



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**

**NATIONAL GUIDELINES FOR DOMESTIC
AND INTERNATIONAL SCHOLARSHIP
OPPORTUNITIES**

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INTERNATIONAL SCHOLARSHIP OPPORTUNITIES**

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PREFACE

Education is a fundamental pillar in the development of any nation. It provides the foundation for knowledge, skills, and competence in carrying out social, economic, and political responsibilities. Recognising this significance, the Government of the United Republic of Tanzania has been implementing various strategies to promote and advance the education sector to ensure it meets the demands of the labour market, social development, and international competitiveness.

The National Guidelines for Enhancing Scholarship Opportunities Domestically and Internationally have been developed as part of the government's efforts to strengthen education systems and bring about positive transformations in scholarship funding across all disciplines, including science, technology, and innovation. These guidelines aim to address existing challenges in accessing educational resources for students, particularly in the fields of science, technology, engineering, and innovation, which are crucial for the sustainable development of the country and the African continent as a whole.

The Guidelines for Enhancing Scholarship Opportunities expand access for Tanzanians to quality education that meets international standards, equipping them to contribute effectively to the development of society, the private sector, and the nation as a whole. These guidelines establish systems and procedures to increase scholarship opportunities through collaboration between the government, the private sector, and international organisations, thereby enhancing funding for studies both domestically and abroad.

The Guidelines consist of four chapters: Chapter One provides an introduction. Chapter Two outlines the procedures for increasing scholarship opportunities both domestically and internationally. Chapter Three details the roles and responsibilities of stakeholders. Chapter Four focuses on monitoring and evaluating the implementation of the guidelines for enhancing scholarship opportunities both within and outside the country.



Prof. Carolyn I. Nombo

PERMANENT SECRETARY

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

ABBREVIATIONS

NACTVET	National Council for Technical and Vocational Education and Training
NECTA	National Examination Council of Tanzania
STISA	Science, Technology and Innovation Strategy for Africa
TAHILISO	Tanzania Higher Learning Institutions Students Organization
TCU	Tanzania Commission for Universities
MoEST	Ministry of Education, Science and Technology
CCM	Chama cha Mapinduzi
UNESCO	United Nations Education, Science and Cultural Organization
ICT	Information and Communication Technology
NGOs	Non-Governmental Organizations
COSTECH	Commission for Science and Technology
MFAEC	Ministry of Foreign Affairs and East African Cooperation.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

The African Union, through its Development Agenda 2063 (The Africa We Want), has set a goal of creating a well-educated, skilled, and competent population across various fields, including science, technology, and innovation. To achieve this goal, the African Union is implementing the Science, Technology, and Innovation Strategy for Africa (STISA-2024). This strategy aims to drive social and economic transformation by investing in education to enhance competence levels, innovation, and industrial productivity, as well as entrepreneurship. To fulfil this commitment, STISA-2024 has set an objective to transform African universities into centres of excellence by investing in infrastructure development and producing graduates equipped with regional and global competencies and skills.

In alignment with regional and international strategies, the government, through the 2014 Education and Training Policy (2023 Edition), is committed to enhancing the quality of education and training. It has established systems and procedures designed to cultivate a well-educated, skilled, and self-driven Tanzanian population capable of contributing to sustainable national development.

Alongside the implementation of national policies and plans, the government is executing the 2025 manifesto of the Chama cha Mapinduzi (CCM). This manifesto, like the education policy, aims to produce highly skilled professionals with expertise in science, technology, engineering, and other fields who are employable globally. A key directive within the CCM manifesto is for the government to empower graduates at all levels to either create self-employment opportunities or secure employment both nationally and internationally.

To achieve the above-stated objectives, the government has expanded access to education both domestically and abroad. In addition to increasing enrolment opportunities, the government has enhanced funding for students through education loans. However, the number of beneficiaries remains small compared to the demand and the growing number of students graduating from secondary schools and technical colleges.

1.2 The Current Status

Over the past decade (2013–2022), data reveals a steady year-on-year increase in the number of students completing primary education. In 2013, 427,606 students completed primary school, compared to 1,073,402 in 2022 – a significant rise. Of these, 1,019,879 students, equivalent to 95.0% of the total completers, secured placements in secondary schools in 2022.

The increasing number of secondary school leavers achieving passing grades has led to a significant rise in applications for higher and intermediate education. In the 2012/2013 academic year, 83,325 students were admitted to universities and other higher education institutions across the country. By 2021/2022, this figure had risen dramatically to 183,098 – an increase of approximately 99,773 students. To accommodate this growth, the Ministry has consistently invested in expanding infrastructure within educational institutions nationwide, utilising development funds and implementing various education improvement projects.

Alongside infrastructure improvements, the Ministry has recognised the importance of securing additional domestic and international scholarship opportunities in various educational institutions. This initiative aims to develop experts in key fields that align with the government's priority areas.

Despite these efforts and the availability of scholarships provided annually by donor organisations and partner countries, the Ministry has been receiving and coordinating over 150 scholarship opportunities each year from various countries in Europe, Asia, and Africa. Over the past four years, from 2019/20 to 2022/23, a total of 357 Tanzanians have benefited from these international scholarship opportunities.

Tanzanians who benefited from these scholarships include 27 in the United Kingdom, 78 in Hungary, 20 in Russia, 137 in China, 18 in Algeria, 47 in Egypt, 26 in Morocco, and 4 in Mauritius. Beginning in the 2022/2023 academic year, the Ministry received 88 new scholarship opportunities from the People's Republic of China and 30 from Hungary. However, the number of available scholarships remains very limited compared to the demand and the vast opportunities available globally.

1.3 Origin

The National Development Vision 2050 highlights the importance of fostering innovation, skill development, and quality education to address developmental challenges and enhance Tanzania's competitiveness regionally and globally. To support this vision, the 2014 Education and Training Policy (2023 Edition) is dedicated to establishing education and training standards that are nationally, regionally, and internationally recognised.

Despite various developmental strides, including ongoing curriculum reforms and infrastructure improvements, the number of students enrolled in education remains insufficient to meet the growing demand. For instance, in the 2023/2024 academic year, a total of 144,755 students applied for admission to higher education institutions, out of which 133,617 were admitted. Of those admitted, 77,167 students, equivalent to 58%, received loans from the Higher Education Students' Loans Board.

To enhance opportunities for enrolment and funding, it is essential to empower more Tanzanians to access and utilise scholarships provided by various donors, including regional and international organisations, private institutions, and religious bodies. Currently, these opportunities remain limited. For example, between 2019/2020 and 2022/2023, only 357 Tanzanians benefited from scholarships facilitated through the Ministry of Education, Science, and Technology in partnership with different countries. Furthermore, it is crucial for the government to establish a comprehensive system to track scholarship beneficiaries, their fields of study, and the countries they attend. This would enable the country to maintain accurate records of its human capital and skill base. Additionally, such data is vital for safeguarding national security.

Therefore, to coordinate the availability of opportunities and identify beneficiaries effectively, it is crucial to develop comprehensive guidelines. These guidelines, therefore, outline strategies and steps to improve awareness and accessibility of these opportunities.

1.4 Importance of the Guidelines

These guidelines will enable the country to fully utilise and benefit from opportunities provided to educate a larger number of Tanzanians in strategic areas aligned with national needs. Additionally, they will facilitate access for Tanzanians to study in countries with expertise in specialised fields such as artificial intelligence, specialised medical professions, aerospace engineering, maritime engineering, railway engineering, automotive engineering, and other critical sectors essential for the nation's development. Moreover, the guidelines will support the acquisition of knowledge, skills, and experience required for national progress while fostering the transfer of scientific, technological, and innovative expertise from the host countries back to Tanzania.

1.5 Objectives of the Guidelines

The guidelines have one main objective and six specific objectives.

1.5.1 Main Objective

The main objective of these guidelines is to enhance access to domestic and international scholarship opportunities.

1.5.2 Specific Objectives

- i. To establish a framework for coordinating and managing domestic and international scholarship opportunities;
- ii. To develop a system for identifying scholarship needs in strategic national economic and developmental areas;

- iii. To create a mechanism for accessing and disseminating information about available scholarships from various countries and institutions;
- iv. To build the capacity of coordinators managing domestic and international scholarship opportunities;
- v. To enhance skills and provide education on best practices for applying for domestic and international scholarships; and
- vi. To establish a system for identifying and tracking Tanzanians who secure domestic and international scholarship opportunities.

1.6 Strategies for Achieving the Objectives

To achieve the established goals, it is essential for the government, in collaboration with stakeholders, to ensure the availability of information, increased awareness, effective coordination, and enabling systems by implementing the following measures:

- i. To strengthen procedures to identify key national priority and strategic areas requiring opportunities for domestic and international scholarships;
- ii. To enhance mechanisms to access information and announcements regarding domestic and international scholarship opportunities;
- iii. To promote collaboration with various institutions and stakeholders, including domestic and foreign embassies, public and private organisations;
- iv. To build the capacity of coordinators and managers of domestic and international scholarship opportunities within offices and institutions such as MoEST, educational institutions, education agencies, religious organisations, and private entities to improve efficiency;
- v. To empower individuals to seek and apply for domestic and international scholarship opportunities, including students and parents;
- vi. To establish systems for the coordination, accessibility, increase in number, management, and monitoring of domestic and international scholarship opportunities;
- vii. To allocate budgets for the implementation of capacity-building programmes; and
- viii. To conduct monitoring and evaluation to assess the quality and identify gaps in domestic and international scholarship opportunities.

1.7 Structure of the Guidelines

This document is organised into four chapters. The first chapter, Introduction, outlines the background, significance, and objectives of the guideline. The second chapter focuses

on procedures to enhance domestic and international scholarship opportunities. The third chapter details the roles and responsibilities of the government, as well as public and private institutions. The fourth chapter covers Monitoring and Evaluation, along with the action plan for implementing the guideline.

1.8 Procedure for Developing the Guidelines

The guidelines were developed through a comprehensive process of reflection and extensive consultations. Additionally, various methods were employed to prepare these Guidelines for Enhancing Domestic and International Scholarship Opportunities, including reviewing multiple documents and gathering diverse opinions and input.

1.8.1 Document Review

This approach involved reviewing various documents, guidelines, agreements, and reports on education at the national, regional, and international levels, highlighting the importance, need, and coordination of domestic and international scholarship opportunities. The reviewed national documents include the Education Policy, the Tanzania Commission for Universities' (TCU) guidebook, the Internationalisation Policy of the University of Dar es Salaam, the Internationalisation Policy of the University of Dodoma, the Manifesto of the Chama cha Mapinduzi (CCM), and the Science, Technology and Innovation Strategy for Africa (STISA).

1.8.2 Stakeholder Feedback Collection

Feedback from various stakeholders in education and internationalisation was collected, analysed, and incorporated into the preparation of this guideline. The process of gathering feedback involved workshops with stakeholders from educational institutions, education agencies, quality assurance bodies (TCU and NACTVET), the National Examinations Council (NECTA), the Private Schools Owners Association, the Ministry of Education and Vocational Training-Zanzibar, the Ministry of Foreign Affairs and East African Cooperation, the Ministry of Home Affairs, the Tanzania Higher Learning Institutions Students' Organisation (TAHILISO), academic councils, and associations of public and private universities.

1.9 Intended Audience

These guidelines are designed to serve all stakeholders involved in the provision, coordination, and utilisation of domestic and international scholarship opportunities. These stakeholders include countries and institutions offering scholarships; government entities, embassies, public, private, and religious organisations responsible for facilitating and coordinating these opportunities; as well as parents, guardians, and students seeking scholarships to pursue studies.

CHAPTER TWO

2. PROCEDURES FOR EXPANDING DOMESTIC AND INTERNATIONAL SCHOLARSHIP OPPORTUNITIES

The government's objectives include expanding domestic and international scholarship opportunities. To achieve these objectives, it is essential to establish a framework that improves access to such opportunities. These guidelines provide clear procedures for accessing domestic and international scholarships while also building the capacity of various stakeholders involved in the process.

Additionally, these guidelines are specifically tailored to scholarship opportunities for Tanzanians prior to entering public service (pre-service). Those already employed in the public sector will be guided by the policies established by the Management of Public Service and Good Governance.

2.1 Domestic and International Scholarship Opportunities

Domestic and international scholarship opportunities refer to the availability of financial support for students, researchers, or professionals to pursue studies at educational institutions outside their home country.

These opportunities provide an excellent avenue for advancing education, research, and professional development across various fields. Such scholarships can be offered by governments, non-governmental organisations, international organisations, religious institutions, or even the private sector.

2.1.1 Purpose of Domestic and International Scholarships

- i. To improve skills and knowledge: These opportunities allow students to advance professionally by studying at institutions that excel in their respective fields;
- ii. To build international relationships: Students studying abroad have the chance to learn new cultures and perspectives, thereby strengthening cooperation between countries;
- iii. To promote research and innovation: Domestic and international scholarships enable participation in research projects and innovation in various fields, which can be beneficial for their home countries; and
- iv. To develop sector-specific experts: Countries that require experts in certain sectors, such as technology, healthcare, energy, or agriculture, prioritise sending students to study in these fields to bring enhanced knowledge back to their homeland.

2.1.2 Types of Domestic and International Scholarship Opportunities

- i. **Full Scholarship:** This type of scholarship provides financial support that covers all costs, including tuition, accommodation, meals, and other living expenses. Examples of full scholarships include those offered by international organisations such as DAAD (Germany), Chevening (UK), or Fulbright (USA).
- ii. **Partial Scholarship:** This type of scholarship covers only part of the costs, such as tuition fees or accommodation. It may be offered by private organisations or religious institutions.
- iii. **Research Scholarship:** This scholarship is awarded to researchers or graduate students to fund scientific and academic research projects. An example includes opportunities provided by institutions such as UNESCO or the World Bank for research purposes.
- iv. **Development Scholarships:** These scholarships are offered by countries or organisations aimed at enhancing the capacity of professionals from developing nations. An example is the Commonwealth Scholarships, which are provided by Commonwealth countries.

2.1.3 Methods for Accessing Domestic and International Scholarships

- i. **Seeking Information:** It is essential to regularly check the websites of scholarship providers, educational institutions, and international universities for updated information.
- ii. **Application and Requirements:** Each scholarship comes with its own set of criteria, so it is vital to understand the eligibility requirements, necessary documentation, and application deadlines.
- iii. **Thorough Preparation:** Applicants should ensure their application materials are compelling, showcasing their motivation and academic objectives, while also preparing all required documents, such as recommendation letters and academic certificates, in an organised manner.

2.2 Requirements for Domestic and International Scholarship Opportunities

To define the requirements for obtaining domestic and international scholarship opportunities, the following steps must be followed:

2.2.1 Identifying Key Strategic Areas and Fields for Seeking Scholarship Opportunities

- i. To review the country's development vision, strategic plans, and education policies to identify fields that significantly contribute to economic, social, and technological development.
- ii. To evaluate sectors that require specialised skills such as healthcare, engineering, agriculture, environment, energy, ICT, and advanced technology, which can drive sustainable development.
- iii. To consult with various institutions, such as relevant ministries and universities, to gather opinions on fields that are considered national priorities.

2.2.2 Identifying Donor Countries with Expertise in Strategic Fields Needed for Scholarship Opportunities

- i. To examine countries that specialise and possess unique expertise in the strategic fields identified for national development.
- ii. To review the history of these countries in providing quality education, advanced research, and scholarship programs aimed at international students, particularly those from developing nations.
- iii. To establish strategic partnerships with these countries through their embassies, aid organisations, and educational institutions to gather information on available scholarship opportunities.

2.2.3 Identifying Areas of Collaboration in which Educational Institutions, Religious Organisations, and NGOs Provide or Receive Scholarships for Studying

- i. To seek information from educational institutions, religious organisations, and NGOs involved in providing or coordinating domestic and international scholarship opportunities.
- ii. To collaborate with these institutions to identify the types of scholarships offered, such as short-term studies, research opportunities, or advanced training, and the countries that receive or offer these opportunities.
- iii. To utilise social media, official websites, and information platforms to gather details about organisations and institutions that provide international scholarships.

2.2.4 Identifying Specialisations Prioritised by the Government Due to Their Importance

- i. To collaborate with the government, through relevant ministries such as the Ministry of Education, Ministry of Health, and Ministry of Energy, to identify fields that are critical for national development and that will enhance professional expertise.
- ii. To evaluate areas requiring highly skilled professionals due to a shortage of local experts, particularly in sectors that directly impact national well-being, such as public health, food security, and renewable energy.
- iii. To provide recommendations to the government on short-term and long-term strategies for funding students pursuing these fields for the benefit of the nation.

2.3 Identifying Domestic and International Scholarship Opportunities

2.3.1 Collaborations

- i. To establish collaborations between the government, organisations, and educational institutions with foreign countries, organisations, or institutions that offer scholarship opportunities.
- ii. To implement procedures to strengthen communication and relationships with foreign countries, organisations, or institutions with which agreements or partnerships have been made.

2.3.2 Domestic and International Embassies

- i. To strengthen coordination of domestic and international scholarship opportunities by having education attachés, particularly in Tanzania's embassies in key strategic countries;
- ii. To ensure embassies act as vital sources of information on scholarship opportunities and programmes offered by governments and organisations in those countries; and
- iii. To support the connection, provision of essential services, and dissemination of information to students benefiting from both domestic and international scholarships and participating in study programmes.

2.3.3 Education Agencies

- i. To actively participate in identifying domestic and international scholarship opportunities;
- ii. To contribute to providing training and building capacity for applying for domestic and international scholarship opportunities; and

- iii. To enhance effectiveness and ensure the reliability of accessing, distributing, and coordinating domestic and international scholarship opportunities.

2.3.4 Tanzanians Living Abroad (Diaspora)

- i. To assist by sharing information about new scholarship opportunities, application criteria, and important deadlines, and to act as ambassadors for scholarship opportunities available in the countries where they reside;
- ii. To build networks and communication channels connecting Tanzanian students with institutions or organisations offering domestic and international scholarship opportunities;
- iii. To establish or strengthen relationships with universities and educational organisations, collaborating with them to identify scholarship opportunities;
- iv. To contribute to capacity building for applicants, especially those who have successfully secured scholarships, by advising Tanzanian students on how to write strong scholarship applications, prepare for interviews, and plan financially and academically;
- v. To collaborate with stakeholders such as the government, embassies, educational institutions, and private companies in launching special scholarship programmes for Tanzanian students; and
- vi. To initiate or contribute to a domestic and international scholarship fund for Tanzanian students, in partnership with international organisations or their respective governments to support Tanzanian education.

2.3.5 Companies, Entrepreneurs, and Individuals

- i. Companies, entrepreneurs, and individuals providing domestic and international scholarship opportunities; and
- ii. The government establishing procedures to encourage and recognise companies, entrepreneurs, and individuals who offer domestic and international scholarship opportunities.

2.3.6 Government Leaders

- i. The government issuing a special directive to encourage government leaders and senior officials to actively participate in seeking scholarship opportunities across various sectors, especially when travelling abroad for official duties; and

- ii. The government establishing procedures to incentivise and recognise government leaders and senior officials who actively engage in seeking domestic and international scholarship opportunities.

2.4 Promoting Domestic and International Scholarship Opportunities

To broaden the scope of domestic and international scholarship opportunities to reach more Tanzanians in an easy and transparent manner, these guidelines outline the following procedures.

2.4.1 Enhancing Methods for Promoting Scholarship Opportunities

- i. Ensuring that information about scholarship opportunities is disseminated through various media channels, such as radio, television, newspapers, and social media platforms like Facebook, Twitter, Instagram, and LinkedIn; and
- ii. Providing information about scholarship opportunities through educational institutions, including schools, universities, and training centres.

2.4.2 Participating in and Organising Conferences and Exhibitions

- i. Participating in academic exhibitions and conferences related to education and scholarships. This provides an opportunity for participants to ask questions and receive accurate information about domestic and international scholarship opportunities; and
- ii. The Ministry of Education, in collaboration with various stakeholders in the education sector, organising international education exhibitions aimed at promoting domestic and international scholarship opportunities.

2.4.3 Special Page for Domestic and International Scholarship Opportunities

- i. Creating a dedicated page on the Ministry of Education, Science, and Technology's website that will contain all essential information about domestic and international scholarship opportunities. This page should be easily accessible, user-friendly, and regularly updated with the latest information; and
- ii. The special page for domestic and international scholarship opportunities should include detailed information on how to apply for these opportunities, the selection criteria, and the application deadlines.

2.4.4 Community Organisations and Social Groups

- i. Collaborating with community organisations such as educational groups, alumni associations, and professional bodies to disseminate information about domestic and international scholarship opportunities. Student associations, teacher unions, and instructor networks can also play a vital role in sharing this information; and
- ii. Partnering with non-governmental organisations (NGOs) involved in education and development to promote domestic and international scholarship opportunities. These organisations can work with the Ministry of Education or universities to organise special sessions aimed at informing the public about these opportunities.

2.5 Management of Domestic and International Scholarship Opportunities

To enhance collaboration, transparency, and efficiency in managing domestic and international scholarship opportunities for Tanzanians, while safeguarding national interests, these guidelines outline the following procedures.

2.5.1 Special Desk for Managing Scholarship Opportunities

Establishing a dedicated desk within the Ministry of Education, Science, and Technology (MoEST) to oversee and coordinate all domestic and international scholarship opportunities.

2.5.2 Verification and Approval of Opportunities

- i. Establishing a specific framework for the verification and approval of scholarship types, including the review of eligibility criteria, required conditions, fields of study, and relevant research areas; and
- ii. Engaging relevant authorities, such as COSTECH, the Ministry of Education, and the Ministry of Home Affairs, to safeguard national interests and ensure security

2.5.3 Embracing Opportunities and Enhancing Awareness

- i. Establishing a system for receiving scholarship opportunities from countries, institutions, and various organisations; and
- ii. Ensuring these opportunities are easily accessible to students and Tanzanians through awareness campaigns and by increasing understanding of the requirements and components of the scholarships.

2.5.4 Education Agencies

Establishing a collaborative framework with education agencies in the country to assist in coordinating and managing domestic and international scholarship opportunities, ensuring that these opportunities are more easily accessible to students.

2.5.5 Information and Feedback System

- i. Establishing a system to track and manage information on Tanzanians studying abroad, those who have returned, and those still abroad; and
- ii. Providing monitoring reports on the outcomes of scholarship opportunities and programmes, including an assessment of their benefits and impact on the community.

2.5.6 Integrating Digital Systems

- i. To implement a digital system that connects information on scholarship opportunities and beneficiaries, including details on courses offered, study duration, and student outcomes;
- ii. To enhance the efficiency of tracking student progress and support policy planning for scholarships; and
- iii. To coordinate regular meetings between relevant sectors such as immigration, MoEST, and the Ministry of Foreign Affairs and East African Cooperation (MFAEC) to ensure continuous improvement of scholarship management systems aimed at increasing efficiency.

2.6 Building Capacity

2.6.1 Applicants for Scholarships for Domestic and International Studies

- i. To establish a structured approach for providing training to the public on available domestic and international scholarship opportunities. This training will be delivered through seminars, workshops, online courses, and conferences to educate students, parents, and other stakeholders on how to prepare strong scholarship applications;
- ii. To create registration platforms where applicants can access information, guidance, and support in preparing essential documents such as application letters, curricula vitae (CVs), and required academic transcripts;
- iii. To offer training and targeted awareness campaigns for parents to help them understand how they can support their children in the scholarship application process; and

- iv. To encourage parents to take an active role in empowering their children financially, intellectually, and morally, motivating them to apply for international scholarships and succeed.

2.6.2 Coordinators of Scholarship Opportunities for Domestic and International Studies

- i. To provide training on the coordination of capacity-building programmes for the management and administration of scholarship opportunities for domestic and international studies;
- ii. To build capacity in the use of systems and website platforms to ensure that essential scholarship information is accurately accessible and transparently displayed; and
- iii. To enhance skills in educational diplomacy and related opportunities, enabling the identification of national needs in the context of globalisation, as well as the search for domestic and international scholarship opportunities.

CHAPTER THREE

3. ROLES AND RESPONSIBILITIES

To successfully implement the Guideline for expanding domestic and international scholarship opportunities, various stakeholders will be involved. This chapter outlines the roles and responsibilities of each party.

3.1 Government Responsibilities

In addition to the overall management of the implementation of this Guideline, the government, through the Ministry of Education, Science, and Technology, will undertake the following responsibilities:

- i. To collaborate with sectoral ministries to identify strategic areas and fields of expertise needed in the country for securing domestic and international scholarships;
- ii. To identify donor countries with expertise in the strategic fields required by the country for scholarship opportunities;
- iii. To strengthen communication and strategic cooperation between ministries and Tanzanian embassies in various countries through the Ministry of Foreign Affairs and East African Cooperation;
- iv. To identify domestic and international scholarship opportunities;
- v. To establish a system for promoting domestic and international scholarship opportunities;
- vi. To coordinate the acquisition of necessary documents for domestic and international scholarship applications;
- vii. To build capacity in managing and securing domestic and international scholarship opportunities;
- viii. To regulate education agencies offering domestic and international scholarships by strengthening the implementation of the registration guidelines and responsibilities established by the Tanzania Commission for Universities (TCU);
- ix. To verify and approve scholarship types, areas of funding, and relevant research fields to safeguard national interests and security. In this regard, the desk will work closely with educational institutions, research bodies, and COSTECH; and
- x. To oversee the implementation of the guidelines for expanding domestic and international scholarship opportunities.

3.2 Responsibilities of Embassies

In implementing the guidelines to expand domestic and international scholarship opportunities, Embassies will undertake the following responsibilities:

- i. To identify domestic and international scholarship opportunities and present them to the government through official channels;
- ii. To coordinate and manage the collection of information on scholarship beneficiaries in the countries where they represent Tanzania; and
- iii. To provide support to domestic and international scholarship beneficiaries on social and cultural matters.

3.3 Responsibilities of Educational Institutions

- i. To identify domestic and international scholarship opportunities;
- ii. To coordinate and manage domestic and international scholarship opportunities; and
- iii. To provide information on domestic and international scholarship beneficiaries.

3.4 Responsibilities of Education Agencies

- i. To identify domestic and international scholarship opportunities;
- ii. To inform the public in Tanzania about the availability of domestic and international scholarship opportunities;
- iii. To prepare scholarship information coordinated by agencies and submit it to the Ministry;
- iv. To adhere to and follow the registration guidelines for Education Agencies established by the Tanzania Commission for Universities (TCU); and
- v. To strengthen cooperation between agencies and the Ministry of Education, Science, and Technology (MoEST) in coordinating scholarship opportunities.

CHAPTER FOUR

4. MONITORING AND EVALUATION

To ensure the successful implementation of the Guideline for expanding domestic and international scholarship opportunities, it is crucial to establish a monitoring and evaluation system. The goal of monitoring and evaluation is to ensure that the intended objectives of the Guideline are achieved, and that any implementation challenges are identified and addressed in a timely manner.

Monitoring and Evaluation will take place at various stages of the Guideline's implementation each year based on indicators outlined in the implementation, monitoring, and evaluation table (Table No. 1).

The monitoring and evaluation report will be used to inform the Ministry and relevant stakeholders for necessary improvements to the Guideline.

**Table No. 1: IMPLEMENTATION, MONITORING, AND EVALUATION
TABLE OF THE GUIDELINE FOR EXPANDING DOMESTIC AND
INTERNATIONAL SCHOLARSHIP OPPORTUNITIES**

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
IDENTIFYING OPPORTUNITIES REQUIREMENTS				
1.1	Identifying the requirements for priority areas and specialisations.	Availability of a list of areas and specialised needs.	Annually in April	MoEST
1.2	Identifying countries with expertise in key areas and priorities.	Availability of a list of donor countries.	April 2026	MoEST
1.3	Areas of collaboration.	Availability of information on areas of collaboration for opportunities in key areas of need.	April 2026	MoEST
1.4	Identify important and crucial specialisations.	Availability of information on important and crucial specialisations.	April 2026	MoEST

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
IDENTIFYING OPPORTUNITIES FOR DOMESTIC AND INTERNATIONAL SCHOLARSHIPS				
2.1.	TANZANIAN DOMESTIC AND INTERNATIONAL EMBASSIES			
2.1.1	Tanzanian embassies to establish agreements with relevant countries or institutions to facilitate the provision of scholarships for studies.	Agreements and Memoranda of Understanding (MoUs).	June 2026 (continuously)	Embassy offices and MFAEC
2.1.2	Tanzanian embassies to coordinate partnerships between local and international educational institutions, with a particular focus on identifying scholarship opportunities.	A framework for coordinating relationships. The number of partnerships coordinated.	June 2026 Annually in June	Embassy offices, educational institutions, MFAEC, and MoEST
2.1.3	To build strategic relationships with institutions in key countries to secure domestic and international scholarship opportunities.	The number of institutions identified and the implementation report.	May 2026 (continuously)	Embassy offices, institutions within the country, and MoEST
2.1.4	Embassies to establish and strengthen relationships with ministries in host countries to secure additional domestic and international scholarship opportunities for Tanzanians.	Implementation report and the number of institutions identified.	June 2026	Embassy offices and MFAEC.
2.1.5	Requesting scholarship opportunities through Tanzanian embassies in respective countries.	Implementation report and the number of applications submitted.	May 2026	MoEST
2.1.6	Embassies to assign education attachés in strategic countries within Tanzanian missions abroad to coordinate domestic and international scholarship opportunities for Tanzanians.	Number of strategic countries identified and the corresponding implementation report.	2025/2026	MFAEC in collaboration with MoEST

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
2.1.7	Embassies to collaborate with educational agencies to identify international scholarship opportunities.	Implementation report.	2025/2026	Embassy offices, education agencies, and MoEST.
2.1.8	Embassies to collaborate with the diaspora in identifying international scholarship opportunities.	Implementation report.	2025/2026	Embassy offices and MoEST
2.2.	FOREIGN EMBASSIES			
2.2.1	To collaborate with foreign embassies to identify available scholarship opportunities and areas of funding in their respective countries.	A list of available opportunities in the respective countries.	2025/2026	MoEST and MFAEC
2.2.2	To present strategic areas of national interest to foreign embassies to secure domestic and international scholarships.	Identification of strategic areas. Submission of a proposal on strategic areas requiring funding to embassy offices.	December 2025	MoEST and MFAEC.
2.2.3	To make use of foreign embassies to link domestic institutions with international counterparts to facilitate access to local and international scholarship opportunities.	The number of agreements signed. Scholarship opportunities available from international institutions.	December 2025 (Ongoing annually)	Domestic institutions, embassy offices, and MoEST
2.2.4	To enable educational institutions, schools, and colleges to establish agreements with embassies to secure domestic and international scholarship opportunities for staff, researchers, and students to pursue short-term or long-term studies.	The number of signed agreements. Preparation of a schedule for academic conferences and exhibitions. Sending invitations to embassies to participate.	June 2026 (Ongoing annually)	Educational institutions within the country, embassy offices, and MoEST

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
2.2.5	To identify and publicize scholarship opportunities offered and directly coordinated by various embassy offices within the country.	A list of scholarship opportunities available for each country. A strategy to effectively promote these opportunities as they arise.	December 2025 (improved annually)	Embassy offices and MoEST
2.2.6	To involve foreign embassies in academic and research conferences and exhibitions organized by educational institutions within the country.	Preparation of a schedule for academic conferences and exhibitions. Sending invitations to embassies to participate.	November 2025 December 2025 (Ongoing annually)	MoEST and relevant institutions (TCU, NACTVET).
2.3	NATIONAL AGREEMENTS WITH DONOR COUNTRIES			
2.3.1	To identify strategic fields needed in the country for capacity building through domestic and international scholarships.	The number of identified strategic fields.	October 2025	MoEST
2.3.2	To identify donor countries with expertise in strategic fields required for scholarship opportunities.	A list of donor countries with expertise and a corresponding list of strategic fields.	December 2026 (Ongoing)	MoEST
2.3.3	To establish agreements in matters of scholarship funding with countries where no agreements currently exist.	The number of signed agreements.	June 2026	MoEST
2.3.4	To build capacity for the management and coordination of domestic and international scholarship opportunities.	A report on the number of professionals who have received capacity-building training.	June 2026	MoEST
2.3.5	To evaluate scholarship agreements to improve the implementation of the agreements.	An evaluation report on the implementation of the agreements.	May 2026	MoEST

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
2.4	EDUCATIONAL INSTITUTIONS, FAITH-BASED ORGANIZATIONS, COMPANIES, AND NON-GOVERNMENTAL ORGANIZATIONS (NGOS)			
2.4.1	To identify areas of collaboration where educational institutions, faith-based organizations, and non-governmental organizations (NGOs) either receive or provide domestic and international scholarships.	<p>To identify and establish agreements with educational institutions, faith-based organizations, and non-governmental organizations (NGOs) regarding scholarship funding.</p> <p>To ensure the existence and increase the number of collaborative areas for securing domestic and international scholarship opportunities.</p> <p>To identify and ensure the availability of scholarship opportunities.</p>	<p>June 2026</p> <p>May, 2026</p> <p>May, 2026</p>	<p>MoEST</p> <p>MoEST</p> <p>MoEST</p>
2.4.2	To enable institutions to establish Memoranda of Understanding (MoUs) with various countries or partners to expand domestic and international scholarship opportunities.	<p>The number of partners identified for entering into Memoranda of Understanding (MoUs) with institutions.</p> <p>The existence of agreements between institutions and partners.</p> <p>The availability of domestic and international scholarship opportunities.</p>	<p>June 2026</p> <p>May 2026</p> <p>May 2026 (ongoing)</p>	<p>Higher Learning Institutions.</p>

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
2.4.3	To develop guidelines for the coordination of domestic and international scholarship opportunities.	<p>The existence of a national guidelines for coordinating scholarship opportunities available both domestically and internationally.</p> <p>To develop a National Scholarship Guidelines that identify various domestic and international scholarship opportunities and provide guidelines for all stakeholders involved in facilitating Tanzanians to study, either through private or government sponsorship.</p>	June 2026	MoEST.
2.4.4	To identify, promote, and recognize institutions and non-governmental organizations contributing to the availability of domestic and international scholarships.	<p>To identify non-governmental organizations and companies involved in providing scholarship opportunities.</p> <p>The existence of a plan to promote non-governmental organizations and companies in securing scholarship opportunities.</p> <p>The availability of domestic and international scholarship opportunities facilitated by non-governmental organizations and companies.</p>	<p>June 2026</p> <p>June 2026</p> <p>May 2026</p>	<p>MoEST</p> <p>MoEST</p> <p>MoEST</p>

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
2.5	EDUCATION AGENCIES			
2.5.1	To establish collaboration agreements between education agencies, ministries, and educational institutions for the coordination of domestic and international scholarship opportunities.	Number of agreements signed.	December, 2025	Education Agencies, Higher Learning Institutions, and MoEST.
2.5.2	To enhance relationships between education agencies and embassies, both locally and internationally, to increase access to domestic and international scholarship opportunities.	Number of embassies, both local and international, with established relationships with education agencies.	November 25 (Ongoing)	Education agencies
		Domestic and international scholarship opportunities.	June, 2026 (Ongoing)	Education agencies
2.5.3	To develop guidelines for the involvement of education agencies in coordinating domestic and international scholarship opportunities.	Existence of guidelines for stakeholder engagement.	June, 2026	Education Agencies, Higher Learning Institutions, and MoEST
		Number of scholarship opportunities coordinated.	May, 2026 (Ongoing)	
2.5.4	To enable education agencies to identify domestic and international scholarships that align with national priorities for Tanzanians.	Number of agreements signed with institutions providing scholarships.	May 2026 (Ongoing)	Education agencies
		Number of scholarship opportunities secured.	March, 2026 (Ongoing)	
3	MANAGEMENT OF INTERNATIONAL SCHOLARSHIP OPPORTUNITIES			
3.1	To establish a special desk for the management of international scholarship opportunities.	Establishment of a dedicated desk and appointment of a coordinator for the desk.	November 2025	MoEST
3.2	To verify and approve opportunities.	Availability of a tool for verification.	June 2026	MoEST

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
3.3	To receive opportunities and raise awareness.	Procedure for receiving opportunities and related information from scholarship providers.	May 2026	MoEST
3.4	To develop an information and feedback system.	Dedicated page for scholarship opportunities on the MoEST website. The availability of feedback information system.	December 2025	MoEST
3.5	To integrate digital systems.	Availability of integrated systems.	December 2026	MoEST
4	CAPACITY BUILDING FOR APPLICANTS AND COORDINATORS OF SCHOLARSHIP OPPORTUNITIES			
4.1	Capacity building for the public.	Development of a training framework for application methods and techniques. Availability of a registration platform. Implementation of awareness campaigns for parents.	June 2026	MoEST, Education agencies
4.2	Capacity building for coordinators.	Training for coordinators. Training on the use of systems for coordinating scholarship opportunities. Training in education diplomacy for coordinators.	June 2026	MoEST

	STRATEGY FOR ACHIEVING THE GUIDELINE	IMPLEMENTATION INDICATORS	IMPLEMENTATION PERIOD	STAKE HOLDERS
5	PROMOTING SCHOLARSHIP DOMESTIC AND INTERNATIONAL OPPORTUNITIES			
5.1	To enhance methods for promoting opportunities and sharing related information.	Availability of a procedure for promoting and disseminating information about opportunities.	December 2026	MoEST
5.2	To participate in and organize academic conferences and exhibitions.	Participation in education and scholarship conferences.	June 2026	MoEST, Education agencies and educational institutions
		Organization of an education and scholarship conference.	June 2026	MoEST, Education agencies and educational institutions
5.3	To develop a dedicated page for opportunities on the website.	Availability of a dedicated page for scholarship opportunities on the ministry's website.	December 2026	MoEST
5.4	To partner with relevant communities and stakeholders.	Availability of an action plan for collaboration with stakeholders to promote opportunities.	December 2026	MoEST, education stakeholders

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**MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY**

**Government City
Mtumba - Afya Street
P.O.Box 10
40479 Dodoma, Tanzania**

**info@moe.go.tz
www.moe.go.tz**