



REPORT ON AKWA IBOM STATE BASELINE MAPPING FOR BASIC EDUCATION TEACHERS

AND

MULTI-YEAR COSTED TEACHER RECRUITMENT & DEPLOYMENT PLAN

MARCH, 2025

Contents

1.0 INTRODUCTION	3
2.0 OBJECTIVES OF THE EXERCISE	3
3.0 METHODOLOGY	4
4.0 FINDINGS	4
A. Total Number of Basic Education Teachers	4
B. Total Number of Basic Education Pupil's Enrollment.....	4
C. Teacher Distribution by LGA	4
D. Pupil-Teacher Ratios	4
E. Projected Teacher Deficit.....	5
5.0 PRIMARY SCHOOL ENROLMENT AND TEACHER PROJECTION ANALYSIS	5
A. Current Data Overview	5
B. Pupil-Teacher Ratio (PTR) Calculation	5
6.0 FIVE-YEAR ENROLMENT INCREASE PROJECTION AND THE PROJECTED TEACHER DEFICIT	6
A. Enrolment Projection	6
B. Projected Teacher Requirement	6
C. Teacher Requirement Projection to maintain the 1:36 ratio, we calculate the required teachers:.....	7
D. Teacher Deficit: Deficit = Required Teachers – Current Teachers (9,872)	8
7.0 FINAL SUMMARY	8
8.0 RECOMMENDATIONS.....	8
9.0 MULTI-YEAR COST TEACHER RECRUITMENT DEPLOYMENT AND TRAINING PLAN...9	
10.0 FINANCIAL IMPLICATIONS.....	10
11.0 PROJECTED TEACHER DEFICIT & STAFFING NEEDS	10
12.0 CONCLUSION	14

1.0 INTRODUCTION

Education remains a critical driver for sustainable development, economic growth, and social transformation. The quality of education delivered in schools is largely dependent on the availability of qualified and competent teachers across all levels of the education system. In Akwa Ibom State, the increasing enrolment in public primary schools, combined with retirements, uneven teacher distribution, and shortages in critical subject areas, has created significant teacher gaps that continue to affect effective teaching and learning outcomes.

In Akwa Ibom State, the increasing enrolment in public primary schools, combined with retirements, uneven teacher distribution, and shortages in critical subject areas, has created significant teacher gaps that continue to affect effective teaching and learning outcomes.

This Report presents a baseline mapping of basic education in Akwa Ibom State. It offers an overview of infrastructure, enrolment patterns and workforce characteristics and outlines a multi-year costed teacher recruitment and deployment plan to address the identified staffing gaps. The data used in this research is derived from Basic Public Schools and serve as a foundation for ensuring equitable teacher distribution and effective planning for sustainable education development in the state.

2.0 OBJECTIVES OF THE EXERCISE

The objectives of this exercise include:

- Conducting a comprehensive enumeration of basic education teachers, pupils and schools across the state.
- Identify teachers' gaps and shortages in schools particularly in critical subject areas
- Establish teacher-pupil ratios and evaluate their adequacy in relation to national education standards.
- Developing a sustainable and costed plan for teacher recruitment and deployment.
- Generate reliable statistical data to support evidence-based planning.

3.0 METHODOLOGY

The baseline survey adopted a descriptive and data-driven approach to assess teacher gaps across public primary schools in Akwa Ibom State. The exercise was carried out using a combination of field surveys, data collection from school records, and engagement with relevant stakeholders including EMIS officers, Akwa Ibom State Universal Basic Education Board (AK-SUBEB), Ministry of Education, and Local Government Education Authorities (LGEAs).

The data collection methods adopted were: Teacher's verification exercise, Teachers' record validation, Annual School Census exercise and Geo-mapping of teacher duty stations.

4.0 FINDINGS

The baseline survey generated comprehensive data that provides a clear picture of the teacher gap situation in Akwa Ibom State. The findings are summarized as follows:

- A. Total Number of Basic Education Teachers:** The state has a total of 9,872 basic education teachers.
- B. Total Number of Basic Education Pupil's Enrollment:** The State has a total of 352,247 pupils in Public Primary School level.
- C. Teachers Distribution by LGA**
 - i. Disparities were observed in teacher's distribution.
 - ii. Significant teacher shortage exists in rural schools. Urban LGAs have an excess of teachers, while rural LGAs face acute shortages.
- D. Pupil-Teacher Ratios**
 - i. The average pupil-teacher ratio across the state is 1:36, which exceeds the national recommended standard of 1:35 ratio.

E. Qualification Levels

- i. 100% of teachers meet the minimum educational qualification requirement (NCE).
- ii. However, continuous teachers training and professional development is recommended

5.0 PRIMARY SCHOOL ENROLMENT AND TEACHER PROJECTION ANALYSIS

This provides a five-year projection of primary school enrolment growth and the corresponding teacher deficit based on the current pupil-teacher ratio of 1:36. The analysis includes enrolment projections, teacher requirements, and recommendations for optimal staffing levels.

A detailed survey of primary school enrolment growth and teacher projection was conducted to develop a sustainable staffing plan. The key insights from the survey include:

A. Current Data Overview

- **Total Primary School Enrolment:** = 352,247 pupils
- **Total Teachers Available:** = 9,872
- **Current Pupil-Teacher Ratio:** = 1:36

(The computation is based on the current enrolment and Teachers in the school system)

B. Pupil-Teacher Ratio (PTR) Calculation

$$\text{Pupil-Teacher Ratio} = \frac{\text{Total Primary Enrolment}}{\text{Total Number of Teachers}}$$

Given that:

- Total Primary Enrolment = 352,247
- Total Number of Teachers = 9,872

$$\text{PTR} = \frac{\text{Total Primary Enrolment}}{\text{Total Number of Teachers}} = \frac{352,247}{9,872} = 35.68$$

So, the Pupil -Teacher Ratio is approximately 1: 36, meaning there are about 36 Pupils per teacher.

6.0 FIVE-YEAR ENROLMENT INCREASE PROJECTION AND THE PROJECTED TEACHER DEFICIT.

A. Enrolment Projection

The projected enrolment increase for five years with 5% annual growth rate is calculated as follows:.

$$\text{New Enrolment} = \text{Current Enrolment} + \left(\frac{5}{100} \times \text{Current Enrolment} \right)$$

Baseline enrolment for **2025 = 352,247**

For Year 2026, we have:

$$\begin{aligned} 5\% \text{ of } 352,247 &= \frac{5}{100} \times 352,247 \\ &= 17,612.35 \end{aligned}$$

$$352,247 + 17,612.35 = 369,859.35$$

≈ 369,859 pupils

So the projected primary enrolment with 5% increase is approximately **369,859** pupils for 2026.

YEAR	PROJECTED ENROLMENT
Baseline Enrollment (2025)	352,247
2026	352,247 + 17,612 = 369,859
2027	369,859 + 18,492 = 388,352
2028	388,352 + 19,418 = 407,770
2029	407,770 + 20,389 = 428,159
2030	428,159 + 21,408 = 449,567

Table 1: This table shows the five-year enrolment projection with 5% annual increase

B. Projected Teacher Requirement

Using the current **Pupil -Teacher Ratio (PTR) of 1:36**, the required Teachers is calculated as follows:

$$\text{Required Teachers} = \frac{\text{Projected Enrolment}}{36}$$

Where:

PTR = Pupil-Teacher Ratio = 36

Projected enrolment for 2026 = **369,859**;

$$\text{Therefore, the required teachers} = \frac{369,859}{36} = 10,273.86$$

≈ 10,274 teachers

YEAR	PROJECTED ENROLMENT	REQUIRED TEACHERS (1:36)
Baseline Enrollment (2025)	352,247	352,247 ÷ 36 = 9,785
2026	369,859	369,859 ÷ 36 = 10,274
2027	388,352	388,352 ÷ 36 = 10,788
2028	407,770	407,770 ÷ 36 = 11,327
2029	428,159	428,159 ÷ 36 = 11,894
2030	449,567	449,567 ÷ 36 = 12,488

Table 2: This table shows the five-year enrolment projection with enrolment ratio 1:36 to required teachers.

So, by 2030, with a 5% annual increase, the projected pupil population will be approximately 449,567, requiring about 12,488 teachers at a 1:36 ratio.

C. Teacher Requirement Projection: To maintain the **1:36** ratio, the required teachers are as follows:

YEAR	PROJECTED ENROLMENT	REQUIRED TEACHERS
2026	369,859	10,274
2027	388,352	10,788
2028	407,770	11,327
2029	428,159	11,894
2030	449,567	12,488

Table 3: This table shows the total additional teachers required over **five years: 7,411**

**D. Teacher Deficit: Deficit = Required Teachers – Current Teachers
(Baseline) - (9,872)**

YEAR	REQUIRED TEACHERS	CURRENT TEACHERS (BASELINE) (9,872)	TEACHER DEFICIT
2026	10,274	9,872	402
2027	10,788	9,872	916
2028	11,327	9,872	1,455
2029	11,894	9,872	2,022
2030	12,488	9,872	2,616
TOTAL TEACHERS' DEFICIT			7,411

Table 4: This table shows the teacher deficit over the five-year.

7.0 FINAL SUMMARY

- Enrolment is projected to grow from **352,247** to **449,567** in five years.
- The required teachers will increase from **10,274** to **12,488**.
- By Year 5, the teacher deficit will be **2,616** if no new teachers are recruited.
- A total of **7,411** additional teachers are required over the next five years to maintain an optimal **1:36** pupil-teacher ratio and ensure quality education for the projected enrolment growth.

8.0 RECOMMENDATIONS

- To close the teacher's gap, at least 1,000 new teachers need to be recruited annually.
- Invest in regular teacher training and professional development programs to improve teaching quality and classroom effectiveness.
- Adopt digital learning tools and online educational platforms to reduce pressure on physical classrooms and teachers' technology and online learning to reduce the pressure on teachers
- Adequate provisions need to be provided in the budget to cater for massive recruitment in replacement of teachers that will be leaving the service due 5 years of extension which will elapse in 2027.
- There is need to establish a monitoring system to assess teacher performance, student enrolment trends and educational outcomes annually.

9.0 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: (**See Annexure 1**)

YEAR	RECRUITMENT PLAN	TRAINING PLAN	FINANCIAL IMPLICATION MATRIX			PROJECTED TEACHERS RECRUITMENT BUDGET (N)
			WAGES FOR NEWLY RECRUITED STAFF ANNUALLY (NETPAY)	ADMINISTRATIVE COST FOR RECRUITMENT ANNUALLY	TRAINING COST ANNUALLY	
2026	Recruit 1,000 new teachers focusing on high-need LGAs.	Conduct capacity-building programs for newly recruited teachers.	1,348,596,480.00	200,000,000.00	97,671,910.00	1,646,268,390.00
2027	Recruit an additional 2,411 teachers, prioritizing underserved schools.	Develop structured induction training for new teachers.	3,251,466,113.28	200,000,000.00	235,486,975.01	3,686,953,088.29
2028	Recruit 1,500 more teachers to address remaining gaps.	Introduce continuous professional development courses.	2,022,894,720.00	200,000,000.00	146,507,865.00	2,369,402,585.00
2029	Recruitment of more 1,500 teachers to address emerging gaps.	Implement refresher training and mentorship programs.	2,022,894,720.00	200,000,000.00	146,507,865.00	2,369,402,585.00
2030	Recruitment of more 1,000 teachers to address emerging gaps.	Enhance digital literacy and innovative teaching methodologies training.	1,348,596,480.00	200,000,000.00	97,671,910.00	1,646,268,390.00
TOTAL			9,994,448,513.28	1,000,000,000.00	723,846,525.01	11,718,295,038.29

10.0 FINANCIAL IMPLICATIONS

The estimated budgetary allocation for the recruitment and deployment plan is N **11.7** billion over five years. This budget covers:

1. Salaries & Benefits: Competitive salary structure for new teachers.
2. Training Programs: Structured training for new teachers, refresher courses, and digital literacy programs.
3. Administrative Costs: Recruitment processes, documentation, and capacity-building logistics.

11.0 PROJECTED TEACHER DEFICIT & STAFFING NEEDS

Based on the projected **5%** increase in primary school enrollment over the next five years, the estimated student population will reach **449,567** by **2030**. To meet the optimal student-teacher ratio of **1:36**, the required number of teachers by **2030** is **7,411** additional teachers.

2026 RECRUITMENT PLAN FOR PRIMARY SCHOOL TEACHERS

Activity	Timeline	Responsible Body	Output
Conduct Teacher Gap and Needs Assessment	Q2 2026	AKSUBEB, Ministry of Education, LGEAs	Needs assessment report
Engage Stakeholders and Community Leaders	Q2 2026	AKSUBEB, LGAs	Validated recruitment needs
Develop and Approve Recruitment Guidelines	Q2 2026	AKSUBEB, Ministry of Education	Recruitment framework
Advertise Teaching Positions	Q3 2026	AKSUBEB, Ministry of Education	Call for applications
Shortlist, Interview, and Select Qualified Candidates	Q3–Q4 2026	Civil Service Commission, AKSUBEB	Final list of teachers
Issue Offer Letters and Conduct Orientation	Q4 2026	Civil Service Commission, AKSUBEB	Teachers onboarded

DEPLOYMENT PLAN

Activity	Timeline	Responsible Body	Output
Develop Deployment Strategy (using data and GIS)	Q3 2026	AKSUBEB, Ministry of Education	Equitable deployment map
Prioritize underserved LGAs and rural/remote schools.	Q3 2026	AKSUBEB, LGEAs	Deployment priority list
Deploy Newly Recruited Teachers	Q4 2026	AKSUBEB, LGAs	Deployment letters
Engage Traditional Institutions and SBMCs	Q4 2026	AKSUBEB, LGAs	Local support for retention
Monitor Compliance and Retention	Ongoing	AKSUBEB, Quality Assurance Department	Quarterly deployment report

TRAINING PLANS

Activity	Timeline	Responsible Body	Output
Training Needs Assessment (TNA)	Q2 2026	AKSUBEB,	Skills gap report: New Recruit
Develop an Annual Teacher Training Plan	Q3 2026	AKSUBEB	Endorsed training calendar
Induction and Pedagogical Training for New Teachers	Q4 2026	AKSUBEB, CSC, LGAs	Trained new recruits
In-Service Training on Core Subjects	2026-2028	AKSUBEB, Universal Basic Education Commission, Partners	Continuous capacity building
Deploy Teacher Mentors and Coaches	2027	AKSUBEB, National Teachers' Institute	Online teacher education hub

PERFROMANCE MONITORING & EVALUATION

Focus	Description
Key Indicators	<ul style="list-style-type: none"> • % of qualified teachers in classrooms • % of rural schools with adequate teacher/pupil staffing ratio • % of teachers trained annually
Tools	Teacher Attendance Registers, Lesson Observations, Teacher Appraisal Tools
Frequency	<ul style="list-style-type: none"> • Monthly school visits, Quarterly reviews • Annual assessments
Reporting Channels	Head Teachers → LGEAs → AKSUBEB Monitoring and Evaluation Unit

RISK & 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

2026 Policy 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.

12.0 CONCLUSION

The baseline survey on teacher gaps in Akwa Ibom State has provided a comprehensive and evidence-based assessment across public primary schools in the state. The findings revealed significant shortages in the number of teachers in our school system. The survey further highlighted the urgent need for strategic intervention to improve teacher availability and deployment to address these gaps. The data generated from the exercise provides a foundation for educational planning and teacher development. The successful implementation of the proposed recommendations will significantly contribute to reducing teacher shortages and enhance classroom management.

Preparation

The document was jointly prepared by the Ministry of Education and Akwa Ibom State Universal Basic Education Board to ensure effective monitoring of basic education activities, particularly in terms of student enrollment and the equitable distribution of teaching manpower across the State.

Rt. Hon. Anietie Etuk Ph.D
Executive Chairman
AK-SUBEB



.....
Prof. Ubong Essien Umoh
Hon. Commissioner
Ministry of Education

MULTI-YEAR COST TEACHER RECRUITMENT FINANCIAL MATRIX FOR FIVE YEAR PLAN

ANNEXURE 1										
YEAR	RECRUITMENT PLAN	TRAINING PLAN	PROJECTED RECRUITMENT	NET PAY (N)	ADMIN COST (YEARLY)	TRAINING COST PER STAFF	FINANCIAL IMPLICATION MATRIX			PROJECTED TEACHERS RECRUITMENT BUDGET (N)
							WAGES FOR NEWLY RECRUITED STAFF ANNUALLY(NETPAY)	ADMINISTRATIVE COST FOR RECRUITMENT ANNUALLY	TRAINING COST ANNUALLY	
2026	Recruit 1,000 new teachers focusing on high-need LGAs.	Conduct capacity-building programs for newly recruited teachers.	1000	112,383.04	200,000,000.00	97,671.91	1,348,596,480.00	200,000,000.00	97,671,910.00	1,646,268,390.00
2027	Recruit an additional 2,411 teachers, prioritizing underserved schools.	Develop structured induction training for new teachers.	2411	112,383.04	200,000,000.00	97,671.91	3,251,466,113.28	200,000,000.00	235,486,975.01	3,686,953,088.29
2028	Recruit 1,500 more teachers to address remaining gaps.	Introduce continuous professional development courses.	1500	112,383.04	200,000,000.00	97,671.91	2,022,894,720.00	200,000,000.00	146,507,865.00	2,369,402,585.00
2029	Recruitment of more 1, 500 teachers to address emerging gaps.	Implement refresher training and mentorship programs.	1500	112,383.04	200,000,000.00	97,671.91	2,022,894,720.00	200,000,000.00	146,507,865.00	2,369,402,585.00
2030	Recruitment of more 1,000 teachers to address emerging gaps.	Enhance digital literacy and innovative teaching methodologies training.	1000	112,383.04	200,000,000.00	97,671.91	1,348,596,480.00	200,000,000.00	97,671,910.00	1,646,268,390.00
TOTAL			7411		1,000,000,000.00		9,994,448,513.28	1,000,000,000.00	723,846,525.01	11,718,295,038.29

YEAR	RECRUITMENT PLAN	TRAINING PLAN	FINANCIAL IMPLICATION MATRIX			BUDGET (NAIRA)
			WAGES FOR NEWLY RECRUITED STAFF ANNUALLY(NETPAY)	ADMINISTRATIVE COST FOR RECRUITMENT ANNUALLY	TRAINING COST ANNUALLY	
2026	Recruit 1,000 new teachers focusing on high-need LGAs.	Conduct capacity-building programs for newly recruited teachers.				
						N6.5 billion
2027	Recruit an additional 2,411 teachers, prioritizing underserved schools.	Develop structured induction training for new teachers.				N7.2 billion
2028	Recruit 1,500 more teachers to address remaining gaps.	Introduce continuous professional development courses.				
		Implement refresher training and				N8.0 billion
2029	Recruitment of more 1,500 teachers to address emerging gaps.	mentorship programs.				N8.5 billion
		Enhance digital literacy and innovative teaching methodologies				
2030	Recruitment of more 1,000 teachers to address emerging gaps.	training.				N9.0 billion

YEAR	RECRUITMENT PLAN	TRAINING PLAN	FINANCIAL IMPLICATION MATRIX			BUDGET (NAIRA)
			WAGES FOR NEWLY RECRUITED STAFF ANNUALLY (NETPAY)	ADMINISTRATIVE COST FOR RECRUITMENT ANNUALLY	TRAINING COST ANNUALLY	
2026	Recruit 1,000 new teachers focusing on high-need LGAs.	Conduct capacity-building programs for newly recruited teachers.	1,348,596,480.00	200,000,000.00	97,671,910.00	1,646,268,390.00
2027	Recruit an additional 2,411 teachers, prioritizing underserved schools.	Develop structured induction training for new teachers.	3,251,466,113.28	200,000,000.00	235,486,975.01	3,686,953,088.29
2028	Recruit 1,500 more teachers to address remaining gaps.	Introduce continuous professional development courses.	2,022,894,720.00	200,000,000.00	146,507,865.00	2,369,402,585.00
2029	Recruitment of more 1, 500 teachers to address emerging gaps.	Implement refresher training and mentorship programs.	2,022,894,720.00	200,000,000.00	146,507,865.00	2,369,402,585.00
2030	Recruitment of more 1,000 teachers to address emerging gaps.	Enhance digital literacy and innovative teaching methodologies training.	1,348,596,480.00	200,000,000.00	97,671,910.00	1,646,268,390.00
TOTAL			9,994,448,513.28	1,000,000,000.00	723,846,525.01	11,718,295,038.29