



TANZANIA VOLUNTEER TEACHERS (TVT)

PUPIL TEACHER RATIO (PTR) ASSESSMENT REPORT
NOVEMBER 12, 2024



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FOUNDATION



Introduction

JMKF, in collaboration with the Ministry of Education, Science, and Technology (MoEST), President's Office – Regional Administration and Local Government (PO-RALG), and the Prime Minister's Office, is implementing the Tanzania Volunteer Teachers (TVT) program. To date, national volunteer teacher guidelines have been adopted in Tanzania Mainland, to support the implementation of the TVT program. The TVT program aims to deploy 1,000 qualified but unemployed teachers annually as volunteers in pre-primary and primary schools with the highest pupil-teacher ratio (PTR) for a period of one year.

The program is designed to improve learning outcomes for pupils in underserved regions experiencing a shortage of teachers. To ensure targeted deployment, the project will be piloted in three regions: Geita, Simiyu, and Rukwa, where a comprehensive assessment of teacher needs and regional preparedness was conducted in November 2024.

On September 2, 2024, the Project Technical Committee, consisting of all project partners, introduced the initiative to the local government authorities and officers in charge of education in these three regions, accompanied by a detailed assessment of the pupil-to-teacher ratio (PTR) across schools.

Objective

The primary objective of this assessment was to determine the current pupil-teacher ratios in these pilot regions. The findings will guide the strategic deployment of the 1,000 volunteer teachers to schools with the highest needs once the project commences.

Methodology

The assessment was conducted through:

Questionnaire Surveys:

The technical team developed structured questionnaires (attached as Annex 1) distributed to Regional Education Offices, which were then filled by the districts education officers and schools.

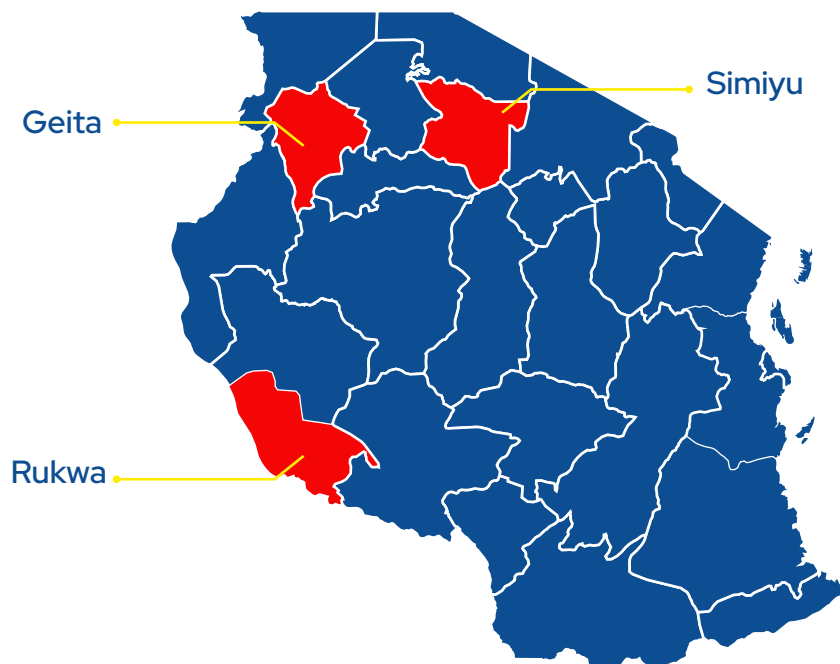
Data Collection & Analysis:

Schools completed and returned the questionnaires, and the compiled data was analyzed at the regional level before being submitted to JMKF for final review and decision-making.

Stakeholder Consultations:

Discussions were held with regional and district education authorities to verify data accuracy and assess their willingness to support volunteer teachers.

Our Footprint



Findings

Rukwa Region

The overall PTR in Rukwa is 1:303 for pre-primary education, 1:69 for primary schools, and 1:27 for special needs education. The highest PTR is observed in Nkasi District Council, followed by Sumbawanga District Council.

Support from Region:

LGAs will provide capacity-building sessions to volunteer teachers through the ongoing government Teachers' Continuous Professional Development (TCPD) program which is the "Mafunzo Endelevu ya Walimu Kazini (MEWAKA)".

Schools will provide meals and ensure the safety of teachers and their belongings.

Additional allowances may be considered, subject to approval by school committees. (Refer to Annex 2 for detailed table on Rukwa region.)

Geita Region

The PTR in Geita is 1:131 for pre-primary schools and 1:59 for primary schools. Data from some districts is still pending submission, as it is estimated that Geita region has 1,200,000 students enrolled in pre-primary and primary schools in 2024.

Support from LGAs:

Geita Town Council (TC) has agreed to provide accommodation and additional allowances for some schools.

Chato District Council (DC) will offer food, accommodation, and allowances in select schools.

Bukombe DC has agreed to provide accommodation for some volunteer teachers.

Simiyu Region

The PTR in Simiyu is 1:171 for pre-primary schools, 1:83 for primary schools, and 1:17 for special needs education.

Regional Support

LGAs will collaborate with schools to provide training, additional allowances, food, and security for volunteer teachers.

(Refer to Annex 3 for detailed tables on Simiyu region.)

These findings highlight the urgent need for targeted intervention to address teacher shortages, particularly in pre-primary and special needs education.

Beyond the immediate recruitment of volunteer teachers, there is a need for the program to consider long-term, systemic solutions to enhance teacher recruitment, training, and retention strategies in underserved regions. Additionally, LGAs' commitment to providing accommodation, allowances, and food support will be leveraged to enhance teacher retention and effectiveness.

REGION	LEVEL	TOTAL PUPILS	TOTAL TEACHERS	PUPIL TEACHER RATIO (PTR)	TEACHER GAP	VOLUNTEER TEACHER ALLOCATION
Rukwa	Pre primary	50,038	173	1:303	1,829	200
	Primary	291,894	4,240	1:69	2,245	
	Special Needs	1,766	65	1:27	229	
	Total	343,698	4,478		4,303	

REGION	LEVEL	TOTAL PUPILS	TOTAL TEACHERS	PUPIL TEACHER RATIO (PTR)	TEACHER GAP	VOLUNTEER TEACHER ALLOCATION
Geita	Pre primary			1:131	3,671	350
	Primary			1:59	14,235	
	Total				17,906	

REGION	LEVEL	TOTAL PUPILS	TOTAL TEACHERS	PUPIL TEACHER RATIO (PTR)	TEACHER GAP	VOLUNTEER TEACHER ALLOCATION
Simiyu	Pre primary	475,789	2,277	1:171	16,754	450
	Primary	623,209	7,414	1:83	6,435	
	Special Needs	9,911	302	1:17	1,359	
	Total	1,108,909	9,993		24,548	

Annexes



Annex 1: Questionnaire
Attached on the next Doc



Annex 2: Rukwa Region Teacher-Pupil Ratio Data
Attached on the next Doc



Annex 3: Simiyu Region Teacher-Pupil Ratio Data
Attached on the next Doc