (AACSB, etc.) as a barrier suggests that lacking international accreditation can hinder partnering with top institutions or joining certain networks. They also noted “Individual managerial and functional” – likely alluding to limited staff expertise in handling partnerships (an internal barrier).
- Skills and organisational issues: Mzumbe listed knowledge and skills gaps among staff as partnership barriers (e.g. not knowing how to forge international links or manage them), plus need for better organisational and team development to handle partnerships. If staff do not have training in international relations or project management, partnerships may flounder after signing.
- Technical and logistical support: Mzumbe also cited technical support and equipment issues affecting partnership project delivery (for instance, collaborating on an e-learning program fails if ICT infrastructure is poor).
- Branding and visibility: Both Mzumbe and CUHAS pointed to “branding” – not being well-known internationally can be a barrier, as potential partners might overlook them. Building a strong reputation or niche can help attract quality partners.
- Partner expectations vs reality: CUHAS noted that during implementation, things like actual available budget, personnel, or infrastructure might not match what was assumed when signing. This mismatch can strain partnerships, requiring flexibility. Essentially, they caution that conditions change and if the agreement was made on overly optimistic grounds, it becomes difficult to execute.
- Lack of follow-through due to budget: MUM succinctly said they can sign an agreement but “cannot achieve it due to budgetary constraints”. This implies MoUs that remain inactive for lack of funds to do any joint activities –

a common issue in developing contexts where partnerships exist on paper but not in practice.

2.7.8. Best Practices for Successful Partnerships:

Encouragingly, the survey asked if institutions have any best practices to ensure partnership success:

- Mzumbe University detailed a robust set of best practices it employs:
 1. Central coordination via the Internationalisation Unit (one-stop center for partnerships).
 2. Active involvement of academic units in partnership development for relevance and buy-in.
 3. Use of focal persons in each faculty to maintain communication channels.
 4. Aligning MoUs with the university's strategic objectives (so they serve long-term goals, not random).
 5. Participating in global events to build and maintain relationships (ensuring visibility and continuous engagement).
 6. Tracking MoUs and agreements – ICU monitors deadlines, renewals, progress.
 7. Joint planning and proposal development with partners to keep partnerships active (e.g. co-developing grant proposals like those under Erasmus+ or collaborative research).

These practices collectively address many points of failure (e.g. neglect, misalignment, poor communication) and are exemplary for other institutions to emulate.
- CUHAS listed a couple of general best practices: adherence to policies and guidelines, and fiscal responsibility. In other words, they ensure any partnership aligns with existing regulations and that finances are handled properly. While important, these are more about avoiding problems than actively ensuring success through engagement. It may reflect CUHAS's

limited experience; they focus on compliance (which is necessary) but did not mention measures to maximise outcomes (like regular meetings or monitoring).

- MUM cited participation in fully funded programmes (specifically Erasmus+ mobility) as a best practice, “because all funding comes from Erasmus.” This highlights that MUM feels partnerships succeed when the burden of financing is not on them. It is a practical perspective – essentially outsource the cost to a third party (Erasmus). While that is beneficial, it is not exactly an internal practice, but it underscores how crucial external funding is to making partnerships work for them.
- NM-AIST mentioned requiring the implementing contact person at the institution to provide regular reports on the agreement and having regular meetings and exchanges (students and staff) with partners. These are indeed good practices: setting accountability by designating someone to report on progress and maintaining active exchange so the partnership stays lively. Regular meetings (even virtual) can keep partners aligned and identify issues early.

From these, it is clear Mzumbe is quite advanced in systematic partnership management, likely thanks to its Internationalisation Unit’s efforts. NM-AIST also applies some structured approaches. MUM and CUHAS, with fewer resources, rely more on external frameworks (like Erasmus rules) or basic compliance. There is an opportunity for knowledge transfer: Mzumbe could potentially mentor the others in developing partnership management protocols.

2.7.9. Summary of Partnership Needs

The assessment reveals that expanding and strengthening international partnerships is both a need and a means to achieving other internationalisation goals. For MUM and CUHAS, simply increasing the number of active, meaningful partnerships is a priority – they need connections that lead to student/faculty exchanges and joint projects. This could be facilitated by brokers (like international

networks or programmes that link capable universities with emerging ones). For Mzumbe and NM-AIST, which have more partners, the focus is on deepening the impact of those partnerships (ensuring they are active, balanced, and yielding results such as exchanges, research outputs, curriculum development).

All institutions would benefit from capacity building in partnership management: training staff on how to identify suitable partners, negotiate MoUs, and manage collaborations (including cultural aspects and conflict resolution). Also, establishing or refining processes for reviewing and tracking agreements will ensure partnerships remain aligned with institutional goals and resources. Reducing bureaucratic delays (especially NM-AIST's vetting issue) might require dialogue at the national policy level – funders can possibly advocate or assist in streamlining approval workflows for academic MoUs.

Finally, supporting partnership development financially can go a long way: e.g., providing small grants that partner institutions can use to initiate joint activities (travel grants for planning meetings, seed money for pilot projects under an MoU) would help move partnerships from paper to practice. Partners are often eager to collaborate but lack initial resources to kick things off – having a dedicated “partnership activation fund” could stimulate real outcomes from each MoU.

2.8. Financial Management

2.8.1. Dedicated Internationalisation Budget

Among the four universities, three (Mzumbe, MUM, NM-AIST) allocate an annual budget specifically for internationalisation, while CUHAS does not. Mzumbe, for example, as a public university, likely sets aside some funds through its International Office or DVC-ARC budget for activities like travel or hosting delegates. NM-AIST, being government-supported, also earmarks a budget (and indeed it mentioned funding the International Relations Office operations as a budget item). MUM, despite limited means, said yes – it set a small amount which is integrated into another budget line. CUHAS’s “No” means any international activities must be funded through general university funds or (more likely) external grants; there is no guaranteed allocation each year for, say, mobility or partnership development. This indicates to funders that CUHAS in particular would need external financial support to kickstart new international activities, since it cannot rely on an internal budget for them.

2.8.2. Items Included in the Internalisation Budget

The institutions identified the top items included in their internationalisation budgets:

- A common item was development of academic collaborative programmes/courses – all except MUM highlighted this. It suggests that where funds exist, they are used to develop curriculum collaborations or joint programmes (for example, designing a new joint degree or twinning programme requires meetings, curriculum work, etc., which cost money).
- Research collaboration expenses were mentioned by Mzumbe and CUHAS, indicating they allocate funds to support international research linkages (possibly to meet matching fund requirements or host research meetings).

- Faculty/Staff mobility costs were noted by Mzumbe and CUHAS – meaning some budget goes to sending or hosting faculty/staff (travel costs, per diem). MUM did not list this (likely because they have not budgeted for it explicitly), and NM-AIST implicitly covers it through the IRO operations or other sources.
- Facilities and infrastructure were listed by Mzumbe, MUM, and NM-AIST as a budget item. This could mean investing in campus facilities that support internationalisation (like improving ICT for global connectivity or upgrading offices and accommodation). MUM only listed facilities and course development, implying any limited budget they have might be used for modest facility improvements related to international needs.
- Marketing/Fundraising activities were specifically mentioned by CUHAS (they included “fundraising activities for international grants” as an item). This is interesting – CUHAS recognises that part of internationalisation budgeting may involve efforts to bring in external funds (i.e. spending some money to pursue more money). Possibly hiring a grant writer or attending donor meetings falls here.
- Operational costs of the International Office were explicitly mentioned by NM-AIST, which included “funding the IRO to run its operations” as a top item. This is crucial – it shows NM-AIST ensures its International Relations Office has operating funds (salaries, admin costs, etc.), underlining that not all institutions do (some offices might be unfunded mandates).

In short, where budgets exist, they are being spent on building collaborative academic and research projects, facilitating mobility, maintaining necessary infrastructure, and supporting the administration of internationalisation. However, these budgets are likely quite small relative to needs. It is also likely that student mobility (especially outbound scholarships) is not adequately funded by any of the institutions internally; they depend on external programmes for that.

2.8.3. Sources of Internationalisation Funding

The funding for these budgets and activities comes from multiple sources:

- University's own general funds (tuition or government subvention): All institutions primarily rely on central funds (often from student tuition fees or government subsidy) to finance any internal budget for internationalisation. For private ones like CUHAS and MUM, that means a slice of student tuition revenue might be set aside. For public ones, it might be a portion of government grants or internal revenue. However, given competing priorities, these internal funds are limited.
- Special programmes or projects: Mzumbe and CUHAS mentioned "special programmes" as a source – perhaps income from specific training programmes or consultancies that is reinvested into international activities. For example, profits from an international short course could feed a mobility fund.
- Government funding: Mzumbe and NM-AIST noted government as a source (the government may occasionally provide funds earmarked for certain international initiatives, e.g. sponsorship for conferences or joining international associations).
- Foreign financial aid / international grants: All institutions rely heavily on this. Mzumbe explicitly listed Erasmus+, DAAD, UNDP, DFG (German Research Foundation) as sources of funding support. NM-AIST similarly listed Erasmus+ and international capacity building funds. This indicates that many of their international activities are essentially funded by external partners or grant programmes. MUM and CUHAS did not elaborate much here, but given their budgets are small, whenever they do something international (like an exchange or a research collaboration), it is probably paid by an external grant or the partner institution.

Notably absent sources

None mentioned alumni donations or private philanthropies as sources – these are not yet tapped for internationalisation specifically. Also, none mentioned significant student fees from international students as a source (maybe because the numbers are too low to make a dent or they do not earmark that revenue separately). This means the business case for recruiting fee-paying international students (as a revenue source) is not yet realised by these universities; currently, international students are more an enrichment factor than a financial one.

2.8.4. Trends in Funding Over the Past Three Years

The survey captured whether funding for various internationalisation activities has increased, decreased, or remained the same in recent years:

- Mzumbe University reported several increases: funding for short-term student programmes (without credit) has increased, as has funding for student mobility activities like study tours, and for staff exchange and training abroad, as well as for research partnership development and network engagement. However, Mzumbe noted a decrease in funding for student exchange with credit programmes, and funding for other areas (study abroad with credit, degree-seeking international students, sabbaticals, etc.) remained about the same. This suggests Mzumbe may have recently secured new resources (perhaps through project grants or reallocations) to boost short-term exchanges and research collaborations, but perhaps an existing student exchange programme lost funding or ended. The overall picture is modest growth in several areas, reflecting intentional efforts by Mzumbe to expand internationalisation.
- CUHAS saw a mixed trend: it experienced a decrease in funding for student short-term programmes and for study abroad with credit (indicating cuts or lack of new funds in those categories), but an increase in funding for degree-seeking programmes (perhaps scholarships to attract international

postgraduates) and for research partnership development and network engagement. This could imply CUHAS reallocated resources to prioritise research and recruiting postgraduate internationals, while putting less into undergraduate exchanges or tours. It might align with their strategic focus on research and capacity building.

- MUM indicated that funding has remained the same in nearly all categories over the past three years. “Remained the same” likely means consistently low or zero funding. Essentially, MUM has not had any significant new injection of funds for internationalisation recently – which is itself a problem, as it suggests stagnation.
- NM-AIST did not provide clear responses for many categories (likely “Not applicable” or blanks), which might imply either no dedicated tracking or no change. It left most fields blank, except it did not contradict that funding was stable for those it did not mark. Perhaps NM-AIST’s core government funding has not changed specifically for these line items, or it may receive variable project funding that is not easily categorised. The absence of data could also be due to the respondent not having the info. For analysis, we can assume NM-AIST’s funding is largely project-driven, and while it has many projects, its institutional funding for, say, student mobility might not have grown outside those projects.

Interpreting these trends

Mzumbe and CUHAS have tried to increase funding in some key areas, showing responsiveness to needs (e.g. Mzumbe on staff training, CUHAS on research partnerships). MUM’s static funding highlights its need for external support to get momentum. NM-AIST’s lack of data might itself be a finding – possibly indicating a need for better financial monitoring of internationalisation, or that they rely so heavily on external project funds that institutional budget changes are moot.

Financial Gaps and Needs

Clearly, across all categories (student mobility, staff mobility, research, etc.), even when funding is “increased”, it is from a low baseline and likely inadequate relative to demand. The fact that “remained the same” was a common answer implies no significant new investment from the universities’ own coffers – any increases might be due to winning specific grants.

All institutions repeatedly pointed to insufficient financial resources as a limiting factor in multiple survey sections. This aligns with national trends where university budgets are tight, and internationalisation is often seen as a luxury unless externally funded.

For funders and partners, this implies:

- Providing direct funding or scholarships for mobility (students and staff) would address one of the most immediate constraints.
- Supporting the universities to establish self-sustaining revenue streams for internationalisation is also key. For example, helping them develop attractive programmes to draw fee-paying internationals could generate income (though that is a longer-term strategy requiring upfront investment in marketing and programme development).
- Encouraging the government (for publics) or boards (for privates) to allocate specific funding for internationalisation is another approach. Perhaps showcasing how international engagement contributes to quality and rankings could justify such allocations.
- Also, integrating these universities into donor-funded international projects will automatically bring funds that trickle into various categories (mobility, research, training). That has been NM-AIST’s model to some extent.

In summary, financial constraints underlie almost every gap identified in this needs assessment. Without addressing funding, recommendations in other areas (like “increase student exchanges” or “upgrade infrastructure”) cannot be realised.

Thus, a central recommendation must be to bolster financial support for internationalisation, both through external assistance and by institutional commitment (within their means). The positive note is that even small increases in targeted funding have shown effects at Mzumbe and CUHAS – indicating these universities know how to put additional resources to good use (e.g. Mzumbe channelled them into more staff training and partnerships). This should give confidence to funders that investments will translate into tangible improvements.

3. Conclusions

3.1. Needs and Gaps Analysis

Synthesising the analysis above, this section brings into focus the most critical needs and persistent gaps present across the surveyed institutions, alongside notable challenges unique to each context. These issues, if addressed, offer significant opportunities for targeted support (be it through funding streams, capacity-building initiatives, technical assistance, or strategic partnerships) to accelerate the process of internationalisation.

By drawing on the evidence collected, it becomes clear that carefully designed interventions can deliver disproportionate benefits. Addressing these needs will not only strengthen institutional foundations but also create a more enabling environment for international linkages, student and staff mobility, and collaborative research. For funders, partners, and policymakers, clear priorities emerge investing in infrastructure and human capacity, supporting the articulation of robust strategies, and fostering the development of sustainable systems that underpin long-term international engagement.

Ultimately, these recommendations set the stage for a more cohesive, ambitious, and resilient internationalisation agenda – one that aligns institutional ambitions with practical, achievable pathways to global engagement and academic excellence.

3.1.1. Strategic Planning and Policy Gaps

Three out of four universities do not have a formal internationalisation strategy or policy framework, instead relying on informal or ad hoc approaches. Developing formal internationalisation strategies has been identified as an area for potential growth at CUHAS, MUM, and NM-AIST. The absence of clearly defined goals, allocated responsibilities, and benchmarks may contribute to challenges in coordinating international activities. Mzumbe University, which currently operates

with a plan, could benefit from support to implement and regularly review it. In addition, harmonising internal policies – such as those concerning credit transfer, recognition of foreign qualifications, and research collaboration guidelines – could improve mobility and partnerships. For example, establishing a comprehensive credit transfer policy that includes learning agreements and credit equivalencies may facilitate student exchanges. Current policies in these areas remain underdeveloped, as demonstrated by existing barriers to credit transfer. Moreover, some institutions do not track internationalisation indicators; the introduction of key performance indicators (KPIs), such as the numbers of international students, exchange participants, and joint publications, could assist leadership in monitoring progress.

3.1.2. Institutional Infrastructure and Coordination

A significant and persistent obstacle to effective internationalisation across the surveyed institutions lies in the limited institutional infrastructure available to coordinate and support global engagement. At CUHAS, the absence of a dedicated international office stands out as a fundamental shortcoming, severely constraining the university's ability to organise, facilitate, and sustain any form of international activity. This lack of a central coordinating unit not only impedes the development of strategic partnerships with foreign institutions but also limits the support available to faculty and students seeking to participate in international collaborations or mobility programmes.

MUM and NM-AIST have established international offices; however, these units are notably small relative to the breadth and complexity of their responsibilities. Their limited staffing and resources make it difficult to manage existing projects while simultaneously developing new opportunities for engagement. In the case of MUM, the office is widely perceived as under-resourced, lacking both the personnel and the operational budget required to deliver on its internationalisation ambitions. At NM-AIST, staff are required to multitask across diverse areas, which risks diluting efforts and undermining the office's effectiveness.

Mzumbe University, which benefits from a more proactive international office, has nonetheless articulated its own set of challenges, particularly in terms of the number of staff available and the specialised skills required to engage in sophisticated partnership management, student support, and international project administration. The scarcity of trained staff means that opportunities can be missed, and administrative burdens fall unevenly, leading to potential bottlenecks.

To address these challenges, it is imperative to prioritise the strengthening and expansion of these coordinating units. At CUHAS, this would involve establishing an International Office from the ground up or, at minimum, designating existing staff to focus explicitly on international functions. For MUM and Mzumbe, augmenting staff numbers, investing in targeted professional development, and ensuring sufficient operational budgets are critical steps toward building capacity and resilience. Equipping all international offices with up-to-date tools (such as information management systems, digital collaboration platforms, and customer relationship management software) would further enhance their ability to track partnerships, manage mobility, and support international projects efficiently.

Moreover, a clear mandate should be established for each international office, outlining its strategic roles and responsibilities. Integrating these offices more closely with other university units – by creating formal committees or working groups that regularly convene staff from the International Office, academic deans, student support services, and other stakeholders – would help embed internationalisation across the institution. This collaborative approach ensures that the international office does not operate in isolation but instead acts as a catalyst, helping to drive a whole-of-institution commitment to global engagement and the advancement of international academic excellence.

Support services infrastructure for mobility, such as processes for visa assistance, accommodation arrangements, orientation for foreign students, and language support, is either limited or in early stages across all four universities. As a result, international students and staff may encounter challenges during their stay, and

local students preparing for study abroad may face difficulties. Enhancing or establishing units or protocols for these support functions could address these concerns. For instance, implementing a “welcome desk” or guide for international students (including virtual options) and designating staff to assist outgoing students with administrative procedures may provide practical support.

3.1.3. Funding Shortfalls

Financial constraints are the most recurrent theme. The needs include:

- **Scholarships and Travel Grants:** All institutions need increased funding for student scholarships (to attract inbound talent and support outbound mobility) and travel grants for faculty/staff exchanges. Currently, a lack of funding is stopping interested students and faculty from participating in mobility programmes. Establishing dedicated scholarship programmes (perhaps through external donors or government schemes) specifically for mobility would directly address this. For instance, a student mobility scholarship fund administered by these universities or a sponsor could enable dozens of exchanges annually, which would otherwise not happen.
- **Seed Funding for International Initiatives:** There is minimal internal budget to seed new collaborations or pilot programmes. For example, launching a joint degree or hosting a short summer school requires upfront investment (curriculum development, marketing, initial subsidising). These universities require grant support to initiate new international programmes until they become self-sustaining. Without such seed funds, they will stick to the status quo.
- **Infrastructure Investment:** Some funding needs are one-time or capital in nature, such as upgrading research laboratories at CUHAS (to make research partnerships viable) or building/renovating student accommodation at MUM or Mzumbe to host exchange students. These infrastructure investments are beyond the universities’ normal budgets but are essential to remove barriers (e.g. housing shortages, lack of lab capability).

- **Operational Funding for Offices:** Ensuring the international offices have operational budgets (as NM-AIST does for its IRO) is important so they can conduct outreach, host delegations, and attend networking events. CUHAS and MUM likely allocate little to none specifically for this; they need modest funds to cover communications, events, and minor mobility support (e.g. maybe co-funding a few travel costs).
- Because universities themselves have limited ability to increase these budgets (tuition cannot simply be raised to fund internationalisation, and government funding is tight), external funding bodies will play a key role. This could include international development grants focused on higher education internationalisation, academic exchange programmes (Fulbright, Erasmus, etc.), or even corporate sponsorships for certain initiatives (though none are in place yet).

3.1.4. Human Capacity Development

The human element is critical. Identified needs:

- **Training for Faculty and Staff:** There is a clear need for capacity building in international engagement skills. This includes grant writing workshops, research methodology and publication training, project management for international projects, and intercultural communication. Faculty at MUM, for instance, need intensive support to become competitive for grants – a structured training/mentorship programme could be established, pairing them with successful researchers from Mzumbe or NM-AIST or international mentors. Administrative staff in international offices (or those who will take on that role at CUHAS) need training on partnership management, marketing to international students, and managing study abroad programmes. Partners like DAAD have capacity-building modules that could be leveraged.
- **Language and Cultural Preparation:** While English is the medium of instruction, NM-AIST's concerns and general best practice suggest providing

language training (like French or Chinese classes for interested students and staff, or English improvement for those who need it) would enhance international readiness. MUM's English programme for foreigners is a model that could be expanded or replicated (for instance, each university could run a short English proficiency course for incoming regional students as needed, and conversely perhaps offer basic foreign language classes to their own students going to non-English countries).

- **Creating Incentives and Recognition:** To motivate faculty and staff to pursue international opportunities, the universities may need to adjust incentive structures. One gap is that currently, especially at CUHAS and MUM, international activities might not be formally recognised in workload or promotion criteria. Including international teaching or collaboration as a valued component in evaluations would encourage more participation. Similarly, acknowledging departments that successfully internationalise (through awards or additional funding) could spur healthy competition. Guidance on establishing such incentive mechanisms could be an area where technical assistance helps shape policy changes internally.

3.1.5. Enhancement of Student Mobility Programmes

Specific gaps and needs regarding student mobility:

- **Developing Exchange Programmes:** MUM and CUHAS have extremely few exchange agreements. They need assistance to identify potential partner universities abroad and negotiate student exchange or study abroad agreements. Organisations that facilitate university partnerships or consortia could be tapped. Mzumbe and NM-AIST have a few programmes but could expand them to more fields. One idea is creating a network among these four Tanzanian universities and a set of overseas universities to systematically exchange students.
- **Flexible Curriculum Structures:** To allow students to go abroad without delaying graduation, universities need to incorporate flexibility such as

elective semesters or credits for international experience. This might involve curriculum reform or introducing an exchange semester in certain programmes. They may need expert advice on how to integrate such models.

- **Outbound Mobility Promotion:** Even when programmes exist, as seen, students may not know or feel confident to participate. There is a need for proactive promotion including information sessions, peer testimonials, pre-departure orientations, etc. Also, addressing non-financial barriers like fear of adjusting abroad or concerns about safety should be part of advising. Setting up a formal student exchange advisory service within each international office would fill this gap.
- **Inbound Mobility Package:** To attract more international students (especially short-term or exchange), universities need to offer a more compelling package – e.g., clear information on courses in English, support in finding housing, cultural activities, and maybe partial scholarships or fee waivers for exchange students. Crafting such packages and marketing them via university websites and partner institutions is an area of improvement. Currently, none of the universities has a strong marketing push for international students. They could benefit from professional marketing materials and outreach targeted at regions of interest.

3.1.6. Research Collaboration and Innovation

While Mzumbe and NM-AIST are relatively strong here, gaps remain:

- **Broadening Faculty Involvement:** A small number of researchers are responsible for most international projects, especially at CUHAS and Mzumbe. There is a need to mentor junior faculty to become principal investigators in international projects. This could involve pairing them with senior faculty on proposals or sending them on short research stays abroad to build networks. Without bringing up the next generation of

internationally connected researchers, current collaborations might wane as individuals retire or move.

- **Research Infrastructure Upgrade:** Particularly for CUHAS (and possibly for NM-AIST in certain labs), lack of equipment or facilities limits the scope of projects they can join or lead. Addressing these through targeted investments (e.g. lab equipment grants, improved internet bandwidth for collaborations) is needed. If CUHAS aims to be part of multi-centre clinical trials or global health studies, it must meet certain infrastructure benchmarks.
- **Seed and Bridge Funding:** Many international grants require preliminary data or bridging funds between application and award. These universities need small internal grants to allow faculty to gather pilot data or to sustain collaborative work while waiting for external funding. Without this, they often cannot compete for larger grants. Donors could create a small grants programme managed jointly by these universities to fund promising international research ideas that can later attract bigger funding.
- **Intellectual Property and Innovation Support:** NM-AIST mentioned joint ownership of IPR and commercialisation in its partnership priorities. For research collaborations to truly bear fruit, technology transfer offices or legal frameworks for IP sharing need to be in place. This may be an emerging need for NM-AIST especially, as it innovates with partners. Ensuring each university has some capacity to manage IP (perhaps under the research office) will facilitate more confidence in partnerships from industry or tech-focused foreign institutions.

3.1.7. Partnerships and Networks

Gaps identified include:

- **Limited Partnership Networks for Smaller Institutions:** MUM and CUHAS simply do not have enough active partners. They need facilitation to join existing networks or to twin with more experienced institutions. One

approach could be establishing a formal consortium or network linking these Tanzanian universities with a group of foreign universities interested in capacity building – thereby multiplying partnerships quickly.

- **Partnership Management Systems:** None of the institutions have sophisticated systems to manage dozens of partnerships. As they grow the number of MoUs, they risk losing track or failing to implement many. A need exists for a partnership database and monitoring tool, along with training to use it. This could be as simple as an Excel-based tracking or as advanced as a software platform – but something more systematic than relying on memory or paper files.
- **Government Policy Support:** A gap largely outside the universities' control is the bureaucratic delay for public university agreements. Here, an advocacy need exists. Engaging with the Ministry of Education and Attorney General's office to streamline approval of academic MOUs (perhaps by establishing standard templates or delegated authority for universities to approve routine partnerships).
- **Multilateral Engagement:** Except Mzumbe and NM-AIST, the others are not significantly present in international consortia or associations. There is a need to connect CUHAS and MUM to more multilateral platforms. Membership fees or travel costs may be barriers, so external support could sponsor their participation in a couple of key networks relevant to. This will gradually improve their visibility and open partnership opportunities.

3.1.8. Communication and Visibility

The gaps in communication lead to under-utilisation of existing opportunities and low international profile:

- **Internal Communication Plans:** Each university would benefit from a clear internal communication strategy for internationalisation. The gap is evident in MUM and CUHAS – opportunities are not widely or consistently communicated. Developing simple measures like a periodic

Internationalisation Newsletter, a dedicated section on the noticeboard/website for opportunities, and routine information sessions would fill this gap. They may need guidance and initial content support to set this up.

- **External Marketing:** The websites of these universities likely do not do justice to their international offerings (for instance, programme information for prospective international students may be sparse or not highlight unique strengths). A need is to revamp web presence and marketing materials to appeal to international partners and students. Professional help in creating brochures, web pages, and social media content showcasing international activities could significantly improve their profile. Mzumbe admitted their website was not regularly updated with international content – a fixable issue with perhaps a bit of training and assigning responsibility.
- **Leveraging Alumni and Ambassadors:** A gap not explicitly discussed in the survey but worth noting is the potential of alumni or current international students as ambassadors. None mentioned using alumni networks to promote internationalisation. Setting up mechanisms to keep in touch with international alumni and engage them could open doors. This is currently a missed opportunity – possibly due to lack of alumni office integration with international office.
- **Resource Materials:** Another small gap is the absence of tailored guides or handbooks for international students/faculty coming in or local one's going out. Creating mobility handbooks (even simple PDFs) that outline procedures, cultural tips, academic expectations, etc., would improve the experience and preparedness, thereby indirectly encouraging participation.

3.1.9. Institution-Specific Gaps

While the above are broadly applicable, it is important to note unique gaps:

- **CUHAS:** Needs a foundational build-up – establishing an international office function, creating an internationalisation strategy aligned with its health

focus, and improving research infrastructure. CUHAS would also benefit from focusing on English proficiency policies (it already has higher standards for students at intake/graduation, which is good) and perhaps leveraging its clinical training sites as an asset to attract foreign medical students for electives (a presently under-tapped opportunity).

- MUM: Needs nearly everything on a smaller scale – more partners, more funding, any form of strategy. It might also need mentorship from a larger institution to set up basic systems.
- Mzumbe: Has many pieces in place but needs scaling up – scaling up funding to support more participants in mobility, scaling up tech systems for better efficiency, and obtaining more international recognition (since it identified branding as an issue). Mzumbe could aim to achieve international accreditation for some programmes, which would elevate its profile and partnership attractiveness.

NM-AIST: Strong in research but lacking an overarching strategy and hindered by bureaucracy. NM-AIST might focus on securing autonomy or streamlined processes for partnership approval, developing a strategic plan that connects its research strengths to educational internationalisation. Also, NM-AIST's rapid growth in partnerships needs consolidation – ensuring those partnerships are productive and prioritising quality over quantity going forward.

3.2. Recommendations

Based on the above analysis, the following recommendations are offered to strengthen internationalisation at Mzumbe University, CUHAS, MUM, and NM-AIST. These recommendations are directed towards both internal university stakeholders and external partners/funding bodies that are in a position to provide support. The recommendations are structured by thematic area and prioritised to address critical gaps:

3.2.1. Develop and Implement Institutional Internationalisation Strategies

- Formulate Dedicated Internationalisation Plans: CUHAS, MUM, and NM-AIST should initiate the development of a written internationalisation strategy (Mzumbe should continue implementing and periodically updating its existing plan). This process could be supported by technical assistance or consultancy facilitated by funding agencies. The strategy should set clear goals and outline actions across academics, research, mobility, and partnerships. It should align with each university's broader mission. External partners can support by providing expertise from universities that have strong internationalisation strategies, possibly through a twinning/mentorship approach. Once drafted, these plans should be endorsed by university leadership and widely communicated within the institution to ensure buy-in.
- Establish or Strengthen International Offices and Governance: It is vital to create a central coordinating structure where absent, and empower it where present. CUHAS should establish an International Office or at least designate an "International Programmes Coordinator" with a small team to handle partnerships and mobility. This could start as part of the existing Research or Academic office but should eventually stand alone. MUM and Mzumbe should consider increasing staffing of their international offices and provide additional training (as recommended below). All offices should have defined roles and reporting lines. It is also recommended that each university form an Internationalisation Committee (if not already in place) that includes representatives from key departments (academic deans, research office, student affairs, etc.) to guide and monitor implementation of the strategy and foster cross-unit communication. Funders can assist by financing initial hiring or secondment of staff for new offices and supporting committee activities.

3.2.2. Enhance Funding for Internationalisation Initiatives

- Establish an Internationalisation Support Fund: Funding bodies (government or donors) should help set up a dedicated fund for internationalisation at each university, which can be accessed to co-finance mobility and partnership activities.
- Provide Scholarships and Mobility Grants: To address the acute barrier of finances in mobility, a scholarship scheme is needed. It is recommended to create dedicated Mobility Scholarship Programmes for both inbound and outbound students. Such programmes could be sponsored by international education organisations or the government. Likewise, establishing Faculty Mobility Fellowships that provide travel and subsistence support for faculty on short exchanges or training abroad will incentivise faculty participation. These should be widely advertised and awarded through a fair selection process to ensure uptake.
- Invest in Infrastructure Supporting Internationalisation: Donors should consider capital or one-time investments to remove structural impediments. Key recommendations include: (a) Student Housing – provide grants or soft loans to build or renovate on-campus dormitories or apartments that can be used by international exchange students and visiting faculty (Mzumbe and MUM in particular cited limited housing as an issue); (b) ICT Infrastructure – ensure campuses have robust internet connectivity and necessary e-learning tools to engage in online international learning; (c) Research Facilities – allocate funding to upgrade labs and equipment to meet international research partnership standards.

3.2.3. Build Human Capacity and Skills for Internationalisation

- Training Programmes for Key Staff: Launch a series of capacity-building workshops for International Office staff, academic leadership, and administrative personnel involved in international programmes.

- **Faculty Development and Mentorship:** To boost research collaboration and international teaching capacity, implement faculty development initiatives. For research: pair up less-experienced faculty with mentors to jointly develop research proposals. Sponsors can facilitate mentor travel or virtual mentorship programmes focused on preparing grant proposals for international funding calls. Also, organise writing retreats or grant-writing bootcamps where faculty are coached on converting ideas to proposals/publications with international standards. For teaching: encourage and fund faculty to attend international conferences and workshops in their field.
- **Language and Cultural Preparation:** Although English is used in Tanzanian universities, improving language skills can expand opportunities. It is recommended to provide foreign language training opportunities for interested students and staff. Meanwhile, ensure incoming international students who are non-native English speakers have access to English support. Each university should also create a basic intercultural orientation module for students going abroad (covering culture shock, communication styles, etc.) and for international students coming in (introduction to Tanzanian culture and academic expectations). These soft skills preparations help maximise the benefit of mobility and reduce potential misunderstandings.

3.2.4. Expand and Diversify Student Mobility Programmes

- **Increase the Number of Exchange Partnerships:** Proactively seek and sign new student exchange agreements to provide more opportunities. Priority should be on quality partners that complement each institution's strengths
- **Establish a Semester Abroad Programme Structure:** Each university should develop a framework that allows its students to study abroad for a semester without penalty. This entails identifying blocks in curricula that can be taken elsewhere or recognised upon return. The recommendation is to create an

“Exchange Semester” in each programme, possibly as elective credits, and pre-approve a set of equivalent courses at partner institutions. This requires academic departments to work closely with the international office. Additionally, put in place credit transfer agreements with partners – essentially, formalizing how grades/credits from the partner school will be recorded.

- **Promote and Incentivise Student Mobility Participation:** Intensify awareness campaigns on campus about mobility. Recommendations include hosting an “International Education Week” annually at each university, where returnees share experiences, partner institutions’ reps (even virtually) speak, and information booths are set up. Make it aspirational – e.g. highlight success stories (a student who studied abroad and then got a great job or opportunities). Universities could also introduce small incentives: for example, guarantee campus placement/housing or a stipend for any incoming exchange student (to attract them), and for outgoing students, maybe provide a one-time travel kit or waive some fees as a gesture. At the policy level, consider giving academic credit or recognition for international experience (perhaps a notation on transcript or a certificate) to formally value it. Funding bodies can support these promotion efforts by providing materials or funding for events and by ensuring success stories are publicised.

3.2.5. Strengthen International Research Collaboration and Innovation

- **Create Joint Research Seed Grants:** As noted, one way to empower faculty is through seed funding for collaborative research. It is recommended to establish a Joint Research Seed Grant Programme accessible to faculty from these Tanzanian universities who propose projects with international partners.
- **Join or Form Research Networks:** Universities should leverage and expand their participation in thematic research networks. External partners can

facilitate introductions to these networks or sponsor membership fees/travel to network meetings.

- **Develop Support for Proposal Development:** Each university's research support unit (or if not existing, establish one under the Deputy-Vice Chancellor – Academic) should be enhanced to assist faculty in finding calls and writing proposals.
- **Recognise and Reward International Research Engagement:** Encourage faculty to pursue international collaborations by incorporating it into performance evaluations and rewards. For instance, universities could create an award or bonus for faculty who secure international grants or who maintain active collaborations. Additionally, promotion criteria can be revised to explicitly value international experience.

3.2.6. Enhance and Leverage International Partnerships

- **Strategic Partnership Development:** Each university should identify a shortlist of strategic partner institutions (existing or new) that best align with its needs and strengths and focus on deepening those relationships.
- **Improve Partnership Management and Monitoring:** Implement a systematic approach to manage MoUs and agreements. A recommended action is to adopt a Partnership Management System – even a simple database or spreadsheet that tracks key details (partner name, scope, valid dates, responsible person, activities done, next review date). The international offices should take ownership of this. Also, mandate an annual partnership review meeting at each university, where all active MoUs are reviewed for progress: those yielding results are celebrated and possibly renewed/expanded, while those that are dormant are either reactivated (by reaching out to the partner) or allowed to lapse if no longer relevant.
- **Streamline Administrative Procedures:** Engage in dialogue with relevant authorities to reduce bureaucratic barriers. Similarly, clarify and simplify internal processes: each university should develop a partnership approval

workflow document that outlines steps and timeline from initiation to signing, so faculty know how to proceed without unnecessary delays.

- **Expand Multilateral and South-South Partnerships:** While North-South links are common, there is room to grow South-South cooperation. Encourage these universities to partner with peers in other African countries, Asia, and Latin America for mutual benefit projects (e.g. joint research addressing shared regional issues or exchange of practices in similar contexts).

3.2.7. Improve Communication, Marketing, and Visibility

- **Develop a Comprehensive Communication Strategy:** Each university should draft a communication plan specifically for internationalisation. This plan will detail how information about international opportunities is disseminated internally (students, faculty, staff) and how the university's international profile is promoted externally.
- **Refresh Online Presence and Materials:** The universities should overhaul their international-facing webpages to ensure they are informative, up-to-date, and appealing. Specifically, include pages that highlight available programmes for international students (with clear admission requirements and support services listed), international partnerships and projects (to demonstrate credibility), profiles of international alumni or ongoing success stories, and contact information for the International Office.
- **Leverage Alumni and Current International Students:** Universities should tap into their alumni networks to promote partnerships and student recruitment. For example, International Alumni Chapters can be established (even informally through social media) for graduates who live abroad – they can serve as ambassadors, connecting their alma mater to institutions in their country or encouraging students to consider studying in Tanzania. Similarly, any current international students or faculty should be featured in communications (with their testimonials about the positive aspects of studying/working in Tanzania). Word-of-mouth via such ambassadors is

powerful and low-cost. Each International Office can maintain a database of international alumni and keep them engaged with periodic newsletters or invites to events when representatives visit their country.

- **Participate in International Education Events:** To raise visibility, the universities (with support from funders to cover travel and booth costs) should participate regularly in international education fairs, conferences, and networks.

3.2.8. Foster a Culture of Internationalisation and Continuous Improvement

Finally, beyond specific projects, it is important to embed internationalisation into the institutional culture so that improvements are sustained:

- **Leadership Engagement:** University leaders (VCs, DVCs, Deans) should consistently champion internationalisation in their messaging – for example, include it in convocation speeches, strategic plan updates, and management meetings. When staff and students see leadership prioritising it, they are more likely to get involved. It might be useful to set up a periodic review for leadership (perhaps an annual report on internationalisation progress, prepared by the International Office) to keep the topic on their agenda.
- **Monitoring and Evaluation:** Introduce clear metrics and track progress annually. Suggested KPIs include number of international students & staff, number of outbound exchange participants, number of active partnerships, funds obtained from international sources, and international publications/output.

3.3. Conclusion

Internationalisation is both a significant opportunity and a substantial challenge for Tanzanian universities. This needs assessment has revealed that while there is clear commitment and some foundational efforts in all four universities, there remain considerable gaps in strategy, capacity, and resources that hinder the full realisation

of their internationalisation ambitions. Mzumbe University, NM-AIST, CUHAS, and MUM each have unique profiles and advantages – from NM-AIST’s strong research orientation to Mzumbe’s broad academic base and CUHAS’s specialised health focus – which can be leveraged on the international stage. However, common impediments such as insufficient funding, lack of formalised processes, limited staff expertise, and underdeveloped partnerships must be addressed through concerted action.

The analysis underscores that external support from funding bodies and international partners is crucial at this stage. Targeted investments in people (training programmes, scholarships), processes (strategy development, policy frameworks), and infrastructure (offices, IT systems, facilities) will yield outsized benefits. For instance, relatively modest scholarship funds can dramatically increase student mobility; a series of staff training can professionalise how international programmes are run; and facilitating a few key global partnerships can open many doors for collaborative projects. Such support not only helps meet immediate needs but also builds long-term self-sufficiency – by empowering these institutions to eventually attract their own international students, secure their own grants, and manage robust global networks.

Each institution also has responsibilities to take proactive internal steps. Leadership must institutionalise internationalisation by integrating it into core planning and allocating at least seed resources. Faculty and administrators should foster an open, internationally minded campus culture – one that encourages innovation, language learning, and curiosity about global best practices. Strengthening internal coordination (breaking silos between academic, administrative, and international offices) is another key to ensure efforts are aligned and efficient.

The comparative perspective in this report highlights that no university can progress in isolation; there are opportunities for collaboration and knowledge-sharing among the four. By learning from each other’s successes and failures, and potentially pooling efforts in certain areas (such as joint promotion or

shared training), they can accelerate improvements. A rising tide will lift all boats – as one university becomes more internationalised and gains recognition, it can pave the way or set standards for others in the country.

For international partners reading this report: there is clear enthusiasm and commitment on the ground in these Tanzanian institutions. Students are eager for global exposure, faculty are keen to collaborate internationally, and administrators see the value of partnerships and exchanges. They require support to overcome structural barriers and resource limitations, but the potential impact of that support is high. By investing in these universities' internationalisation, partners are not only aiding institutional capacity but also contributing to the broader goals of cultural exchange, research addressing global challenges, and regional integration. Moreover, such partnerships are two-way – international universities and donors also stand to benefit from the rich perspectives, contexts, and innovations that Tanzanian universities and scholars have to offer.

Generally, the four universities have made initial strides in internationalisation, but significant needs remain unmet in strategy, infrastructure, mobility, research collaboration, partnerships, and funding. Addressing these needs through the recommendations outlined will require a collaborative approach, harnessing the resolve of university leadership, the dedication of staff and faculty, and the vital support of external funding bodies and partner institutions. With these concerted efforts, Mzumbe University, CUHAS, MUM, and NM-AIST can each move from their current state to a more globally engaged, dynamic future – one in which internationalisation is not a peripheral activity but a core strength that enhances the quality and impact of their teaching, research, and service. This transformation will ultimately benefit not just the universities and their students but also contribute to Tanzania's development by producing graduates and knowledge that are globally competent and locally relevant. The time is ripe to invest in and support this internationalisation journey, turning identified gaps into opportunities for growth and success.

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We would also like to extend our sincere gratitude to all the Tanzanian universities, as well as their dedicated faculty and staff, who devoted their time and thoughtful insights to completing the survey. It is your valuable contributions that form the foundation of this Needs Analysis. Your willingness to share experiences, challenges, and aspirations has provided us with a deeper understanding of the realities facing higher education institutions in Tanzania. Without your openness and engagement, this study would not have captured the nuances and complexities that are so essential to meaningful progress. We hope that your voices will continue to guide future actions and policy decisions as we work collectively towards a stronger, more connected academic community.

We extend our deepest appreciation to the Muslim University of Morogoro for their trust in us and for inviting us to be a part of the TANZIE Project. Our heartfelt thanks go especially to the Vice Chancellor and Deputy Vice Chancellor, whose invaluable support and facilitation have made MUM's active participation in this project possible.

We acknowledge the role of the Tanzania Commission for Universities (TCU), including the Executive Secretary, for their involvement and support in the TANZIE project. Their guidance and facilitation contributed to the project's progress and promoted effective collaboration among stakeholders.

We would also like to express our appreciation to our European partners (the University of Alicante, the Universitat des Saarlandes, and EFMD AISBL) for their valuable expertise, which has contributed to this initiative at every stage. The insights they obtain from the survey will inform the development of a capacity-building programme tailored to the specific needs of higher education institutions in Tanzania.

This research has been made possible through the generous co-funding provided by the European Commission under the Erasmus+ Capacity Building for Higher Education Programme. Their support has not only enabled this study to take shape, but has also fostered meaningful collaboration between Tanzanian and European institutions. By investing in projects like this, the European Commission demonstrates its commitment to strengthening higher education systems, encouraging international cooperation, and empowering institutions to meet global challenges together. We are grateful for this partnership, which lays the groundwork for lasting impact and continued progress in the field of higher education.

Finally, this document is intended to serve as a dynamic resource, subject to ongoing refinement throughout the project duration as national consultations occur. It should consistently represent the evolving landscape of internationalisation in Tanzania and provide practical guidance for future initiatives.

Annexes: Institutional survey and individual survey

TANZIE - T2.3 Need Analysis - Institutional Update

Dear TANZIE partner,

this survey is a revised version of the one we use during the proposal phase. Our main objective is to update the information provided in the previous one. Before starting with the questionnaire take a look to the following instructions:

- Each institution has to submit one single answer to this survey. Choose the person from your institution that will take the responsibility for collecting all the required data for answering the whole survey.
- The system allows to start with the survey and come back as you wish, you can take your time to answer the 110 questions included.
- In case you want to review all the questions before start answering the survey you can do it using the review link provided in the email sent by Jaha Mulema.
- **IMPORTANT:** make sure you are using the same browser every time you access the survey, then the system will keep all the responses already sent before finalizing the survey.

If you have any questions/comments about this survey you can write to the following email address: jahamulema@gmail.com

Thank you for participating in this important survey!

TANZIE - T2.3 Need Analysis - Institutional Update

I. INSTITUTIONAL OVERVIEW

A. Institutional profile

1. General Information

Name:	
Email:	
Role/Position:	
Faculty/Center/Unit:	
University:	

2. Nature of your Institution

- ☐ Public
- ☐ Private
- ☐ Public-private partnership
- ☐ Other (please specify)

TANZIE - T2.3 Need Analysis - Institutional Update

I. INSTITUTIONAL OVERVIEW

B. General Institutional Information on Internationalization

3. Is there an office responsible for internationalization?

☐ Yes

☐ No

4. If yes, kindly answer the following:

Name of the office
that handles the
internationalization
programs in your
institution:

Head of office:

Number of people
working in this office:

Administrative
functions of this
office:

Under which
department/ office is
this office for
internationalization?

5. Is this the same office responsible for coordinating collaboration with partner universities across other schools and faculties?

☐ Yes

☐ No

6. Is there an office responsible for internationalization?

☐ Yes

☐ No

TANZIE - T2.3 Need Analysis - Institutional Update

II. INTERNATIONALIZATION GOALS, OBJECTIVES AND PROGRAMS

7. Is internationalization a priority in your institution?

☐ Yes

☐ No

☐ I don't know

TANZIE - T2.3 Need Analysis - Institutional Update

8. What level of importance does the leadership of your institution place on internationalization?

- ☐ High
- ☐ Medium
- ☐ Low
- ☐ I don't know

9. What are the three most significant benefits of internationalization for your institution?
(Please select only 3 options)

- ☐ Enhanced international cooperation and Institutional Capacity building
- ☐ Enhanced internationalization of the curriculum/ internationalization at home
- ☐ Enhanced prestige/profile for the institution
- ☐ Improved graduate employability
- ☐ Improved quality of teaching and learning
- ☐ Increased international awareness of global issues by students
- ☐ Increased international networking by faculty and researchers
- ☐ Increased/diversified revenue generation
- ☐ Opportunity to benchmark/compare institutional performance within the context of international good practice
- ☐ Strengthened institutional research and knowledge production capacity
- ☐ Deeper engagement with global issues by students
- ☐ Other (please specify)

10. What are the potential risks of internationalization for your institution? Check all that applies.

- ☐ Homogenization of curriculum
- ☐ Xenophobia/racism on campus
- ☐ International opportunities
- ☐ Accessible only to students with financial resources
- ☐ Over-emphasis on internationalization at the expense of other priorities of importance for staff and students
- ☐ Overuse of English as a means of instruction
- ☐ Pursuit of international partnerships/policies only for reasons of prestige
- ☐ Reputational risk derived from our institution's activity in transnational education (TNE)
- ☐ Too much focus on recruitment of fee paying international students Unequal sharing of benefits of internationalization amongst partners
- ☐ Other (please specify)

11. What are the key external drivers of internationalization at your institution? Check all that applies.

- ☐ Business and industry demand
- ☐ National Rankings
- ☐ Regional policies
- ☐ Demand from foreign higher education institutions
- ☐ Global Demographic trends
- ☐ Government policy (national / state / province / municipal)
- ☐ International rankings International
- ☐ Accreditation
- ☐ Need to generate revenue
- ☐ International Education Networks
- ☐ International Competition
- ☐ Other (please specify)

TANZIE - T2.3 Need Analysis - Institutional Update

12. What internal factors prevent your institution from advancing internationalization? Check all that applies.

- ☐ Administrative / bureaucratic difficulties (e.g. no credit transfer; different academic years)
- ☐ Insufficient exposure to international opportunities
- ☐ Insufficient financial resources
- ☐ International engagement is not recognized for promotion or tenure
- ☐ Insufficient knowledge of foreign languages
- ☐ Insufficient organizational structure/office responsible for internationalization Limited faculty involvement /interest
- ☐ Limited faculty capacity / expertise
- ☐ Limited institutional leadership/vision
- ☐ Limited student interest / participation
- ☐ No strategy/plan to guide the process
- ☐ Too rigorous/inflexible curriculum to participate in internationally focused programs, including student mobility.
- ☐ Other (please specify)

13. What external factors prevent your institution from advancing internationalization?

Check all that applies.

- ☐ Anti-immigration policies
- ☐ Lack of interest in our institution by potential partner institutions
- ☐ Visa restrictions imposed by our country on foreign students, researchers and academics
- ☐ Increasingly nationalist policies
- ☐ Language barrier
- ☐ Lack of students, researchers and academics from other countries
- ☐ Difficulties of recognition and equivalences of qualifications, study programs and course credits
- ☐ Internationalization of higher education is not a national policy priority
- ☐ Limited funding to support internationalization efforts/to promote our higher education internationally
- ☐ Perceptions of insecurity of your country
- ☐ Peace and order
- ☐ Other (please specify)

14. Does your institution have a written up internationalization strategic plan to meet its goals?

- ☐ Yes
- ☐ No
- ☐ I don't know

TANZIE - T2.3 Need Analysis - Institutional Update

15. Which office/unit in the HEI developed this plan?

- ☐ Office of the President
- ☐ International Affairs Office
- ☐ Internationalization Committee
- ☐ Others (i.e. Dean's Office, External Consultant(s), Individual employed by the HEI):

16. When was the most recent internationalization strategic plan written?

- ☐ Over the past 12 months
- ☐ Between 1 and 3 years ago
- ☐ Between 3 and 5 years ago
- ☐ More than 5 years ago

17. How many years does the internationalization strategic plan cover?

- ☐ 1 year or less
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ More that 5 years

18. How often is the plan reviewed / revised? (if the answer is no or I don't know go to Q20)

- ☐ Every year
- ☐ Every 2 years
- ☐ Every 3 years
- ☐ Every 4 years
- ☐ Every 5 years
- ☐ Not reviewed / revised
- ☐ I don't know

19. If there are revisions to the plan, who initiates the process of revision?

- ☐ Board of Directors
- ☐ Office of the President
- ☐ Head, International Relations
- ☐ Others (i.e. Deans, Committees, etc.):

20. What internationalization programs are currently offered at your institution? Check all that applies.

- ☐ Bi- or multilateral international student exchanges
- ☐ Delivery of distance/online
- ☐ Education, and/or e-learning courses /programs
- ☐ Developing joint and/or double/dual and multiple degree programs with foreign partner institutions
- ☐ International Alumni activities
- ☐ International development and capacity building projects
- ☐ International research collaboration
- ☐ Outgoing mobility opportunities / learning experiences for students (study abroad, international internships etc.)
- ☐ Outgoing mobility opportunities for faculty/staff
- ☐ Participation in international associations
- ☐ Participation in international conferences/events
- ☐ Recruiting fee paying international undergraduate students
- ☐ Recruiting fee paying international post- graduate students
- ☐ Recruiting foreign faculty
- ☐ Transnational education provision (academic courses/programs abroad, branch campuses, overseas joint venture, franchises)
- ☐ Other (please specify)

TANZIE - T2.3 Need Analysis - Institutional Update

21. Is your institution involved in Transnational Education (TNE)? This is, education delivered in a country other than the one where your institution is located (Tanzania).

- ☐ Yes
- ☐ No
- ☐ I don't know

TANZIE - T2.3 Need Analysis - Institutional Update

22. Which types of Transnational Education (TNE) does it offer?

- ☐ BA/BSc Level
- ☐ MA/MSc Level
- ☐ Doctorate Level
- ☐ Not Applicable Joint Programs
- ☐ Franchise Programs
- ☐ International Branch Campus
- ☐ Articulation Programs
- ☐ Others (please specify)

TANZIE - T2.3 Need Analysis - Institutional Update

23. Does your institution offer distance, online and/or e-learning courses (including Massive Open Online Course (MOOCs) /degree programs that are made available to students in other countries?

- ☐ No
- ☐ I don't know
- ☐ Yes (Indicate which course/program):

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24. At which level? Check all that applies.

- ☐ BA/BSc level
- ☐ MA/MSc level
- ☐ Doctorate level
- ☐ Non-degree granting courses/ programs
- ☐ Other (please specify)

25. Does your institution offer academic degree programs that partner with international institutions (i.e. joint degree, dual-degree, etc)?

- ☐ Yes
- ☐ No
- ☐ I don't know

TANZIE - T2.3 Need Analysis - Institutional Update

26. Which collaborative degree and at which level? (Chose the more representative)

	BA/BSc Level	MA/MSc Level	Doctorate	Associate Level
Joint degree programs with international partners	☐	☐	☐	☐
Dual/ double degree programs with international partners	☐	☐	☐	☐
Twinning degree programs with international partners	☐	☐	☐	☐

TANZIE - T2.3 Need Analysis - Institutional Update

27. Please describe briefly or comment on other levels in which this collaborative degree may occure and you may find relevant to state.

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28. Does your HEI ...

	Yes	No	I don't know
Provide international content and dimensions on curricula, learning/teaching programs and learning materials.	☐	☐	☐
Actively link up with student organizations of other countries?	☐	☐	☐
Cooperate with international centers and organizations for teaching/learning?	☐	☐	☐
Cooperate with international centers and organizations for research?	☐	☐	☐
Establish theme centers and joint projects with international organizations?	☐	☐	☐
Organize of international conferences, seminars and workshops	☐	☐	☐
Have a student exchange program(s) ?	☐	☐	☐
Have a student faculty mobility program (s) ?	☐	☐	☐
Have a non- academic staff mobility program (s)?	☐	☐	☐
Have foreign- language programs?	☐	☐	☐
Have special programs that reflect internationalization?	☐	☐	☐

29. Among the internationalization programs that your institution currently has, list down the priority program(s) for internationalization.

30. What are your institution's metrics/indicators for a successful internationalization program? Rank identified metrics from most important (1) to least important (6).

- ☐ Effect on number of international students
- ☐ Effect on number of international faculty
- ☐ Effect on number of international research publications
- ☐ Effect on curriculum being at par with international standards
- ☐ Faculty members have international exposure
- ☐ Others

31. List the top three most successful internationalization programs/projects/activities in your institution.

1.
2.
3.

32. Among the internationalization programs that your institution currently has, list the programs that is/are still at the developmental stage.

33. Among the internationalization programs listed in the previous question that your institution currently does not have, list down the programs (in order of priority) that your institution would like to have in the next five years.

34. What assistance do you need from regulatory organizations and governmental agencies to establish new internationalization programs or strengthen your existing programs?

35. Does your institution have specific geographic areas which are prioritised in their internationalization process?

- ☐ Yes
- ☐ No
- ☐ I don't know

III. MOBILITY PROGRAMS

A. MANAGEMENT OF MOBILITY PROGRAMS

36. Which group, office, unit or section is in charge of implementing the mobility programs?

Fill out the text box with the office responsible

Student Mobility	
Faculty Mobility	
Administration and Staff Mobility	
Others (please specify)	

37. Which office/unit at your institution is responsible for managing mobility programs?
(Choose the most representative one)

- ☐ Students Mobility
- ☐ Faculty Mobility
- ☐ Administration and Staff Mobility
- ☐ Other (please specify)

38. Which office/unit at your institution is responsible for offering the following services?
(Choose the most representative one)

	Student Mobility	Faculty Mobility	Administration and Staff Mobility	Other
Travel services	☐	☐	☐	☐
Visa Assistance	☐	☐	☐	☐
Accommodations	☐	☐	☐	☐
Partner Information (for outbound)	☐	☐	☐	☐
HEI information (for inbound)	☐	☐	☐	☐
Buddy System	☐	☐	☐	☐
Health and Insurance	☐	☐	☐	☐
Legal services	☐	☐	☐	☐
Academic advisement	☐	☐	☐	☐
Internship/Work Placement	☐	☐	☐	☐
Access to academic and support units and centers	☐	☐	☐	☐
Access to community and industry partners	☐	☐	☐	☐

39. Which office/unit at your institution is responsible for managing mobility programs and offer the following services? (Choose the most representative one)

	Student Mobility	Faculty Mobility	Administration and Staff Mobility	Other
Travel services	☐	☐	☐	☐
Visa Assistance	☐	☐	☐	☐
Accommodations	☐	☐	☐	☐
Partner Information (for outbound)	☐	☐	☐	☐
HEI information (for inbound)	☐	☐	☐	☐
Buddy System	☐	☐	☐	☐
Health and Insurance	☐	☐	☐	☐
Legal services	☐	☐	☐	☐
Academic advisement	☐	☐	☐	☐
Internship/Work Placement	☐	☐	☐	☐
Access to academic and support units and centers	☐	☐	☐	☐
Access to community and industry partners	☐	☐	☐	☐

40. Please comment on other units that may carry out that function that you may find relevant to state.

41. Are there barriers, if any, to operational efficiency of the offices responsible for the mobility programs? Check all that applies.

	Student Mobility	Faculty Mobility	Administration and Staff Mobility
Administrative and bureaucratic difficulties	☐	☐	☐
Lack of knowledge of foreign language	☐	☐	☐
Limited individual managerial and functional skills of office personnel	☐	☐	☐
Lack of organizational development / team development	☐	☐	☐
Limited technical support (equipment, IT, MIS, etc.)	☐	☐	☐
Insufficient financial resources	☐	☐	☐
Limited faculty involvement or interest	☐	☐	☐
Limited student involvement or interest	☐	☐	☐
Lack of administration support	☐	☐	☐

Other (please specify)

42. Please comment on other units that may carry out that function that you may find relevant to state.

43. Should you wish to explain the operational efficiency barriers further, use the space below.

44. What are different types of student mobility programs currently offered by your institution? Check all that applies.

☐ Degree programs

☐ Internship/Training programs

☐ Double-degree programs

☐ Study abroad programs

☐ Student exchange programs

☐ Language programs for inbound students

☐ Other (please specify)

☐ None

45. In Academic Year 2023-24, how many international students were enrolled in degree-seeking programs?

	None	1-25	25-50	51-100	101-200	201 and above
Bachelor's Degree (AB/BS)	☐	☐	☐	☐	☐	☐
Master's Degree (MA/MS)	☐	☐	☐	☐	☐	☐
Doctorate	☐	☐	☐	☐	☐	☐

46. What are different types of barriers has your institution encountered in recruiting international degree-seeking students? Check all that applies.

☐ Limited course offerings

☐ Language barrier

☐ Concerns with security

☐ Policy changes in source countries

☐ Difficulties related to recognition of prior qualifications

☐ Visa and immigration policies

☐ Difficulties related to recognition of the degree from your institution in students' home country

☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)

☐ Racism

☐ Limited student housing and dormitories

☐ Increased competition among Tanzanian universities

☐ Lack of financial support

☐ Other (please specify)

☐ None

47. In Academic Year 2023-24, how many enrolled non-degree seeking international students spent one to twelve months at your institution?

[illegible]

48. What were the barriers encountered with regard to recruitment of non-degree seeking international students? Check all that applies.

- ☐ Limited course offerings
- ☐ Language barrier
- ☐ Concerns with security
- ☐ Policy changes in source countries
- ☐ Difficulties related to recognition of prior qualifications
- ☐ Difficulties related to recognition of credits by home institution
- ☐ Visa and immigration policies
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Racism
- ☐ Limited student housing and dormitories
- ☐ Increased competition among Tanzanian universities
- ☐ Lack of financial support
- ☐ Other (please specify)

--

- ☐
- None

49. In Academic Year 2023-24, how many international students enrolled in non-degree, non-credit programs spent up to one month studying at your institution for language training, special programs and others?

[illegible]

50. What were the barriers encountered with regard to recruitment of international students participating in non- credit mobility? Check all that applies.

- ☐ Limited course offerings
- ☐ Language barrier
- ☐ Concerns with security
- ☐ Policy changes in source countries
- ☐ Difficulties related to recognition of prior qualifications
- ☐ Difficulties related to recognition of credits by home institution
- ☐ Intensified racism
- ☐ Increased competition among Philippine universities
- ☐ Lack of financial support Others -- please specify:
- ☐ Visa and immigration policies
- ☐ Limited student housing or dormitories
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Other (please specify)

- ☐
- None

51. In Academic Year 2023-24, how many of your students spent up to one month at a foreign institution for language training, special programs and others?

[illegible]

52. What were the barriers encountered with regard to recruitment of your students participating in non-credit mobility? Check all that applies.

- ☐ Limited course offerings of partner universities
 - ☐ Lack of financial support Limited exposure to international opportunities
 - ☐ Language barrier
 - ☐ Concerns with security
 - ☐ Visa and immigration policies
 - ☐ Difficulties related to recognition of prior qualifications Difficulties related to recognition of credits earned abroad by your institution
 - ☐ Curriculum or program of study has no room for study abroad
 - ☐ Intensified racism
 - ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
 - ☐ Limited student housing and dormitories
 - ☐ Other (please specify)
 - ☐ None

53. In Academic Year 2023-24, how many of your students spent one to twelve months studying at an institution in another country as part of their study program?

[illegible]

54. What were the barriers encountered with regard to recruitment of your students participating in credit- seeking mobility? Choose the best 3 boxes

- ☐ Limited course offerings of partner universities
- ☐ Lack of financial support
- ☐ Limited exposure to international opportunities
- ☐ Language barrier
- ☐ Concerns with security
- ☐ Visa and immigration policies
- ☐ Difficulties related to recognition of prior qualifications
- ☐ Difficulties related to recognition of credits earned abroad by your institution
- ☐ Curriculum or program of study has no room for study abroad
- ☐ Intensified racism
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Limited student housing and dormitories
- ☐ Others (please specify)

55. What is your strategy for recruiting for student mobility (i.e. marketing and advertising, etc)?

TANZIE - T2.3 Need Analysis - Institutional Update

III. MOBILITY PROGRAMS

C. FACULTY MOBILITY

56. What are the different types of faculty mobility programs currently offered in your institution? Check all that applies.

- ☐ Visiting Faculty Program
- ☐ Training Program
- ☐ Faculty Exchange
- ☐ Sabbatical Opportunities
- ☐ Internship
- ☐ Research Opportunities
- ☐ Study Abroad Program
- ☐ Other (please specify)

- ☐ None

57. What are the three main sources of funds for these faculty mobility programs?

- ☐ Institution's own resources
- ☐ Funds from private companies
- ☐ Grants from government agencies
- ☐ Faculty members' personal funds Grants from international organizations and agencies
- ☐ Grants from international government
- ☐ Others (please specify)

58. In Academic Year 2023-24, how many faculty members from institutions abroad visited your institution under a faculty mobility program such as faculty exchange, i.e. Erasmus faculty exchange, bilateral exchange and others?

59. In Academic Year 2023-24, how many faculty members from your institution visited an institution abroad under a faculty mobility program such as faculty exchange?

60. What were the barriers experienced related to recruitment of your institution's faculty to join its faculty mobility programs? Check all that applies.

- ☐ Limited course offerings of partner universities Language barrier
- ☐ Limited exposure to international opportunities
- ☐ Limited faculty capacity/expertise
- ☐ Concerns with security
- ☐ Visa and immigration policies
- ☐ Difficulties related to recognition of prior qualifications
- ☐ Racism
- ☐ Lack of motivation among the faculty to gain an international experience
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Lack of financial support
- ☐ Limited housing and dormitories
- ☐ Lack of support from administration
- ☐ Others (please specify)

- ☐ None of the above

III. MOBILITY PROGRAMS

62. Is there a mobility program for the non-teaching staff of your institution?

☐ No☐ Others (please specify)

--

[illegible]

65. What were the barriers experienced related to recruitment of your institution's non-teaching staff to join its mobility programs? Check all that applies.

- ☐ Limited exposure to international opportunities
- ☐ Limited capacity/expertise of administrator or staff
- ☐ Concerns with security
- ☐ Visa and immigration policies
- ☐ Racism
- ☐ Lack of financial support
- ☐ Lack of motivation among the administrators and staff to gain an international experience
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Lack of support from administration
- ☐ Limited housing and dormitories
- ☐ Language barrier
- ☐ None
- ☐ Others (please specify)

66. Does the responsible office have a strategy for advertising the inbound and outbound faculty mobility programs? If yes, please describe

TANZIE - T2.3 Need Analysis - Institutional Update

III. MOBILITY PROGRAMS

E. CREDIT RECOGNITION AND TRANSFER

67. What are the requirements for validating credits earned by students from universities abroad under some student mobility programs? Check all that applies.

- ☐ Learning Agreement
- ☐ Validation exam
- ☐ Transcript of Records from the institution abroad
- ☐ Course description and syllabus
- ☐ Others (please specify)

68. Which offices are mainly involved in validating credits earned by students from universities abroad under some student mobility programs? Check all that applies.

- ☐ Home department of the student
- ☐ Office of International Relations
- ☐ Dean's office
- ☐ Registrar's Office
- ☐ Others (please specify)

69. What is the process of credit validation earned by students from universities abroad under some mobility programs? Please explain briefly.

70. What are the difficulties and barriers encountered in relation to credit transfer? Check all that applies.

- ☐ Institutional regulations
- ☐ Different grading system
- ☐ Language barrier
- ☐ Lack of transcript of records
- ☐ Lack of course description and syllabus
- ☐ Others (please specify)

- ☐ None of the above

71. Based on your response to the previous question, describe in detail the difficulties and barriers encountered in relation to credit transfer.

TANZIE - T2.3 Need Analysis - Institutional Update

III. MOBILITY PROGRAMS

F. INTERNATIONAL RESEARCH COLLABORATION

72. Is international collaborative research an integral part of your institutional internationalization activities?

- ☐ Yes
- ☐ No
- ☐ I don't know

73. How would you best describe the international research collaboration at your institution? Check all that applies.

- ☐ There is very little international research collaboration.
- ☐ Some international research is conducted by individual researchers.
- ☐ There are a number of faculty/department- wide international research projects and collaborations.
- ☐ There is an institutional approach to internationalization of research and the institution is involved in multi-disciplinary international research projects and collaborations.
- ☐ I don't know
- ☐ Others (please specify)

74. What is the main source of funding for international research collaboration at your institution? Check all that applies.

- ☐ Institution's own resources
- ☐ Personal funds of faculty or research staff
- ☐ Grants from government agencies
- ☐ There is no funding at all for research grants from international organizations and agencies
- ☐ Grants from international governments funds from private companies
- ☐ Others (please specify)

75. Where does the main responsibility lie for promoting international research collaboration at your institution? Check all that applies.

- ☐ Head of Institution (President / Rector / Chancellor) Head of Office of Research
- ☐ Deputy Head of Institution (Vice-President/ Vice-Rector / Deputy Vice-Chancellor /Chief Academic Officer / Provost)
- ☐ Head of the International Office
- ☐ Faculty
- ☐ Deans
- ☐ Centers / Affiliates of the School
- ☐ There is no-one specifically responsible
- ☐ Others (please specify)

76. What are the barriers to international research collaboration? Check all that applies.

- ☐ Limited exposure to international opportunities
- ☐ Limited capacity/expertise of faculty or research staff
- ☐ Concerns with security
- ☐ Visa and immigration policies
- ☐ Racism
- ☐ Lack of motivation among the administrators and staff to gain an international experience
- ☐ Lack of financial support
- ☐ Lack of alignment of research topics and interests with partner institutions
- ☐ Lack of support from administration
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Lack of facilities in the institution
- ☐ Limited housing and dormitories
- ☐ Language barrier
- ☐ Others (please specify)

77. Based on your answer for the previous question, describe briefly the difficulties and barriers encountered related to international research collaboration.

78. What can be done to develop and improve the HEIs international research collaboration?

TANZIE - T2.3 Need Analysis - Institutional Update

III. MOBILITY PROGRAMS

G. COMMUNICATION

79. How do you let students, faculty, administration, staff and other individuals know about internationalization programs within your institution? Check all that applies.

- ☐ Website
- ☐ Expositions or Fairs
- ☐ E-mail
- ☐ Orientation sessions
- ☐ Social Media
- ☐ Other (please specify)

80. How do you let other institutions, groups, and people know about the internationalization programs of your institution?

- | | |
|---|---|
| ☐ Website | ☐ Orientation sessions |
| ☐ International Expositions or Educational Fairs | ☐ Social Media |
| ☐ E-mail | |
| ☐ Others (please specify) | |

81. Which international networking events/activities does your institution find most useful in letting international organizations, groups and people know about your internationalization programs?

82. Describe briefly the difficulties and barriers encountered related to effective internal communication of internationalization programs/networking.

83. Describe briefly the difficulties and barriers encountered related to effective external communication of internationalization programs/networking.

84. What can be done to develop and improve the internal communication of HEIs internationalization programs?

85. What can be done to develop and improve the external communication of HEIs internationalization programs?

TANZIE - T2.3 Need Analysis - Institutional Update

IV. ENGLISH LANGUAGE COMPETENCY

86. English language requirement for intake/enrollment at your institution

- ☐ C1 level
- ☐ B2 level
- ☐ B1 level
- ☐ There is no English language requirement for enrollment

87. English language requirement for graduation at your institution

- ☐ C1 level
- ☐ B2 level
- ☐ B1 level
- ☐ There is no English language requirement for graduation

88. English language requirement for job placement

- ☐ C1 level
- ☐ B2 level
- ☐ B1 level
- ☐ There is no English language requirement for job placement

89. Overall English language competency

	Excellent (C1 level)	Very Good (B2 level)	Good (B1 level)
Management Staff	☐	☐	☐
Academic Staff	☐	☐	☐
Administrative Staff	☐	☐	☐

90. Describe briefly the use of English language as means for instruction in your institution

91. Describe briefly the use of English language in capacity building activities at your institution

92. Describe briefly the use of English language in textbook, handouts, study materials, classroom activities, etc.

TANZIE - T2.3 Need Analysis - Institutional Update

V. INTERNATIONAL PARTNERSHIP AGREEMENTS

93. How many active partnership agreements does your HEI (in the last five years) have? Indicate the number of agreements when applicable.

Memorandum of Understanding (MOU)

Student Exchange Agreements

Study Abroad Agreements

Internship agreements

Non-credit student mobility agreements (i.e. language classes, etc)

Research Agreements

Facility Use Agreement
Multilateral Agreements

Faculty Exchange Agreements

Administration & Staff Agreements

94. How are these types of agreements developed within your institution? Please describe.

95. What are the priority areas of partnerships?

96. In which region of the world would you prefer to have partnerships? (Please check all that apply):

- ☐ Africa
- ☐ Asia
- ☐ Oceania
- ☐ Europe
- ☐ North America
- ☐ Latin America
- ☐ Others (please specify)

97. What is the source of your information about the potential partner? Please check if applicable.

- ☐ Active search based on internal requirements
- ☐ Conference, Expo, symposium
- ☐ Referrals from 3rd party sources
- ☐ Expression of Interest from potential partner Personal experience
- ☐ Others (please specify)

98. Is there an office responsible for partnership management?

- ☐ Yes
- ☐ No

Other (please specify)

TANZIE - T2.3 Need Analysis - Institutional Update

99. Are there different offices or units with different responsibilities related to international partnerships at you institution?

- ☐ Yes
- ☐ No

100. Please, describe briefly how these offices interface with each other

101. Which offices are responsible for...

Safe keeping of legal
partnership
documents?

Monitoring the status
of these documents?

Disseminating the
information about
these contracts within
the HEI?

Disseminating the
information about
these contracts to
HEI partners?

Evaluating the
documents?

102. Does your institution review and evaluate its international partnership commitments on a regular basis (at least every three years)?

	Yes	No
Bilateral Partnership	☐	☐
Agreements and partnerships	☐	☐
Multilateral Partnership / International Networks	☐	☐
Special Projects	☐	☐
Academic Collaboration agreements	☐	☐

103. What are the principal barriers encountered in relation to partnership (ie. Prior to partnership, current partnerships)? Check all that applies.

- ☐ Government Regulations
- ☐ Budget
- ☐ Ranking
- ☐ HEI - Administration Support
- ☐ Location
- ☐ Network Policies
- ☐ Implementing Rules and Regulations
- ☐ Knowledge
- ☐ Language
- ☐ Individual Managerial and Functional
- ☐ International Accreditation Agencies (I.e. ACSSB, EQUIS, EMBA, AUN, etc.)
- ☐ Skills
- ☐ Organizational Development / Team Development
- ☐ Technical Support (equipment, IT, MIS, etc.)
- ☐ Religion
- ☐ Economic Status
- ☐ Branding
- ☐ Others (please specify)

- ☐ None of the above

104. Describe in detail the difficulties and barriers encountered related to partnership agreement.

105. Does your institution have best practices that help ensure the success of some partnership agreements? If yes, please describe in detail.

106. Does your institution allocate an annual budget for internationalization programs and activities?

☐ Yes

☐ No

107. Which items are included in the internationalization budget? Check the top three items.

☐ Facilities

☐ Development of academic collaborative courses and programs

☐ Student mobility programs

☐ Research collaboration

☐ Mobility for Faculty, Administration and Technical Staff

☐ Fund raising activities (I.e. development grants from international funding agencies, etc.)

☐ Other Internationalization initiatives. (Please identify:)

108. Where does the budget of your institution's internationalization efforts come from? Check all that applies.

☐ Central Administration (from tuition fees)

☐ Public Funds

☐ Special programs

☐ Industry Partners

☐ Private Grants and Donations

☐ Commercial Activities

☐ Private Endowment Fund

☐ Government

☐ Foreign Financial Aid (Please specify):

109. Over the past three years, how has the level of overall funding to support specific internationalization activities changed at your institution? (Choose from scale)

	Funding has increased	Funding has remained the same	Funding has decreased
Student Short-term Program, without credit	☐	☐	☐
Student Mobility Activities (study tour, cultural tour, exposure trip, without credit)	☐	☐	☐
Study abroad, with credit	☐	☐	☐
Degree-seeking program	☐	☐	☐
Faculty, administration and non-teaching staff exchange	☐	☐	☐
Faculty, administration and non-teaching staff training and development abroad	☐	☐	☐
Sabbatical opportunities	☐	☐	☐
Research development IZN Marketing recruitment activities	☐	☐	☐
Research partnership development	☐	☐	☐
Research network engagement	☐	☐	☐
Student Exchange, with credit	☐	☐	☐

110. Kindly provide the Organizational Chart of the HEI. (Use as file name: "School Name_Org Chart").

Choose File

Choose File

No file chosen

PRESENTATION

TANZIE is a Capacity Building project, funded by the European Commission, which aims to strengthen the internationalization efforts of Tanzania Higher Education Institutions through institutional development.

Particularly, this initiative aims is to develop strategies and international offices in each HEI to boost their internationalization and to foster development of intercultural competencies among faculty, staff and students, contributing to a globalized learning environment.

This survey targets different members of the university community and aims to collect the personal views on relevant topics for the internationalization of universities in Tanzania.

Your contribution is key in order to identify the needs and expectations from the university community, so we will invite you to take part in this initiative and help us to enhance the internationalization strategies and initiatives in Tanzanian universities.

If you have any questions/comments about this survey you can write to the following email address: jahamulema@gmail.com

Thank you very much for your contribution!

TANZIE Team

DISCLAIMER: All responses to this survey will be treated with strict confidentiality. The information you provide will be used solely for research and analysis purposes. Your individual responses will not be shared or disclosed to third parties, and results will be reported in a way that does not identify any participant.

1. University

Other (please specify)

2. Profile

Other (please specify)

3. In your opinion, what level of priority should internationalization hold for Tanzanian universities?

- ☐ High
- ☐ Medium
- ☐ Low
- ☐ I don't know

4. Please justify your response

5. In your opinion, what are three significant benefits of internationalization for Higher Education Institutions in Tanzania? (Please select 3 most relevant options)

- ☐ Enhanced international cooperation and Institutional Capacity building
- ☐ Enhanced internationalization of the curriculum/ internationalization at home
- ☐ Enhanced prestige/profile for the institution
- ☐ Improved graduate employability
- ☐ Improved quality of teaching and learning
- ☐ Increased international awareness of global issues by students
- ☐ Increased international networking by faculty and researchers
- ☐ Increased/diversified revenue generation
- ☐ Opportunity to benchmark/compare institutional performance within the context of international good practice
- ☐ Strengthened institutional research and knowledge production capacity
- ☐ Deeper engagement with global issues by students
- ☐ Other (please specify)

6. In your opinion, what are the potential risks of internationalization for Higher Education Institutions in Tanzania? Check all that applies.

- ☐ Homogenization of curriculum
- ☐ Xenophobia/racism on campus
- ☐ International opportunities
- ☐ Accessible only to students with financial resources
- ☐ Over-emphasis on internationalization at the expense of other priorities of importance for staff and students
- ☐ Overuse of English as a means of instruction
- ☐ Pursuit of international partnerships/policies only for reasons of prestige
- ☐ Reputational risk derived from our institution's activity in transnational education (TNE)
- ☐ Too much focus on recruitment of fee paying international students Unequal sharing of benefits of internationalization amongst partners
- ☐ Other (please specify)

7. In your opinion, what are the key external drivers of internationalization for Higher Education Institutions in Tanzania? Check all that applies.

- ☐ Business and industry demand
- ☐ National Rankings
- ☐ Regional policies
- ☐ Demand from foreign higher education institutions
- ☐ Global Demographic trends
- ☐ Government policy (national / state / province / municipal)
- ☐ International rankings
- ☐ Accreditation
- ☐ Need to generate revenue
- ☐ International Education Networks
- ☐ International Competition
- ☐ Other (please specify)

8. In your opinion, what internal factors prevent Higher Education Institutions in Tanzania from advancing internationalization? Check all that applies.

- ☐ Administrative / bureaucratic difficulties (e.g. no credit transfer; different academic years)
- ☐ Insufficient exposure to international opportunities
- ☐ Insufficient financial resources
- ☐ International engagement is not recognized for promotion or tenure
- ☐ Lack of knowledge of foreign languages
- ☐ Lack of or poorly resourced organizational structure/office responsible for internationalization Limited faculty involvement /interest
- ☐ Limited faculty capacity / expertise
- ☐ Limited institutional leadership/vision
- ☐ Limited student interest / participation
- ☐ No strategy/plan to guide the process
- ☐ Too rigid curriculum to participate in internationally focused programs, including student mobility.
- ☐ Other (please specify)

9. In your opinion, what external factors prevent Higher Education Institutions in Tanzania from advancing internationalization? Check all that applies.

- ☐ Anti-immigration policies
- ☐ Lack of interest in our institution by potential partner institutions
- ☐ Visa restrictions imposed by our country on foreign students, researchers and academics
- ☐ Increasingly nationalist policies
- ☐ Language barrier
- ☐ Lack of students, researchers and academics from other countries
- ☐ Difficulties of recognition and equivalences of qualifications, study programs and course credits
- ☐ Internationalization of higher education is not a national policy priority
- ☐ Limited funding to support internationalization efforts/to promote our higher education internationally
- ☐ Perceptions of insecurity of your country
- ☐ Peace and order
- ☐ Other (please specify)

10. Does your Higher Education Institution...

	Yes	No	I don't know
Provide international content and dimensions on curricula, learning/teaching programs and learning materials.	☐	☐	☐
Actively link up with student organizations of other countries?	☐	☐	☐
Cooperate with international centers and organizations for teaching/learning?	☐	☐	☐
Cooperate with international centers and organizations for research?	☐	☐	☐
Establish theme centers and joint projects with international organizations?	☐	☐	☐
Organize of international conferences, seminars and workshops	☐	☐	☐
Have a student exchange program(s) ?	☐	☐	☐
Have a student faculty mobility program (s) ?	☐	☐	☐
Have a non- academic staff mobility program (s)?	☐	☐	☐
Have foreign- language programs?	☐	☐	☐
Have special programs that reflect internationalization?	☐	☐	☐

11. List the top three most successful internationalization programs/projects/activities in your institution.

-
-
-

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III. MOBILITY PROGRAMS

B. STUDENT MOBILITY

12. In your opinion, what are the main barriers with regard to recruitment of international students? Check all that applies.

- ☐ Limited course offerings
- ☐ Language barrier
- ☐ Concerns with security
- ☐ Policy changes in source countries
- ☐ Difficulties related to recognition of prior qualifications
- ☐ Difficulties related to recognition of credits by home institution
- ☐ Visa and immigration policies
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Racism
- ☐ Limited student housing and dormitories
- ☐ Increased competition among Tanzanian universities
- ☐ Lack of financial support
- ☐ Other (please specify)
- ☐ None

TANZIE Project - Tanzania internationalisation strategies for Higher Education

III. MOBILITY PROGRAMS

C. FACULTY MOBILITY

13. What are the main barriers to recruiting the institution's faculty members to participate in its faculty mobility programs?

- ☐ Limited course offerings of partner universities
- ☐ Language barrier
- ☐ Limited exposure to international opportunities
- ☐ Limited faculty capacity/expertise
- ☐ Concerns with security
- ☐ Visa and immigration policies
- ☐ Difficulties related to recognition of prior qualifications
- ☐ Racism
- ☐ Lack of motivation among the faculty to gain an international experience
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Lack of financial support
- ☐ Limited housing and dormitories
- ☐ Lack of support from administration
- ☐ Others (please specify)
- ☐ None of the above

III. MOBILITY PROGRAMS

D. ADMINISTRATION AND STAFF MOBILITY

14. What are the barriers experienced related to recruitment of the institution's non-teaching staff to join its mobility programs? Check all that applies.

- ☐ Limited exposure to international opportunities
- ☐ Limited capacity/expertise from the non-teaching staff
- ☐ Concerns with security
- ☐ Visa and immigration policies
- ☐ Racism
- ☐ Lack of financial support
- ☐ Lack of motivation among the administrators and staff to gain an international experience
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Lack of support from administration
- ☐ Limited housing and dormitories
- ☐ Language barrier
- ☐ None
- ☐ Others (please specify)

III. MOBILITY PROGRAMS

E. CREDIT RECOGNITION AND TRANSFER

15. What are the key difficulties and barriers associated with course credit transfer? Check all that applies.

- ☐ Institutional regulations
- ☐ Different grading system
- ☐ Language barrier
- ☐ Lack of transcript of records
- ☐ Lack of course description and syllabus
- ☐ Others (please specify)

- ☐ None of the above

III. MOBILITY PROGRAMS

F. INTERNATIONAL RESEARCH COLLABORATION

16. How would you best describe the international research collaboration at your institution? Check all that applies.

- ☐ There is very little international research collaboration.
- ☐ There are some international research conducted by individual researchers with international network connections.
- ☐ There are a number of faculties/departments/research groups with relevant international research projects and collaborations.
- ☐ There is an institutional approach to internationalization of research and the institution is involved in multi-disciplinary international research projects and collaborations.
- ☐ I don't know
- ☐ Others (please specify)

17. What is the main source of funding for international research collaboration at your institution? Check all that applies.

- ☐ Institution's own resources
- ☐ Personal funds of academic or research staff
- ☐ Grants from government agencies
- ☐ Grants from international governments
- ☐ Funds from private companies
- ☐ There is no funding at all for research grants from international organizations and agencies
- ☐ Others (please specify)

18. In your opinion, what are the barriers to international research collaboration? Check all that applies.

- ☐ Limited exposure to international opportunities
- ☐ Limited capacity/expertise of faculty or research staff
- ☐ Concerns with security
- ☐ Visa and immigration policies
- ☐ Racism
- ☐ Lack of motivation among the administrators and staff to gain an international experience
- ☐ Lack of financial support
- ☐ Lack of alignment of research topics and interests with partner institutions
- ☐ Lack of support from administration
- ☐ Accommodations for students with disabilities (i.e. hearing, seeing, special needs)
- ☐ Lack of facilities in the institution
- ☐ Limited housing and dormitories
- ☐ Language barrier
- ☐ Others (please specify)

19. In your opinion, what can be done to develop new HEIs international research collaborations?

20. In your opinion, what can be done to improve existing HEIs international research collaborations?

TANZIE Project - Tanzania internationalisation strategies for Higher Education

III. MOBILITY PROGRAMS

G. COMMUNICATION

21. How do you get informed about internationalization programs within your institution?
Check all that applies.

- ☐ Website
- ☐ Expositions or Fairs
- ☐ E-mail
- ☐ Orientation sessions
- ☐ Social Media
- ☐ Other (please specify)

22. In your opinion, what can be done to develop and improve the internal communication of HEIs internationalization programs?