

Teacher Workforce Planning and Management: Rapid Mapping of Tanzania's Teacher Life Cycle Policy Brief

Introduction

Teachers are the cornerstone of Tanzania's education system, central to achieving national goals for learning quality, equity, and inclusion. Over the past decade, the Government of Tanzania has made sustained investments in expanding access to education and strengthening teacher management. However, challenges related to teacher supply, deployment, professional development, and motivation continue to affect learning outcomes across educational levels.

Teacher workforce planning and management remain fragmented and inconsistent, with overlapping mandates across institutions that create coordination gaps and inefficiencies in recruitment, deployment, and professional development. Recent projections from the Teacher Forecasting Framework (2024) indicate a shortage of over 537,000 teachers by 2030, with acute gaps in subject-specific classes and pre-primary education levels. While more than 11,000 teachers are trained annually, fiscal constraints and uneven deployment – especially in rural areas – limit absorption and equity.

Efforts such as the Teacher Continuous Professional Development (CPD) Framework, MEWAKA, and Mwalimu Data Lake signal a growing commitment to professionalization and data-driven planning. However, progress is constrained by limited CPD funding, weak integration of data systems, and a continued mismatch between teacher supply and system needs.

The Teacher Life Cycle (TLC) mapping, undertaken by the Learning Generation Initiative with input from key stakeholders, aims to map the full education workforce life cycle, providing a comprehensive framework for strengthening each stage, including planning, pre-service education, recruitment, and deployment, as well as ongoing professional development, performance management, and retirement or exit processes. The mapping identifies the key systemic issues that impact teacher effectiveness and retention, it documents current reforms and suggests directions for policy and institutional improvements. Its goal is to provide policymakers, planners, and partners with insights and priorities to improve the management and performance of the teacher workforce.

This brief summarises the eight key recommendations from the mapping and highlights some potential immediate next steps.

Key Recommendations

1. Clarify and strengthen institutional coordination and accountability

Teacher workforce management in Tanzania is distributed across multiple agencies – Ministry of Education, Science and Technology (MoEST), President’s Office – Regional Administration and Local Government (PO-RALG), Teacher Service Commission (TSC), Presidential Office Public Service Management and Good Governance (PO-PSMGG), and Tanzania Teacher Professional Board (TTPB) – with overlapping responsibilities for recruitment, deployment, and professional development. This fragmentation and lack of clarity around mandates contributes to inefficiencies, duplication, and slow policy execution.

A clear governance framework is necessary for coherent teacher workforce planning. Creating a high-level inter-ministerial coordination platform would coordinate functions and establish a unified accountability structure for teacher management. Harmonizing mandates should focus on defining core roles between teacher supply (MoEST, TTPB), management (TSC, PO-RALG), and fiscal oversight (Ministry of Finance and Planning (MoFP)). Simultaneously, all major workforce policies, including the *Teacher Allocation Protocol (TAP)* and *Teacher Continuous Professional Development (TCPD) Framework*, should have time-bound, costed implementation plans with clear roles, milestones, and communication mechanisms extending to Local Government Authorities (LGA) levels. This would enable more predictable and coordinated execution across ministries and sub-national administrations.

Immediate next steps

- **Establish a high-level inter-ministerial coordination platform** to create a unified accountability structure for teacher management. Led by MoEST, PO-RALG, TSC, PO-PSMGG, TTPB, MoFP
- **Refine and institutionalize the Teacher Forecasting Framework** within the MoFP budget cycles and recruitment quotas. Led by MoEST, MoFP, TSC, PO-RALG

2. Align pre-service training supply with forecasted demand

Persistent imbalances between teacher supply and classroom demand, particularly in Science, Technology, Engineering, and Mathematics (STEM), pre-primary, and Special Needs Education (SNE), undermine education quality and equitable access. These gaps reflect weak alignment between teacher training institutions and workforce projections. To address this, Teacher Forecasting Framework (TFF) projections should guide teacher training college (TTC) and university intakes annually through subject-specific and regional quotas. Regulatory coordination between MoEST, Tanzania Commission for Universities (TCU), and the National Council for Technical and Vocational Education and Training (NACTVET) should be strengthened so that teacher education programs respond directly to classroom needs. Beyond intake planning, the Tanzania Institute of Education (TIE), in collaboration with MoEST and teacher training institutions, should ensure that pre-service curricula and practicum requirements reflect national curriculum reforms and workforce priorities, strengthening classroom readiness for newly recruited teachers.

Targeted interventions are also essential to address significant shortages and gender imbalances. This can involve implementing incentive-based quotas and scholarships for STEM, pre-primary, and SNE, as well as language specializations, with priority given to female candidates

in underserved regions. Aligning pre-service education with actual workforce forecasts could improve efficiency in teacher deployment and maximize the returns on training investments.

Immediate next steps

- **Align TTC intake with TFF projections and subject demand** (especially STEM and pre-primary). Led by MoEST, TCU, NACTVET, TTCs
- **Embed practicum and induction** into pre-service curricula, building on the ongoing curriculum reform momentum. Led MoEST, TIE, TTCs, TCU, NACTVET, PO-RALG

3. Enhance and integrate teacher workforce data systems

The teacher management information ecosystem remains fragmented across systems such as TSC-Management Information System (MIS), BEMIS (Basic Education Management Information System), Online Teacher Application System (OTEAS), PlanRep, and the School Information System (SIS). This limits real-time decision-making, planning accuracy, and coordination between central and local actors. Efforts should focus on achieving full interoperability across these systems through the planned *Mwalimu Data Lake* system. This unified platform can enable real-time tracking of key workforce indicators (e.g., attrition, transfers, subject specialization, gender, disability, and Continuous Professional Development (CPD) participation) to inform deployment and policy design.

In addition, capacity building for LGAs and school-level users is essential to ensure that data is not only collected but actively used in decision-making. Dashboards and analytics tools can enable decentralized planning, enhance accountability, and facilitate evidence-based resource allocation.

Immediate next steps

- **Streamline digital recruitment and workforce management** through full integration of BEMIS, OTEAS, and PSRS with TSC-MIS under the *Mwalimu Data Lake* project, enabling real-time access to teacher deployment, attrition, and CPD data. Led by MoEST (ICT/EMIS), TSC, PO-PSMGG, PO-RALG
- **Enhance functionality of TSC-MIS** to support real-time, data-driven planning and coordination. Led by TSC and MoEST

4. Promote equitable recruitment and retention in hard-to-reach areas

Despite recent recruitment drives, disparities persist in teacher distribution, particularly in rural, remote, and hardship locations. Equitable deployment remains central to achieving education quality and inclusion goals.

The *Teacher Incentivization Guide* (TIG) should be operationalized to provide structured incentives – including housing, hardship allowances, and career advancement opportunities – for teachers in underserved areas and high-shortage subjects and levels (e.g., STEM and pre-primary). Simultaneously, the *Teacher Induction, Mentorship, and Coaching (TIMEC) Framework* should be scaled up nationwide, establishing structured 12-month probation and mentorship with

performance-linked confirmation. Volunteer and internship programs should also be formalized using new guidelines that ensure quality assurance and clear pathways to formal employment. Together, these measures would enhance teacher retention, reduce absenteeism, and strengthen motivation in schools facing chronic shortages.

Immediate next steps

- **Finalize and formalize use of incentive guidelines**, including housing and hardship allowances, to improve motivation and retention. Led by MoEST, PO-RALG, MoFP
- **Scale up TIMEC (Teacher Induction, Mentorship, and Coaching) Framework** to establish 12-month probation and mentorship for new teachers with performance linked confirmation. Led by MoEST, TIE, PO-RALG, TSC

5. Ensure sustainable financing

Teacher workforce reform needs reliable funding systems. Current budgets focus mainly on salaries, leaving little room for capacity development and system improvements. To ensure sustainability, TFF cost scenarios should be systematically linked with the *Medium-Term Expenditure Framework (MTEF)* ceilings to close funding gaps and align teacher recruitment with fiscal capacity. Expanding results-based financing (RBF) instruments – such as disbursement-linked indicators under the *Education Program for Results (EPforR) II* – can further incentivize timely recruitment, CPD participation, and compliance with data and reporting standards.

At the same time, external financing should be mobilized to support critical areas such as digital infrastructure, inclusive education, and teacher housing. A review of current expenditure patterns will help identify opportunities to redirect resources toward workforce quality and professional growth.

Immediate next steps

- **Institutionalize TFF projections within MoFP's MTEF** and recruitment planning. Led by MoFP, MoEST, TSC
- **Expand RBF** mechanisms such as EPforR II to incentivize timely recruitment and CPD participation. Led by MoEST, MoFP, TSC

6. Improve deployment and workload optimization

Teacher deployment and workload allocation remain uneven across regions and subjects. While the *Primary Teacher Allocation Protocol (P-TAP)* and *Secondary Teacher Allocation Protocol (S-TAP)* provide the framework for equitable deployment, adherence and enforcement remain inconsistent. Stronger enforcement of these protocols, supported by real-time dashboards, is critical to ensure that deployment aligns with updated norms, vacancy audits, and subject demand. LGAs and school leaders should be equipped with the analytical tools and authority to optimize teacher workload distribution, especially for multi-grade and high-enrollment contexts. Ensuring safe and gender-sensitive deployment practices for female teachers and those in remote areas is crucial for improving retention and morale. Investing in local management capacity will make deployment systems more transparent, fair, and efficient.

Immediate next steps

- **Implement P-TAP and S-TAP protocols** consistently, supported by BEMIS and TSC-MIS. Led by PO-RALG, TSC, LGAs
- **Formalize volunteer teacher guidelines** to ensure fair deployment and quality assurance. Led by MoEST, TSC, PO-RALG

7. Leverage innovation and technology

Digital transformation has great potential to boost both teacher management efficiency and access to professional development. Education technology solutions can help solve teacher shortages in key subjects and large classrooms by supporting remote and blended teaching methods. Digital CPD and mentorship platforms – including MEWAKA, *Mwalimu Data Lake*, Teacher Resource Centers (TRCs), and Communities of Learning – should be integrated into systems to reach teachers in different regions, while online and blended pre-service programs can expand access to training more affordably, provided they retain structured, supervised in-person practicum components to ensure classroom readiness. Finally, digital planning tools can simulate demand scenarios and support timely workforce decisions at national and LGA levels. The integration of the upcoming *TCPD Guideline (2025)* within school-based systems, with digital content and CPD tracking, will further institutionalize continuous learning within the teaching profession.

Immediate next steps

- **Endorse and implement the integrated TCPD Guideline** across all education levels to ensure digital tracking through programs like the *Mwalimu Data Lake*. Led by MoEST, TSC, PO-RALG
- **institutionalize structured, quality-assured online and blended learning** via TRCs and Communities of Learning. Led by MoEST, TIE, LGAs

8. Institutionalize an inclusive education workforce strategy

Inclusive education remains a cornerstone of equitable education delivery but requires stronger integration across workforce systems. A dedicated inclusive education workforce strategy could be developed to expand affirmative recruitment and training pathways for teachers with disabilities, and to promote gender balance in rural and leadership positions. Teacher education curricula must be adapted to include inclusive pedagogy and accessibility competencies.

In parallel, the SNE Scholarship Program should be scaled up to expand the pipeline of qualified teachers for learners with disabilities, while CPD modules should integrate inclusion practices across all teacher levels. Data systems – including the *Mwalimu Data Lake* – should be able to systematically capture disability, gender, and geographic indicators to enable targeted planning and monitoring. Strengthening accountability for inclusive education within institutional performance frameworks will help ensure that inclusion is treated as a system-wide responsibility rather than a standalone initiative.

Immediate next steps



- **Develop and adopt a national inclusive education workforce strategy** to guide recruitment, training, and retention of teachers with disabilities and those in remote areas. Led by MoEST, TIE, TSC, PO-RALG
- **Scale up SNE scholarship programs** to expand the pipeline of qualified special needs teachers. Led by MoEST, TIE, TTCs
- **Integrate inclusive pedagogy** into both pre-service curricula and CPD modules for all teachers. Led by MoEST, TIE, TTCs, LGAs