



KOGI STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB)
HARNESSING OPPORTUNITIES TO PROMOTE EDUCATION (HOPE-EDUCATION)
PROGRAMME FOR QUALITY BASIC EDUCATION FOR ALL
STATUS UPDATE REPORT ON THE BASELINE EXERCISE MAPPING OF BASIC
EDUCATION TEACHERS
IN
KOGI STATE
AND
MULTI YEAR COSTED TEACHER RECRUITMENT
&
DEPLOYMENT (2025-2029)

Status update and forward action plan

Prepared for:	Executive Chairman, Kogi State SUBEB
Prepared by:	Kogi State Universal Basic Education Board
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1. Introduction

This report provides an update on the implementation status of the baseline mapping of the Basic Education workforce and the multi-year costed recruitment and deployment plan in Kogi State. It highlights findings from the statewide baseline exercise conducted between February 3, 2025 and February 21, 2025, in collaboration with Kogi State Universal Basic Education Board (Kogi SUBEB) and the State Ministry of Education.

The exercise mapped the number, qualifications, and duty stations of basic education teachers across the 21 Local Government Areas (LGAs) and identified staffing gaps. The report further outlines a structured, multi-year teacher recruitment, deployment, and training plan to address the identified deficits and improve education outcomes.

2. Objectives

- a) To conduct a comprehensive enumeration of basic education teachers across Kogi State.
- b) To identify disparities in teacher distribution across the 21 LGAs.
- c) To assess staffing adequacy based on learner population and school needs.
- d) To develop a sustainable and costed teacher recruitment and deployment plan.
- e) To provide policy recommendations for improved workforce planning and education outcomes.
- f) To strengthen instructional quality through teacher professional development and induction programs.
- g) To improve teacher deployment and workforce stability across basic education schools.

3. Key Activities/Achievements

- a) A comprehensive baseline mapping of teachers across ECCDE, Primary, and Junior Secondary levels was conducted using structured data collection instruments.
- b) Enumerators were trained and deployed across all 21 LGAs, and data underwent multi-layer validation including school-level verification, supervisory checks, and ministry-level quality assurance.
- c) A total of **16,014 basic education teachers** were identified:
 - o 805 in ECCDE
 - o 11,165 in Primary Education

- 4,044 in Junior Secondary Education (*Source: 2022 UBEC National Personnel Audit*)
- d) Learner enrolment figures were established as:
- 17,594 (ECCDE)
 - 221,334 (Primary)
 - 50,410 (Junior Secondary)
- e) Learner-teacher ratios were determined as:
- 31:1 (ECCDE)
 - 25:1 (Primary)
 - 15:1 (Junior Secondary)
- f) Teacher qualification analysis revealed:
- 10,276 (64.3%) possess NCE
 - 335 hold Bachelor's Degrees in Education
 - 5,403 possess other qualifications
- g) Gender distribution showed **73% female dominance** in the teaching workforce.
- h) Key subject gaps were identified in:
- Mathematics
 - Science
 - Special Needs Education
 - Technical/Vocational subjects
- i) Eight (8) LGAs were identified as having acute shortages in ECCDE and Primary Education, while STEM deficits were prominent at Junior Secondary level.
- j) A projected teacher deficit of **1,325 additional teachers** over the next five years was established based on projected enrolment growth:
- 88,781 (ECCDE)
 - 354,137 (Primary)
 - 120,890 (Junior Secondary)

4. Updated Multi-Year Costed Teacher Recruitment, Deployment and Training Plan with Status

Year	Recruitment Plan	Training Plan	Budget (Naira)	Status
2025	Recruit 200 teachers focusing on high-need LGAs	Conduct capacity-building programs and induction training	300,000,000	Done
2026	Recruit additional 400 teachers prioritizing underserved schools	Develop structured induction and evaluate recruitment impact	600,000,000	Yet to commence
2027	Recruit 725 teachers to close gaps and optimize staffing	Introduce continuous professional development programs	1,000,000,000	Yet to commence

Total Estimated Budget (5 years): ₦1.9 Billion

5. Teacher Distribution and Deployment Strategy

Key Deployment Activities (2025)

- Conduct teacher gap and needs assessment (Q2 2025)
- Stakeholder engagement with SUBEB, Ministry, LGAs, and community leaders (Q2 2025)
- Develop and approve recruitment guidelines (Q2 2025)
- Advertise teaching positions (Q3 2025)
- Shortlist, interview, and recruit qualified candidates (Q3–Q4 2025)
- Issue appointment letters and conduct orientation (Q4 2025)

Deployment Plan

- Develop GIS-based deployment strategy (Q3 2025)
- Prioritize underserved, rural, and riverine schools (Q4 2025)
- Deploy newly recruited teachers (Q4 2025)
- Engage traditional institutions and SBMCs for retention
- Monitor compliance and retention continuously

Outputs:

- Equitable deployment map
- Deployment priority list
- Teacher onboarding and retention tracking
- Quarterly deployment reports

6. Teacher Qualifications and Professional Development

Qualification Profile

- Majority hold NCE (especially at primary level)
- Increasing number of Bachelor's degree holders
- Small proportion with postgraduate qualifications

Professional Development Needs

- ICT integration in teaching
- Special Needs Education
- Competency-based teaching methods
- Pedagogical improvement in core subject

Training Gaps

- Limited access to training in rural LGAs
- Insufficient training opportunities compared to demand

Training Plan

- Training Needs Assessment (Q2 2025)
- Annual training plan development (Q3 2025)
- Induction training for new teachers (Q4 2025)
- Continuous in-service training (2025–2027)
- Mentorship and coaching programs (2026)

7. Performance Monitoring and Evaluation

Key Indicators:

- 90% of qualified teachers in classrooms
- 80% of rural schools adequately staffed
- 100% teacher training coverage annually

Tools:

- Attendance registers
- Lesson observation tools
- Teacher appraisal systems

Frequency:

- Monthly school visits
- Quarterly reviews
- Annual assessments

Reporting Flow:

Head Teachers → LGEAs → Kogi SUBEB → Monitoring & Evaluation / Quality Assurance

8. Challenges

- Uneven teacher distribution across LGAs due to urban-rural disparities
- Difficulty attracting teachers to riverine and hard-to-reach areas
- Subject-specific shortages (STEM, Special Education, Technical subjects)
- Limited training access in rural areas
- Budgetary constraints affecting large-scale recruitment
- Teacher attrition due to transfers and systemic issues

9. Next Steps

- Implement phased recruitment to address the 1,325 teacher deficit
- Increase funding allocation for recruitment and rural incentives
- Strengthen continuous professional development programs
- Enhance monitoring systems for deployment effectiveness
- Institutionalize teacher data management systems
- Expand partnerships with development organizations

10. Conclusion

The baseline mapping exercise highlights critical gaps in teacher distribution, subject specialization, and workforce capacity across Kogi State. The proposed multi-year recruitment, deployment, and training plan provides a clear and sustainable pathway to addressing these challenges.

Effective implementation, adequate funding, and continuous monitoring will be essential to achieving equitable teacher distribution and improving the quality of basic education across the state.

Approved by:



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Hon. Commissioner of Education