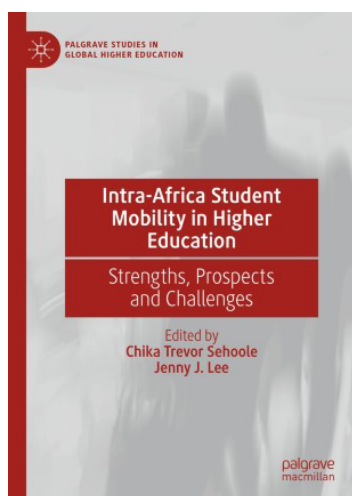


Intra-Africa Student Mobility in Higher Education

Strengths, Prospects and Challenges?

MARY ABURA 

Seoul National University
maryabura@gmail.com



The editors of this timely volume on internationalization, Chika Trevor Sehoole and Jenny J. Lee, contextualized a burgeoning body of research that examines and distinguishes educational migration from the perspective of non-Western and economically developing nations.

The research that underpins this book examines the phenomenon of intra-Africa student mobility, with a focus on seven African countries: South Africa, Kenya, Uganda, Ghana, Nigeria, Senegal, and Egypt. The research in six other African nations was based on the first study of this issue in South Africa. According to the most recent estimates, there are about 200,000 international students studying on the African continent.

The Pull Factors That Attract International Students to Nigeria Despite Fears by Olaide Agbaje (Chapter 2): Boko Haram, according to a hundred foreign students at both public and private colleges deters future international students from studying in Nigeria. This is the largest push factor. Conversely, there are seven reasons why students are drawn to Nigeria to study: parental influence/religion, scholarship chances, English as a medium of instruction, close proximity and family reasons, greater educational prospects, and love of the nation or institution are among factors that people consider. Noteworthy, the students at the private university felt more secure than those at the public university because they are required to reside on campus.

Academic Student Mobility and Refugee Education in Kenya by Jackline Nyerere (Chapter 3): The persistent danger of al-Shabaab proved shockingly ineffective as a deterrence since the pupils viewed terrorism as a worldwide concern. Kenyatta University has opened a specialized campus in Dadaab, one of the two refugee camps to “provide as an incentive for refugee children to complete school” with the expectation that they will play active roles in reconstructing their countries once peace is restored.

Internationalization has long been associated with the pursuit of higher-quality educational opportunities. Scholars who migrate from one nation to another improve their academic outcomes and research performance. When it comes to refugee populations, the advantages of internationalization are even more obvious. High-quality education is more crucial than ever. There are more than 25.4 million refugees around the world, 19.9 million of them under the United Nations High Commissioner for Refugees (UNHCR) mandate. More than half of the 16.1 million refugees in East Africa are school-aged children. This intra-African movement is due in part to its advantages, which include cheaper travel costs and programs inside the area or continent.

At the global level, only 1 per cent of refugees have access to tertiary education compared to 37 per cent who are enrolled in higher education globally. This is predicted to continue if host countries and partners do not make sufficient investments in refugee education.

Political Stability: A Key Driver of African Student Mobility to Ghana by Christiana Badoo (Chapter 4): The country's level of stability is a draw for students considering academic residency in Ghana. Political stability (peaceful elections, democracy, etc.) and the government's commitment to excellent tertiary education are two essential enabling variables for effective internationalization in Ghana. The insecurity in the Sahel area, which has left 5.1 million people in need, has been a major driving force for migration to Ghana.

Citizens' Hospitality and the Legal-Regulatory and Policy Instruments that Enhance Inbound International Student Mobility: The Case of Uganda by Alfred Kenneth Kiiza (Chapter 5): The availability of a comprehensive set of internationalization policies, mechanisms, and plans demonstrates a country's political commitment to internationalization. Students continue to come to Uganda because of its long-standing reputation as a learning hotspot. The use of online e-visa systems demonstrates the government's commitment to enhancing current learning facilities at higher institutions.

Comparing International Student Dispositions in Egypt: The Influences of Safety, History, and Culture by Mahmoud Marei (Chapter 6): For students from the Global North, Egypt is one of the safest countries in the region, but for regional students, it is a safe haven, says Marei. Mexico in Latin America, South Korea in Asia, and South Africa in Sub-Saharan Africa were studied in a series of interrelated research initiatives recently and were identified to be study hubs. According to Marei, Egypt receives more international students than it sends abroad, which is an uncommon phenomenon.

International Students' Academic Integration Experiences in South Africa by Azwifaneli Justice Ratshilaya (Chapter 7): From 12 557 in 1994 to 69 381 in 2015, the number of overseas students studying in South Africa has grown. The countries that send the most international students to South African public institutions are Zimbabwe, Botswana, Namibia, Swaziland, and Lesotho — Southern African Development Community (SADC). South Africa's involvement in African Union (AU) initiatives such as the New Partnership for Africa's Development (NEPAD) programs has also improved collaboration and partnership with African countries.

Senegal: A Historic Destination of Mobility for French Speaking African Students by Mamadou Dimé (Chapter 8): Senegal has a long history of hosting international students, most of whom are from French-speaking African nations. The proliferation of private universities aids in the consolidation of such a stance. This allure may be explained by the colonisers' decision to make Dakar the training center for indigenous elites. *"Coming to Dakar was the best solution. Studies are cheaper here than in Europe or America, there is no red tape and their school really provided a high-quality education"*, this statement in support of their decision to study in Senegal, by a Gabonese respondent, resonates with perhaps the core reason why there is inter-Africa mobility.

Academics interested in the complex dynamics of intra-Africa student mobility, refugee and conflict workers, African students interested in intra-Africa higher education, policymakers interested in regional integration, and others interested in social mobility in an uncertain Africa filled with potential would benefit from this book. Invertedly, this is also book for the Global North who want to recognize the accomplishments and promise African higher education institutions hold. African Renaissance ideologists who believe in Africa's human capital being supported and advanced will enjoy this as well.

The book provides a good snapshot of where intra-Africa mobility is now. With the fast-paced world we live in, a follow-up edition to the book will be necessary. More research into peer support from students that share in a collectivist culture would also be beneficial. Stakeholders and those engaging in intra-Africa student mobility would do well to fill these knowledge gaps in future. This is the next frontier.

Book information

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