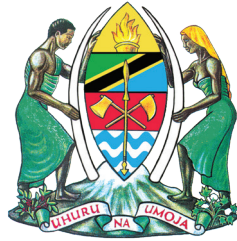


**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION, SCIENCE AND**  
**TECHNOLOGY**

**NATIONAL STRATEGY FOR THE**  
**INTERNATIONALISATION OF EDUCATION**

**October, 2025**



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

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OF EDUCATION**

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## TABLE OF CONTENTS

<b>LIST OF TABLES.....</b>	<b>v</b>
<b>PREFACE .....</b>	<b>vi</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>vii</b>
<b>CLARIFICATION OF TERMS .....</b>	<b>viii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
1.1 INTRODUCTION .....	1
1.2 Origin.....	2
1.3 Internationalisation of Education .....	3
1.4 Benefits of Internationalisation.....	3
1.5 Strategies for Internationalising Education .....	4
1.6 Methods Used to Develop the Strategy .....	5
1.7 Strategy Structure .....	6
<b>CHAPTER TWO .....</b>	<b>7</b>
<b>2. ANALYSIS OF THE CURRENT SITUATION.....</b>	<b>7</b>
2.1 Current Status .....	7
2.2 Strength.....	8
2.3 Limitations.....	9
2.4 Opportunities .....	10
2.5 Challenges.....	10
<b>CHAPTER THREE .....</b>	<b>12</b>
<b>3. VISION, MISSION AND OBJECTIVES.....</b>	<b>12</b>
3.1 Vision.....	12
3.2 Mission .....	12
3.3 Strategic Objectives.....	12
3.3.1 General Objective.....	12
3.3.2 Specific Objectives .....	12

<b>CHAPTER FOUR.....</b>	<b>14</b>
<b>4. AREAS, OBJECTIVES AND STRATEGIES FOR THE INTERNATIONALISATION OF EDUCATION .....</b>	<b>14</b>
4.1 Internationalisation of Curricula .....	14
4.1.1 Basic Education .....	14
4.1.2 Higher Education.....	15
4.2 Collaborative Programmes with Foreign Educational Institutions .....	16
4.2.1 Higher Education.....	16
4.3 Admission of Students to Study in the Country .....	17
4.3.1 Basic Education.....	17
4.3.2 Higher Education.....	18
4.4 Enrolment of Students to Study Abroad .....	19
4.4.1 Basic Education.....	20
4.4.2 Higher Education.....	20
4.5 Recruitment of Experts from Abroad .....	21
4.5.1 Basic Education.....	21
4.5.2 Higher Education.....	22
4.6 Exchange Programmes for Professionals and Students.....	23
4.6.1 Basic Education.....	23
4.6.2 Higher Education.....	24
4.7 Collaboration in Education, Skills, Research and Innovation .....	25
4.7.1 Basic Education.....	25
4.7.2 Higher Education.....	25
4.8 Overseas Campuses of Educational Institutions.....	26
4.8.1 Basic Education.....	26
4.8.2 Higher Education.....	27
4.9 Foreign Educational Institution Campuses within the Country.....	27
4.9.1 Basic Education.....	28
4.9.2 Higher Education.....	28

4.10 Kiswahili Language .....	29
4.10.1 Objectives .....	29
4.10.2 Strategies .....	29
4.11 Maximizing the Impact of Domestic and International Embassies .....	30
4.11.1 Objectives .....	30
4.11.2 Strategies .....	30
4.12 Domestic Education Agencies .....	31
4.12.1 Objectives .....	31
4.12.2 Strategies .....	31
4.13 Admission of Students from Disaster-Affected Countries .....	31
4.13.1 Objectives .....	32
4.13.2 Strategies .....	32
<b>CHAPTER FIVE .....</b>	<b>33</b>
<b>5. INSTITUTIONAL STRUCTURE AND RESPONSIBILITIES .....</b>	<b>33</b>
5.1 Roles and Responsibilities of the Government .....	33
5.2 Roles and Responsibilities of Educational Institutions .....	34
5.3 Roles and Responsibilities of Regulatory Bodies .....	35
5.4 Roles and Responsibilities of Embassies .....	35
5.5 Roles and Responsibilities of Education Agencies .....	36
<b>CHAPTER SIX .....</b>	<b>37</b>
<b>6. MONITORING AND EVALUATION .....</b>	<b>37</b>
<b>References .....</b>	<b>59</b>

# LIST OF TABLES

Table No. 1: Table for Implementation, Monitoring, and Evaluation of the Education Internationalisation Strategy ..... 37

Table No. 1 (a): BASIC EDUCATION..... 37

Table No. 1 (b): HIGHER EDUCATION ..... 44

Table No. 1 (c): CROSS-CUTTING ISSUES ..... 54

## PREFACE

The internationalisation of education plays a pivotal role in advancing both education and national development. It offers numerous benefits, including increased enrolment of international students and strengthened collaboration between local and global institutions. These factors significantly contribute to foreign exchange earnings while simultaneously enhancing the quality and reputation of the country's education system on an international scale. Moreover, educational tourism generates substantial revenue and provides students with broader global perspectives, fostering intercultural exchange and deeper mutual understanding among nations. Aligning curricula with international standards further enhances the competitiveness of educational institutions, ensuring that graduates are well-equipped for the global job market. These initiatives not only expand employment opportunities for graduates worldwide but also strengthen diplomatic relations between nations. This, in turn, fosters a more conducive environment for both education and employment, benefiting students, educators, and professionals across these sectors.

To achieve the goals of internationalisation, the education and training system must adhere to global standards. This system should deliver high-quality education and training that is recognised at national, regional, and international levels. Therefore, educational institutions must set clear objectives aimed at meeting international benchmarks and quality standards. For instance, in the case of universities, a key international standard is having at least five per cent of the student population comprised of international students. Similarly, for technical and vocational education and training institutions to align with global standards, one of the essential criteria is the establishment and implementation of partnerships with international institutions. This internationalisation strategy has therefore been specifically designed to provide clear direction and a structured framework for facilitating and successfully implementing the internationalisation of education in Tanzania.

The main targets of this Strategy include all education stakeholders, such as educational and regulatory bodies, students, parents, religious organisations, and the private sector. It is my sincere hope that its implementation will play a vital role in supporting the government's efforts to elevate education to international standards.



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**PERMANENT SECRETARY**

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## LIST OF ABBREVIATIONS

AAU	Association of African Universities
AERC	African Economic Research Consortium
CECED	Centre for Economics and Community Economic Development
DANIDA	Danish International Development Agency
EAC	East African Community
ICT	Information and Communication Technology
IUCEA	Inter-University Council for East Africa
MoEST	Ministry of Education, Science, and Technology
NACTVET	National Council for Technical and Vocational Education and Training
NORAD	Norwegian Agency for Development Cooperation
PO PSMGG	President's Office Public Service Management and Good Governance
SADC	The Southern African Development Community
SARUA	Southern African Regional Universities Association
SWISSAID	Switzerland Aid
TCU	Tanzania Commission for Universities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
WB	World Bank

## CLARIFICATION OF TERMS

Embassy	This term refers to Tanzanian embassies abroad as well as foreign embassies in Tanzania.
Blended Learning	A teaching and learning approach that combines face-to-face instruction with online learning.
Basic education	It refers to nursery, primary and secondary education.
Higher education	It refers to teacher education, technical education, vocational training, and higher education.
Educational institutions	It refers to basic and higher education.
Disasters	It refers to major hazardous events affecting a country or community, including political conflicts, earthquakes, famine, health crises, and economic downturns.
Sectoral ministries	All ministries involved in the implementation of the Strategy.

# CHAPTER ONE

## 1.1 INTRODUCTION

The National Development Vision 2050 and the Long-Term National Development Plan 2011/12 to 2024/25 and Third Five-Year National Development Plan (2021/22 - 2025/2026) the education and training sector is expected to enhance human resource development by preparing Tanzanians in various competencies to bring the nation towards sustainable development and a competitive global economy. Additionally, the Chama cha Mapinduzi (CCM) through its 2025-2030 manifesto has provided guidance to strengthen the education system so that it can produce skilled professionals with expertise in science, technology, technical skills and other fields.

Due to the economic, political and social interactions between Tanzania, friendly countries, and regional and international organisations, the 2014 Education and Training Policy of Tanzania, 2023 edition, provides guidance to ensure that the country delivers high-quality and competitive education and training at all education levels. Furthermore, regional and international agreements are driving the internationalisation of education, including the harmonisation of courses, programs and admission criteria among member countries.

It should be noted that the Ministry has considered implementing the Sustainable Development Goals on inclusive and quality education with equity; the Human Rights Declaration on the right to education for all; the African Agenda 2063 on inclusive education for sustainable development; the East African Community Common Market Protocol Article 11, and the Southern African Development Community Education and Training Protocol, all of which provide guidance on ensuring alignment between education systems and curricula for member countries.

To achieve these goals and guidelines, the education and training system must provide ample opportunities for more people to access education and continue their lifelong learning. The education system should offer quality education and training that is nationally, regionally and internationally recognised. Therefore, educational institutions must set goals to meet international standards and criteria. An example of international standards, in the case of universities, is having at least 5 per cent of the student population from foreign countries.

Currently, Tanzania faces a low number of international students and experts and limited access to scholarships and study opportunities for Tanzanians. Therefore, there is a need to develop a strategy to promote the internationalisation of education in order to increase the number of foreign students enrolled, expand study opportunities abroad, and enhance the competitiveness of graduates regionally and internationally. The 2024-2029 Education Internationalisation Strategy for Tanzania provides guidance to enable educational institutions to offer education that meets regional and international standards and criteria.

## 1.2 Origin

Education is a crucial tool in ensuring a nation develops citizens capable of contributing to its progress. Since Tanzania gained independence in 1961, the government has undertaken various measures at different times to reform and strengthen the education system to achieve development goals as outlined in various government plans. The implementation of these plans has significantly contributed to major transformations in the education sector.

Reforms in the education sector have significantly improved the quality of educational institutions in the country, making them more attractive to international students and professionals. Additionally, advancements in technology, such as enhanced internet access and digital learning platforms, have enabled global collaboration and access to international educational resources. Furthermore, the growing demand for high-quality education that meets international standards has driven Tanzanian institutions to seek funding and partnerships globally. These combined efforts create a supportive environment for Tanzania's education system to achieve a global outlook, enhancing its quality and competitiveness on the international stage.

The Tanzania Development Vision 2050 clearly states that the country must commit to fostering innovation, skills development, and quality education to address developmental challenges and compete effectively at both regional and international levels. In alignment with this goal, the 2014 Education Policy (2023 Edition) aims to enable the country to provide education and training of high standards recognised nationally, regionally and internationally.

In accordance with the direction set by the Vision and the objectives of the 2014 Education Policy (2023 Edition), the United Republic of Tanzania has undertaken various measures over time to reform and strengthen the education system to align with global educational advancements and achieve development goals as outlined in the Vision, Policy and Government Plans.

The rapid advancements in science, technology, and globalisation have been largely propelled by the quality of education, research, and training. For Tanzania to keep pace with these developments at regional and international levels, it is essential to formulate strategies and plans that will facilitate the achievement of the intended goals.

This Strategy aims to ensure that the education provided in Tanzania adopts an international perspective, creating opportunities for students and professionals to learn and benefit from global advancements in education, research and training. Additionally, this Strategy will position Tanzania as a hub for education for other countries in the region and internationally.

### **1.3 Internationalisation of Education**

The concept of internationalisation of education involves the establishment of systems that provide opportunities for education to meet regional and international standards. According to research and references from various publications, internationalisation is implemented through two main categories: domestic internationalisation and cross-border internationalisation.

Domestic Internationalisation involves the development of curricula and teaching and learning environments to attract students, academics and researchers from outside the country. Additionally, domestic internationalisation includes the preparation of ICT tools and methods to facilitate online education delivery. It also involves the development and enhancement of systems, curricula, and learning environments across all levels of education to accommodate and enrol international students while attracting foreign professionals.

Cross-Border Internationalisation includes the enrolment of international students, collaborations between domestic and foreign institutions, the exchange of professionals abroad, and the establishment of campuses of domestic educational institutions in other countries.

Accordingly, educational institutions have a duty to develop and promote the concept of internationalisation while enhancing their global competitiveness. This effort aims to enhance their competence in academics and research at the international level. Furthermore, the internationalisation of education serves as a significant source of both domestic and foreign revenue.

### **1.4 Benefits of Internationalisation**

The benefits of internationalisation include the following:

- i. Increased foreign revenue through the enrollment of international students and collaborations between domestic and foreign institutions;
- ii. Increased foreign revenue through education tourism within the country;
- iii. Enhanced reputation, prestige, and international quality standards of education within educational institutions;
- iv. Availability of curricula with quality and international standards;
- v. Increased knowledge and positive cultural exchange of traditions, customs and cultures from other countries;
- vi. Improved awareness and experience for students on various global issues;
- vii. Strengthened diplomatic relations between nations;

- viii. Enhanced competitiveness and alignment of education standards internationally for educational institutions; and
- ix. Expanded markets and opportunities for employment for graduates and staff of educational institutions.

## **1.5 Strategies for Internationalising Education**

The strategies that can be employed to achieve the internationalisation of education include:

- i. Promoting and publicising programs and services offered by educational institutions at national, regional and international levels;
- ii. Enhancing admission criteria to meet international standards across all levels, including preschool and primary education, secondary education, technical and vocational training and higher education;
- iii. Improving teaching and learning systems, particularly through the use of ICT;
- iv. Upgrading educational environments and infrastructure to be more supportive and conducive;
- v. Enhancing the quality of research to meet international standards;
- vi. Developing curricula and academic programs that align with international benchmarks;
- vii. Ensuring the availability of professionals with international qualifications;
- viii. Establishing collaborative agreements between domestic and international educational institutions; and
- ix. To prepare opportunities or education tourism conferences (academic tourism).

Based on the strategies and benefits outlined above, this Strategy will include the following measures:

- i. To develop curricula that align with the educational needs at national, regional, and international levels;
- ii. To build capacity in language skills, teaching methods, and learning resources to meet national, regional, and international demands;
- iii. To expand opportunities and increase the number of students studying both within and outside the country;

- iv. To enhance incentives to attract international students to study in the country;
- v. To send professionals abroad to develop and enhance their skills;
- vi. To facilitate the engagement of academics and researchers from other countries to work in educational institutions within the country; and
- vii. To improve infrastructure for learning, teaching, and research.

## **1.6 Methods Used to Develop the Strategy**

The Strategy was developed through a comprehensive process of reflection and consultation. Various methods were employed, including reviewing relevant national, regional and international documents; engaging stakeholders to gather their input; and benchmarking against educational institutions abroad.

### **i. Document Reviews**

The Ministry formed a task force that reviewed various documents, including internationalisation guidelines, agreements, and reports related to education at national, regional and global levels. Additionally, the Ministry examined the 2014 Education Policy (2023 Edition), the guidebook from the Tanzania Commission for Universities, the Internationalisation Policy of the University of Dar es Salaam and the Internationalisation Policy of the University of Dodoma.

Other documents reviewed include Chama cha Mapinduzi (CCM) manifesto, South Africa's Internationalisation Policy of 2019, the Association of African Universities (AAU) Strategy (2020–2025), The Southern African Regional Universities Association (SARUA) Strategies (2008–2012 and 2024–2028), The Protocol for the Establishment of the East African Community Common Market (2008).

Further reviews covered include: The SADC Protocol on Education and Training (2000), The Inter-University Council for East Africa (2021–2026), International references such as Finland's Higher Education Internationalisation Strategy (2009–2015) and the Czech Republic's Higher Education Internationalisation Strategy (2021).

### **ii. Gathering Stakeholder Feedback**

Feedback from various education and internationalisation stakeholders was collected, analysed, and incorporated into the development of Tanzania's Education Internationalisation Strategy. The process involved two separate workshops that brought together seven groups of stakeholders: representatives from universities and colleges,

education agencies, quality assurance bodies, professional councils, the Private Schools Owners Association, various government departments, and the Tanzania Higher Learning Institutions Students Organisation.

The feedback collection process involved the Ministry presenting the draft strategy to stakeholders, followed by a question-and-answer session for clarification. Additionally, stakeholders were given the opportunity to discuss the draft strategy in groups. Finally, they submitted their feedback and recommendations through discussions and written submissions. The input received was used to refine and develop a strategy that reflects these contributions.

### **iii. Benchmarking**

To develop this Strategy, the Ministry conducted benchmarking on the structures and operations of internationalisation within educational institutions, both domestically and internationally. At the national level, the Ministry compared practices within ministries and at the international level compared practices in Kenya, Uganda, South Africa, Finland and the Czech Republic. Additionally, international benchmarking was conducted online using websites and documents from foreign institutions.

## **1.7 Strategy Structure**

This Strategy comprises six chapters. Chapter One is the introduction, which outlines the importance of having an Internationalisation Strategy and the methods used in its preparation. An analysis of strengths, weaknesses, challenges and opportunities is included in Chapter Two. Chapter Three highlights the significance, vision, mission and objectives of the Strategy, while strategic areas, goals and strategies are detailed in Chapter Four. The roles of the government, as well as public and private institutions, are described in Chapter Five. The Strategy concludes with details on monitoring and evaluation in Chapter Six.

## CHAPTER TWO

### 2. ANALYSIS OF THE CURRENT SITUATION

#### 2.1 Current Status

The internationalisation of education is a vital and strategic approach to advancing and transforming education and training globally. The impetus for implementing the concept of internationalisation has emerged and grown significantly in recent years due to the expansion of globalisation and international integration. In the Americas, the internationalisation of education has been most successful in study abroad programs, the enrolment of international students and the internationalisation of academic professionals.

In Europe, the existence of a unified accreditation and quality assurance system has facilitated the enrolment of students in any European country. Additionally, the coordination of student, academic and staff exchanges between European nations and other countries worldwide is another critical aspect of internationalisation in Europe. In Asia, internationalisation has been driven by advancements in education and improvements in education quality.

The concept of internationalisation is a key priority for the East African Community (EAC) and the Southern African Development Community (SADC). To promote and enhance access to education and skills development at all levels, these communities have established quality assurance systems through various protocols. Examples of these systems include the 2017 agreement to make East Africa a common higher education area, the establishment of a unified accreditation and quality assurance framework for higher and technical education within the EAC, and the creation of a similar framework for higher education within SADC.

The overarching goals of these systems are to enhance the quality standards of education provided and to facilitate the interaction of citizens within these communities. This interaction expands opportunities for the exchange of professionals and skills, ultimately fostering and strengthening the economic prosperity of member states.

The availability of these systems is an important opportunity for the Government of the United Republic of Tanzania to promote the internationalisation of education at all levels. Currently, the Government, through the Ministry of Education, Science and Technology, the Ministry of Foreign Affairs and East African cooperation, as well as educational institutions, research organisations and education agencies, has been coordinating and implementing the process of internationalising education at various levels. These efforts include providing scholarships for Tanzanians to study abroad, hiring experts from outside the country, and developing distance learning programs and the establishment of a hybrid system.

To fully participate in internationalisation, some educational institutions in the country have established desks, units, and directorates responsible for managing internationalisation matters. These units or directorates have been tasked with coordinating the enrolment of international students, facilitating the acquisition and implementation of cooperation agreements between the institution and development partners and managing discussions on internationalisation within universities.

In the area of Technical Education and Vocational Training, the Government, through the East Africa Skills for Transformation and Regional Integration Project, established East African Centers of Excellence in the fields of renewable energy (Arusha Technical College), aviation (National Institute of Transport), Information and Communication Technology (Dar es Salaam Institute of Technology), and leather processing and manufacturing (Dar es Salaam Institute of Technology and its Mwanza campus).

In Basic Education, some private schools and certain public schools have established desks to coordinate partnership programs between these schools and institutions abroad. Some of the programs implemented at this level include teacher exchange programs and educational study tours.

The outcomes of these efforts include an increase in the number of partnerships between local and international institutions, as well as a rise in the enrolment of international students. However, the number of partnerships and the enrolment of students from abroad remains low compared to the overall size of the education sector at all levels. Therefore, there is a need to develop strategies that will enable educational institutions to enhance partnerships, increase enrolment, and recruit experts from abroad.

To build a strong internationalisation strategy, it is essential to conduct an in-depth analysis of the strengths, weaknesses, opportunities and challenges associated with the internationalisation of education in the country. The purpose of this analysis is to identify the existing capacities, limitations, opportunities, and obstacles in order to design a strategy that addresses both current and future needs.

## **2.2 Strength**

To support the internationalisation of education in the country, the following strengths have been identified:

- i. Strong leadership at all levels;
- ii. Policies and strategic plans aimed at enhancing the education sector;
- iii. The existence of a national system for harmonising professional qualifications.
- iv. A favourable environment for investment within the country;

- v. Peace, stability and a commitment to political will;
- vi. A pool of professionals trained in foreign institutions;
- vii. Centres of excellence for research and training across various institutions nationwide;
- viii. Tanzania's strategic geographical position as a hub for research and training;
- ix. The country's wealth of tourist attractions;
- x. Growth in institutions meeting international standards and gaining global recognition;
- xi. Enhancing competence and proficiency in the Kiswahili language;
- xii. Establishment of internationalisation desks in some pre-primary and primary schools;
- xiii. Significant investment in and construction of modern teaching and learning facilities;
- xiv. The presence of Tanzanian embassies overseas.
- xv. Availability of education agencies.
- xvi. The presence of regulatory bodies that facilitate alignment at the primary, secondary, and higher education levels in the country

### **2.3 Limitations**

Despite the capacities outlined above, the following limitations have been identified:

- i. Limited understanding of the concept and benefits of internationalisation among educational institutions in the country;
- ii. Inadequate financial resources and a shortage of specialists in internationalisation;
- iii. Poor infrastructure for teaching and conducting research;
- iv. Lack of internationalisation-friendly facilities within educational institutions;
- v. Limited awareness of education as a commercial sector;
- vi. Insufficient efforts to attract private sector investment in education;
- vii. Bureaucracy in the evaluation and verification of academic qualifications and certificates for students from other countries; and
- viii. Legal and regulatory barriers regarding the employment of foreign professionals.

## 2.4 Opportunities

Despite these weaknesses, the following opportunities have been identified:

- i. The long-standing historical relationships between Tanzania and Southern African countries (e.g., Namibia, South Africa, Mozambique);
- ii. Long-term collaborations between educational institutions and international organisations;
- iii. The implementation of large-scale projects supported by international development partners;
- iv. Membership in regional and international organisations, such as the East African Community (EAC), the Southern African Development Community (SADC), the African Union (AU), the United Nations (UN) and other regional and global bodies;
- v. The expansion of globalisation;
- vi. The growth and improvement of various global communication channels;
- vii. The presence of countries unable to maintain or provide stable educational systems due to natural disasters or conflicts;
- viii. The presence of foreign embassies within the country; and
- ix. The availability of institutions willing to sponsor education on a global scale.

## 2.5 Challenges

However, several challenges have emerged during the preparation of the Strategy and implementation plan for this guideline. The identified challenges include:

- i. A disparity between the education systems of foreign countries and Tanzania hinders students from other countries from meeting the qualifications necessary for admission to higher education;
- ii. High costs associated with funding students and professionals from abroad;
- iii. Natural disasters, such as floods and other calamities, that damage infrastructure and disrupt education systems both within and outside the country;
- iv. Differences in academic calendar schedules between Tanzanian educational institutions and those of other countries;
- v. Discrepancies in the admission procedures for foreign students across educational institutions in Tanzania;
- vi. Variations in tuition fees and fee structures globally;

- vii. Unfavourable study and living environments, including inadequate accommodation services and limited access to healthcare;
- viii. A lack of academic programmes that attract international students; and
- ix. Research infrastructure and equipment that fail to meet international standards.

## CHAPTER THREE

### 3. VISION, MISSION AND OBJECTIVES

The foundation of the Education Internationalisation Strategy is to align Tanzania's education system with international standards. This Strategy is guided by the following vision, mission and objectives:

#### 3.1 Vision

To cultivate highly skilled and innovative professionals who meet and uphold international standards.

#### 3.2 Mission

To enhance the quality of education, training and research by establishing systems and procedures that facilitate the development of highly competent and innovative professionals for the country's advancement.

#### 3.3 Strategic Objectives

The Education Internationalisation Strategy encompasses both general and specific objectives as outlined below:

##### 3.3.1 General Objective

To invest in the internationalisation of education and research, aiming to prepare graduates and researchers with the knowledge, skills, competencies, and expertise needed to meet national, regional and international standards and demand.

##### 3.3.2 Specific Objectives

The following are the specific objectives:

- i. To develop curricula and academic programmes that meet international standards;
- ii. To produce graduates equipped with skills and knowledge gained through teaching and learning processes of international standards;
- iii. To increase enrolment of both domestic and international students;

- iv. To cultivate professionals and researchers with knowledge, skills and experience aligned with international standards;
- v. To foster internationally recognised academics and researchers from foreign institutions to work in the country and to facilitate local academics working abroad;
- vi. To establish regional and international collaborations in education and research;
- vii. To provide conducive environments and quality infrastructure in educational institutions that support internationalisation;
- viii. To create opportunities for education tourism within the country; and
- ix. To establish environments and services that respect and accommodate the languages, traditions, customs and cultures of other nations.

## CHAPTER FOUR

### 4. AREAS, OBJECTIVES AND STRATEGIES FOR THE INTERNATIONALISATION OF EDUCATION

The objectives of the Ministry of Education, Science and Technology (MoEST) are to establish sustainable internationalisation across all levels of education by providing guidelines and strategies that promote inclusivity and gender equality. To achieve these objectives, the Ministry will focus on various aspects, including creating conducive environments and curricula that facilitate teaching and learning aligned with international standards.

The Internationalisation Strategy addresses needs at all levels of education. At the pre-primary, primary and secondary levels, internationalisation involves delivering education that meets global standards, enabling local students to study abroad and international students to study in Tanzania. For Technical Education and Vocational Training, internationalisation entails offering education that aligns with global standards, thus promoting and strengthening integration as well as overall economic and social development.

In this Strategy, the objectives and approaches for the internationalisation of education are divided into two levels: basic education and higher education. The following are the strategic areas, each with specific objectives and implementation strategies:-

#### 4.1 Internationalisation of Curricula

The internationalisation of curricula incorporates global concepts, content and social interactions into teaching and learning. Additionally, it includes objectives, methods of teaching assessment, support services for academic programmes and the outcomes of teaching and learning.

##### 4.1.1 Basic Education

At this level, the Strategy includes nursery, primary and secondary education.

##### 4.1.1.1 Objectives

- i. The basic education curricula, which equip graduates with skills, expertise, knowledge, and competitive competence at national, regional, and international levels, are to be improved;

- ii. The number of international students studying in the country through internationally enhanced curricula is to be increased; and
- iii. Collaboration in the development and implementation of curricula between basic education institutions, both domestic and international, is to be strengthened.

#### **4.1.1.2 Strategies**

- i. To oversee the implementation of the national basic education curriculum that meets international standards;
- ii. To build the capacity of basic education institutions in curriculum development, review, and improvement in collaboration with foreign institutions;
- iii. To align the national curriculum with regional and international standards;
- iv. To improve and enhance distance learning and teaching curricula;
- v. To develop, upskill, and certify teachers who meet the standards required to teach international curricula;
- vi. To accredit basic education institutions to deliver curricula with international content and standards;
- vii. To strengthen the capacity of regulatory bodies to receive, verify, and equate academic certificates from both local and foreign education institutions;
- viii. To improve infrastructure to facilitate the implementation of blended learning curricula; and
- ix. To engage communities in the internationalization and implementation of basic education.

### **4.1.2 Higher Education**

#### **4.1.2.1 Objectives**

- i. Curricula that prepare graduates with competitive skills, knowledge, expertise, and competencies at national, regional, and international levels are to be improved;
- ii. The number of international students coming to study in the country through enhanced curricula is to be increased; and
- iii. Collaboration between domestic and international educational institutions in the development and implementation of curricula is to be strengthened.

#### **4.1.2.2 Strategies**

- i. To ensure the implementation of national education curricula that align with international standards;
- ii. To strengthen the capacity of educational institutions to design, review, and enhance curricula that incorporate global concepts, content, and practical learning in accordance with international standards;
- iii. To align curricula with regional and international standards;
- iv. To enhance and expand distance learning and teaching curricula;
- v. To develop, train, and certify teachers who meet the required standards to deliver international curricula effectively;
- vi. To accredit educational institutions to deliver curricula that meet international content and quality standards;
- vii. To strengthen institutional capacity for the submission, verification, and equivalence assessment of academic certificates from foreign educational institutions;
- viii. To establish internationally standardised examinations and assessments for evaluating competence in specific subjects, such as languages, history and ethics; and
- ix. To harmonise accreditation standards between regulatory bodies (e.g., TCU and NACTVET) and professional councils.

### **4.2 Collaborative Programmes with Foreign Educational Institutions**

The establishment and implementation of collaborative academic programmes with foreign educational institutions provide a platform for sharing experiences, skills and resources in teaching and learning.

#### **4.2.1 Higher Education**

##### **4.2.1.1 Objectives**

- i. The number of students in higher learning institutions participating in collaborative academic programmes is to be increased;
- ii. The opportunity for graduates to obtain multiple certificates or degrees simultaneously is to be provided; and
- iii. The number of graduates acquiring skills and education from two or more institutions concurrently is to be increased.

#### **4.2.1.2 Strategies**

- i. To establish regulations and guidelines to facilitate the initiation and operation of collaborative programmes between higher learning institutions both domestically and internationally;
- ii. To initiate and enhance collaborations with higher learning institutions abroad to implement collaborative programmes;
- iii. To strengthen the capacity of higher learning institutions to establish and run collaborative programmes; and
- iv. To engage all relevant stakeholders in the implementation of collaborative programmes.

### **4.3 Admission of Students to Study in the Country**

The enrolment of students in educational institutions is a critical component of the broader concept of internationalisation. Achieving enrolment goals requires the implementation or enhancement of various strategies.

#### **4.3.1 Basic Education**

##### **4.3.1.1 Objectives**

- i. The proportion of international students enrolled in the country's educational institutions is to be increased;
- ii. The status of educational institutions, to meet international standards and achieve higher global rankings, is to be enhanced and elevated;
- iii. Admission systems within the country's educational institutions are to be improved;
- iv. Opportunities for students to experience and learn from diverse cultures, by fostering interactions between local and international students and promoting integration, are to be created; and
- v. Foreign revenue, through the attraction and enrolment of international students, is to be enhanced.

##### **4.3.1.2 Strategies**

The implementation strategies aimed at expanding the scope of enrolment for international students:

- i. To facilitate the management of international student enrolment in basic education institutions;
- ii. To enhance policies, regulations, and guidelines governing the acquisition and administration of study permits and visas for international students;
- iii. To establish a flexible enrolment framework that allows students to join basic education institutions at any time within the academic year;
- iv. To leverage regional agreements to promote scholarships and tuition harmonisation within regional communities;
- v. To improve scholarship opportunities for both domestic and international students;
- vi. To collaborate with international student recruitment agencies to support enrolment in basic education institutions;
- vii. To enhance the visibility and promotion of programmes and services offered by basic education institutions;
- viii. To strengthen multilingual education by promoting the use of Swahili, English, other foreign languages, and sign language;
- ix. To facilitate opportunities for international students to visit Tanzania's tourist attractions; and
- x. To enhance the participation of basic education institutions in international exhibitions and competitions.

### **4.3.2 Higher Education**

#### **4.3.2.1 Objectives**

- i. The number of international students in educational institutions in the country is to be increased to at least five percent (5%);
- ii. The status of higher learning institutions is to be elevated to meet regional and international standards;
- iii. The admission systems for higher learning institutions in the country are to be improved;
- iv. The integration of diverse cultural traditions and customs from different countries is to be strengthened; and
- v. Foreign exchange earnings through the enrolment of international students are to be increased.

### 4.3.2.2 Strategies

The implementation strategies aimed at broadening the scope of international student enrolment:

- i. To empower internationalisation offices within higher learning institutions, regulatory bodies, and regulatory bodies to coordinate the admission of international students effectively;
- ii. To strengthen the capacity of regulatory bodies to verify and equate academic qualifications from foreign institutions;
- iii. To enhance policies, regulations, and guidelines governing the acquisition and management of study permits and visas, and to conduct research;
- iv. To establish a flexible admission framework that allows students to enrol in higher learning institutions at different points throughout the academic year;
- v. To leverage regional agreements to facilitate scholarships and harmonisation of tuition fees within regional communities;
- vi. To provide scholarships for international students in strategic academic programmes;
- vii. To collaborate with international student recruitment agencies to support the admission of international students into higher learning institutions;
- viii. To improve the marketing and promotion of academic programmes and services offered by higher learning institutions;
- ix. To promote multilingualism by enhancing the use of Swahili, French, Chinese, German, Arabic, and Tanzanian Sign Language;
- x. To facilitate opportunities for international students to visit Tanzania's tourist attractions; and
- xi. To enhance the participation of higher learning institutions in international exhibitions and competitions.

## 4.4 Enrolment of Students to Study Abroad

One of the efforts to internationalise education in the country is to identify opportunities for qualified Tanzanians to study abroad. However, the number of Tanzanians accessing such opportunities remains low, highlighting the need to develop strategies to increase both the availability of opportunities and the number of Tanzanians studying abroad.

## **4.4.1 Basic Education**

### **4.4.1.1 Objectives**

- i. The number of primary education students studying abroad is to be increased; and
- ii. Opportunities for scholarships for primary education students to study abroad are to be expanded.

### **4.4.1.2 Strategies**

The following strategies aim to expand opportunities for Tanzanian students to study abroad:

- i. To formulate and oversee the implementation of a national guideline for coordinating scholarship opportunities for basic education students;
- ii. To enhance the promotion and marketing of basic education study opportunities available abroad;
- iii. To collaborate with recruitment agencies to facilitate the placement of basic education students in foreign institutions;
- iv. To strengthen cooperation agreements between domestic and international basic education institutions;
- v. To organise seminars and conferences to raise public awareness of study opportunities for basic education students abroad;
- vi. To organise and participate in international exhibitions and competitions related to basic education; and
- vii. To improve and integrate accreditation and recognition systems for schools abroad.

## **4.4.2 Higher Education**

### **4.4.2.1 Objectives**

- i. The number of higher education students studying abroad is to be increased to at least 5,000 per year; and
- ii. Higher education scholarships to enable more Tanzanians to pursue studies abroad are to be enhanced.

#### **4.4.2.2 Strategies**

The implementation strategies that will help expand the scope of student admissions for higher education abroad include:

- i. To develop and oversee the implementation of a national framework for coordinating student scholarship opportunities;
- ii. To enhance the promotion of available study opportunities abroad;
- iii. To collaborate with agencies responsible for facilitating student placements overseas;
- iv. To strengthen partnerships between domestic and international institutions;
- v. To increase scholarship opportunities for students to study both locally and internationally;
- vi. To organise seminars and conferences to raise public awareness about study opportunities abroad;
- vii. To organise and participate in international education exhibitions and competitions; and
- viii. To improve and integrate accreditation and recognition systems for foreign educational institutions.

### **4.5 Recruitment of Experts from Abroad**

Recruiting teachers, academics and other professionals from abroad is a crucial step in introducing diverse skills and expertise across various fields. Furthermore, this initiative enhances the training and preparation of students and professionals within the country. However, the number of foreign teachers, academics, and other experts currently employed in the country remains low, necessitating the development of strategies to increase their presence.

#### **4.5.1 Basic Education**

To improve the quality and internationalisation of basic education, the following objectives will be pursued:

##### **4.5.1.1 Objectives**

- i. The number of qualified and internationally recognised teachers and professionals from abroad is to be increased;
- ii. The enrolment of both domestic and international students is to be expanded;

- iii. Teaching and learning through the adoption of modern knowledge and methodologies from around the world is to be strengthened; and
- iv. The integration of positive cultural values and traditions within basic education institutions is to be promoted and enhanced.

#### **4.5.1.2 Strategies**

- i. To improve procedures and guidelines governing the employment of teachers and other professionals in basic education institutions;
- ii. To enhance the guidelines for obtaining work permits for teachers and other professionals from abroad;
- iii. To improve conditions to attract teachers and other professionals from abroad; and
- iv. To develop language and cultural training programmes for international teachers and professionals.

#### **4.5.2 Higher Education**

To enhance the quality and internationalisation of higher education, the following objectives will be implemented:

##### **4.5.2.1 Objectives**

- i. The number of internationally recognised academics and professionals from abroad is to be increased;
- ii. The enrolment of international students in the country is to be expanded;
- iii. Teaching, through the adoption of modern knowledge and methodologies from various parts of the world, is to be strengthened;
- iv. The integration of positive cultural values and traditions within higher learning institutions is to be enhanced; and
- v. The number of internationally recognised research, training, and innovation projects is to be increased.

##### **4.5.2.2 Strategies**

- i. To enhance procedures and guidelines governing the recruitment of foreign experts in educational institutions;

- ii. To enhance the efficiency and accessibility of acquiring work permits for foreign experts;
- iii. To establish attractive remuneration packages and benefits to entice foreign experts;
- iv. Improving the infrastructure of higher learning institutions to attract international academics and professionals; and
- v. Developing language and cultural training programmes for international academics and professionals to facilitate their understanding and integration into the local community.

## **4.6 Exchange Programmes for Professionals and Students**

The exchange of professionals and students in educational institutions is a vital and impactful tool for advancing internationalisation. These programmes can be either short-term or long-term, depending on the needs and agreements of the participating parties. However, the number of professionals and students currently involved in exchange programmes remains unsatisfactory.

### **4.6.1 Basic Education**

#### **4.6.1.1 Objectives**

- i. Skills and experiences in training, competencies, education, research, innovation, and various technologies are to be exchanged;
- ii. Our culture is to be promoted, and the cultures of other countries are to be appreciated; and
- iii. Opportunities for education tourism and other forms of tourism are to be enhanced.

#### **4.6.1.2 Strategies**

- i. To enhance the infrastructure of basic education institutions to meet international standards;
- ii. To coordinate academic exchange programmes;
- iii. To expand the participation of teachers and professionals in teaching programmes both domestically and internationally;
- iv. To optimise procedures for establishing and executing agreements on student, teacher, and professional exchange programmes;

- v. To develop structured exchange programmes that incorporate educational tourism; and
- vi. To increase financial resources to support student, teacher, and professional exchange programmes.

## **4.6.2 Higher Education**

### **4.6.2.1 Objectives**

- i. The exchange of knowledge and expertise in training, skills development, education, research, innovation, and diverse technologies is to be strengthened;
- ii. The promotion of local culture, while fostering greater awareness and appreciation of international cultures, is to be enhanced; and
- iii. Opportunities for tourism, including educational tourism within the country, are to be expanded.

### **4.6.2.2 Strategies**

- i. To upgrade the infrastructure of higher learning institutions to meet international standards;
- ii. To coordinate short-term study programmes to facilitate the participation of international students in exchange programmes;
- iii. To expand examiner exchange programmes between domestic and international higher learning institutions;
- iv. To increase the participation of international academics and professionals in teaching programmes both locally and internationally;
- v. To enhance the coordination and efficiency of higher education exchange programmes;
- vi. To streamline the procedures for establishing and implementing agreements on student, academic, and professional exchange programmes;
- vii. To establish structured exchange programmes that incorporate educational tourism; and
- viii. To increase financial resources to support exchange programmes for professionals and students.

## **4.7 Collaboration in Education, Skills, Research and Innovation**

Collaboration with international institutions in education, skills development, research, and innovation helps address or eliminate various challenges in society, industries and the economy. Moreover, such partnerships can drive the growth of internationalisation within educational institutions. However, the number and benefits of these collaborations remain insufficient. Therefore, it is imperative to define clear objectives and implement effective strategies to strengthen and expand these partnerships.

### **4.7.1 Basic Education**

#### **4.7.1.1 Objectives**

- i. International skills, competencies, and experience of students and teachers in basic education are to be enhanced; and
- ii. Opportunities for financial and human resources to improve teaching and learning are to be expanded.

#### **4.7.1.2 Strategies**

- i. To establish and implement partnerships aimed at enhancing teaching and learning;
- ii. To build the capacity of teachers and other professionals to initiate and manage partnerships effectively;
- iii. To identify and nurture talents and innovations through international collaborations; and
- iv. To organise and participate in international conferences and competitions on education, skills development, and innovation.

### **4.7.2 Higher Education**

#### **4.7.2.1 Objectives**

- i. Specialised skills and expertise acquired through collaborations in education, skills development, research, and innovation initiatives are to be strengthened; and
- ii. Access to modern infrastructure and state-of-the-art equipment to support training and research is to be increased.

#### **4.7.2.2 Strategies**

- i. To establish and implement collaborative agreements in areas of specialisation and expertise;
- ii. To strengthen capacity in strategic project writing to enhance expertise in training, research, and innovation;
- iii. To enhance policies and guidelines to incentivise researchers and innovators in commercialising their work and publishing in high-impact international journals;
- iv. To develop expertise in key research and innovation areas;
- v. To support early-career researchers and innovators in gaining experience with globally recognised research and innovation standards;
- vi. To facilitate joint publication of research and innovation findings in prestigious international journals;
- vii. To organise and actively participate in international conferences on education, skills development, research, and innovation;
- viii. To enhance the capacity to commercialise research, skills, and innovation outcomes through incubators and innovation hubs; and
- ix. To establish a structured framework for joint ownership of intellectual property rights for research, skills, and innovation outputs.

### **4.8 Overseas Campuses of Educational Institutions**

To promote internationalisation, educational institutions can establish campuses abroad and enrol students in the respective host countries. The establishment of overseas campuses provides an opportunity for institutions to increase the enrolment of international students and enhance their reputation. However, many institutions have not yet taken advantage of this opportunity to set up campuses overseas.

#### **4.8.1 Basic Education**

##### **4.8.1.1 Objectives**

- i. The level of internationalisation through the expansion of schools abroad is to be increased;
- ii. Students' experience and expertise through programmes offered by these schools are to be enhanced; and
- iii. School revenue from tuition fees due to the growing number of international students enrolled in schools abroad is to be increased.

#### **4.8.1.2 Strategies**

- i. To coordinate the establishment of school branches or new schools abroad; and
- ii. To develop guidelines for teachers and other professionals from the country to teach and work in these schools abroad.

### **4.8.2 Higher Education**

#### **4.8.2.1 Objectives**

- i. The internationalisation of higher education, through the expansion of campuses, schools, colleges, and training and research centres abroad, is to be strengthened;
- ii. The experience and competence of higher education students, through programmes offered by campuses, schools, colleges, and training and research centres abroad, are to be strengthened; and
- iii. The revenue of domestic educational institutions, through tuition fees generated from the increased enrolment of international students, is to be boosted.

#### **4.8.2.2 Strategies**

- i. To coordinate the establishment of educational institutions (universities, campuses, training, and research centres) abroad;
- ii. To identify priority professional sectors that can attract students in the target countries;
- iii. To establish campuses, schools, colleges, and training and research centres abroad through collaborative agreements with international educational institutions; and
- iv. To develop a structured framework for academics and other professionals from the country to teach, conduct research, innovate, and work in campuses, schools, colleges, and training and research centres abroad.

### **4.9 Foreign Educational Institution Campuses within the Country**

To promote internationalisation within the country, foreign educational institutions can establish their campuses locally. This initiative provides opportunities for both domestic and international students to pursue education within the country.

## **4.9.1 Basic Education**

### **4.9.1.1 Objectives**

- i. The internationalisation of education, through the establishment of schools within the country by foreign educational institutions, is to be enhanced;
- ii. Learning and teaching technologies and methodologies in both domestic and international basic education institutions are to be advanced;
- iii. Enrolment rates for basic education students, both locally and internationally, are to be increased;
- iv. Opportunities for basic education students to learn about diverse cultures, fostering global integration and understanding, are to be provided; and
- v. Foreign revenue, through the enrolment of international students in local basic education institutions, is to be increased.

### **4.9.1.2 Strategies**

- i. To improve guidelines for the establishment and management of schools from abroad; and
- ii. To establish a framework for teachers and other professionals from abroad to work within the country.

## **4.9.2 Higher Education**

### **4.9.2.1 Objectives**

- i. The internationalisation of higher education, through the establishment of campuses, universities, and training and research centres by foreign educational institutions within the country, is to be enhanced;
- ii. The adoption of advanced technologies and expertise introduced by foreign educational institutions is to be increased;
- iii. The enrolment of both domestic and international students in higher learning institutions is to be expanded;
- iv. More opportunities for higher education students to learn about diverse cultures, fostering global integration and cross-cultural understanding, are to be created; and
- v. Foreign revenue, through the enrolment of international students in local higher learning institutions, is to be increased.

#### **4.9.2.2 Strategies**

- i. To enhance regulatory guidelines for the establishment and administration of schools by foreign educational institutions;
- ii. To identify and run priority programmes in vocational training, workforce skills, academia, research, and innovation that align with national needs;
- iii. To facilitate the establishment of campuses, universities, and training and research centres by foreign educational institutions through collaborative agreements with local institutions;
- iv. To develop a structured framework to enable academics and professionals within the country to teach and work in campuses, universities, and training and research centres both locally and internationally; and
- v. To engage sectoral ministries to create an enabling environment for the establishment of local campuses, universities, and training and research centres by foreign educational institutions.

### **4.10 Kiswahili Language**

Tanzania is the birthplace of the Kiswahili language, and its use is rapidly expanding across Africa and globally. As a result, the country holds significant potential to provide instruction, conduct research, and develop expertise in Kiswahili. This potential extends to an international scale. Additionally, educational institutions within Tanzania have the opportunity to teach foreign languages alongside Kiswahili, thereby promoting and strengthening the concept of internationalisation.

#### **4.10.1 Objectives**

- i. The growth of the Kiswahili language, through research and training programmes, is to be facilitated;
- ii. The academic use of the Kiswahili language globally is to be promoted; and
- iii. Experts in Kiswahili and foreign languages, who are employable at national, regional, and international levels, are to be developed.

#### **4.10.2 Strategies**

- i. To teach Kiswahili language at national, regional and international levels at certificate, diploma, degree and postgraduate levels;
- ii. To improve curricula, training and research on the Kiswahili language;

- iii. To teach Kiswahili as a subject in strategic programmes funded by the government or educational institutions within the country;
- iv. Organising and participating in international academic competitions and conferences on the Kiswahili language in various countries worldwide;
- v. To establish collaborations with foreign educational institutions that teach foreign languages;
- vi. To initiate exchange programmes for scholars and students specialising in Kiswahili and foreign languages;
- vii. To develop the necessary infrastructure for learning and teaching languages; and
- viii. To establish regulations and guidelines that facilitate the teaching of foreign languages in the country.

## **4.11 Maximizing the Impact of Domestic and International Embassies**

Embassies, both domestic and international, play a pivotal role in advancing the objectives of internationalisation, owing to their responsibility to represent the nation.

### **4.11.1 Objectives**

- i. Opportunities for collaborations, scholarships, and exchange programmes for teachers, trainers, academics, and other professionals are to be enhanced; and
- ii. Access to language training, through partnerships between embassies and educational institutions locally and internationally, is to be expanded.

### **4.11.2 Strategies**

- i. To enhance the capacity of education attaché offices in embassies abroad to strengthen academic cooperation and student support services;
- ii. To expand access to foreign language learning opportunities within the country;
- iii. To strengthen partnerships between local and international educational institutions to increase opportunities for multilingual education;
- iv. To optimise collaboration frameworks with agency institutions to improve the efficiency of student enrolment and admissions both locally and internationally; and
- v. To develop robust monitoring systems to track and support the academic progress and social well-being of students studying abroad.

## **4.12 Domestic Education Agencies**

The government or educational institutions can engage registered education agencies to boost enrolment, strengthen collaborations, and expand opportunities for internationalisation between domestic and international institutions. However, there is a need to optimise the utilisation of these agencies to further enhance and promote the internationalisation of education in the country.

### **4.12.1 Objectives**

- i. The number of students enrolled in educational institutions both domestically and internationally through education agencies is to be increased;
- ii. Scholarship opportunities for studies both locally and abroad are to be expanded; and
- iii. The utilisation of opportunities arising from collaborations between local and international educational institutions is to be enhanced.

### **4.12.2 Strategies**

- i. To enhance guidelines and define the roles of student enrolment and admission agencies for both domestic and international education;
- ii. To strengthen collaboration agreements between agencies, ministries, and educational institutions;
- iii. To improve relationships between enrolment agencies and embassies both locally and internationally;
- iv. To build the capacity of agencies to operate in compliance with legal frameworks, regulations, and student admission policies;
- v. To leverage agencies to identify programmes and opportunities that align with national priorities for student admissions both locally and internationally; and
- vi. To empower enrolment agencies to monitor and track the academic progress and overall well-being of students studying abroad.

## **4.13 Admission of Students from Disaster-Affected Countries**

Tanzania has a rich history of hosting students from countries facing economic and political challenges. These students often require a range of academic support services. The internationalisation of education offers a valuable opportunity for them to pursue and achieve their academic aspirations.

#### **4.13.1 Objectives**

- i. Opportunities for students impacted by political and economic challenges to enrol in educational institutions within the country are to be offered; and
- ii. The enrolment of international students, thereby fostering the internationalisation of the country's educational institutions, is to be boosted.

#### **4.13.2 Strategies**

- i. To improve guidelines and procedures for receiving, enrolling, and admitting students from disaster-affected countries;
- ii. To enhance systems for recognising academic qualifications, enrolment, admission, and management of students from disaster-affected countries;
- iii. To establish agreements with institutions that provide scholarships for students from disaster-affected countries; and
- iv. To strengthen collaboration with embassies and international organisations to develop frameworks for managing and addressing challenges faced by students from disaster-affected countries.

## CHAPTER FIVE

### 5. INSTITUTIONAL STRUCTURE AND RESPONSIBILITIES

To successfully implement the Strategy for the internationalisation of education, the participation of various stakeholders is essential, in accordance with their respective roles and responsibilities. These stakeholders include the Ministry of Education, Science and Technology, the Ministry of Foreign Affairs and East African Cooperation, educational institutions, regulatory bodies, Tanzanian embassies, and education agencies. This section outlines the framework for roles and responsibilities, detailing the accountability of both public and private institutions involved in the process.

#### 5.1 Roles and Responsibilities of the Government

In addition to providing overall oversight for the implementation of this Strategy, the Government, through MoEST, will undertake the following responsibilities:

- i. To continue improving the Education Policy to align with the evolving needs of internationalisation;
- ii. To establish a framework for the effective implementation of the National Education Internationalisation Strategy;
- iii. To oversee and enhance the accreditation structure and quality assurance in education;
- iv. To empower educational institutions in implementing the internationalisation agenda in line with the National Education Internationalisation Strategy;
- v. To create an enabling environment for the successful execution of the National Education Internationalisation Strategy;
- vi. To establish a dedicated unit for coordinating internationalisation activities at the national level;
- vii. To provide opportunities for teachers, trainers, academics, and other professionals to pursue studies at top international institutions abroad;
- viii. To allocate funding for student scholarships to support both local and international studies;
- ix. To engage relevant institutions in the implementation of the National Education Internationalisation Strategy;
- x. To raise public awareness about the significance of education internationalisation;

- xi. To establish and manage strategic partnerships with foreign countries to strengthen education internationalisation efforts;
- xii. To develop guidelines for expanding scholarship opportunities for studies abroad;
- xiii. To create a system for promoting and disseminating information on international study opportunities;
- xiv. To develop guidelines for increasing employment opportunities in the education sector abroad; and
- xv. To harmonise accreditation standards between regulatory bodies and professional councils both locally and internationally.

## **5.2 Roles and Responsibilities of Educational Institutions**

In implementing the Education Internationalisation Strategy, educational institutions shall undertake the following responsibilities:

- i. To establish desks, units, or directorates dedicated to internationalisation within institutions;
- ii. To oversee the implementation of policies, strategies, and guidelines for the internationalisation of education within institutions;
- iii. To develop and implement action plans to operationalise internationalisation policies, strategies, and guidelines;
- iv. To ensure curricula offered in educational institutions meet international standards;
- v. To promote programmes and institutions both locally and internationally;
- vi. To allocate resources to support the implementation of internationalisation policies, strategies, and guidelines;
- vii. To provide support services to teachers, trainers, academics, administrative staff, and students participating in internationalisation programmes;
- viii. To establish and execute collaboration agreements for internationalisation with foreign educational institutions;
- ix. To develop a reporting framework for internationalisation activities at various institutional levels;
- x. To enhance ICT infrastructure to support the implementation of hybrid learning models (face-to-face and online); and
- xi. To ensure educational institutions have adequate infrastructure to meet international standards.

### **5.3 Roles and Responsibilities of Regulatory Bodies**

In implementing the Education Internationalisation Strategy, regulatory bodies will undertake the following responsibilities:

- i. To oversee the development and implementation of curricula that adhere to international standards;
- ii. To enhance the capacity of educational institutions to review and design curricula that support internationalisation;
- iii. To improve ICT infrastructure to facilitate the services provided by regulatory bodies for both domestic and international institutions;
- iv. To strengthen the capacity of higher learning institutions to verify and equate academic credentials from foreign institutions for student admissions;
- v. To refine the accreditation system for recognising foreign universities and enabling student mobility for overseas studies;
- vi. To establish and improve guidelines for the creation of offshore campuses; and
- vii. To register recruitment agencies in compliance with established criteria.

### **5.4 Roles and Responsibilities of Embassies**

In the implementation of the Education Internationalisation Strategy, embassies will undertake the following responsibilities:

- i. To identify and secure educational opportunities abroad;
- ii. To establish connections between domestic and international educational institutions to promote internationalisation;
- iii. To promote academic programmes and educational institutions both domestically and internationally;
- iv. To facilitate partnerships between domestic education agencies and international institutions;
- v. To provide support services for academics, administrative staff, and students involved in internationalisation programmes abroad;
- vi. To identify leading experts and institutions in academic and research fields from international higher education sectors; and
- vii. To support the coordination and organisation of international exhibitions.

## 5.5 Roles and Responsibilities of Education Agencies

In implementing the Education Internationalisation Strategy, education agencies will undertake the following responsibilities:

- i. To support the expansion of student enrolment in both domestic and international educational institutions;
- ii. To enhance the utilisation of opportunities arising from collaborations between domestic and international educational institutions;
- iii. To assist in identifying programmes and opportunities that align with national priorities for student recruitment locally and internationally;
- iv. To promote study opportunities available within and beyond the country;
- v. To identify experts and leading institutions excelling in academic and research fields from international higher education sectors;
- vi. To increase public awareness of study opportunities abroad; and
- vii. To contribute to the organisation of international education exhibitions both within the country and globally.

## CHAPTER SIX

### 6. MONITORING AND EVALUATION

A strong system and framework for monitoring and evaluation must be established to effectively implement the Education Internationalisation Strategy. The primary objective of monitoring and evaluation is to ensure that the intended goals of the Strategy are achieved while identifying and addressing implementation challenges on time.

Monitoring and evaluation will be conducted at various levels of strategy implementation annually, based on the indicators outlined in the implementation, monitoring, and evaluation framework of the Education Internationalisation Strategy (**Table No. 1**).

Monitoring and evaluation reports will be shared at each level responsible for oversight and submitted to higher levels through the established system, under existing regulations and procedures. These reports will be used to inform the ministry and relevant stakeholders, facilitating improvements to the Strategy.

#### TABLE OF IMPLEMENTATION, MONITORING, AND EVALUATION OF THE INTERNATIONALISATION STRATEGY IN EDUCATION

**TABLE No.1 (a): BASIC EDUCATION**

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
INTERNATIONALISATION OF CURRICULA				
1	To supervise the implementation of national curricula for basic education that meet international standards.	Number of curricula supervised and implemented.	2025 - 2029	MoEST, TET
2	To enhance the capacity of basic education institutions in curriculum development, review, and improvement, ensuring that curricula align with international standards in terms of concepts, content, and practical-based learning approaches.	Number of institutions empowered. Number of capacity-building training sessions for institutions. Number of curricula improved.	2025- 2026	MoEST, TET
3	To harmonise domestic curricula to align with regional and international standard	Number of curricula harmonised.	2025-2026	TET

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
4	To enhance and advance curricula for distance learning and teaching methods.	Number of curricula improved and developed.	2025 - 2027	TET
5	To develop, upskill and accredit teachers who meet the standards required to deliver an international curriculum.	Number of teachers accredited.	2025-2029	NECTA and Basic education institutions.
6	To accredit basic education institutions to teach curricula that adhere to international content and standards.	Number of basic education institutions accredited.	2025-2029	NECTA, Basic education institutions.
7	To strengthen the capacity of regulatory bodies to receive, verify, and equate academic certificates from both domestic and international educational institutions.	Number of staff trained. Number of certificates authenticated.	2025-2029	MoEST, regulatory bodies
8	To improve infrastructure to facilitate the implementation of curricula through blended learning approaches; and	Number of infrastructures improved. Implementation report.	2025 - 2029	Basic education institutions
9	To engage Tanzanians in the internationalisation process and its implementation at the basic education level.	Number of meetings, number of participants, and number of announcements.	2025-2029	MoEST; Higher learning institutions; education agencies
<b>COLLABORATION PROGRAMMES WITH INTERNATIONAL EDUCATIONAL INSTITUTIONS</b>				
1	To establish regulations and guidelines to facilitate the initiation and management of collaboration programmes between domestic and international institutions.	Number of new regulations and guidelines. Number of regulations and guidelines improved.	2025	MoEST, Basic Education Institutions
2	To enhance the capacity of institutions to establish and effectively manage collaboration programmes.	Number of collaborative training programmes established.	2025 -2029	MoEST, Basic Education Institutions
3	To establish and renew partnerships with international institutions focused on initiating such programmes; and	Number of institutions running collaboration programmes.	2025-2029	Basic Education Institutions

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
4	To engage all relevant stakeholders in the running of collaboration programmes.	Number of stakeholders engaged.	2025 - 2029	Basic Education Institutions
<b>STUDENT ADMISSION AND ENROLMENT WITHIN THE COUNTRY</b>				
1	To enable basic education institutions to oversee the enrolment of students from abroad;	Number of basic education institutions empowered. Number of students enrolled.	2025-2026	MoEST, Basic Education Institutions
2	To improve policies, regulations, and guidelines for the acquisition and management of study permits/ visas for international students.	Number of policies, regulations, and guidelines enhanced.	2025 - 2026	MoEST (NECTA, Office of the Commissioner for Education), Ministry of Home Affairs Basic Education Institutions
3	To establish a framework that allows students to enrol in basic education institutions at any time within the academic year.	Number of enrolment periods per year.	2025-2026	MoEST, Basic Education Institutions
4	To leverage regional agreements, including scholarships and tuition harmonisation within regional communities.	Number of opportunities secured through scholarships and tuition harmonisation within regional communities.	2025-2027	Ministry of Foreign Affairs and East African Cooperation, MoEST Basic Education Institutions
5	To enhance scholarship opportunities for both domestic and international students.	Number of funded programmes.  Number of students awarded scholarships.  Number of institutions providing scholarships.	2025-2029	MoEST, Basic Education Institutions, Education Agents, Embassies, Private Sector, and Religious Organisations
6	To engage student recruitment agencies in the enrolment of international students in basic education institutions.	Number of recruitment agencies engaged.	2025-2029	MoEST, Basic Education Institutions, Education Agents

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
7	To strengthen and promote multilingual education, including Kiswahili, English, other foreign languages, and sign language.	Number of multilingual programmes established. Number of basic education institutions running language programmes. Number of multilingual language experts. Number of students enrolled in multilingual language programmes.	2025-2029	MoEST, PO-RALG, TET,
8	To enhance programmes that facilitate international students' visits to tourist attractions in Tanzania.	Number of international students who visited tourist attractions.	2025-2029	Basic Education Institutions, Authorities responsible for managing tourist attractions.
9	To increase the participation of basic education institutions in international exhibitions and competitions.	Number of educational institutions that participated in international exhibitions and competitions. Number of international exhibitions held. Number of students who participated in international exhibitions and competitions	2025-2029	MoEST, PO-RALG, Basic Education Institutions Education Agents Tanzanian Embassies Abroad
<b>ADMISSION AND ENROLMENT OF STUDENTS FOR OVERSEAS STUDIES</b>				
1	To develop and oversee the implementation of a national framework to coordinate scholarship opportunities for basic education students.	Completion of the guide.	October 2025	MoEST
		Report on the management and implementation of the guide.	2025-2029	
2	To improve the promotion of basic education scholarship opportunities available in foreign countries.	Number of promotional channels used. Number of opportunities advertised and available. Number of students participating in opportunities.	2025-2029	MoEST, Domestic and international embassies, Recruitment agencies, Educational institutions

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
3	To partner with recruitment agencies to facilitate the placement of basic education students abroad.	Number of memoranda of understanding between recruitment agencies and educational institutions.  Number of students enrolled through recruitment agencies.	2025-2029	MoEST, regulatory bodies, institutions (TCU, NACTVET), Educational institutions, Education agencies
4	To enhance collaboration between domestic and international basic education institutions.	Number of memoranda of understanding signed.  Number of students benefiting from collaboration agreements.	2025-2029	Educational institutions, Education agencies
5	To organise seminars and conferences to raise public awareness about study opportunities abroad and encourage parents to send their children to study overseas.	Number of seminars and conferences organised.  Number of students enrolled.	2025-2029	MoEST, Educational institutions, Education agencies
6	To improve and integrate systems for the accreditation and recognition of schools abroad.	Number of systems integrated.	December 2025	MoEST
		Number of accreditations issued.	2025-2029	
RECRUITING TEACHERS, ACADEMICS, PROFESSIONALS AND OTHER EXPERTS FROM ABROAD				
1	To enhance procedures and guidelines for the recruitment of teachers and other professionals in basic education institutions.	Number of guidelines improved.	2025-2026	MoEST
		Number of institutions that have employed international professionals.	2025-2029	MoEST, Educational institutions
		Number of international professionals employed.		

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
2	To improve the guidelines for obtaining work permits for teachers and other professionals from abroad.	Improved guidelines.	2025-2026	MoEST
		Number of institutions that have employed international teachers and professionals. Number of international teachers and professionals employed.	2025-2029	MoEST; Labour, Youth, Employment and Persons with Disability; Basic Education Institutions
3	To create an attractive environment to draw teachers and other professionals from abroad.	Improved guidelines.	2025-2026	MoEST;
		Number of international teachers and professionals who benefited. Number of infrastructures improved.	2025-2029	Basic Education Institutions
4	To develop language and cultural training programmes for international teachers and professionals.	Number of language and cultural training programmes developed. Number of beneficiaries of the programmes	2025-2029	Basic Education Institutions
<b>STUDENT, TEACHER, ACADEMIC, AND PROFESSIONAL EXCHANGES</b>				
1	To coordinate student exchange programmes.	Number of academic programmes coordinated.  Number of educational institutions participating.  Number of students, teachers, and professionals who participated.  Number of programmes that included educational tourism.	2025-2029	MoEST; PO-RALG,, TET, Basic Education Institutions
2	To increase the number of teachers and other professionals participating in teaching academic programmes both domestically and abroad.	Number of teachers and professionals.	2025-2029	MoEST; PO-RALG, TET, Basic Education Institutions

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
3	To increase financial resources to enable student, teacher, and professional exchange programmes.	Funds allocated for exchange programmes. Number of funding proposals submitted for scholarships.	2025-2026	MoEST, Education Institutions
<b>COLLABORATION IN EDUCATION, SKILLS, RESEARCH, AND INNOVATION</b>				
1	To establish and implement collaborations aimed at improving learning and teaching.	Number of partnerships established	2025-2029	MoEST; PO-RALG, Education Institutions
2	To build the capacity of teachers and other professionals in initiating and implementing collaborations.	Number of teachers and other professionals trained Number of institutions strengthened Number of institutions capacitated	2025-2027	MoEST; PO-RALG, Education Institutions
3	To identify and foster talent and innovation through international partnerships.	Number of gifted students  Number of incubation programmes	2025-2026	MoEST; PO-RALG,, TET, Education Institutions, COSTECH
<b>EDUCATIONAL INSTITUTIONS ABROAD</b>				
1	To coordinate the establishment of school branches or independent schools abroad.	Number of schools or branches established abroad  Number of programmes announced	2027-2029	MoEST; PO-RALG,, NECTA, TET, Education Institutions Embassies of Tanzania Abroad
2	To establish a framework for teachers and other professionals to teach and work in these schools overseas.	Number of local teachers and professionals who secured opportunities to teach and work abroad	2027-2029	MoEST, Education Institutions

SN	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
<b>FOREIGN EDUCATIONAL INSTITUTIONS WITHIN THE COUNTRY</b>				
1	To enhance guidelines and oversight for the establishment of foreign schools within the country.	Number of international school branches/schools established Number of sectoral ministries and institutions engaged	2026-2029	MoEST, sectoral ministries, Education Institutions
2	To establish a framework for foreign teachers and other professionals to work within the country.	Number of foreign teachers and professionals working within the country	2025	MoEST, Regulatory bodies, PMO-LYED Education Institutions

**Table No. 1 (b): HIGHER EDUCATION**

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
<b>INTERNATIONALISATION OF CURRICULA</b>				
1	To oversee the implementation of national education curricula that meet international standards.	Number of curricula overseen and implemented.	2025-2029	MoEST, regulatory bodies (TCU and NACTVET)
2	To build the capacity of educational institutions to develop, review, and improve curricula aligned with international standards, focusing on concepts, content and practical training.	Number of institutions whose capacity has been enhanced.  Number of capacity-building training sessions conducted for institutions.  Number of curricula improved.	2025-2029	MoEST, Regulatory bodies (TCU and NACTVET)
3	To harmonise curricula to align with regional and international standards.	Number of curricula harmonised.	2025-2026	Higher Learning Institutions, Regulatory bodies, (TCU and NACTVET)

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
4	To improve and develop curricula for teaching and learning through distance learning methods.	The number of curricula improved and developed.	2025 - 2027	Higher Learning Institutions, Regulatory bodies, (TCU and NACTVET)
5	To prepare, enhance and certify educators who meet the required standards for teaching an international curriculum.	The number of educators certified.	2025-2029	Regulatory bodies, (TCU/ NACTVET), Educational institutions
6	To strengthen the capacity of regulatory bodies to receive, verify, and equate academic certificates from both domestic and foreign educational institutions.	Number of staff trained.  Number of certificates verified	2029	MoEST, Regulatory bodies (TCU/ NACTVET/ NECTA) Higher learning Institutions
7	To enhance accreditation systems between regulatory bodies and professional councils.	The number of improved systems	2025-2029	MoEST, Regulatory bodies (TCU/ NACTVET/ NECTA) Higher Learning Institutions
8	To improve infrastructure to facilitate the implementation of curricula through a blended approach.	The number of improved infrastructures. Implementation report.	January 2026 - 2029	Education Institutions
9	To engage the community in the internationalisation and implementation of higher education policies.	The number of meetings with community members. The number of participants. The number of announcements.	2025 - 2029	MoEST; Higher learning institutions education agencies
<b>COLLABORATIVE PROGRAMMES WITH INTERNATIONAL EDUCATION INSTITUTIONS</b>				
1	To establish regulations and guidelines that facilitate the creation and operation of collaborative programmes between local and foreign institutions.	Number of new regulations and guidelines Number of improved regulations and guidelines	2026	MoEST, Regulatory bodies Higher learning institutions

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
2	To establish and strengthen collaborations with international higher learning institutions focused on implementing joint programmes.	Number of institutions implementing collaborative programmes	2025 -2029	MoEST, Higher learning institutions
3	Building the capacity of higher learning institutions to initiate and manage collaborative programmes.	Number of capacity-building programmes conducted	2025-2029	MoEST, Higher learning institutions
4	Engaging relevant stakeholders involved in the implementation of collaborative programmes.	Number of stakeholders engaged	2025 - 2029	MoEST, Higher learning institutions
<b>STUDENT ENROLLMENT FOR STUDYING IN THE COUNTRY</b>				
1	To facilitate internationalisation offices of higher learning institutions, agency institutions, and regulatory bodies in coordinating the admission of international students.	Number of internationalisation offices, agency institutions, and regulatory bodies supported.  Number of admission systems.	2025-2029	MoEST, Higher learning institutions, Regulatory bodies Educational agencies
2	To enhance the capacity of regulatory bodies to verify and equate academic certificates from foreign institutions.	Number of staff capacitated.	2025-2027	MoEST, Regulatory bodies
3	To improve policies, regulations and guidelines for obtaining and managing study permits/ visas and conducting research for international students.	Number of policies, regulations, and guidelines improved.  Number of study permits/visas issued.	2025-2029	MoEST, Sectoral ministries, COSTECH
4	To establish a system that allows students to be admitted to higher learning institutions at different periods within the academic year.	Number of admission periods per year.	2025-2027	MoEST, Higher learning institutions, Regulatory bodies
5	To leverage regional agreements, including scholarships and tuition fee harmonisation within regional communities.	Number of enrolled students.	2025-2029	MoEST, Higher learning institutions,

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
6	To provide scholarships for international students in strategic programmes.	Number of strategic programmes with scholarships. Number of students receiving scholarships in strategic programmes.	2025-2029	MoEST, Higher learning institutions,
7	To engage agency institutions in the admission of international students to higher learning institutions.	Number of memoranda of understanding (MoUs) between education agencies and higher learning institutions. Number of students to be enrolled through education agencies.	2025-2029	Higher learning institutions, Educational agencies
8	To enhance promotional and marketing systems for programmes and services offered by higher learning institutions.	Number of promotional channels used. Number of programmes advertised. Number of students enrolled.	2025-2029	MoEST, Higher learning institutions, Education agencies, Domestic and international embassies
9	To strengthen and expand the use of multiple languages, including Kiswahili, English, other foreign languages, and sign language.	Number of multilingual programmes established. Number of educational institutions offering language programmes. Number of language professionals. Number of students enrolled in multilingual programmes.	2025-2029	Regulatory bodies, Higher learning institutions
10	To enhance arrangements for international students to visit tourist attractions in Tanzania.	Number of international students who visited tourist attractions.	2025-2029	Higher learning institutions Tourism attraction management authorities

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
11	To strengthen participation in international exhibitions and competitions for higher learning institutions.	Number of higher learning institutions that participated in international exhibitions and competitions. Number of international exhibitions conducted.	2025-2029	Higher learning institutions, Education agencies, Tanzanian embassies abroad
<b>ENROLMENT OF STUDENTS FOR STUDIES ABROAD</b>				
1	To develop and oversee the implementation of the national guidelines for coordinating student scholarship opportunities	Completion of the guidelines	October 2025	MoEST
		Report on the monitoring and implementation of the guidelines.	2025-2029	
2	To enhance the promotion of study opportunities available abroad.	Number of promotional channels used. Number of opportunities advertised and available. Number of participating students.	2025-2029	MoEST, Domestic and international embassies, Education agencies, Higher learning institutions
3	To collaborate with education agencies to facilitate student placements abroad.	Number of memoranda of understanding (MoUs) between education agencies and higher learning institutions. Number of students to be admitted through education agencies.	2025-2029	Regulatory bodies, Education institutions, Education agencies
4	To strengthen collaboration between domestic and international institutions.	Number of signed memoranda of understanding (MoUs). Number of students benefiting from collaboration agreements.	2025-2029	Higher learning institutions, Education agencies

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
5	To organise seminars and conferences to raise public awareness of study opportunities abroad.	Number of seminars and conferences organised. Number of students enrolled.	2025-2029	MoEST, Higher learning institutions, Education agencies
6	To enhance and integrate accreditation and recognition systems for educational institutions abroad.	Number of integrated systems.	December 2025	MoEST,
		Number of accreditations issued.	2025-2029	Regulatory bodies
RECRUITING PROFESSIONALS FROM ABROAD				
1	To enhance and oversee regulations and guidelines for the employment of academics and other professionals from abroad in educational institutions;	Number of guidelines and procedures improved.	2025	MoEST, Sectoral ministries
		Number of institutions employing foreign professionals. Number of foreign professionals employed.	2025-2029	MoEST, Educational institutions
2	To improve procedures for obtaining work permits for academics and other professionals from abroad.	Number of institutions that have recruited foreign professionals. Number of academics and foreign professionals recruited from abroad.	2025-2029	MoEST, Sectoral ministries, Educational institutions
3	Enhancing benefits and entitlements for academics and other professionals from abroad.	Number of employment entitlement guidelines for foreign professionals improved.	2025	Educational institutions
		Number of foreign professionals who have benefited.	2025 - 2029	Educational institutions
4	To improve educational institution infrastructure to attract international academics and professionals.	Number and types of infrastructure improved. Number and categories of academics and professionals who have benefited.	2025-2029	Educational institutions

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
5	To develop language and cultural training programmes for international academics and professionals to facilitate better integration and interaction with local communities	Number of language and cultural training programmes developed.  Number of beneficiaries of the programmes.	2025-2029	Educational institutions
<b>PROFESSIONAL AND STUDENT EXCHANGE PROGRAMMES</b>				
1	To upgrade higher learning institution infrastructure to meet international standards.	Number of institutions that have improved infrastructure.  Number of professionals and students involved in exchange programmes.	2025-2029	MoEST, Higher learning institutions, Education agencies
2	To coordinate short-term study programmes to enable international students to participate in exchange programmes.	Number of short-term programmes.  Number of students who participated in short-term programmes.	2025-2026	Higher learning institutions,
3	To expand examiner exchange programmes between domestic and international higher learning institutions.	Number of examiners.  Number of institutions with examiners from abroad.	2025-2029	Higher learning institutions,
4	To increase the number of international academics and professionals participating in exchange teaching programmes.	Number of foreign professionals.  Number of programmes taught by exchange professionals.	2025-2029	Higher learning institutions,
5	To enhance coordination and efficiency of higher education exchange programmes.	Number of foreign professionals involved in research and work through exchange programmes.  Number of students engaged in improved collaboration programmes.	2025-2029	MoEST, Higher learning institutions, Sectoral ministries and institutions

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
6	To improve the process of establishing and implementing exchange agreements for students, academics, and other professionals.	Number of Memoranda of Understanding (MoUs) with international education institutions.  Number of students who benefited from the agreements.	2025-2029	Higher learning institutions Education agencies
7	To establish exchange programmes that incorporate educational tourism.	Number of educational tourism programmes established.	2025-2029	Higher learning institutions, Education agencies
8	To increase financial resources to support professional and student exchange programmes.	Funds allocated for exchange programmes.  Number of funding proposal documents developed.	2025-2029	MoEST Higher learning institutions
<b>COLLABORATION IN EDUCATION, SKILLS DEVELOPMENT, RESEARCH, AND INNOVATION</b>				
1	To establish and implement collaboration agreements in areas of specialisation and expertise.	Number of agreements established.  Number of agreements implemented.  Number of collaborative projects.	2025-2029	MoEST and Higher learning institutions
2	To enhance capacity for writing strategic projects to strengthen expertise in training, research, and innovation.	Number of staff members capacitated and number of joint projects funded.	2025-2029	MoEST and Higher learning institutions
3	To improve procedures and guidelines for incentivising researchers and innovators to commercialise their work and publish in high-impact international journals.	Number of researchers incentivised.  Number of research studies conducted as a result of incentives.  Number of research outcomes commercialised.	2025-2029	MoEST and Higher learning institutions
4	To build expertise in specific areas of research and innovation.	Number of researchers and innovators capacitated.  Number of institutions strengthened	2025-2027	MoEST and Higher learning institutions

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
5	To empower early-career researchers and innovators to gain experience in conducting research and innovation at international standards.	Number of early-career researchers and innovators supported.	2025-2029	MoEST and Higher learning institutions
6	To enhance the process of jointly publishing research and innovation findings in international journals.	Number of publications.	2025-2029	MoEST and Higher learning institutions
7	To organise and participate in international conferences on education, research, and innovation.	Number of conferences organised.  Number of conference participants.	2025-2029	MoEST and Higher learning institutions
8	To build capacity for commercialising skills, research, and innovation outcomes through incubation centres.	Number of skills, research, and innovation outcomes supported for commercialisation through incubation centres.  Number of staff members capacitated.	2025-2029	MoEST and Higher learning institutions
9	To improve systems for the joint ownership of intellectual property rights for skills, research, and innovation outcomes.	Number of jointly owned intellectual property rights.	2025-2029	Higher learning institutions and BRELA
<b>EDUCATION INSTITUTIONS ABROAD</b>				
1	To coordinate the establishment of educational institutions (colleges, campuses, training, and research centres) abroad.	Number of colleges, campuses, or centres established.  Number of programmes advertised.	2027 - 2029	MoEST, Regulatory bodies, (TCU/ NACTVET)  Education institutions
2	To attract students through programmes targeting priority sectors in the respective country.	Number of programmes established in priority sectors.  Number of students enrolled.	2026 -2029	MoEST, Education institutions

	STRATEGY	IMPLEMENTATION INDICATORS	TARGET	STAKE HOLDERS
3	To establish campuses, schools, colleges, and training and research centres abroad through collaboration agreements with foreign education institutions.	Number of programmes launched in priority sectors. Number of students enrolled. Number of partnership agreements established. Number of overseas campuses established. Number of programmes initiated through partnership agreements.	2025-2029	MoEST, Education institutions
4	To establish a framework for academics and other professionals to teach, conduct research, innovate, and work at campuses, colleges, and training and research centres abroad.	Number of local professionals who secured opportunities to teach and work abroad.	2027-2029	MoEST, Education institutions.
<b>DOMESTIC AND INTERNATIONAL EDUCATION INSTITUTIONS</b>				
1	To enhance guidelines and oversight for establishing campuses, colleges, and training and research centres of foreign education institutions.	Number of guidelines improved	September 2026	MoEST, Sectoral ministries, Regulatory bodies
2	To identify and implement priority programmes in technical education, workforce skills, academic studies, research, and innovation needed within the country.	Number of priority programmes identified.	July, 2026	MoEST, Regulatory bodies, Education bodies
3	To establish campuses, colleges, and training and research centres locally through partnership agreements with domestic education institutions	Number of partnership agreements for establishing campuses, colleges, and centres. Number of campuses established.	2025-2029	MoEST, Regulatory bodies , Education institutions
4	To enhance the framework for local academics and other professionals to teach and work at campuses, colleges, and training and research centres abroad.	Number of professionals teaching and working at campuses, colleges, and centres abroad.	2025 - 2029	MoEST, Sectoral ministries, Regulatory bodies, Education institutions

**Table No. 1 (c): CROSS-CUTTING ISSUES**

SWAHILI LANGUAGE				
1	To teach the Swahili language at national, regional, and international levels across all education levels.	Number of people who were taught the Swahili language. Number of educational institutions teaching Swahili.	2025-2029	MoEST, Higher learning institutions
2	To enhance the curriculum, training, and research in the Swahili language.	Number of curricula improved. Number of institutions with improved Swahili curricula. Number of institutions conducting training and research in the Swahili language. Number of students who benefited.	2025-2029	Higher learning institutions
3	To integrate Swahili as a subject in strategic programmes with government or domestic education institution-funded scholarships.	Number of students taught Swahili. Number of higher learning institutions offering strategic programmes in Swahili.	2025-2029	Higher learning institutions
4	To organise and participate in academic competitions and conferences on the Swahili language in various countries worldwide.	Number of participants in conferences. Number of competitions and conferences held. Number of higher learning institutions that participated in conferences	2025-2029	MoEST, Higher learning institutions, Tanzanian embassies abroad, Sectoral ministries
5	To establish collaborations with foreign education institutions that teach foreign languages.	Number of institutions that established collaborations. Implementation report.	2025 - 2029	Higher learning institutions, Tanzanian embassies abroad, Education agencies

6	To establish exchange programmes for Swahili and foreign language academics and students.	Number of programmes established.  Number of academics and students involved in exchange programmes.	2025-2029	Higher learning institutions  Education agencies  Sectoral ministries
7	To develop the necessary infrastructure for language learning and teaching.	Number and types of infrastructure available for language instruction.	2025-2026	MoEST, Higher learning institutions, BAKITA
8	To formulate regulations and guidelines to facilitate the learning and teaching of Swahili and foreign languages in Tanzania.	Number of regulations and guidelines developed for teaching foreign languages.  Number of higher learning institutions teaching Swahili and foreign languages in the country.	2025 - 2026	MoEST, BAKITA, Higher learning institutions

#### UTILISATION OF DOMESTIC AND INTERNATIONAL EMBASSIES

1	To strengthen education attaché offices in embassies abroad.	Number of education attaché offices improved.	2025-2029	MoEST, Ministry of Foreign Affairs and East African Cooperation  Embassies
2	To enhance systems for identifying students, teachers, academics, professionals, and leading institutions in education, technical training, workforce skills, academic excellence, research, and innovation.	Number of professionals and institutions identified.	2025-2029	MoEST, Ministry of Foreign Affairs and East African Cooperation  Embassies, Education institutions
3	To strengthen relationships between domestic and international education institutions.	Number of institutions strengthened.	2025 - 2029	MoEST, Ministry of Foreign Affairs and East African Cooperation  Embassies , Education institutions

4	To enhance collaboration frameworks with education agencies.	Number of student admission agencies.  Number of students admitted through agencies.	2025 - 2029	MoEST, Ministry of Foreign Affairs and East African Cooperation  Embassies, Education institutions and education agencies
5	To improve systems for tracking the academic progress and social well-being of students studying abroad.	Number of student monitoring guidelines developed and number of students monitored.	2025 - 2029	MoEST, Ministry of Foreign Affairs and East African Cooperation  Embassies, education agencies
<b>EDUCATION AGENCIES WITHIN THE COUNTRY</b>				
1	To enhance guidelines and roles of education agency institutions responsible for student recruitment and admission both domestically and internationally.	Number of guidelines improved.  Number of education agencies involved in student recruitment and admissions both domestically and internationally.	2025-2026	MoEST, Regulatory bodies  Education agencies
2	To strengthen collaboration agreements between agencies, ministries, and education institutions.	Number of agreements between higher learning institutions and education agencies.  Number of education agencies implementing agreements.  Number of students admitted domestically and internationally through education agencies.	2025-2029	MoEST, Higher learning institutions  Education agencies  Regulatory bodies

3	To enhance relationships between agencies and domestic and international embassies.	Number of embassy offices and agencies that have improved relations.  Number of students admitted to higher learning institutions domestically and internationally through education agencies.	2025-2029	MoEST, Sectoral ministries, Embassies, Education agencies
4	To build the capacity of agencies to operate in compliance with student admission laws, regulations, and procedures.	Number of agencies capacitated.  Number of education agencies executing their roles in compliance with student admission laws, regulations, and procedures.  Number of students admitted domestically and internationally through education agencies.	2025-2026	MoEST, Higher learning institutions, Education agencies, Regulatory bodies
5	To utilise agencies to identify programmes and opportunities that support national priorities in student admissions both domestically and internationally.	Number of education agencies used to identify programmes.  Number of programmes and opportunities identified.  Number of programmes and opportunities supporting national priorities in student admissions both domestically and internationally.	2025-2029	MoEST, Regulatory bodies, Higher learning institutions, Education Agencies
6	To empower education agencies to monitor the academic progress and overall development of students studying abroad	Number of education agencies empowered.  Implementation report.	2025 - 2029	MoEST, Sectoral ministries, Embassies, Education Agencies

ENROLLMENT OF STUDENTS FROM DISASTER-AFFECTED COUNTRIES				
1	To enhance guidelines and procedures for receiving, registering, and admitting students from disaster-affected countries.	Number of guidelines improved and number of students admitted.	January 2026 - 2029	MoEST, Ministry of Home Affairs, and Higher Learning Institutions
2	To strengthen systems for credential recognition, registration, admission, and management of students from disaster-affected countries.	Number of digital systems established for registration and academic credential evaluation.	2025-2027	MoEST, Regulatory bodies, Higher Learning Institutions, and Ministry of Home Affairs
3	To establish agreements with institutions that provide scholarships for students from disaster-affected countries.	Number of institutions that established agreements. Number of students awarded scholarships through agreements.	2025 - 2029	MoEST Higher Learning Institutions,
4	To strengthen collaboration with embassies and international institutions to develop mechanisms for managing and addressing challenges faced by students from disaster-affected countries.	Number of challenges addressed.	2025 - 2029	MoEST, Ministry of Foreign Affairs and East African Cooperation, Embassies, and Ministry of Home Affairs

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