KOGI STATE GOVERNMENT

REPORT OF BASELINE MAPPING FOR
BASIC EDUCATION TEACHERS IN KOGI STATE.

PREPARED BY:

KOGI STATE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (KGMoEST)

AND

KOGI STATE UNIVERSAL BASIC EDUCATION BOARD (KGSUBEB)

FEBRUARY 2025

Table of Contents

Foreword

Education stands at the core of the Kogi State Development Plan (2023–2030), serving as the foundation for inclusive growth, human capital advancement, and social renewal. Central to this vision is the commitment that every child - irrespective of location, gender, or socio-economic status, must have access to quality basic education. Realizing this ambition demands more than infrastructure; it requires a teaching workforce that is well-trained, equitably deployed, and deeply motivated.

This baseline survey of basic education teachers across Kogi State is a deliberate step in line with the Plan's priorities. By encompassing all 2,774 government-owned schools in the 21 Local Government Areas, the report delivers a comprehensive view of teacher availability, qualifications, distribution, and existing gaps. It brings to light critical challenges such as shortages, uneven deployment, and qualification deficits, while also presenting evidence-driven recommendations to strengthen recruitment, placement, and retention strategies.

The initiative reflects our recognition of the urgent need to reinforce the teaching cadre in the state. We are grateful for the support of the World Bank's Human Capital Opportunities for Prosperity and Equity - Governance (HOPE-Gov) Programme for Results (PforR), which emphasized the value of such a rigorous baseline exercise. By highlighting workforce gaps and the necessity of data-informed planning, the programme has inspired states like ours to take bold steps toward building a fairer and more resilient education system.

As Commissioner for Education, Science, Technology and Innovation, I extend my appreciation to the Ministry, the State Universal Basic Education Board (SUBEB), Local Government Education Authorities, school leaders, teachers, and our partners whose contributions made this exercise possible. This report is more than a baseline; It is a strategic guide for realizing the education objectives of the Kogi State Development Plan. With the insights it provides, we are better equipped to confront workforce challenges, bridge disparities between rural and urban schools, and guarantee that every child in Kogi State is empowered to learn, excel, and shape the future of our state.

Hon. Wemi Jones
Honorable Commissioner
Kogi State Ministry of Education, Science and Technology

Acknowledgments

The timely and successful completion of the Baseline Mapping Exercise for Basic Education Teachers in Kogi State reflects the collective dedication of many contributors. We extend heartfelt gratitude to all who played a role in bringing this initiative to fruition.

We recognize the steadfast support that created the enabling environment for this exercise, as well as the leadership and guidance that steered the process from start to finish. The commitment shown at every level was vital in ensuring its success.

Special appreciation goes to the technical team whose meticulous work in gathering, analyzing, and validating data guaranteed the accuracy and reliability of this report. We also acknowledge the cooperation of local education authorities, school leaders, teachers, and the EMIS team, whose insights and participation were indispensable.

We are equally grateful for the encouragement and backing of communities, stakeholders, and development partners, particularly the HOPE-Gov Programme for Results (PforR), which emphasized the importance of undertaking such a rigorous baseline study. Their involvement demonstrates the strength of collaboration in tackling educational challenges.

This report stands as evidence of what can be achieved when government, partners, and communities unite behind a shared vision: ensuring that every child in Kogi State has access to quality basic education.

Signed
Alh. Yakubu Dele Musa
Permanent Secretary
Kogi State Ministry of Education, Science and Technology

Executive Summary

This baseline mapping exercise provides a comprehensive assessment of the basic education workforce in Kogi State, covering all 2,774 government-owned schools across the 21 Local Government Areas (LGAs). Conducted under the framework of the HOPE-Gov Programme for Results (PforR), the exercise establishes a clear picture of teacher numbers, qualifications, distribution, and duty stations. It also identifies critical staffing gaps and proposes a costed, multi-year recruitment and deployment plan to strengthen equitable access to quality education. The findings serve as an evidence base for workforce planning and policy decisions that will shape the future of basic education in the state.

The analysis reveals acute teacher shortages across pre-primary, primary, and junior secondary schools, driven by rising enrolment, uneven distribution, and impending retirements. Rural and underserved LGAs are disproportionately affected, with many schools operating below the recommended pupil-teacher ratios. Qualification gaps are also evident, as a significant proportion of teachers hold only basic credentials, limiting the quality of instruction. These challenges are compounded by deployment inequities, which favor urban centers, and by systemic issues such as insecurity, inadequate infrastructure, and limited funding.

To address these challenges, the report outlines a five-year recruitment and deployment strategy. Between 2025 and 2029, a total of 5,656 teachers will be recruited (1,131 for pre-primary and 4,525 for primary schools) with priority given to rural LGAs most affected by insecurity and staffing deficits. The plan emphasizes equitable deployment, with 67% of teachers recruited in 2025 assigned to rural schools. Gender equity is also prioritized, with targeted recruitment of female teachers to serve as role models and correct existing imbalances. Continuous professional development and a focus on advanced qualifications are integral to ensuring that new and existing teachers are equipped to deliver quality education.

The financing model underpinning this plan combines government budget allocations (60%), donor and grant support (25%), and private sector/community contributions (15%). This diversified approach ensures sustainability and resilience. If implemented effectively, the strategy will significantly advance Universal Basic Education (UBE) objectives, reduce disparities between urban and rural schools, and improve learning outcomes across the state. The report provides a clear roadmap for government agencies, policymakers, and partners, calling for collaborative commitment and strategic investment to transform Kogi's education sector and lay the foundation for long-term social and economic development.

1.0 INTRODUCTION

HOPE-GOV is a World Bank-funded Programme for Results (PforR) initiative aimed at strengthening financial and human resource management in Nigeria's basic education and primary healthcare sectors, supporting government programmes like the Universal Basic Education (UBE) and Basic Healthcare Provision. This baseline exercise mapping on the current number and duty stations of basic education teachers across Kogi State and preparation of a multi-year costed recruitment and deployment plan to address the human resource gaps identified is a requirement of the Disbursement-Linked Result 5.1 of the Human Capital Opportunities for Prosperity and Equity: Governance (HOPE-GOV) programme.

The development objective of the HOPE-GOV for Nigeria is to support the Federal Republic of Nigeria in strengthening financial and human resource management in basic education and primary healthcare sectors. The HOPE-GOV PforR will support government programmes that focus on improving service delivery in the basic education and primary healthcare sectors. These government programs are:

(i) the universal basic education (UBE) program established by the Universal Basic Education Act of 2004 (UBE Act), now being refocused through the new universal basic education roadmap (UBER), 2021 - 2030; and

(ii) the basic healthcare provision programme established by the National Health Act of 2014, now being implemented through the National Health Sector Renewal Investment Initiative (NHSRII), 2024 - 2028.

The programme focuses on three result areas (RA):

- RA 1: increased availability and effectiveness of financing for basic education and primary healthcare service delivery;
- RA 2: enhanced transparency and accountability for basic education and primary healthcare financing; and
- RA 3: improved recruitment, deployment, and performance management of basic education teachers and primary healthcare workers by federal, state, and local governments.

This exercise is in fulfilment of the Disbursement-Linked Indicator (DLI) 5 (Increased number of teachers and health workers deployed), specifically result 5.1; baseline exercise mapping the number and duty stations of basic education teachers across Kogi State and preparation of a multi-year costed recruitment and deployment plan to address staffing gaps.

1.1 Background

Kogi State was carved out of Kwara and Benue States on August 27, 1991, by the regime of General Ibrahim Babangida. Its capital is Lokoja. Located in north central Nigeria, Kogi occupies 29,833 square kilometres. It is the most centrally located of all the states of the federation. It is Nigeria's "Confluence State," named for the confluence of the Niger and Benue Rivers at its capital, Lokoja.

The state comprises the Igala, Okun, Ebira and Kogi Divisions of the former Kabba Province. It shares boundaries with Plateau, Niger and the Federal Capital Territory, Abuja to the north, and Nasarawa to the northeast, Benue and Anambra to the east, while it is bordered by Ondo, Kwara, Edo, and Enugu States to its west. It is the only state in Nigeria that shares a boundary with ten other states. Thus, its strategic location makes it a gateway state.[1]

The state capital, Lokoja is an ancient historical town which once served as the colonial administrative headquarters of Nigeria. It is a multi-ethnic state with multiple indigenous languages spoken across the state. It consists of twenty-one local government areas. Kogi has a projected population of about 5.3 million in 2023.

The state's economy is largely based around agriculture, producing coffee, cashew, groundnut, cocoa, oil palm and yam crops. Kogi is endowed with abundant mineral resources including coal, limestone, iron, petroleum and tin. The state is also home to the Ajaokuta Steel Company Limited, the largest iron and steel industry in Nigeria and the Obajana Cement Factory, one of the largest cement factories in Africa.

The state experienced devastating flood disasters in 2012 and 2022, majorly affecting the nine LGAs which border the Niger and Benue rivers. Each flood caused deaths, loss of property and destruction of farmland and produce. Thousands were displaced and school buildings were transformed into refugee camps, disrupting teaching and learning within these periods.

Kogi State Ministry of Education, Science and Technology (KGMoEST) is saddled with the responsibility of providing good quality education at all levels through provision of learning resources, formulation and implementation of policies that facilitate involvement of private

---

[1] https://kogistate.gov.ng/history/

organisations and development partners. The Ministry is headed by the Honourable Commissioner and supported by the Permanent Secretary and Directors of various departments.

The Ministry and the Kogi State Universal Basic Education Board (KGSUBEB) are primarily responsible for basic education in the state. The goals of the ministry are to formulate and implement effective education policies, which focus on youth and national development; to ensure that every child counts and have access to quality education; and to manage effectively the available state resources to provide top-notch education.[2] Like in other states in Nigeria, Kogi's education system follows a 6-3-3-4 structure (6 years for primary education, 3 years for junior secondary, 3 years for senior secondary, and 4 years for tertiary education).

UBEC's 2022/2023 National Personnel Audit (NPA) shows that Kogi has a total enrolment of 86,041 Early Child Care Development Education (ECCDE) learners comprising 43,241 males (50.26%) and 42,800 females (49.74%). Out of these, a smaller proportion of 17,594 (20.45%) are enrolled in public schools while majority of 68,447 (79.55%) are enrolled in private schools. The are more ECCDE learners in rural areas (49,919, 54.53%) compared to 39,122 (45.47%) in urban areas.

At the primary level, the state has a total of 360,797 learners. 221,334 learners are enrolled in public schools comprising 114,498 males (51.73%) and 106,836 (48.27%) females. Similarly, a greater share of these learners i.e. 76.66% are in rural areas while the balance of 23.34% are in urban areas. Private schools have 139,463 learners split into 68,825 (49.35%) males and 70,638 (50.65%) females. 56.80% are in rural areas while 43.20% are in urban private schools. Overall, the state has 68.98% of its primary school learners enrolled in rural schools against 31.03% in urban schools.

Kogi has a relatively low JSS enrolment of 98,078, equivalent to 1.23% of total national JSS enrolments, making it the third lowest in the country, after Bayelsa and Ekiti States. There are 50,410 students in public schools comprising of 24,636 (48.87) males and 25,774 (51.13%) females. Out of these, 32,433 or 64.34% are enrolled in rural schools while 17,977 or 35.66% are in urban schools. Private JS schools have 47,668 students consisting of 22,349 (46.88%) males and 25,319 (53.12%) females. Among them, 26,192 or 54.95% are in rural school and 21,476 or 45.05% are

---

[2] https://kgsmoest.com/

in urban schools. In total, 58,625 (59.77%) of all the state's JS learners are in rural areas while 39,453 (40.23%) are in urban areas.[3] Thus, across all levels of basic education in the state, there are more learners enrolled in rural schools than in urban areas.

The state is home to 20 tertiary institutions, making it the state with the highest number of tertiary institutions in Nigeria's north-central region: 5 universities (3 state, 1 federal with a satellite campus, and 1 private); 3 polytechnics, 3 colleges of Education, 6 schools of Nursing and Midwifery, 1 College of Health Technology and a vocational training institute – the Nigeria-Korea friendship Institute of Vocation and Advance Technology. These include the Federal University Lokoja, Kogi State University Anyigba, Federal Polytechnic Idah, Federal College of Education Okene, College of Education Ankpa, College of Agriculture Kabba, Colleges of Nursing and Midwifery in Anyigba and Obangede, amongst others.

1.2 Objectives of the Baseline Mapping Exercise
The objectives of the Baseline Mapping Exercise include:

i.   To conduct a comprehensive enumeration of basic education teachers across all the basic education institutions in Kogi State.
ii.   To identify disparities in teacher distribution across 21 LGAs of the state.
iii. To assess the existing teachers gaps as well as the recruitment and deployment needs in the state.
iv.   To develop a sustainable multi-year costed teacher recruitment and deployment plan to address the staffing gaps identified.
v.   To provide recommendations for sustainable workforce planning and improved education outcomes.

1.3 Scope of the Baseline Mapping Exercise
The baseline mapping exercise encompasses all the basic education institutions within Kogi State, including pre-primary/ECCDE, primary and junior secondary schools. It captured comprehensive data on the teaching workforce, existing gaps, future gaps, and strategies to achieve effective teacher deployment and performance management. The scope of the exercise also includes

---

[3] https://ubec.gov.ng/wp-content/uploads/2024/2022-NPA-REPORT.pdf

distribution of teachers across LGAs, and urban-rural mix to ensure an equitable assessment and to address the diverse educational needs across the state.

1.4 Methodology

1.4.1 Approach

Under the HOPE-GOV PforR, DLI 5 focuses on "Increased numbers of teachers and health workers deployed." It has 2 DLRs. For DLR 5.1, states are required to conduct a "Baseline exercise mapping the number and duty stations of basic education teachers across the state and a multi-year costed teacher recruitment and deployment plan to address the staffing gap completed and published by March 31, 2025,"

Kogi State employed a mixed approach, combining quantitative and qualitative data collection techniques. This involved extensive stakeholder mapping, field surveys, data collection from school records, sensitization, and engagements on the HOPE-GOV programme, desk research, enumeration/data collection, and analysis. The state conducted a baseline mapping exercise to collect and analyse data on:

- Names, types, and locations of basic education schools across the state.
- Total number of teachers per school.
- Gender of teachers.
- Academic qualification of teachers.
- Expected retirement date of teachers to identify the number of teachers expected to retire within the next 5 years.
- Student enrolment rate from 2022-2024.
- Number of teachers per subject taught in schools.
- Existing teachers' gap in schools.
- Teacher-Pupil ratios in schools.
- Types of special education provided and student enrolled.

1.4.2 Data Collection and Analysis Method

A combination of primary and secondary data was collected for the exercise. Structured enumeration templates were designed and deployed to all basic education schools across the state. Secondary data was collected from the database of Kogi State's Education Management Information System (EMIS) housed at the Ministry of Education, Science, and Technology and the State Universal Basic Education Board (KGSUBEB). The data was complemented with primary data collection using a structured data collection form (see Annex 2). Other sources include the state's payroll and personnel/HR records, state-owned websites, credible online reports, and

research publications. The exercise was led by Technical Working Group (TWG) and trained enumerators led by the Permanent Secretary MOEST and Executive Chairman KGSUBEB.

The current pupil-teacher ratio was calculated, and the teacher's gap was estimated by comparing the current pupil-teacher ratio in each school with the recommended benchmark in the National Policy on Education (1:25 for pre-primary schools, 1:35 for primary schools, and 1:40 for junior secondary schools). The current pupil-teacher ratio was calculated by dividing the total number of pupils by the total number of teachers at each level of education. The current ratio was subtracted from the recommended benchmark to arrive at the teacher's gap per school.

The teachers' gap per school was aggregated at the LGA level and summed up to arrive at the state-level teachers' gap.

1.4.3 Validation
To ensure the accuracy and reliability of the baseline mapping report, the collected data underwent a multi-layer validation process. Field checks were carried out in selected schools to confirm data conformity, while the collected information was cross-referenced with the state's payroll records and Education Management Information System (EMIS). Supervisor checks and ministry-level quality assurance reviews were also conducted. Additional comparisons were made with the UBEC 2022/2023 National Personnel Audit (NPA) and other relevant state plans. These steps provided a comprehensive framework for verifying the consistency and credibility of the data.

The validation process culminated in a two-day stakeholder meeting that brought together representatives from School Based Management Committees (SBMCs), Civil society organizations (CSOs), school administrators, Local Government Education Authorities (LGEAs), development and technical partners, and officials from SUBEB and MOEST. This inclusive forum allowed stakeholders to review findings, share insights, and provide additional information, resulting in practical recommendations to address identified gaps. Their collective input strengthened the report's conclusions and reinforced its role as a roadmap for improving the quality of basic education in Kogi State.

1.4.4 Methodological Assumption and Limitations

During this exercise, some assumptions were made. One of them is that due to ongoing efforts by government and other stakeholders, basic education school enrolments will increase consistently between 2025 and 2029 despite fluctuations recorded between 2021 and 2024.

Limitations include difficulty obtaining complete data on number of teachers expected to retire between 2025-2029, academic qualifications of teachers and subjects taught for some of the schools. Also, due to the large volume and data privacy reasons (data contains personal identifiable information), details such as names, qualifications, experience, position/functions, duty stations and dates of first posting for each teacher are not explicitly listed in this report. However, this data is available on Kogi State's Education Management Information System (EMIS) in the archive of KGSUBEB.

2.0 SITUATIONAL ANALYSIS

2.1 Overview of Kogi State's Basic Education System and Human Resources

2.1.1 Number of Government-owned basic education facilities in the State

The educational infrastructure in Kogi State is extensive, encompassing a total of 2,774 basic education schools across the state. These institutions are classified into 521 combined pre-primary/ECCDE and primary schools, 2,093 primary schools and 160 junior secondary schools. As depicted in Figure 1, Igalamela-Odolu contains the highest number of schools, totalling 245, followed by Olamaboro LGA with 237, and Dekina with 220. Conversely, Ogori-Magongo LGA has the fewest schools of 49, followed by Mopamuro LGA with 54, followed by Idah LGA with 69 schools. On average, each LGA hosts approximately 132 schools, reflecting a significant effort to ensure equitable access to education throughout the state. This distribution demonstrates a committed endeavour to provide educational facilities to students across various districts, which is imperative for sustaining and enhancing the overall educational standards.

In addition to the urban-rural divide, the lower number of schools in Ogori-Magongo, Mopamuro and Idah is consistent with lower enrolment numbers in these LGAs. Figure 1 below depicts the distribution of educational facilities across the different LGAs in the state, highlighting areas where additional resources may be necessary to balance and address disparities.

Figure 1: Distribution of government-owned basic education school
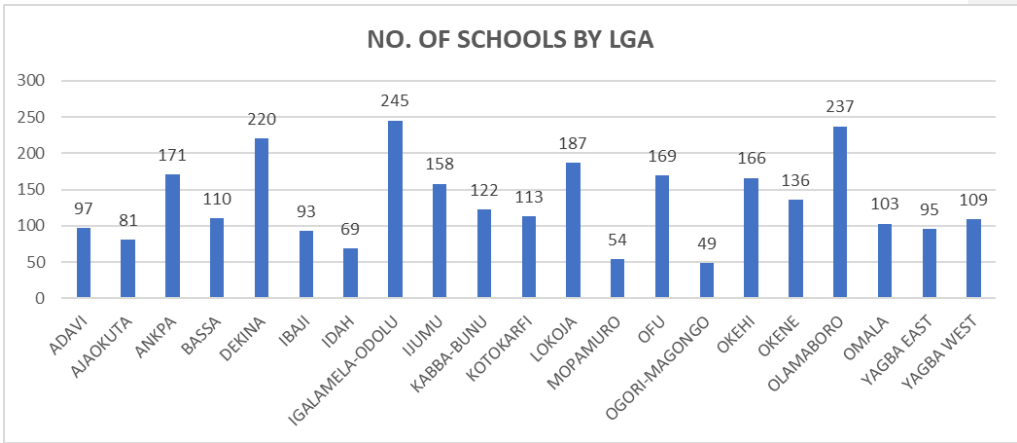
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.2 Basic Education Facility Density in Kogi State

Figure 2 provides a detailed overview of the distribution of basic education facilities across the LGAs in Kogi State. The distribution of pre-primary and primary education institutions across the state shows marked variability among the LGAs as shown in Figure 2 below. Ijumu LGA stands out with the highest number of combined ECCDE/pre-primary and primary schools, totalling 113. This is followed by Kabba-Bunu with 43 pre-primary and primary schools, indicating significant differences. Yagba East has 35 schools while Yagba West and Okene both have 33 combined schools. These LGAs represent areas with significant infrastructure dedicated to primary education, likely reflecting a higher population density or a strategic focus on education access. The state capital Lokoja has 22.

In contrast, LGAs such as Ibaji and Ofu have the fewest combined schools with 8. Others are Ajaokuta, Kotokarfi, Dekina and Bassa with counts of 10, 11, 12 and 14 schools, respectively. Olamaboro has 15, Idah has 16 and both Ogori-Magongo and Okehi have 18 each.

For primary only schools, the LGAs with most schools are Igalamela-Odulu with 210, Olamaboro with 208 and Dekina with 205. The fewest primary only schools are 14 in Mopamomuro, 22 in Ojumu and 27 in Ogori-Magongo.

Overall, when you sum the combined ECCDE and primary with primary only schools, Igalamela-Odolu leads with 229, Olamaboro has 223, Dekina has 217, Ankpa has 171, Ofu has 164 and the capital Lokoja has 161.

The distribution of junior secondary schools also reveals important disparities. Lokoja LGA leads with 26 junior secondary schools, indicating a robust infrastructure for secondary education. Ijumu, Kabba-Bunu and Igalamela-Odolu LGAs follow with 23, 18 and 16 junior secondary schools. This distribution highlights the presence of focal LGAs for secondary education, which correlates with higher student enrolment numbers in those LGAs.

On the other end of the spectrum, LGAs such as Bassa, Ibaji and Idah have significantly fewer junior secondary schools, with only 1. Ajaokuta has 2, Dekina and Okene have 3 each. These figures suggest a need for enhanced support and development of secondary education facilities in these regions to balance the educational opportunities across the state.

The disparities in the distribution of primary and junior secondary schools necessitate a strategic approach to resource allocation. LGAs with fewer educational facilities might benefit from targeted investments to build new schools where necessary and refurbish existing ones. Additionally, ensuring that these regions receive adequate teaching staff and educational materials will be crucial to improving the overall educational standards.

Figure 2: Basic Education Facility Density in Kogi State
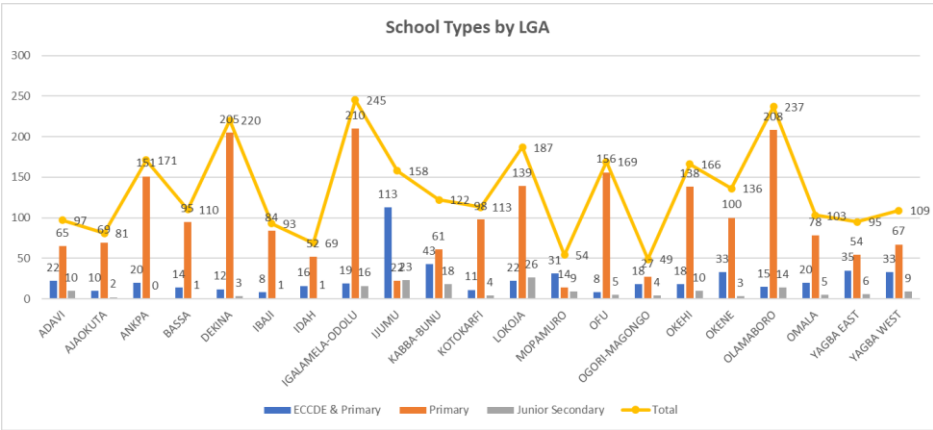
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.3 Students Enrolment in Basic Education Facilities in Kogi State

As shown in Table 1 below, Kogi State boasts a total enrolment of 361,876 students in its pre-primary, primary, and junior secondary schools across 21 LGAs. Among these, the highest combined student enrolment is found in the state capital, Lokoja LGA with 39,675 (even though it does not have the highest number of basic education schools with 187), Dekina 32,694, Igalamela-Odolu 25,248 and Olamaboro 24,758. On the other hand, the lowest enrolments are found in Mopamuro with 6,184, Yagba West with 7,967, Idah with 7,907, Ibaji with 8,216 and Yagba East with 10,244.

The total number of enrolled students in combined ECCDE and primary is 93,737; 214,027 are enrolled in primary only schools, while junior secondary school enrolments stand at 54,112. The wide gap between primary and junior secondary enrolments implies low transitions between both schools. Thus, The government and education stakeholders intends to investigate the causes and take necessary actions to increase primary to secondary transitions. The wide gap between combined and primary only enrolments also indicates that few parents are enrolling their children in ECCDE schools. So, measures will be put in place to improve pre-primary enrolments across the state.

The LGAs with the highest combined pre-primary and primary school enrolment is Ijumu (11,637) students), Lokoja (10,338 students), Okene (8,452 students), Kabba-Bunu (5,915 students) and Adavi (5,077 students). Conversely, the lowest pre-primary school enrolments are found in Ibaji (1,457 students), Ofu (2,103 students), Olamaboro (2,302), Bassa (2,574 students) and Ajaokuta (2,739 students).

Great disparities also exist in primary only school enrolments ranging from the highest of 27,982 in Dekina, followed by 20,199 in Ankpa, 20,069 in Lokoja, 18,050 in Olamaboro and 17,056 in Igalamela-Odolu LGA. On the other end are Mopamuro with 143, Ijumu with 740, Yagba West with 1,798, Kabba-Bunu with 3,441 and Yagba East with 4,472.

17

Table 1: Student Enrolment in Basic Education Facilities in Kogi State

LGA	ECCDE & Primary	Primary	Junior Secondary	Total
ADAVI	5,077	6,797	2,828	14,702
AJAOKUTA	2,739	8,774	583	12,096
ANKPA	4,454	20,199	0	24,653
BASSA	2,574	11,313	284	14,171
DEKINA	3,835	27,982	877	32,694
IBAJI	1,457	6,472	287	8,216
IDAH	2,762	4,861	284	7,907
IGALAMELA-ODOLU	3,176	17,056	5,016	25,248
IJUMU	11,637	740	7,427	19,804
KABBA-BUNU	5,915	3,441	5,881	15,237
KOTOKARFI	3,378	8,356	1,482	13,216
LOKOJA	10,338	20,069	9,268	39,675
MOPAMURO	3,403	143	2,638	6,184
OFU	2,103	15,703	1,554	19,360
OGORI-MAGONGO	3,023	5,208	1,353	9,584
OKEHI	3,810	11,955	2,828	18,593
OKENE	8,452	7,853	897	17,202
OLAMABORO	2,302	18,050	4,406	24,758
OMALA	5,935	12,785	1,645	20,365
YAGBA EAST	3,842	4,472	1,930	10,244
YAGBA WEST	3,525	1,798	2,644	7,967
TOTAL	**93,737**	**214,027**	**54,112**	**361,876**

Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

For enrolments in junior secondary schools, Lokoja holds the lead with 9,268 students (and has the highest with 26 JS schools), followed by Ijumu (7,427 students), Kabba-Bunu (5,881), and Igalamela-Odolu (5,016 students). The lowest enrolments are in Idah (284), Bassa (284 students), Ibaji (287 students) and Ajaokuta (583 students). This data and analysis highlight the need for targeted educational development in regions with lower student numbers to ensure equitable access to education throughout Kogi State.

Figure 3: Enrolment in Rural and Urban Schools in Kogi State
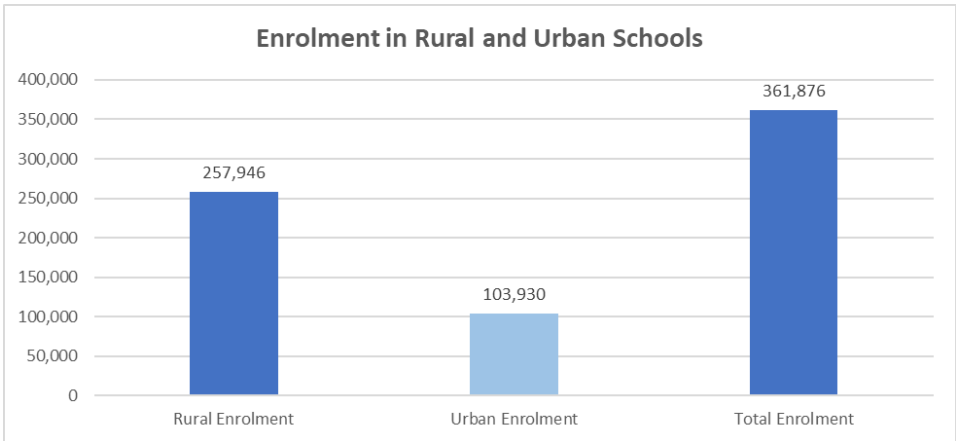
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

There is a far greater concentration of students in rural schools and LGAs (257,946) against 103,930 in urban schools. This is consistent with the higher number of rural schools (2,134) against 650 urban schools in the state (see figure 3 above).

2.1.4 Current Basic Education Workforce in Kogi State and their Locations
2.1.4.1 Total Basic Education Workforce in Kogi State by Location

Kogi's current total teacher workforce for basic education is 15,641 comprising 5,434 male teachers and 10,207 female teachers. This distribution reflects a much greater proportion of female teachers in the state. Olamaboro LGA leads with the highest number of teachers at 1,543, followed by Lokoja with 1,418 and Kabba-Bunu with 1,074. Others with significant teachers' population are Dekina and Ankpa with 1,045 and 1,038, respectively. These figures suggest a concentration of educational resources in areas with higher enrolment numbers. The spread of the workforce by LGA is shown in Figure 4 below.

Due to the large volume and data privacy reasons (the data contains personal identifiable information), details such as names, qualifications, experience, position/functions, duty stations and dates of commencement for each teacher are not explicitly listed in the document. However,

this data is available on Kogi State's Education Management Information System (EMIS) and the archive of KGSUBEB.

Conversely, the LGAs with the fewest teachers are Ogori-Magongo with 197, Mopamuro with 292, and Idah with 297. This aligns with relatively lower enrolment figures in these LGAs.

Figure 4: Urban-Rural Distribution of Teachers in Kogi State
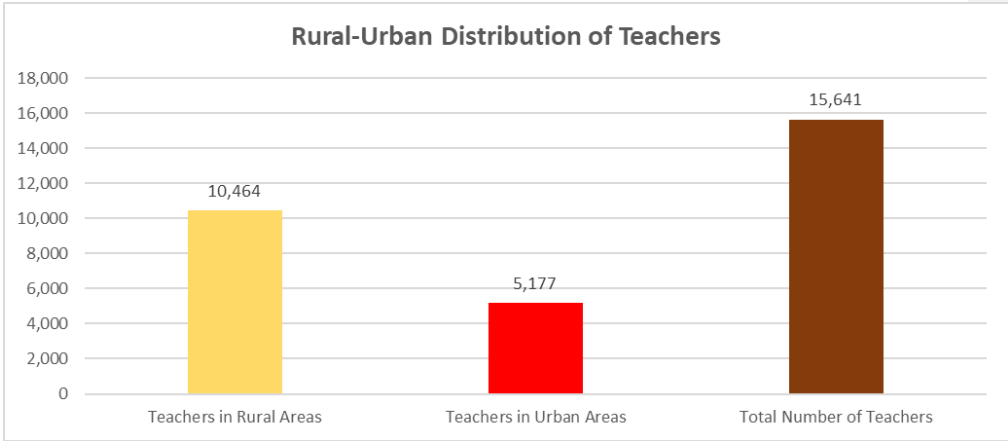
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

Furthermore, an analysis of the urban-rural distribution of teachers reveals that 10,464 educators are employed in 2,134 rural schools, whereas 5,177 teachers work across 650 urban schools (see figure 4 above). Thus, the number of rural teachers far exceeds those in urban areas. Thus, this is consistent with the greater rural enrolment of 257,946 compared to rural enrolment of 103,930 (refer to figure 3 above).

Figure 5: Total Basic Education Workforce (Teachers) in Kogi State by Location (LGA)
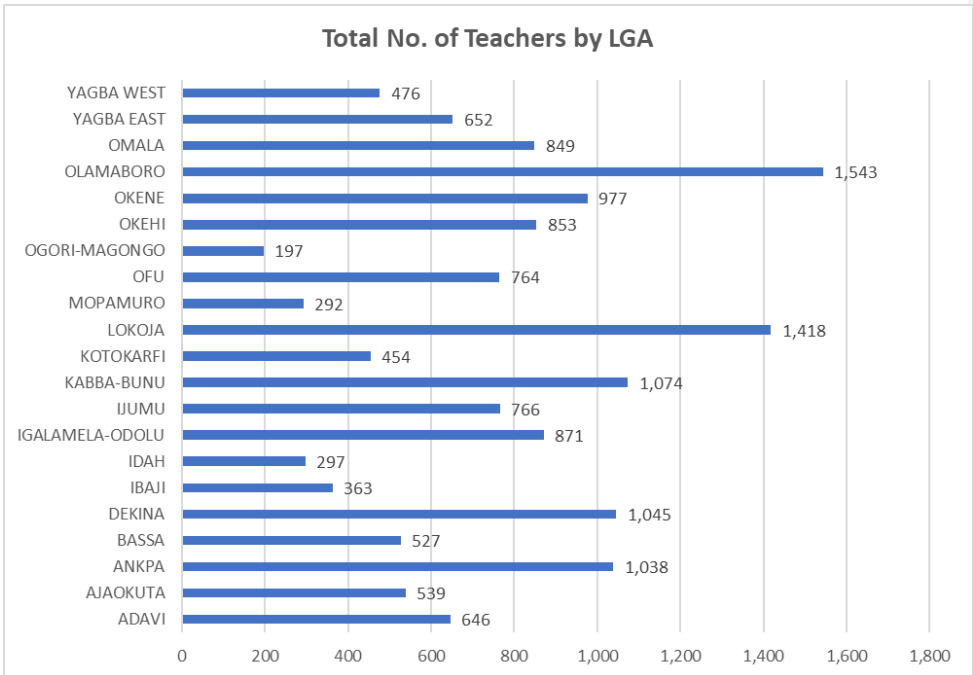
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.4.2 Distribution of Basic Education Workforce by School Type

Out of its 15,641 basic education teachers, Kogi State has allocated 4,558 teachers to combined ECCDE and primary, 10,010 to primary only schools and 1,073 to junior secondary schools. This distribution highlights a strategic focus on foundational education. However, it also indicates shortage of JSS teachers who are expected to absorb the increasing number of students who transition from primary to secondary schools each year.

As shown in Figure 6, the LGAs with the highest number of combined pre-primary and primary school teachers are Ijumu with 603, Okene with 476, Lokoja with 435 and Yagba East with 209, reflecting a prioritization of regions with higher student enrolments. Ajaokuta has 72 teachers, Bassa has 74, Ibaji and Ofu both have 75 representing the areas with the least number of primary school educators, consistent with their lower enrolment rates.

For primary only schools, the top 3 are Olamaboro with 1,366, then Dekina with 913 and Ankpa with 842. Bottom 3 are Mopamuro with 333, Ijumu with 51 and Ogori-Magongo with 67.

For junior secondary schools, Lokoja leads with 194 teachers, followed by Kabba-Bunu and Ijumu Uba with 175 and 112 teachers, respectively. In contrast, Ibaji, Dekina, Idah, Okene and Omala with 2, 5, 6, 14 and 14 teachers, respectively, indicate a significant shortfall in these regions, underscoring the need for targeted recruitment and resource allocation to enhance educational support for junior secondary students in these areas.

Figure 6: Distribution of Basic Education Workforce by School Type
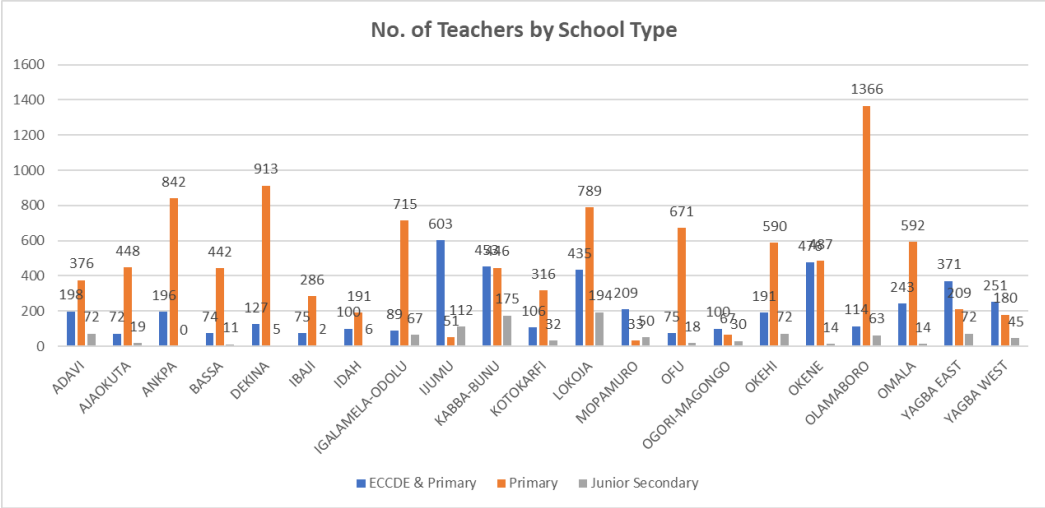
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.4.3 Distribution of Basic Education Workforce by Subjects Taught

In terms of subject areas, Kogi State has heavier concentration of teachers in a certain subjects and shortages in others as depicted in Figure 5. There are 796 teachers dedicated to Mathematics instruction and 861 teachers for English in combined pre-primary and primary schools, highlighting the emphasis on core subjects in basic education. Other subjects with significant numbers of teachers are Agric Science with 1,397 and Social Studies with 889.

In primary only schools, 2,884 teachers are assigned to Mathematics while 3,109 teach English. Agric Science remains the subject with the highest number of teachers at 7,278 followed by Social Studies with 3,183 and Basic Science with 3,146.

In junior secondary schools, English dominates with 247 teachers followed by 242 for Social Studies. Mathematics has 217 while Physical & Health Education has 208.

The distribution of teachers by subjects taught highlights the need to recruit and re-assign existing teachers to subjects that are considered more critical such as Biology and Geography by providing students with foundational literacy and numeracy skills, appreciation of science and technology, and practical skills for innovation and development.

Figure 7: Distribution of Basic Education Workforce (Teachers) by Subjects Taught

Distribution of Teachers by Subject Taught

Subject	Junior Secondary	Primary	ECCDE & Primary
Social Studies	242	3183	889
Physical & Health Education	208	3036	837
Maths	217	2884	796
Islamic Studies	76	1005	237
Home Economics	167	2390	684
Hausa	0	32	3
Geography	6	165	34
English	247	3109	861
Economics	13	314	67
Cultural & Creative Arts	147	2607	606
Computer Programming	48	781	151
Civic Education	146	2301	541
Biology	2	142	32
Basic Science	154	3146	724
Agric Science	149	7278	1397

Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.4.4 Teacher-Pupil Ratios in Kogi State

The average Gross Pupil-Teacher ratio in Kogi State is 1:21 for combined pre-primary and primary, 1:21 for primary only schools and 1:50 for Junior Secondary schools against the recommendations/benchmark of 1:25 for pre-primary, 1:35 for primary, and 1:40 for secondary schools according to the National Policy on Education. Therefore, Kogi achieves the benchmark for ECCDE and primary but exceeds the benchmark for JSS. See Annex 4 for a detailed breakdown of the current Teacher-pupil ratio per school.

Table 2: Kogi State enrolments, teachers' population, and teacher-pupil ratio

	2024/2025 ENROLMENT/ NO OF STUDENTS	2024/2025 TEACHERS' POPULATION	2024/2025 TEACHER TO PUPIL RATIO
PRE-PRIMARY & PRIMARY	93,737	4,558	1:21
PRIMARY	214,027	10,010	1:21
JSS	54,112	1,073	1:50

Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.4.5 Distribution of Teacher by Academic Qualifications in Kogi State

Out of the 15,641 basic education teachers working in Kogi State, 593 hold SSCE/WASC academic qualifications, 9,232 have NCE or Grade II qualifications, while 4,175 possess a degree (B.Ed/B.A. Ed/B.Sc. Ed/B.Tech Ed.) or higher. This demonstrates that the NCE or Grade II qualification is the most prevalent among teachers in the state. Also, 11,009 hold TRCN Certificates, signifying relatively high teacher registrations.

As shown in Figure 6, Olamaboro is the LGA with the highest number of teachers holding degrees (587). Lokoja has 329, Dekina has 326 and Igalamela-Odolu LGA has 323. The LGAs with the highest number of teachers with NCE/Grade II are Igalamela-Odolu with 725, Olamaboro with 701 and Dekina with 688.

The LGAs with the fewest number of teachers holding degrees are Idah with 62, Ogori-Magongo with 65 and Mopamuro with 80. Those with the fewest NCE/Grade II holders are Ogori-Magongo with 154, Mopamuro with 174, Idah with 272. These disparities highlight areas that may benefit

from targeted educational interventions and professional development opportunities to ensure a more balanced distribution of qualified teachers across the state.

Accordingly, the state government and other stakeholders need to provide and increase opportunities for teacher training, regularized placements and educational advancement to enable more teachers with SSCE acquire an NCE/Grade II, while those with NCE/Grade II acquire their degrees and advance degrees.

Figure 8: Distribution of Teachers by Academic Qualifications in Kogi State
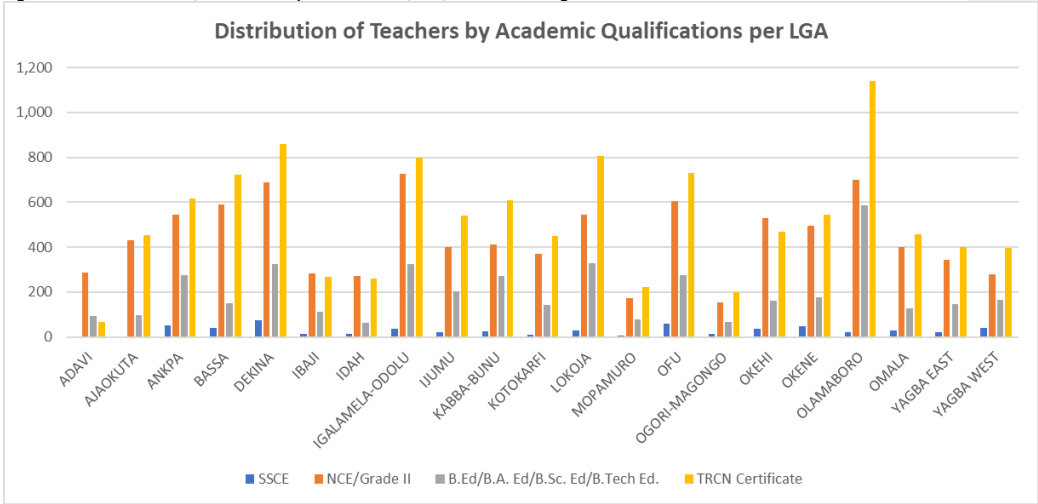
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.4.6 Distribution of Teachers by Gender in Kogi State

In Kogi's basic education schools, there are 5,434 male teachers and 10,207 female teachers, with females almost doubling their male counterparts. Female teachers significantly outnumber their peers in all LGAs except Ibaji and Kotokarfi LGAs. The greatest differences are 553 in Okene, 488 in Lokoja, 474 in Kabba-Bunu and 460 in Ijumu.

Kogi is one of the few states in Nigeria where female teachers largely outnumber their peers, indicating years of female education and inclusive recruitment practices. Thus, the state should continue to promote gender equality in the teaching workforce. Initiatives such as implementing

supportive policies and fostering an inclusive environment can help address these imbalances and improve educational outcomes for all students in Kogi State.

Gender dynamics are integral to the social context of Kogi State, reflecting traditional roles and expectations. While strides have been made in recent years to promote gender equality in education, challenges persist. The social context recognizes the importance of addressing these challenges, ensuring that both boys and girls have equal access to educational opportunities. Strategies include fostering a supportive environment that challenges gender stereotypes and implementing policies that promote gender-sensitive teaching practices.

Figure 9: Distribution of Teachers by Gender in Kogi State
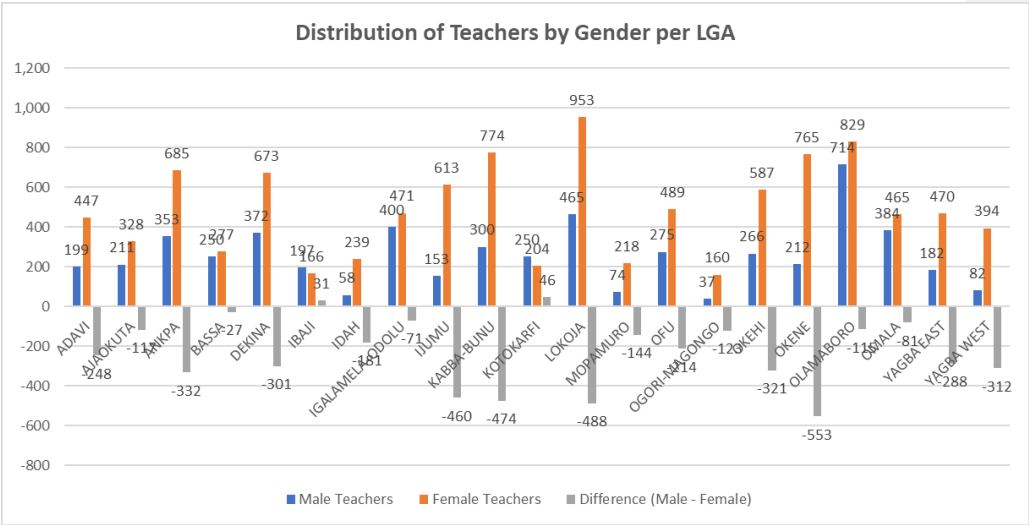
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.4.7 Student Enrolment/Population Projection

According to Kogi State Development Plan 2024-2056, Kogi's population of 3,314,043 in the 2006 census is projected to have grown to 5.43 million by 2023. The Nigeria population pyramid reveals that majority of the country's population lies between ages 0–14, requiring basic education. Thus, as the state's population grows, student enrolment for basic education is equally expected to grow annually. Therefore, the government, planners, policymakers, and other actors

in basic education must ensure adequate planning and budgeting to accommodate increased student enrolment, especially in basic education.

Below (Table 3a) is the historical basic education student enrolment data between 2021 and 2023. Analysis of enrolment data and results of the student population projection are presented in Table 3b and 3c below.

Table 3a: Basic Education Student Enrolment 2020-2023

S/N	Level	Year	Male	Female	Total
1	**Pre-Primary**	2021/2022	7,269	7,207	14,476
		2022/2023	7,157	7,097	14,254
2	**Primary**	2021/2022	97,998	112,643	210,641
		2022/2023	85,258	83,796	169,054
3	**JSS**	2021/2022	24,560	21,800	46,360
		2022/2023	22,364	20,505	42,869

Source: Kogi State Annual School Census (ASC) 2021/2022 and 2022/2023

According to the 2021-2023 historical enrolment data shown above, the enrolment in combined pre-primary and primary is the least. Also, the state recorded declines in its enrolments at all levels between 2021/2022 and 2022/2023. Thus, the government will take adequate measures to prevent further decline in basic education enrolments.

The highest enrolments are found in primary only schools but decline significantly at JS level. Therefore, there is need for government and other stakeholders to investigate and address causes of this decline and take measures to boost enrolments into pre-primary and primary schools and greater primary to secondary transitions.

Table 3b: Analysis of Enrolment Data (2020-2024)

	2021/2022 ENROLMENT	2022/2023 ENROLMENT	2024/2025 ENROLMENT	AVERAGE
PRE-PRIMARY & PRIMARY	14,476	14,254	93,737	40,822
ANNUAL DIFFERENCE (+/-)		-222	79,483	
PRIMARY	210,641	169,054	214,027	197,907
ANNUAL DIFFERENCE (+/-)		-41,587	44,973	

JSS	46,360	42,869	54,112	47,780
ANNUAL DIFFERENCE (+/-)		-3,491	11,243	

*Source: Analysis based on data from Kogi State Education Management Information System (EMIS) and Baseline Survey. *Data is missing for 2023/2024.*

As shown in Tables 3a and 3b above, historical enrolment figures from 2021 show fluctuating basic education enrolments in the state. Overall, enrolments have dropped in the state across all levels in 2022/2023. Combined pre-primary and primary, primary only and junior secondary enrolments declined by 222, 41,587 and 3,491 respectively.

Enrolments picked up in 2024/2025 across all levels of basic education with increases of 79,483, 44,973 and 11,243 for ECCDE and primary, primary only and JSS schools, respectively. The Kogi State government is taking several measures to improve and sustain enrolments across the state.

As outlined in Table 2c, the population of basic education students in the state is projected to increase from the current 361,876 students in the 2024/2025 session to 582,805 by the 2029/2030 session if it grows by 10% each year.

Table 3c: Projection of Student Population (2025-2029)

Student Population Projection	ECCDE & PRIMARY	PRIMARY ONLY	JSS	TOTAL
Current Student Population 2024/2025	93,737	214,027	54,112	361,876
Projected Student Population 2025/2026	103,111	235,430	59,523	398,064
Projected Student Population 2026/2027	113,422	258,973	65,476	437,870
Projected Student Population 2027/2028	124,764	284,870	72,023	481,657
Projected Student Population 2028/2029	137,240	313,357	79,225	529,823
Projected Student Population 2029/2030	150,964	344,693	87,148	582,805

Source: Analysis based on data from Kogi State Education Management Information System (EMIS), Kogi State Annual School Census 2024-2025 and Baseline Survey.
.

2.1.4.8 Analysis of Workers Leaving the Service between 2025 and 2029
As workers in basic education approach retirement age, varying numbers will depart from service between 2025 and 2029. The departure of these experienced professionals highlights the

necessity for ongoing recruitment of newer teachers, who can benefit from training and mentorship by seasoned educators prior to their retirement.

Between 2025 and 2029, it is anticipated that 1,230 basic education workers will retire, accounting for 7.86% of the current workforce. This proportion suggests that the basic education workforce in the state is relatively young, which presents a strategic advantage. However, despite this seemingly modest percentage, not recruiting and replacing these teachers could result in significant negative impacts on basic education, particularly within the affected schools. The highest number of retirements is projected to occur in 2029, with 370 expected, and the lowest in 2026, with 168. These trends highlight the importance for Kogi State to prioritise the timely recruitment and deployment of new teachers to prevent further widening of the existing teacher gap and to alleviate potential additional burdens on the remaining staff.

Figure 10: Analysis of Workers Leaving the Service between 2025 and 2029 in Kogi State
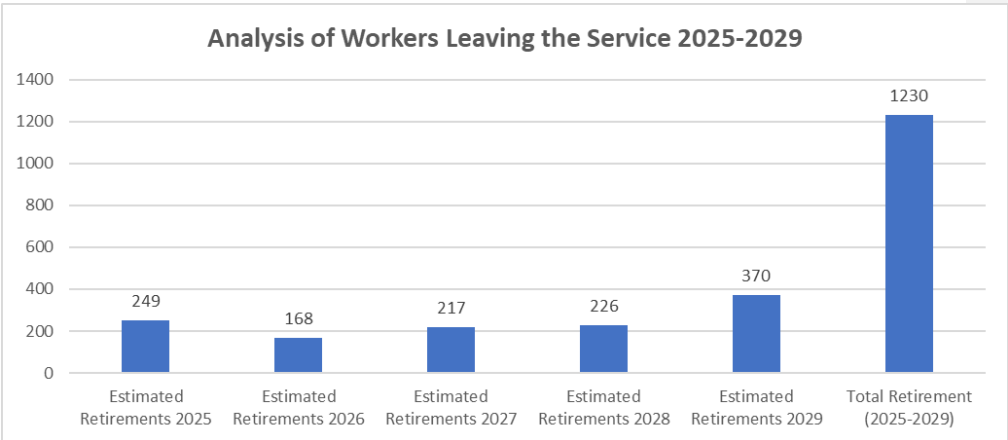
Source: Kogi State Education Management Information System (EMIS) and Kogi State Annual School Census 2024-2025.

2.1.4.9 Forecasting - Assessment of Future Workforce Requirements

As discussed in 2.1.4.8 above, as the student population in Kogi State grows, the workforce (number of teachers) is equally expected to grow if we are to achieve and maintain adherence to benchmarks such as the maximum permissible pupil-to-teacher ratios, urban vs rural ratio targets, gender distribution, and special needs teaching requirements.

Currently, the state has a total of 5,434 male and 10,207 female teachers. Thus, there is need for some alignment and adjustments to ensure effective male-female teacher ratios in each school.

Therefore, this data and information presented above are used to design the teacher recruitment and deployment plan shown in section 3 below. The plan is also carefully designed to ensure that Kogi achieves and sustains adherence to benchmarks such as the maximum permissible pupil-to-teacher ratios, urban vs rural ratio targets, gender distribution, and special needs teaching requirements, ensuring quality teaching and learning in all schools in the state. Based on the projected student population discussed above, as teachers retire, the student population in basic education schools is expected to grow. In other words, the rate at which the number of students in basic education schools grows necessitates the need for the government to ensure timely recruitment and deployment of teachers to not only replace those who will retire but to cater to the growing number of students in the state.

2.2 Teachers Gap Analysis and Findings
2.2.1 Total Basic Education Teachers Gap by Location in Kogi State
The various LGAs in Kogi State exhibit varying degrees of teacher shortages. Table 4 below provides a detailed analysis of the deficit in each LGA. The analysis revealed a gap of 1,007 teachers.

Table 4: Total Basic Education Teachers Gap by Location in Kogi State

LGAs	Teachers Gap (2025-2029)
ADAVI	32
AJAOKUTA	0
ANKPA	29
BASSA	56
DEKINA	77
IBAJI	48
IDAH	44
IGALAMELA-ODOLU	150

IJUMU	43
KABBA-BUNU	82
KOTOKARFI	47
LOKOJA	71
MOPAMURO	19
OFU	86
OGORI-MAGONGO	30
OKEHI	60
OKENE	74
OLAMABORO	59
OMALA	
YAGBA EAST	
YAGBA WEST	
Grand Total	

Source: Baseline Survey Analysis from Data Collected

2.2.2 Summary of Basic Education Teachers Gap by School Type

Across pre-primary and primary schools, the teacher gaps vary significantly by LGAs. Igalamela-Odolu has the highest gap with 150 teachers, followed by Kabba-Bunu with 114 teachers and Ofu with 86 teachers. The smallest gaps are found in Ajaokuta with 0, Mopamuro with 19 and Ankpa with 29.

These gaps are presented in Table 5 below.

Table 5: Summary of Basic Education Teachers Gap by School Type

LGAs	Pre-Primary/Primary Teachers Gap (2025-2029)	Primary Teachers Gap (2025-2029)	Junior Secondary Teachers Gap (2025-2029)	Total Teachers Gap (2025-2029)
ADAVI	11	21	0	32
AJAOKUTA	0	0	0	0
ANKPA	3	26	0	29
BASSA	8	48	0	56
DEKINA	4	73	0	77
IBAJI	14	34	0	48
IDAH	6	36	2	44
IGALAMELA-ODOLU	16	121	13	150
IJUMU	37	5	1	43
KABBA-BUNU	25	84	5	114

KOTOKARFI	7	35	5	47
LOKOJA	8	52	11	71
MOPAMURO	15	3	1	19
OFU	1	78	7	86
OGORI-MAGONGO	8	21	1	30
OKEHI	4	56	0	60
OKENE	19	51	4	74
OLAMABORO	4	55	0	59
OMALA				
YAGBA EAST				
YAGBA WEST				

Source: Baseline Survey Analysis from Data Collected

2.2.3 Current Staffing Position and Gaps, Required Skills, and Teachers in Each School

Annexes 5 and 6 below show the current staff position in each school, i.e., name of school, number of teachers, academic qualifications of teachers, subject taught and subjects without assigned teachers i.e., gaps.

The situation varies by school and LGAs. While some schools have teachers assigned to core subjects such as Mathematics, English and Basic Science, some schools do not. While some schools have a spread of teachers across various subjects, some have concentration of teachers in certain subjects and shortages in others. For instance, across all schools, there are 8,824 Agric Science teachers, 4,314 for Social Studies, 4,081 for Physical & Health Education and 4,024 for Basic Science

The total number of Mathematics and English teachers is 3,897 and 4,217, respectively. This means that under the current arrangement, the ratio of total students to total Mathematics teachers is 1:83, and 1:77 for English teachers. This depicts a shortage of Mathematics and English teachers in many schools while the existing ones are overworked and overstretched, since these are core subjects taken by all students across all levels of basic education.

In terms of academic qualifications, NCE/Grade II is the most prevalent academic qualification and is held by 59.0% of teachers in the state (see figure 6 above). Teachers with degrees or higher constitute 26.7% while the balance of 3.8% are SSCE holders.

Therefore, this information is used in the recruitment and deployment plan in section 3.0 below to determine appropriate recruitment and deployment of teachers to address the gaps in terms of number of teachers, academic qualifications, and subject areas.

2.2.4 Identifying Skills and Number of Teachers Needed

For each school, the skills and teacher gaps are identified using data obtain from the state's EMIS and based on findings discussed above. Kindly refer to Annex 5 and 6 to see current number of teachers per school, their academic qualifications, subjects with teachers assigned and those without assigned teachers (gaps).

Based on the analysis, recommendations are made in section 3 below on the number and distribution of teachers to be recruited and deployed for pre-primary and primary vs junior secondary schools, rural vs urban schools, by subject area, and for each LGA, based on the needs of individual schools.

In this way, teachers that are recruited are not arbitrarily or randomly deployed. Rather, they are efficiently and effectively deployed to the specific schools where their skills are required, to teach subjects where teachers are shortages.

Table 9 in section 3.2.2 below shows the teacher gaps per LGA, derived from teachers gaps in individual schools in each LGA. Based on these gaps, recommendations are made to recruit and deploy additional teachers between 2025 and 2029 to totally close these gaps and ensure that schools meet benchmarks such as the teacher-to-pupil ratio that enhance teaching and learning.

2.3 Institutional Structure for Basic Education Human Resource Management in Kogi State

In Kogi State, basic education is managed by various stakeholders at different levels as presented in Figure 11 and Table 5 below. The development and implementation of the state's Basic Education Policy is informed by the state and local government needs. The responsibility for human resource management in basic education cuts across various MDAs and stakeholders.

Figure 11: Governance Structure of Basic Education in Kogi State
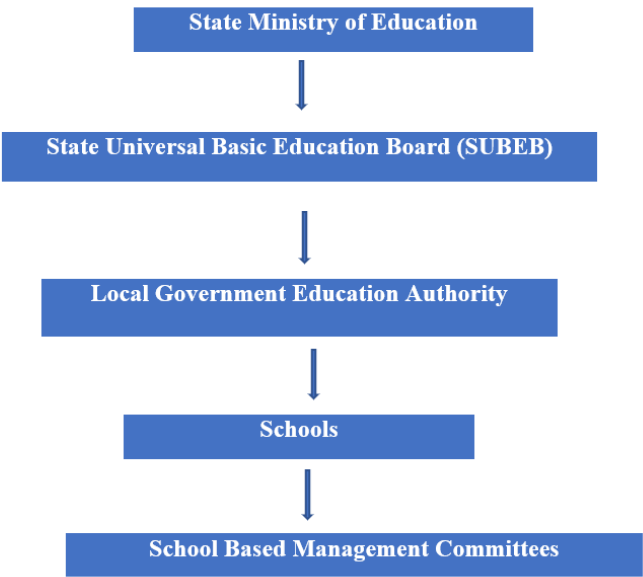
Source: Adapted from website of Kogi State MOEST

The state government is responsible for the provision of quality and functional education. It formulates policies, sets standards and supervises education through the Kogi State Ministry of Education, Science and Technology (KGS-MOEST). The Ministry is led by a commissioner while a Permanent Secretary is its chief accounting officer. Its vision is to be among the best government education service provider in the world by creating and maintaining a standard and technological oriented education system, which offers every citizen the platform to develop, grow and become self-reliant.

Education provision in Kogi State is driven by the provisions in the existing National Policy on Education (FRN 2014 and 2016) and other National Commitments to global initiatives on Education for All (EFA) and Sustainable Development Goals (SDGs 4). Historically, Kogi State lacked a coherent policy response to the challenges of the education sector. In response to these challenges, in 2018, the Kogi State MOEST conducted a State Education Summit tagged the

'Education Roadmap', the outcome of which led to enactment of State Education Law to provide guidance and regulation for the sector. In addition, the state developed its State Education Strategic Plan (SESP) 2021-2039 and the state Education Operational Plan (SESOP) 2021-2027.

According to the Kogi State Development Plan 2024-2056, the key objective of the state is to reposition the sector to deliver inclusive, quality and functional education, build an educational system with qualified teaching professionals, standard classrooms, state-of-the-art laboratories, vocational and skill acquisition workshops and digital technology-enhanced learning in a secure environment. Other objectives include:

- Improve the qualified teacher-to-student ratio in the state
- Improve the literacy rate
- Advance early childcare development education, girl child education and elevate ICT and STEM education
- Foster apprenticeship programmes in the state for non-formal education subsector
- Improve the participation of faith-based organizations and private sector investment in education.
- Improve teacher retention ratio and develop specialized programs to address subject-specific teacher shortages
- Improve educational infrastructure across the state
- Promote Information and Communication Technology (ICT) integration in education
- Strengthen Partnerships and Collaboration with private sector and development partners in the education sector.

In line with the national law mandating free, compulsory, universal basic education (UBE) for primary and junior secondary levels (ages 6-15), Kogi State government declared free education up to the Secondary School level. This also includes registration for all exams from primary school to secondary school such as BECE, JSCE, WAEC, NECO, and JAMB. All public schools in the state are covered by the policy.[4]

---

[4] https://kogistate.gov.ng/gov-bello-declares-free-education-in-kogi-state/

The table below defines the roles and responsibilities of the various stakeholders.

Table 6: Institutional Structure for Basic Education Human Resource Management in Kogi State

MDA/ STAKEHOLDER	MANDATE	FUNDING SOURCES
Ministry of Education, Science and Technology	i. Education policy development, standards setting, monitoring, and implementation ii. Quality assurance and enforcement of compliance with policies and standards iii. Supervision of the activities of its departments and agencies iv. Liaison with federal education agencies and development partners	State Government
SUBEB	i. Management of public primary schools. ii. Recruitment, Deployment, Promotion, and discipline of teachers/personnel iii. Training/retraining of teachers and other personnel iv. Monitoring and supervision of Basic Education schools for quality assurance v. Payment of salaries and other entitlements to LGEA Staff vi. Provision of infrastructure and instructional materials vii. Provision of Basic Education to children of the Nomads viii. Mobilization and sensitization of nomadic communities.	Federal, State, and Local Governments.
Local Government Education Authority (LGEA)	i. Coordination of schools i.e. area education offices, school support visits, supervision, and mentoring of schools	LGEAs/SUBEB
Other Stakeholders	i. This includes SBMCs, CBMCs, PTAs, and MAs have the oversight function for school support, supervision as well as mobilization for effective management of the schools.	STATE, LGEAs, UNICEF & WORLD BANK

Source: Adapted from website of Kogi State MOEST

In order to improve basic education, the state has adopted policies like the Federal Government's Data Capturing, Reduction of out of School Children - Educational Policy.[5] In line with this, the state commenced data capturing of schools and students to ensure that children of school going age have access to affordable and quality education.

---

[5] https://kogistate.gov.ng/kogi-keys-into-dots-educational-program-education-commissioner/

2.3.1 Permissible Teacher-to-Pupil Ratio in Kogi State

In Nigeria, the National Policy on Education recommends a teacher-to-pupil ratio of 1:25 for pre-primary, 1:35 for primary schools and 1:40 for junior secondary schools to ensure effective teaching and learning.[6] The policy emphasizes the importance of basic education and the need for a manageable teacher-to-pupil ratio to ensure qualitative education and meaningful learning.

Despite the recommendations, some pre-primary and primary school classrooms in Kogi State are overcrowded, highlighting challenges in implementing the policy. As shown in the sections above, the average teacher-pupil ratio in Kogi State is 1:21 for pre-primary, 1:21 for primary school and 1:50 for Junior Secondary schools. Thus, significant efforts are required to address specific EECDE, primary and JS schools that exceed the benchmarks in both urban and rural areas.

The State is working towards meeting the National Policy on Education benchmark especially for JS schools. It will also sustain and improve its good ratio in ECCDE and primary schools through targeted recruitments and deployments.

2.3.2 Special Education in Kogi State

Kogi State is working towards inclusive education for persons with disabilities, focusing on improving facilities, providing specialized teacher training, and ensuring barrier-free access, with commitments from the state government and support from federal initiatives like Universal Basic Education Commission (UBEC). Key efforts include making special education free and accessible, addressing physical/psychological challenges, and supporting schools like Ile Anu School for the mentally and physically challenged.[7]

Plans involve upgrading school facilities for barrier-free access and providing specialized training for teachers to handle diverse needs. The state aligns with national policies to ensure free, compulsory basic education for all, regardless of disability, fostering a barrier-free environment.

---

[6] https://education.gov.ng/national-policy-on-education/
[7] https://kogistate.gov.ng/kogi-pledges-support-for-inclusive-education/#:~:text=The%20Kogi%20State%20Commissioner%20for%20Education%2C%20Honorable,specialized%20schools%20have%20the%20resources%20they%20need

While progress is being made in policy and funding, implementing effective Individualized Education Plans (IEPs) and ensuring sufficient resources remain ongoing goals, similar to broader special education challenges.

The state's education strategies as contained in the Kogi State Development Plan 2024-2056 include the renovation, expansion and equipping of schools from primary to secondary to enhance the learning environment and cater for all types of pupils including those with special needs and persons with disability (PWD).

According to Kogi State Annual School Census 2021/2022, there are 104 ECCDE learners with special needs enrolled in public schools. This comprises 33 blind/visually impaired, 16 hearing/speech impaired, 24 physically challenged, 1 mentally challenged, 12 albinos and 18 with autism. By 2022/2023, the state had 1,507 ECCDE learners with special needs in public schools consisting of 174 blind/visually impaired, 381 hearing/speech impaired, 232 physically challenged, 48 mentally challenged, 6 albinos and 666 autistic. This significant increase in the special needs' enrolment figures is due to increased sensitization/awareness for the enrolment of learners with special needs and enhanced data collection and reporting against the previous year/ASC cycle. The largest numbers/increases were reported for Ankpa LGA (see Annex 7 and 8).

At the primary level, the state has 4 public Islamiyya, 10 Nomadic and 7 Special Needs schools. As shown in Annex 9, these schools are spread across 8 LGAs of the state leaving the other 13 LGAs with public special needs schools. The 2022/2023 ASC reported 5 Islamiyya, 14 Nomadic and 1 special needs school in the state (Annex 10).

At the JS level, there are 2 Islamiyah schools – 1 in Ankpa and 1 in Ijumu LGA. In public JSS schools, there are 294 enrolled learners with special needs categorized into 64 blind/visually impaired, 63 hearing/speech impaired, 88 physically challenged, 54 mentally challenged, 8 albinos and 17 autistic in 2021/2022. In the 2022/2023 ASC, Kogi State recorded 266 learners with special needs split into 53 blind/visually impaired, 106 hearing/speech impaired, 46 physically challenged, 41 mentally challenged, 18 albinos and 2 autistic learners enrolled in public JSS schools. This is shown in Annex 11 and 12.

Although enrolment data at the primary level is unavailable, it is clear that the state records lower enrolment for learners with special needs as basic education advances. Thus, it will intensify its

public education and awareness programs to encourage parents to keep learners with special needs in school and complete their basic education.

2.4 Challenges of Basic Education Workers Recruitment, Deployment and Retention in Kogi State

The teaching workforce in its basic education system faces significant challenges. According to the Kogi State Development Plan 2024-2056, there are several challenges confronting teachers' recruitment, deployment, and retention including:

- Inadequate manpower across secondary and primary school levels in the state.
- Inadequate educational infrastructure and teaching aids.
- Low remuneration and poor incentives for teachers at the primary level of education in the state, resulting in poor attitude to work.
- Skewed geographical distribution of public and private schools resulting in areas with significantly more educational resources (schools and teachers) than others, worsening the qualified teachers-to-student ratio in such localities.
- Low participation of community and faith-based organizations in the provision of education.
- Lack of a comprehensive state education policy.
- Dilapidated school buildings and unsafe learning environments.
- Inadequate targeted professional development programs, mentorship opportunities, and incentives to encourage further education and training.
- Lack of attractive salaries and other packages to encourage more young people to join the teaching profession.
- Insufficient teaching/learning materials to be used by teachers in schools such as textbooks, blackboards, computers, tablets, etc.
- Inadequate infrastructural facilities including potable water, electricity, and water, sanitation, and hygiene (WASH) facilities in schools.
- Insufficient or delayed replacement of teachers that retire or withdraw from service, resulting in shortage of teachers.
- Inadequate monitoring and mentoring by relevant MDAs and administrators.

- Political interference in hiring practices and processes.
- Low community participation to complement government efforts in monitoring and inspection of schools, and demand for improved teacher recruitment, deployment, and training.

These challenges may have contributed to and amounted to poor educational outcomes at the basic education level resulting in many pupils/students leaving primary and junior secondary schools without the requisite skills and competencies for them to be self-reliant.

3.0 RECRUITMENT/DEPLOYMENT PLAN AND COSTING

3.1 Recruitment Plan

3.1.1 Basic Education Teachers Recruitment by School Level (5-year Projection)

To address the challenges affecting the education sector, Kogi State has developed a comprehensive recruitment and deployment plan for basic education teachers over the next five years (2025-2029). The plan aims to recruit a total of 2,425 additional teachers, comprising 1,319 pre-primary and primary and 1,106 JS school teachers. The state has sufficient primary only school teachers, but they will be re-distributed to ensure equity across schools and LGAs.

As presented in Table 9, the plan is to recruit 2,425 teachers over five (5) years; 817 teachers in 2025, 485 teachers in 2026, and 374 teachers each in 2027, 2028, and 2029. The recruitment plan focuses on recruiting more teachers in 2025 and 2026 to quickly reduce the strain on the existing teachers and improve teachers' service delivery in the short run. This is to ensure that the state has adequate teachers to maintain the recommended teacher-pupil ratios even under the projected enrolments and expected retirements as shown in table 3c above.

Table 9: Basic Education Teachers Recruitment by School Level (5-year Projection)

Teachers Recruitment by School Level	Total	2025	2026	2027	2028	2029
Pre-Primary and Primary	1,319	264	264	264	264	264
Junior Secondary	1,106	553	221	111	111	111
Total	2,425	817	485	374	374	374

Source: Baseline Survey Analysis from Data Collected

This strategic approach not only aims to close the current and projected teacher gap but also to enhance teacher distribution, particularly in overstretched areas where shortages are more acute.

The implementation of this plan will help bridge learning disparities between urban and rural schools and encourage greater community support for basic education.

The plan emphasizes equitable access to quality education and improving educational outcomes to foster primary to secondary-transitions and enhance the overall quality of learning in these communities. Additionally, the recruitment process will emphasize inclusion by prioritizing the hiring of women, persons with disabilities, minorities, and other disadvantaged groups.

Such initiatives are expected to result in better educational outcomes at the basic education level, ensuring that students acquire the requisite skills and competencies to be self-reliant and successful in their future endeavours.

3.1.2 Recruitment Strategy

In view of the anticipated increase in student population, focus will be placed on new recruitments and redistributions to fill the identified gaps. However, qualified volunteers or ad-hoc staff engaged by the schools will be given the opportunity to be naturalized into the service. In addition, existing civil servants in the State or Secondary Education sub-sector who have the requisite academic and teaching qualifications will be permitted to apply for transfer into the BED teaching cadre for immediate redeployment. After mopping up all existing internal recruitment potentials, an external recruitment drive be launched for external (qualified) candidates to apply to fill the remaining gaps not filled by internal candidates.

The recruitment will be very competitive and open to all qualified candidates; however, a reasonable degree of allowance will be given to qualified female applicants and applicants with disability in line with the gender and social inclusion objectives of the state as set out by the State Executive Council.

3.2 Deployment Plan
3.2.1 Basic Education Teachers Deployment Plan by Classification of Duty Station
To effectively close the current and projected teacher gap between 2025 and 2029, Kogi State should recruit and deploy teachers using a detailed and strategic framework. In 2025 recruitment, more teachers should be allocated/deployed to rural schools where the impact of shortages is most severe due to greater enrolments in rural schools. This approach, presented in Table 10, will help address this teacher shortage in rural schools while ensuring that students in

underserved regions also receive quality education. As educational standards improve, it is anticipated that community support for basic education will grow, fostering smoother transitions from primary to secondary education.

Table 10: Basic Education Teachers Deployment Plan by Classification of Duty Station

Teachers Deployment by Classification of Duty Station	Total	2025	2026	2027	2028	2029
Rural	1,720	580	345	265	265	265
Urban	705	237	141	109	109	109

Source: Baseline Survey Analysis from Data Collected

A detailed breakdown of teachers' deployment to each basic education school in the state is presented in Annex 3 of this report.

3.2.2 Basic Education Teachers Deployment by LGA

Between 2025 and 2029, Kogi State is poised to address the significant teacher shortages in its basic education system by strategically recruiting and deploying teachers. The deployment strategy will be based on an in-depth analysis of the existing teacher gaps across the Local Government Areas (LGAs). This will ensure that the allocation of teachers is aligned with the specific needs of each LGA, thereby optimizing educational outcomes. The detailed breakdown of the required teacher deployment per LGA over the next five years is presented in Table 11 below:

Table 11: Basic Education Teachers Deployment by LGA

Teachers Deployment by LGA	2025	2026	2027	2028	2029
ADAVI	12	16	16	2	18
AJAOKUTA	4	3	38	3	15
ANKPA	18	12	14	32	34
BASSA	6	2	34	18	52
DEKINA	34	30	36	24	30
IBAJI	20	18	10	30	18
IDAH	2	10	4	22	52
IGALAMELA-ODOLU	88	28	52	38	94
IJUMU	62	4	6	4	10
KABBA-BUNU	58	32	30	18	26
KOTONKARFI	6	8	14	10	18
LOKOJA	20	18	18	46	40
MOPAMURO	4	4	4	14	12
OFU	28	38	40	26	42
OGORI-MAGONGO	8	12	18	6	16
OKEHI	20	32	14	10	44
OKENE	6	26	28	40	48
OLAMABORO	52	44	30	18	22
OMALA	18	12	14	32	34
YAGBA EAST	6	2	34	18	52
YAGBA WEST	8	12	18	6	16

Source: Baseline Survey Analysis from Data Collected

3.2.3 Teachers Deployment by Subject Taught

The proposed teacher deployment plan by subject area shown in Table 12 below has been carefully designed to ensure adequate and strategic deployment of teachers for core subjects especially Mathematics and English and subjects with the greatest teacher gaps. This will ensure that schools have adequate teachers to cover all subjects irrespective of location. It will also contribute towards ensuring that students develop adequate literacy, numeracy, and other skills.

Table 12: Teachers Deployment by Subject Taught

Teachers Deployment by Subject Area	Total	2,025	2,026	2,027	2,028	2,029
Agric Science	75	15	15	15	15	15
Basic Science	100	20	20	20	20	20
Biology	400	80	80	80	80	80
Civic Education	100	20	20	20	20	20
Computer Programming	100	20	20	20	20	20
Cultural & Creative Arts	75	15	15	15	15	15
Economics	200	40	40	40	40	40
English	400	80	80	80	80	80
Geography	150	30	30	30	30	30
Hausa	75	15	15	15	15	15
Home Economics	100	20	20	20	20	20
Islamic Studies	75	15	15	15	15	15
Maths	400	80	80	80	80	80
Physical & Health Education	75	15	15	15	15	15
Social Studies	100	20	20	20	20	20

Source: Baseline Survey Analysis from Data Collected

3.2.4 Special Education Teacher Needs

Kogi State plans to recruit additional 150 special needs teachers for ECCDE, primary and junior secondary schools between 2025 and 2029. It also plans to create awareness among parents of children with special needs to enroll their children in these schools and train special needs teachers.

Table 13: Special Needs Teachers Recruitment Plan

ACTIVITIES	2025	2026	2027	2028	2029	COST (NGN)					TOTAL COST
						2025	2026	2027	2028	2029	
Recruit 50 Special Needs teachers (10 per Year) for ECCDE	10	10	10	10	10	1,903,824	2,151,321	2,430,993	2,747,022	3,101,134.86	12,334,299.86
Recruit 50 Special Needs teachers (10 per Year) for Primary	10	10	10	10	10	1,903,824	2,151,321	2,430,993	2,747,022	3,101,134.86	12,334,299.86
Recruit 59 Special Needs teachers (10 per Year) for JSS	10	10	10	10	10	1,903,824	2,151,321	2,430,993	2,747,022	3,101,134.86	12,334,299.86
Train 150 Special Needs Teachers	30	30	30	30	30	2,974,725	3,361,439	3,798,426	4,292,222	4,850,210.86	19,277,052.86

3.2.4 Framework for Equitable Workers Deployment

Kogi State has adopted a strategic approach to promote equitable teacher deployment by prioritizing underserved schools, communities, and local government areas (LGAs). In 2025, 67% of newly appointed teachers will be assigned to rural regions, with the objective of mitigating substantial teacher shortages that have impeded educational advancement in these areas. This focused strategy is designed to reduce disparities between urban and rural education standards while encouraging greater community engagement in basic education, ultimately supporting smoother transitions from primary to secondary levels.

In addition, the recruitment process is structured to advance inclusion and diversity. By prioritizing the employment of women, persons with disabilities, minorities, and other historically underrepresented groups, the initiative aims to cultivate a teaching workforce that mirrors the diversity of the broader population. This approach is anticipated to improve educational outcomes by harnessing the wide range of perspectives and experiences within the teaching staff, thus supporting the comprehensive development of students.

3.2.4.1 Strategy for Sourcing and Recruiting New Teachers.

To effectively address the current gap in the teaching workforce, the following comprehensive strategies will be implemented:

Combination of Internal and External Recruitment.

I.   **Internal Recruitment:** Identify and promote qualified candidates from within the existing workforce to fill vacant teaching positions. This includes leveraging the skills and experience of current staff members who are capable of taking on new roles and responsibilities.

II.   **External Recruitment**: Conduct targeted recruitment campaigns to attract new talent from outside the organization. This will involve advertising job openings through various channels, including online job portals, social media, and professional networks, to reach a wider pool of potential candidates.

Upgrading Educational Institutions

I. **Enhancement of Colleges of Education and Tertiary Institutions:** Invest in the infrastructure and resources of state colleges of education and other tertiary institutions to improve their capacity to train and produce high-quality teachers. This includes modernizing facilities, updating curricula, and providing professional development opportunities for faculty members.

II. **Partnerships with Educational Institutions:** Establish partnerships with reputable educational institutions to create pathways for students to transition into teaching roles within the state. This can include internship programs, mentorship opportunities, and collaborative research projects.

Provision of Scholarships and Incentives

I. **Scholarships for Aspiring Teachers:** Offer scholarships to students pursuing degrees in education to alleviate the financial burden and encourage more young people to enter the teaching profession. These scholarships can cover tuition fees, textbooks, and other educational expenses.

II. **Incentives for Teaching in State-Owned Schools:** Provide additional incentives, such as signing bonuses, housing allowances, and transportation stipends, to attract and retain teachers in state-owned schools, particularly in underserved areas.

Improved Working Conditions and Allowances

I. **Enhanced Working Conditions:** Improve the overall working environment for teachers by ensuring that schools are well-equipped with necessary teaching materials, technology, and support staff. This includes maintaining safe and conducive learning spaces for both teachers and students.

II. **Rural Area Incentives:** Offer special allowances and incentives for teachers working in rural areas to compensate for the challenges associated with these locations. This

can include higher salaries, rural hardship allowances, and opportunities for professional growth and development.

Support for Academic Advancement

I. **Professional Development Programs:** Provide ongoing professional development opportunities for existing teachers to enhance their skills and knowledge. This can include workshops, seminars, and online courses focused on the latest teaching methodologies and educational technologies.

II. **Scholarships for Further Education:** Offer scholarships for teachers with secondary school certificates (SSCE) to pursue higher qualifications, such as the National Certificate in Education (NCE) or Grade II certification. This will help build a more qualified and competent teaching workforce.

Recruitment for Special Needs Education

I. **Specialized Recruitment Initiatives:** Implement targeted recruitment initiatives to hire teachers with expertise in special needs education. This includes identifying candidates with specialized training and experience in teaching students with disabilities and other special needs.

II. **Training Programs for Special Needs Education:** Develop and offer training programs for current and prospective teachers to equip them with the skills and knowledge required to effectively support students with special needs. This can include certification courses, workshops, and hands-on training sessions.

By implementing these strategies, we aim to build a robust and capable teaching workforce that can meet the diverse educational needs of students across the state. This comprehensive approach will ensure that we attract, retain, and develop high-quality teachers who are committed to providing excellent education for all students.

3.3 Multi-Year Costed Basic Education Teachers Recruitment and Deployment Plan

3.3.1 Financing the Costed Recruitment and Deployment Plan

As presented in Table 11 below, Kogi State will require about N1.43bn to finance its teacher recruitment and deployment plan split into N482m for basic education in 2025, N286m in 2026, N221m in 2027-2029, including training them and providing necessary allowances, instructional materials supply, and work tools/equipment to enable them to do their jobs effectively. To achieve this, a shift from heavy reliance on government and budgetary funding is necessary, moving towards partnerships and collaboration among various stakeholders and partners.

A proposed funding mix includes 60% from the government/budget, 25% from grants/donor funds, and 15% from private sectors and community participation. This strategy will incorporate partnerships with training institutions and leverage technology to reach teachers across the state. Enhancing non-government funding of basic education will involve attracting resources through partnerships, coordinating and synergizing with partner activities, and increasing private sector and community involvement in education, thus encouraging diversification of funding efforts.

This approach fosters shared responsibility and accountability in resource allocation and utilization. It emphasizes collaboration and partnerships among all basic education stakeholders, shared responsibility, community involvement in education, and democratic processes in the delivery of basic education. These practices have the potential to establish a solid foundation for achieving effective and sustainable education for all children, regardless of their physical, social, economic, or geographical circumstances.

Table 11: Multi-Year Costed Basic Education Teachers Recruitment and Deployment Plan

Cost Items	Description	Amount (N)				
		2025	2026	2027	2028	2029
Total Teachers to be recruited/Deployed		**817**	**485**	**374**	**374**	**374**
Recruitment Exercise	*Adverts, examination, selection interview, etc.*	65,344,000.00	38,800,000.00	29,952,000.00	29,952,000.00	29,952,000.00
Onboarding Exercise	*Orientation and pre-deployment training.*	49,008,000.00	29,100,000.00	22,464,000.00	22,464,000.00	22,464,000.00
Personnel Cost	*Salary, allowances, incentives for rural posting, etc.*	81,680,000.00	48,500,000.00	37,440,000.00	37,440,000.00	37,440,000.00
Overhead Cost	*Off-the-job Training, instructional materials & stationery, etc.*	122,520,000.00	72,750,000.00	56,160,000.00	56,160,000.00	56,160,000.00
Capital Cost	*Office space, furniture, etc.*	98,016,000.00	58,200,000.00	44,928,000.00	44,928,000.00	44,928,000.00
Other Costs	*Contigency, etc.*	65,344,000.00	38,800,000.00	29,952,000.00	29,952,000.00	29,952,000.00
Total Cost		**481,912,000.00**	**286,150,000.00**	**220,896,000.00**	**220,896,000.00**	**220,896,000.00**

Source: Baseline Survey Estimation from Data Collected

3.3.2 Recruitment Calendar

In line with the multi-year costed basic education teachers recruitment and deployment plan shown above, the state will implement the following recruitment calendar:

Table 15: Basic Education Teachers Recruitment Calendar

ACTIVITIES	2025	2026	2027	2028	2029
Finalize and obtain approval for the recruitment and deployment plan	■				
Constitute a recruitment and deployment committee in collaboration with Civil Service Commission and Local Government Service Commission	■				
Place adverts for recruitment in newspapers, on website, notice boards and social media	■	■	■	■	■
Screen and streamline applications	■	■	■	■	■
Conduct recruitment examination	■	■	■	■	■
Shortlist successful candidates	■	■	■	■	■
Conduct oral interviews and verification of certificates	■	■	■	■	■
Publish list of successful candidates with duty stations	■	■	■	■	■
Conduct orientation, placements and pre-deployment training	■	■	■	■	■
Conduct annual monitoring of attendance and service delivery quality, as well as performance appraisal exercise	■	■	■	■	■

4.0 RECOMMENDATIONS

From the findings of this baseline exercise on the status of basic education in Kogi State, a lot needs to be done toward defining a clear path for improving teaching and learning experiences

and outcomes for all children. These pathways must involve all basic education stakeholders and be consistent with the multi-year teacher recruitment and deployment plan. Key recommendations include:

- Develop and sustain a system in which demand for qualified teachers is matched by a supply of well-trained and highly professional teaching force evenly distributed, and move from the system dominated by inexperienced, underqualified, and unskilled teachers unevenly deployed. A system with improved teacher management that promotes innovative approaches for attracting, developing, and retaining effective and motivated teachers.
- Prioritize teacher's recruitment, training and incentives in the annual budget.
- Improve working conditions, make the teaching profession more attractive by creating and offering capacity development programmes, retraining teachers and providing other incentives.
- Collaborate with the private sector to provide and upgrade educational infrastructure, especially in underserved communities.
- Replicate UBEC's Smart School models in the state and local government areas, facilitating easy access (connectivity) and sustenance of smart learning using digital technology and ICT.
- Implement policies to recruit and retain qualified teachers in underserved regions.
- Depart from the heavy reliance on government funding and financing of education to partnerships, funding, and collaboration with development partners/donors, the private sector, and the community.
- A shift from an elitist and discriminatory system that tends to perpetuate the existing social inequalities in society to a more egalitarian, inclusive, and equitable system that guarantees every child's right to basic education through well-funded and sustainable access. Achieving greater inclusion and promoting diversity in basic education is a strong social justice imperative, an objective reflected in SDG 4 ***"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*** "
- Transition from a weak data management system characterized by data whose reliability and accuracy cannot always be assured, to a strengthened EMIS that insists on the

50

collection of accurate and reliable data for evidence-based decision-making and effective planning.

- Shift from institutionally weak implementation structures to improved and robust education intervention agencies to meet contemporary demands of basic education in Nigeria.
- Increase investment in primary and junior secondary educational infrastructure, especially in LGAs with fewer schools.
- Enhance and institutionalize continuous data updates, monitoring and evaluation mechanisms to ensure equitable distribution of resources.
- Engage local communities to support educational initiatives and foster a culture of learning.

5.0 CONCLUSION

As Kogi State implements that HOPE-GOV Programme to address challenges in basic education, it is vital to fully leverage this opportunity to deliver quality education to all basic education students. Achieving meaningful transformation requires a strategic focus on teacher recruitment, deployment, and retention, as well as targeted investment in infrastructure, high-impact programs, funding diversification, and capacity building for educators and managers.

Sustained commitment from all stakeholders is essential to realise an inclusive, equitable, and effective basic education system. The success of these initiatives will be evident in improved enrolment, learning outcomes, and the overall development of the state.

ANNEXURES

Annex 1: Baseline Mapping Technical Working Group

S/N	Team	Role
1.	Permanent Secretary, Ministry of Education, Science and Technology (MOEST)	Chairman
2.	Executive Chairman, KGSUBEB	Co-Chairman
3.	Director Planning, Research, and Statistics, MOEST	Secretary
4.	Director Planning, Research, and Statistics, KGSUBEB	Member
5.	Desk Officer of HOPE-Basic Education	Member
6.	EMIS Focal Person MOEST	Member
7.	EMIS Focal person, KGSUBEB	Member
8.	Representative, Kogi State National Union of Teachers	Member

Annex 2: Survey Data Collection Tools.

me of ools (List all ic Education ools)	Type/level of School *(Pre-primary, Primary or Junior Secondary)*	Location/Community	Classification of School Location *(Rural or Urban)*	Total Number of Teachers	Number of male teachers	Number of female teachers	Number of Teachers with a minimum of NCE/Grade II?	Number of Teachers with B.Ed/B.A. Ed/B.Sc. Ed/B.Tech Ed.	Number of Teachers With TRCN Certificate	Number of Teachers per Subject taught in school *(e.g., English (5), Maths (3), etc.*	Number vacancie school p subject Biology (Econs (2

Annex 3: Teachers Deployment by School.

PDF

Kogi Recruitments
and Deployments Plan

Annex 4: Analysis of Current Pupil-Teacher Ratio per School

PDF

Kogi State Analysis of
Current Pupil-Teacher

Annex 5: Current Workforce and Academic Qualifications per School

PDF

Current Workforce
and Academic Qualific

Annex 6: Skills Gap for Each School in Kogi State

PDF

Kogi Recruitments
and Deployments Plan

Annex 7: Special Needs enrolment in Public ECCDE/Pre-Primary Schools 2021/2022

LGA	Blind/Visually Impaired						Hearing/speech Impaired						Physically Challenged					
	ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAVI			1												1			
AJAOKUTA										1					1			
ANKPA							1											
BASSA	1	1	2	1	1	1					4							
DEKINA	1												1		1			
IBAJI										2								
IDAH																		1
IGALAMELA/ODOLU																		
IJUMU					4	4												
KABBA/BUNU									3			1		1		1	1	
KOGI																		
LOKOJA																		
MOPAMURO														1				2
OFU																2		
OGORI/MAGONGO																		
OKEHI	12		4											4		4		
OKENE									1	3			1					2
OLAMABORO																		
OMALA																		
YAGBA EAST																		
YAGBA WEST																		
Total	**23**	**1**	**7**	**1**	**5**	**5**	**1**	**0**	**4**	**6**	**4**	**1**	**2**	**6**	**3**	**7**	**1**	**5**

(Continued) Special Needs Enrolment in Public ECCDE/Pre-Primary Schools 2021/2022

LGA	Mentally Challenged						Albinism						Autism					
	ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAVI																		
AJAOKUTA																		
ANKPA												8						2
BASSA																		
DEKINA																		8
IBAJI																		
IDAH																		
IGALAMELA/ODOLU											1							
IJUMU																		
KABBA/BUNU																		
KOGI																		
LOKOJA																		
MOPAMURO																		
OFU																		8
OGORI/MAGONGO																		
OKEHI			1															
OKENE										2	1							
OLAMABORO																		
OMALA																		
YAGBA EAST																		
YAGBA WEST																		
Total	0	0	1	0	0	0	0	0	0	2	2	8	0	0	0	0	0	36

Annex 8: Special Needs enrolment in Public ECCDE/Pre-Primary Schools 2022/2023

LGA	Blind/Visually Impaired						Hearing/speech Impaired						Physically Challenged					
	ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAVI	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0
AJAOKUTA	0	0	0	0	0	0	0	0	0	4	0	0	2	0	0	0	0	0
ANKPA	60	68	0	0	0	0	48	60	120	64	0	0	0	0	0	16	60	100
BASSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEKINA	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IBAJI	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
IDAH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
IGALAMELA/ODOLU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IJUMU	0	0	0	0	0	0	3	0	2	0	0	0	0	0	0	0	0	0
KABBA/BUNU	0	0	3	3	0	2	0	2	4	0	2	0	2	0	2	0	2	0
KOGI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOKOJA	0	0	0	0	0	0	4	2	6	12	4	2	0	0	0	0	0	0
MOPAMURO	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
OFU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	16
OGORI/MAGONGO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OKEHI	0	0	0	0	0	0	0	0	0	0	15	0	0	0	4	0	3	3
OKENE	0	2	0	0	0	0	0	0	2	0	0	4	0	0	2	8	0	0
OLAMABORO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OMALA	0	0	2	4	0	0	0	0	4	2	0	4	0	0	0	0	0	2
YAGBA EAST	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2
YAGBA WEST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	90	70	5	7	0	2	55	66	145	84	21	10	4	2	8	28	65	125

(Continued) Special Needs enrolment in Public ECCDE/Pre-Primary Schools

LGA	Mentally Challenged						Albinism						Autism						TOTAL	
	ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary		ECCD		Nur 1 & 2		Nur 3 /Pre-Primary			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAVI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0
AJAOKUTA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4
ANKPA	6	0	0	0	0	0	0	0	0	0	0	0	88	120	120	80	60	100	562	608
BASSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEKINA	0	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46	0
IBAJI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
IDAH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
IGALAMELA/ODOLU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IJUMU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0
KABBA/BUNU	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	17	9
KOGI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOKOJA	0	0	6	14	0	4	0	0	0	0	0	0	0	0	0	0	0	0	20	34
MOPAMURO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
OFU	0	0	0	0	0	0	0	0	0	0	0	0	32	0	32	32	0	0	64	52
OGORI/MAGONGO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OKEHI	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	3
OKENE	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	4	16
OLAMABORO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OMALA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	12
YAGBA EAST	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	6
YAGBA WEST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	6	0	24	14	0	4	0	0	0	2	0	4	122	120	152	112	60	100	757	750

Annex 9: Primary Schools by Type 2021/2022

LGA	PUBLIC					PRIVATE						TOTAL					
	Islamiyah	Nomadic	Regular	special needs	Total	Islamiyah	Nomadic	Regular	Science & Tech	special needs	Total	Islamiyah	Nomadic	Regular	Science & Tech	special needs	Total
ADAVI			51		51	5		154	1		160	5	0	205	1	0	211
AJAOKUTA			70		70	2		102			104	2	0	172	0	0	174
ANKPA	2	4	151		157	1	1	53			55	3	5	204	0	0	212
BASSA			90		90			16			16	0	0	106	0	0	106
DEKINA		1	204	2	207	10		120	1	1	132	10	1	324	1	3	339
IBAJI			79		79			27			27	0	0	106	0	0	106
IDAH			50		50			54			54	0	0	104	0	0	104
IGALAMELA/ODOLU			118		118	2		37			39	2	0	155	0	0	157
IJUMU		2	61	2	65			76			76	0	2	137	0	2	141
KABBA/BUNU			80		80			97			97	0	0	177	0	0	177
KOGI			84		84	4		31			35	4	0	115	0	0	119
LOKOJA			88	1	89	10		275	4	1	290	10	0	363	4	2	379
MOPAMURO			16		16			16			16	0	0	32	0	0	32
OFU	2	1	124		127	2		63		1	66	4	1	187	0	1	193
OGORI/MAGONGO			22	2	24			7			7	0	0	29	0	2	31
OKEHI		1	62		63	6		90	1	1	98	6	1	152	1	1	161
OKENE			101		101	6		123	2	1	132	6	0	224	2	1	233
OLAMABORO			59		59			37			37	0	0	96	0	0	96
OMALA		1	38		39			25			25	0	1	63	0	0	64
YAGBA EAST			52		52			55			55	0	0	107	0	0	107
YAGBA WEST			58		58			41			41	0	0	99	0	0	99
Total	4	10	1658	7	1679	48	1	1499	9	5	1562	52	11	3157	9	12	3241

Annex 10: Types of Public Primary Schools 2022/2023

LGA	Islamiyah	Nomadic	Regular	special needs	Total
ADAVI			75		75
AJAOKUTA			81		81
ANKPA	2	3	162		167
BASSA		1	82		83
DEKINA		2	197	1	200
IBAJI			76		76
IDAH			45		45
IGALAMELA/ODOLU			115		115
IJUMU		2	60		62
KABBA/BUNU		1	77		78
KOGI		1	92		93
LOKOJA			90		90
MOPAMURO			12		12
OFU	2		140		142
OGORI/MAGONGO		1	21		22
OKEHI			90		90
OKENE			112		112
OLAMABORO		2	74		76
OMALA	1		44		45
YAGBA EAST			46		46
YAGBA WEST		1	54		55
Total	**5**	**14**	**1745**	**1**	**1765**

Annex 11: Special needs in Public JSS 2021/2022

LGA	Blind/Visually impaired						Hearing/Speech impaired						Physically challenged					
	JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAVI	1																1	
AJAOKUTA								1		1		1						
ANKPA			2	3	4	2	1		5	2	2	1	1	1	2	2	2	1
BASSA				8									9					
DEKINA	1	1	1	1			2	4	3	6	5	5	2	1	5	3	2	4
IBAJI	1	1			1					1			1	1		1	1	1
IDAH	1	2	3	5	2	3		4		3		5		1				
IGALAMELA-ODOLU	1															1		
IJUMU		1					1											1
KABBA-BUNU						8			1					8	1			
KOGI								1						1		8		
LOKOJA		1	1	2									1	1				
MOPAMURO															1			
OFU	1																	
OGORI-MAGONGO																		
OKEHI															8		2	
OKENE	1												1			1		
OLAMABORO		2					2				2		1	1	1	1	1	1
OMALA					1				2						1	1		
YAGBA EAST					1	1	1				1		1				1	
YAGBA WEST																	1	
Total	7	8	7	19	9	14	7	10	11	13	10	12	17	15	20	17	11	8

(Continued) Special needs in Public JSS 2021/2022

LGA	Mentally challenged						Albinism						Autism					
	JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAVI										1								
AJAOKUTA																		
ANKPA							1											
BASSA															8	8		
DEKINA							1											
IBAJI																		
IDAH																		
IGALAMELA-ODOLU																		
IJUMU			1															
KABBA-BUNU	8	8						1										
KOGI											1				1			
LOKOJA						1		1										
MOPAMURO																		
OFU										1								
OGORI-MAGONGO																		
OKEHI	8		1															
OKENE				1														
OLAMABORO																		
OMALA	9	5	4	5	2	1					1							
YAGBA EAST																		
YAGBA WEST																		
Total	**25**	**13**	**6**	**6**	**2**	**2**	**2**	**2**	**0**	**2**	**2**	**0**	**0**	**0**	**9**	**8**	**0**	**0**

Annex 12: Special Needs in Public JSS 2022/2023

LGA	Blind/Visually impaired						Hearing/Speech impaired						Physically Challenged					
	JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
AJAOKUTA	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0
ANKPA	0	0	4	3	4	4	9	8	7	2	2	3	0	0	0	0	0	0
BASSA	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
DEKINA	1	1	0	1	1	0	2	4	3	6	5	4	2	1	6	3	3	3
IBAJI	1	0	3	1	1	0	3	2	0	0	1	0	2	1	2	0	0	1
IDAH	1	2	2	5	2	3	0	4	0	3	0	5	0	0	0	1	0	0
IGALAMELA-ODOLU	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IJUMU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
KABBA-BUNU	0	0	0	0	0	0	0	0	0	0	0	8	0	2	0	0	1	0
KOGI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
LOKOJA	0	0	0	1	1	2	0	1	0	0	0	0	2	0	0	1	0	0
MOPA-MURO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
OFU	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0
OGORI-MAGONGO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OKEHI	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
OKENE	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
OLAMABORO	0	0	0	0	0	0	2	0	0	0	2	0	1	1	0	0	0	0
OMALA	0	0	2	0	0	0	1	1	0	1	0	0	1	0	0	0	1	0
YAGBA EAST	0	0	0	0	1	1	11	0	0	1	0	0	0	0	0	0	0	0
YAGBA WEST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	8	3	11	11	10	10	28	21	10	14	11	22	10	6	10	7	8	5

(Continued) Special Needs in JSS 2022/2023

LGA	Mentally Challenged						Albinism						Autism					
	JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3		JSS 1		JSS 2		JSS 3	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAVI	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
AJAOKUTA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANKPA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BASSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEKINA	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
IBAJI	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
IDAH	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
IGALAMELA-ODOLU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IJUMU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KABBA-BUNU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KOGI	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
LOKOJA	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0
MOPA-MURO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OFU	0	0	0	0	0	0	0	1	0	0	0	8	0	0	0	0	0	0
OGORI-MAGONGO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OKEHI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OKENE	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OLAMABORO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OMALA	7	5	10	5	8	5	1	0	0	0	0	0	1	0	0	0	1	0
YAGBA EAST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YAGBA WEST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	7	5	10	6	8	5	4	2	0	1	3	8	1	0	0	0	1	0