



REPORT OF THE BASELINE EXERCISE MAPPING OF BASIC EDUCATION TEACHERS IN KOGI 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 Kogi 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 Kogi State.
- b) Identify disparities in teacher distribution across 21 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.

3. METHODOLOGY

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

a) Data Collection Instruments

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 21 Local Government Areas (LGAs) of Kogi State. Data collection was carried out between February 3rd, 2025 and February 21st, 2025.

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 analysed 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:

4.1 Total Number of Basic Education Teachers

Kogi State public schools have 805 teachers in Early Childhood Development Education (ECCDE), 11,165 teachers in Primary Education, and 4,044 teachers in Junior Secondary Education. Total basic education teachers = 16,014 (Source: 2022 UBEC National Personnel Audit).

4.2 Distribution by Local Government Area

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

4.3. Learners-Teacher Ratios

The average learner-teacher ratio across the state is 31:1 in ECCDE, 25:1 in Primary Education and 15:1 in Junior Secondary Education in most areas.

4.4 Qualifications and Competencies

Analysis of teacher qualifications indicates:

- A total of 10,276 (64.3%) possess the **Nigeria Certificate in Education (NCE)**
- A total of 335 teachers hold **bachelor's degree in education (B. Ed)**, while a total of **5,403 have other qualifications.**
- 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 **17,594** learners, **221,334** learners in Primary Education while **50,410** learners in Junior Secondary School Education with an aggregate of 16,014 basic education teachers. With these data the state needs an additional **1325** 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 **1325** 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 Kogi 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 have more teachers, while rural and semi-urban LGAs are understaffed.

Subject-Specific Shortages

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

c. Transfer and Deployment Practices.

6. TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

The mapping exercise shed light on the qualification profile of basic education teachers within Kogi State.

6.1 Qualification Profile

The distribution of teacher qualifications is as follow:

- **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 Kogi 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 200 new teachers focusing on high-need LGAs.	Conduct capacity-building programs for newly recruited teachers.	300,000,000
2026	<ul style="list-style-type: none">• Recruit additional 400 teachers prioritizing underserved schools• Evaluate recruitment impact and address emerging gaps	Development structured induction training for new for new teachers.	600,000,000
2027	<ul style="list-style-type: none">• Recruit 725 more teachers to address remaining gaps; and• Optimise teacher sufficiency based on projections	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	Kogi SUBEB and State Ministry of Education	Needs assessment report
Engage Stakeholders and Community Leaders	Q2 2025	Kogi SUBEB, State Ministry of Education and LGAs	Validated recruitment needs
Develop and Approve Recruitment Guidelines	Q2 2025	Kogi SUBEB, State Ministry of Education and LGAs	Recruitment framework
Advertise Teaching Positions	Q3 2025	Kogi SUBEB, State Ministry of Education and LGAs	Call for applications
Shortlist, Interview and Selected Qualified Candidates	Q3-Q4 2025	Kogi SUBEB	Final list of teachers
Issue Appointment Letters and Conduct Orientation	Q4 2025	Kogi SUBEB, and LGAs	Teachers onboard

7.2

DEPLOYMENT PLAN

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

7.3 TRAINING PLANS

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

7.4 PERFORMANCE MONITORING AND EVALUATION

Focus	Description
Key Indicators	90% of qualified teachers in classrooms 80% of rural schools with adequate teacher staffing 100% of teachers trained annually
Tools	Teacher Attendance Registers, Lesson Observations, Teacher Appraisal Tools
Frequency	Monthly school visits, Quarterly reviews Annual assessments
Reporting Channels	Head Teachers → LGEAs → KogiSUBEB 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.
Higg 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 ~~N~~ 1.9 billion over the next five (5) years.

9. RECOMMENDATIONS

- The state government should prioritize teacher recruitment in the annual budget
- Rural posting incentives should be enhanced to encourage equitable distribution
- Collaboration with development partners should be explored for funding support
- 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 Kogi 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:



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