



## **REPORT OF THE BASELINE EXERCISE MAPPING OF BASIC EDUCATION TEACHERS IN EDO STATE AND MULTI-YEAR COSTED TEACHER RECRUITMENT & DEPLOYMENT PLAN**

### **1. INTRODUCTION**

This report presents the findings of the baseline exercise conducted to map the number and duty stations of basic education teachers across Edo State. Additionally, it outlines a multi-year costed teacher recruitment and deployment plan to address the identified staffing gaps.

### **2. OBJECTIVES OF THE EXERCISE**

The primary objectives of this baseline exercise are to:

- a) Conduct a comprehensive enumeration of basic education teachers in Edo State.
- b) Identify disparities in teacher distribution across local government areas (LGAs).
- c) Assess the adequacy of current staffing levels based on student population and school needs.
- d) Develop a sustainable and costed plan for teacher recruitment and deployment.
- e) Provide policy recommendations for sustainable workforce planning and improved education outcomes.

### **EDO STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB)**

Block D, Secretariat Building, Building, Sapele Road, Benin City, Edo State.  
Website: [www.subeb.edostate.gov.ng](http://www.subeb.edostate.gov.ng)

**MISSION:** TO PROVIDE, IN PARTNERSHIP WITH ALL STAKEHOLDERS, QUALITATIVE BASIC EDUCATION THAT IS GLOBALLY COMPETITIVE, ENABLED BY TECHNOLOGY, DATA AND RESEARCH DRIVEN AND DELIVERED BY PROFESSIONAL TEACHERS FOR THE TRANSFORMATION OF THE EDO CHILD CITIZEN.

### **3. METHODOLOGY**

The baseline mapping exercise adopted a mixed-methods approach consisting of both quantitative and qualitative data collection techniques. This approach involved the combination of field surveys, data collection from school records, and engagement with relevant stakeholders, Edo State Universal Basic Education Board (EdoSUBEB), and the State Ministry of Education. The following methods were employed:

<b>a)</b>	<b>Data</b>	<b>Collection</b>	<b>Instruments</b>
	Structured teacher enumeration templates were deployed to all basic education schools across the State. These templates captured information on teacher		

demographics, qualifications, subject specialization, years of experience, and current duty stations.

**b) Field Deployment**  
Enumerators were trained and deployed across the 18 Local Government Areas (LGAs) Edo State. Data collection was carried out between.

**c) Data Validation**  
To ensure accuracy, the collected data underwent a multi-layer validation process, including school-level verification, supervisor checks, and ministry-level quality assurance reviews.

**d) Data Analysis**  
Data was analyzed to identify trends in teacher distribution, staffing gaps, and disparities across LGAs. Projections were developed for future teacher needs based on learners population growth and policy requirements.

#### 4. KEY FINDINGS

The findings of the baseline mapping exercise are summarized below:

##### Total Number of Basic Education Teachers

Edo State has a total of 1261 teachers in Early Childhood Development Education (ECCDE), Primary Education 5,909 teachers and Junior Secondary Education 2275 teachers in basic education teachers.

##### 4.2 Distribution by Local Government Area

Disparities were observed in Early Childhood Development Education (ECCDE) and Primary Education teacher distribution, with eighth (8) LGAs are facing acute shortages while STEM subjects have high rate of deficit in Junior Secondary Schools in Edo State.

##### 4.3. Learners-Teacher Ratios

The average learner-teacher ratio across the state is 40:1 in ECCDE, 47:1 in Primary Education and 38:1 in Junior Secondary Education in most areas.

##### 4.4 Qualifications and Competencies

Analysis of teacher qualifications indicates:

A substantial proportion (75%) possess the **Nigeria Certificate in Education (NCE)**

A growing number of hold **bachelor's degrees in education (B. Ed)**

However, **subject specialization gaps** persist in key areas such as Mathematics and Science

##### 4.5 Gender Distribution

73 % of female teachers constitute a majority of the basic education workforce, with percentages varying across LGAs and school levels.

#### 4.6 Staffing Gaps

The findings revealed notable shortages in:

Mathematics

Science

Special Needs Education

Technical / Vocational subjects

The State requires a **strategic recruitment plan** to address these gaps.

#### 4.7 Projection Teacher Deficit

The actual enrolment for ECCDE is **50,732** learners, **280,105** learners in Primary Education while **86,350** learners in Junior Secondary School Education with an aggregate of **9446** basic education teachers. With these data the state needs an additional of **3,000** teachers to be injected into in basic education. Based on enrolment projections of **88,781** in ECCDE, **354,137** in Primary Education and **120,890** in Junior Secondary School Education the state requires an additional **5,000** teachers in basic education for the next five years to meet optimal staffing levels.

### 5. STATEWIDE TEACHER DISTRIBUTION ANALYSIS

The analysis of teacher distribution across Edo State reveals significant disparities among Local Government Areas (LGAs). While some LGAs demonstrate adequate staffing levels relative to learners enrolment, others experience critical shortages that negatively impact learning outcomes.

#### 5.1 Factors Contributing to Uneven Distribution

Several factors were identified as contributing to uneven teacher distribution:

**a) Proximity and Accessibility**

Some schools located in riverine or hard-to-reach areas struggle to attract qualified teachers due to transportation difficulties and poor infrastructure.

**b) Urban-Rural Disparities**

Urban LGAs such as Oredo, Egor and Ikpoba-Okha more teachers, while rural and peri-urban LGAs Igueben, Ovia North East, Ovia South West, Orhionmwon, Owan East, Owan West, Esan South East, Esan Central, Etsako East Etsako Central are understaffed.

**c) Subject-Specific Shortages**

Despite an overall large teacher population, shortages persist in Mathematics, Science, Special Education, and technical subjects.

**d) Transfer and Deployment Practices**

Teacher preferences, coupled with existing deployment policies, sometimes result in imbalances across LGAs.

### 6. TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

The mapping exercise shed light on the qualification profile of basic education teachers within Edo State,

## 6.1 Qualification Profile

The distribution of teacher qualifications is as follows:

**NCE Holders:** Most basic education teachers, especially at the primary level, possess the Nigeria Certificate in Education (NCE).

**Bachelor's Degree Holders (B.Ed, B.Sc Ed):** An increasing number of teachers hold bachelor's degrees in education-related fields.

**Postgraduate Qualifications:** A smaller proportion of teachers possess postgraduate diplomas or master's degrees in education.

## 6.2 Professional Development Needs

The assessment revealed key areas where teachers require professional development:

- a) **Competence in ICT for teaching and learning**
- b) **Special Needs Education training**
- c) **Continuous capacity-building for competency-based teaching**
- d) **Improved pedagogical skills for core subjects**

## 6.3 Teacher Workshops and Training Gaps

While Edo State organizes periodic workshops, demand still outweighs availability. Teachers in rural LGAs reported fewer training opportunities compared to their urban counterparts.

## 7. MULTI-YEAR COST TEACHER RECRUITMENT DEPLOYMENT AND TRAINING PLAN

Based on the findings, the following multi-year teacher recruitment deployment and training strategy is proposed.

Teacher Recruitment, Training, and Budget Plan			
Year	Recruitment Plan	Training Plan	Budget (Naira)
2025	Recruit 3,000 new teachers focusing on high-need LGAs.	Conduct capacity-building programs for newly recruited teachers.	1,500,000,000
2026	Recruit and additional 3,000 teachers prioritizing underserved schools <b>Evaluate recruitment impact and address emerging gaps</b>	Development structured induction training for new for new teachers.	1,500,000,000
2027	Recruit 2,000 more teachers to address remaining gaps; and <b>Optimise teacher sufficiency based on projections</b>	Introducing continuous professional development courses	1,000,000,000

## 5.1 2025 RECRUITMENT PLAN FOR PRIMARY AND BASIC EDUCATION SCHOOL, TEACHERS

Activity	Timeline	Responsible Body	Output
Conduct Teacher Gap and Needs Assessment	Q2 2025	EdoSUBEB and State Ministry of Education	Needs assessment report
Engage Stakeholders and Community Leaders	Q2 2025	EdoSUBEB, State Ministry of Education and LGAs	Validated recruitment needs
Develop and Approve Recruitment Guidelines	Q2 2025	EdoSUBEB, State Ministry of Education and LGAs	Recruitment framework
Advertise Teaching Positions	Q3 2025	EdoSUBEB, State Ministry of Education and LGAs	Call for applications
Shortlist, Interview and Selected Qualified Candidates	Q3-Q4 2025	EdoSUBEB	Final list of teachers
Issue Officer Letters and Conduct Orientation	Q4 2025	EdoSUBEB, and LGAs	Teachers onboard

## 7.2

### DEPLOYMENT PLAN

Activity	Timeline	Responsible Body	Output
Develop Deployment Strategy (Using Data and GIS)	Q3 2025	EdoSUBEB and State Ministry of Education	Equitable deployment map
Prioritize underserved LGAs and rural/remote/riverine schools	Q4 2025	EdoSUBEB and LGAs	Deployment priority list
Deploy Newly Recruited Teachers	Q4 2025	EdoSUBEB and State Ministry of Education	Deployment letters
Engage Traditional Institutions and SBMCs	Q4 2025	EdoSUBEB, and LGAs	Local support for retention
Monitor Compliance and Retention	Ongoing	EdoSUBEB, Quality Assurance Department	Quarterly deployment report



### 7.3 TRAINING PLANS

Activity	Timeline	Responsible Body	Output
Training Needs Assessment (TNA)	Q2 2025	EdoSUBEB and State Ministry of Education	Skills gap report
Develop an Annual Teacher Training Plan	Q3 2025	EdoSUBEB and State Ministry of Education	Endorsed training calendar
Induction and Pedagogical Training for New Teachers	Q4 2025	EdoSUBEB and State Ministry of Education	Trained new recruits
In-Service training on Core Subjects	2025-2027	EdoSUBEB and State Ministry of Education	Continuous capacity building
Deploy Teacher Mentors and Coaches	2026	EdoSUBEB and National Teachers Institute	Online teacher education hub

### 7.4 PERFORMANCE MONITORING AND EVALUATION

Focus	Description
<b>Key Indicators</b>	90% of qualified teachers in classrooms 80% of rural schools with adequate teacher staffing 100% of teachers trained annually
<b>Tools</b>	Teacher Attendance Registers, Lesson Observations, Teacher Appraisal Tools
<b>Frequency</b>	Monthly school visits, Quarterly reviews  Annual assessments
<b>Reporting Channels</b>	Head Teachers → LGEAs → EdoSUBEB Monitoring and Evaluation/Education Quality Assurance

### 7.5 RISK AND MITIGATION

Risk	Mitigation
Reluctance to work in rural areas	Rural teacher incentives, housing schemes recognition awards,
Budgetary constraints	Timely release of counterpart funding, explore donor grants.
High attrition rate	Establish career progression pathways and ongoing TPD
Political interference in recruitment	Transparent, merit-based recruitment system with oversight

## **8. FINANCIAL IMPLICATIONS**

The estimated budgetary allocation for the recruitment, deployment and training plan is **N4.0 billion** over the next three (3) years.

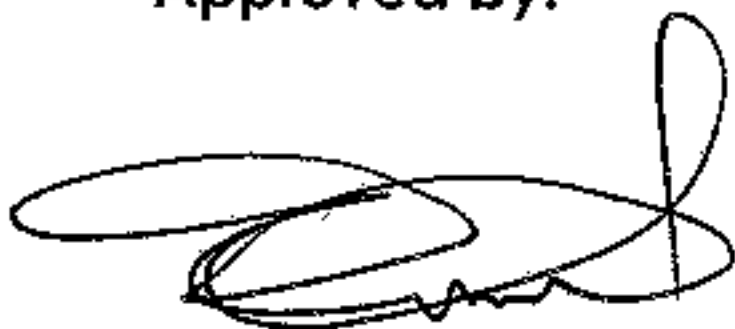
## **9. RECOMMENDATIONS**

1. The state government should prioritize teacher recruitment in the annual budget
2. Rural posting incentives should be enhanced to encourage equitable distribution
3. Collaboration with development partners should be explored for funding support
4. Continuous monitoring and data updates should be institutionalized.

## **10. CONCLUSION**

The findings from this baseline exercise highlight the urgent need for strategic teacher recruitment and deployment in Edo State. The proposed multi-year plan provides a sustainable pathway to bridging staffing gaps and enhancing the quality of basic education in the state.

**Approved by:**



**Dr. Emmanuel Paddy Iyamu**

**Hon. Commissioner of Education**

**Date: 7<sup>th</sup> March 2025**