

# PLATEAU STATE GOVERNMENT

## Ministry of Education

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## PLATEAU STATE RECRUITMENT AND DEPLOYMENT PLAN ON BED WORKERS

### 1. Introduction

This report presents the findings of the baseline exercise mapping the number and duty stations of **BASIC EDUCATION (BED) Teachers** across Plateau State. The study presents a multi-year, cost-worker recruitment and deployment plan to address identified staffing gaps. This initiative addresses critical workforce shortages in Education by increasing equitable deployment of trained personnel across the state.

- to determine staffing gaps.

Develop a multi-year, costed BED-Teacher'

### 2. Objectives The primary objectives of this baseline exercise are to:

- Conduct a comprehensive enumeration of **BED Teachers** in Plateau State.
- Identify and map BED Teachers duty stations across the 17 Local Government Areas (LGAs).
- Assess BED Teachers' distribution, and qualifications s recruitment and deployment plan to address deficiencies.

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- Provide policy recommendations for sustainable work force planning and improved BED outcomes.

**3. Methodology** A mixed-methods approach was used to ensure a comprehensive analysis:

- **Data Collection:** Review of existing list of primary teachers in the state, enumeration of BED Teachers, facility visits, and stakeholder consultations.
- **Gap Analysis:** BED worker ratios, area-specific shortages, and deployment imbalances were assessed.
- **Financial Analysis:** Estimating recruitment, training, deployment and budgetary requirements.

## 4. Key Findings

### 4.1 BED Worker Distribution

- A total of **14,408** BED teachers were enumerated.
- workers were identified across the state's 2679 Primary schools BED facilities. (Attached list of BED workers).

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- Rural areas have a higher concentration of BED Teachers, hence the need for more concentration in these communities.

### 4.2 Staffing Gaps

The absence of adequate staffing can severely impede the educational progress of pupils in Plateau State. The following are some potential consequences:

- Declining Pupils Performance: With a shortage of qualified teachers, students may struggle to grasp essential concepts, leading to poorer academic performance and increased dropout rates.
- Increased Teacher Burnout: Existing teachers are often overwhelmed by large class sizes and heavy workloads, leading to burnout and further attrition.
- Inequality in Education Access: Schools in underserved areas, which are already facing challenges, disproportionately suffer from staffing shortages, exacerbating educational inequities across the State.

**PLATEAU** State currently experiences a deficit of **4,000 BED** teachers. This discrepancy arises from an ideal teaching model, which suggests a teacher pupil ratio of 30 per class.

The ramifications of this shortfall are significant, it has led to overcrowded classrooms, reduced individual attention for students, and overall

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deterioration in the quality of education delivered. These conditions have hindered not only student learning and engagement but also their overall academic achievement.

### 4.3 Financial and Workforce Projections

- Based on projected population growth and teachers' retirements, the state needs to recruit **4,000** new BED Teachers over the next three years.
- The estimated recruitment, training, and deployment cost is **₦5,668,128,000.00**

### 5. Multi-Year BED-Teachers Recruitment and Deployment Plan

A structured approach is required to bridge the staffing gap. The following phased plan is recommended:

#### Plateau State Multi-Year Costed Recruitment and Training Plan

Year	Recruitment Plan	Training Plan	Budget (Naira)
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2025	<ul style="list-style-type: none"><li>Recruit BED Teachers for 1,500 primary BED Learning centers.</li><li>Evaluate recruitment impact and address emerging needs.</li></ul>	Provide foundational training for newly recruited BED Teachers.	<b>N1,600,548,000.00</b>
2026	Recruit an additional 1,500 BED workers for underserved areas.	Develop structured induction training and specialization programs.	<b>N1,600,548,000.00</b>
2027	Recruit 1,000 more BED workers to address staffing gaps.	Implement continuous professional development courses.	<b>N1,067,032,000.00</b>
2028		Enhance refresher training and mentorship initiatives.	<b>N900,000,000</b>
2029	Achieve full BED-worker sufficiency in Plateau State.	Upgrade digital literacy and emergency response training.	<b>N500,000,000</b>

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### Recruitment Plan

Activity	Timeline	Responsible Body	Output
Conduct Teacher Gap and Needs Assessment	Q2 2025	PSUBEB, MoE, LGEAs, UBEC	Needs assessment report
Engage Stakeholders and Community Leaders	Q2 2025	PSUBEB, LGAs, SBMC	Validated recruitment needs
Develop and Approve Recruitment Guidelines	Q2 2025	PSUBEB, LGEAs	Recruitment framework
Advertise Teaching Positions	Q2 2025	PSUBEB	Call for applications
Shortlist, Interview, and Select Qualified Candidates	Q2–Q3 2025	PSUBEB	Final list of teachers
Issue Offer Letters and Conduct Orientation	Q3 2025	PSUBEB	Teachers onboarded

Recruitment Targets (2025–2027):

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4,000 new teachers (priority on English, Mathematics, Science, and Early Childhood Education) -  
Emphasis on recruiting female teachers in rural areas

### Deployment Plan

Activity	Timeline	Responsible Body	Output
Develop Deployment Strategy (using data and GIS)	Q2 2025	PSUBEB, MoE, LGAs	Equitable deployment map
Prioritize underserved LGAs and rural/remote schools	Q2 2025	PSUBEB, LGAs	Deployment priority list

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Deploy Newly Recruited Teachers	Q3 2025	PSUBEB, LGEAs	Deployment letters
Engage Traditional Institutions and SBMCs	Q3 2025	PSUBEB, LGAs	Local support for retention
Monitor Compliance and Retention	Ongoing	PSUBEB, QA Dept	Quarterly deployment report
Issue Offer Letters and Conduct Orientation	Q3 2025	PSUBEB	Teachers onboarded

### Deployment Principles:

- Equity and need-based placement
- Gender-responsive and inclusive practices
- Retention incentives (Financial incentives)



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### Training and Professional Development Plan

Activity	Timeline	Responsible Body	Output
Training Needs Assessment (TNA)	Q2 2025	PSUBEB, UBEC, UNICEF	Skills gap report
Develop Annual Teacher Training Plan	Q2 2025	PSUBEB, UBEC	Endorsed training calendar
Induction and Pedagogical Training for New Teachers	Q3 2025	PSUBEB, UBEC, NTI, COEs	Trained new recruits
In-Service Training on Core Subjects	2025–2027	PSUBEB, UBEC, NTI, COEs	Continuous capacity building
Deploy Teacher Mentors and Coaches	2025–2027	PSUBEB, UBEC	Enhanced teaching practice
Establish e-Learning and Blended Platforms	2026	PSUBEB, NTI, UBEC, COEs	Online teacher education hub

#### Key Training Areas:

- Child-Centered and Inclusive Pedagogy
- Use of Technology in Classrooms
- Early Grade Reading and Numeracy- Classroom Management and Lesson Planning

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- Gender and Disability Inclusion in Teaching
- Continuous Teacher Professional Development (TPD)

### Performance Monitoring and Evaluation

- Key Indicators:
  - % of qualified teachers in classrooms
  - % of rural schools with the required Teacher-Pupil Ratio
  - % of teachers trained annually
- Tools: Teacher Attendance Registers, Lesson Observations, Teacher Appraisal Tools
- Frequency: Monthly school visits, Quarterly reviews, Annual assessments
- Reporting Channels: Head Teachers → LGEAs → PSUBEB Monitoring and Evaluation Unit

### Budget and Resource Mobilization

Sources of funding:

- Plateau State Government Education Budget
- Universal Basic Education Commission (UBEC) Matching Grant
- Development Partners (UNICEF, World Bank HOPE-EDU, Save the Children, etc.)
- Local Government Contributions

### Risks and Mitigation Strategies

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

### **Policy Recommendations for Addressing Staffing Gaps in Basic Education**

Addressing staffing gaps in basic education requires a multifaceted approach that targets the root causes of teacher shortages while ensuring a supportive environment for both current and prospective educators. The following policy recommendations aim to create sustainable solutions to improve staffing levels in basic education:

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### 1. Implement Competitive Compensation Packages

- **Salary Revisions:** Conduct a comprehensive review of teacher salaries to ensure they are competitive with other professions and reflect the cost of living.
- **Incentive Programs:** Establish incentive programs for teachers willing to work in underserved or rural areas, such as housing allowances or bonuses for service in high-demand subjects.

### 2. Invest in Teacher Training and Professional Development

- **Continuous Professional Development:** Develop accessible and relevant training programs for current teachers focusing on modern teaching methods, classroom management, and specific subject matter expertise.
- **Mentorship Programs:** Create mentorship initiatives where experienced teachers support novice educators, fostering professional growth and retention.

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### 3. Enhance Recruitment Strategies

- **Targeted Recruitment Campaigns:** Launch campaigns aimed at recruiting individuals from local communities, highlighting the impact and importance of education.
- **Scholarship and Loan Forgiveness Programs:** Provide scholarships for students pursuing education degrees in exchange for a commitment to teach in designated areas for a specified duration. Additionally, implement loan forgiveness programs for teachers who complete service in high-need schools.

### 4. Improve School Infrastructure and Resources

- **Upgrade Facilities:** Invest in the renovation and construction of Educational facilities to ensure a conducive learning and teaching environment.
- **Adequate Teaching Materials:** Ensure that schools are equipped with the necessary resources, including textbooks, technology, and classroom supplies, to support effective teaching.

- **CONCLUSION**

Addressing staffing gaps in Basic Education requires a holistic and strategic approach that involves multiple stakeholders, including Government, Educational

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institutions, Communities, and teachers themselves. By implementing these policy recommendations, we can attract, retain, and support qualified Educators, ultimately enhancing the quality of education for all students. A dedicated focus on these areas will help ensure a robust and effective educational system that meets the needs of every learner.

- Official publication and dissemination of the report by **March**.
- Stakeholder validation workshop to review and finalize the implementation plan.
- Commencement of phased BED-worker recruitment and deployment to address identified gaps.

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