Bayelsa State Government

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Bayelsa State Teacher Mapping and Recruitment Plan 2025

Bayelsa State Universal Basic Education Board

March 2025

Table of Contents

Section 1: Introduction ***4***

1.1 Background and Rationale **4**

1.2 Objectives of the Report **4**

1.3 Scope of the Report **5**

1.4 Alignment with State Education Strategy **5**

Section 2: Current Staffing Overview ***6***

2.1 Overview of Basic Education Institutions in Bayelsa State **6**

2.2 Total Number of Teachers by LGEA and School **6**

2.3 Gender, Qualification, and Role Distribution **6**

2.4 Years of Experience and Retirement Trends **7**

2.5 Deployment Patterns **7**

Section 3: Teacher Personnel List ***8***

3.1 Overview **8**

3.2 Data Captured **8**

3.3 Key Observations **8**

3.4 Implications for Workforce Planning **8**

Section 4: Forecasting - Bayelsa Future Workforce Needs (2025–2029) ***9***

4.1 Projected Attrition (2025–2029) **9**

4.1.1 Retirement Forecast 10

4.1.2 Other Forms of Attrition 10

4.1.3 Implications of Attrition 10

4.2 Pupil Population Projections **11**

4.2.1 Enrolment Baseline 11

4.2.2 Growth Assumptions 11

4.2.3 Projected Enrolment (2025–2029) 11

4.2.4 Enrolment Growth and Teacher Demand 12

4.3 Pupil-Teacher Ratio Targets **12**

4.3.1 Current PTR Challenges 13

4.3.2 Projected PTR Without Workforce Expansion 13

4.3.3 Projected PTR vs National Target 13

4.4 Urban vs Rural Deployment Requirements **14**

4.4.1 Current Deployment Imbalance 14

4.4.2 Underserved Rural Schools 15

4.4.3 Pressure from Enrolment Growth 15

4.4.4 Strategic Deployment Forecast 15

4.4.5 Deployment Disparity Snapshot 15

4.5 Gender and Special Needs Considerations **16**

4.5.1 Gender Balance in the Teaching Workforce 16

4.5.2 Special Needs Education Staffing 17

4.5.3 Special Needs Teacher Coverage vs Learner Demand by LGEA 17

Section 5 Current Staffing Gaps ***19***

Table of Contents

Section 1: Introduction ***4***

1.1 Background and Rationale **4**

1.2 Objectives of the Report **4**

1.3 Scope of the Report **5**

1.4 Alignment with State Education Strategy **5**

Section 2: Current Staffing Overview ***6***

2.1 Overview of Basic Education Institutions in Bayelsa State **6**

2.2 Total Number of Teachers by LGEA and School **6**

2.3 Gender, Qualification, and Role Distribution **6**

2.4 Years of Experience and Retirement Trends **7**

2.5 Deployment Patterns **7**

Section 3: Teacher Personnel List ***8***

3.1 Overview **8**

3.2 Data Captured **8**

3.3 Key Observations **8**

3.4 Implications for Workforce Planning **8**

Section 4: Forecasting - Bayelsa Future Workforce Needs (2025–2029) ***9***

4.1 Projected Attrition (2025–2029) **9**

4.1.1 Retirement Forecast 10

4.1.2 Other Forms of Attrition 10

4.1.3 Implications of Attrition 10

4.2 Pupil Population Projections **11**

4.2.1 Enrolment Baseline 11

4.2.2 Growth Assumptions 11

4.2.3 Projected Enrolment (2025–2029) 11

4.2.4 Enrolment Growth and Teacher Demand 12

4.3 Pupil-Teacher Ratio Targets **12**

4.3.1 Current PTR Challenges 13

4.3.2 Projected PTR Without Workforce Expansion 13

4.3.3 Projected PTR vs National Target 13

4.4 Urban vs Rural Deployment Requirements **14**

4.4.1 Current Deployment Imbalance 14

4.4.2 Underserved Rural Schools 15

4.4.3 Pressure from Enrolment Growth 15

4.4.4 Strategic Deployment Forecast 15

4.4.5 Deployment Disparity Snapshot 15

4.5 Gender and Special Needs Considerations **16**

4.5.1 Gender Balance in the Teaching Workforce 16

4.5.2 Special Needs Education Staffing 17

4.5.3 Special Needs Teacher Coverage vs Learner Demand by LGEA 17

Section 5 Current Staffing Gaps ***19***

5.1 Staffing Overview by LGEA 19
5.2 Total Teacher Requirement vs Current Staffing 19
5.3 Staffing Gaps by LGEA 19
5.4 Disparities at the School Level 20
Section 6: Multi-Year Costed Recruitment and Deployment Plan (2025–2029) 21
6.1 Yearly Recruitment Targets 21
6.2 Redeployment Strategies 21
6.3 Sourcing Strategy 21
6.4 Financial Plan and Budget Estimates (by Year and Category) 22
6.5 Gender-Inclusive Recruitment 22
6.5.1 Key Measures 22
6.6 Timeline and Implementation Plan 23

List of Figures

Figure 1: Projected Teacher Attrition in Bayelsa State (2025–2029) 9
Figure 2: Projected Basic Education Enrolment in Bayelsa State (2024–2029) 12
Figure 3: Projected Pupil-Teacher Ratio vs Target (2024–2029) 13
Figure 4: Urban vs Rural Deployment Requirements 15
Figure 5: Special Needs Teacher Coverage vs Learner Demand by LGEA 17

List of Tables

Table 1: Summary of teachers (across all basic education levels) by LGEA 6
Table 2: Bayelsa State Project Basic Education Enrolment Rate (2025-2029) 11
Table 3: Projected Pupil Teacher Ratio (without workforce expansion) 13
Table 4: Teacher requirement vs current staffing 19
Table 5: LGEA-Level Staffing Gaps (PTR-Aligned) 19
Table 6: Skills-Based Teacher Needs by LGEA 20
Table 7: 5-year recruitment structure 21
Table 8: Recruitment and Deployment Cost Estimates (2025–2029) 22
Table 9: Recruitment and Deployment Action Plan 23

Section 1: Introduction

1.1 Background and Rationale

Bayelsa State, located in Nigeria's South-South geopolitical zone, faces unique challenges in delivering equitable and quality basic education. Much of the state is made up of riverine and hard-to-reach communities, contributing to severe disparities in access to schools, infrastructure quality, and teacher availability between urban and rural areas. Despite considerable investments and reforms, systemic issues continue to hamper the efficiency and inclusiveness of basic education service delivery.

The Bayelsa State Medium-Term Basic Education Strategic Plan (2024–2027) identifies several persistent constraints: high pupil-to-teacher ratios in key LGAs, underqualified teaching staff in critical subject areas, limited access to qualified teachers in rural schools, and widespread staffing mismatches. These gaps not only hinder learning outcomes but also contribute to high repetition and drop-out rates, particularly among children in remote communities and those with special needs. To compound the already worrisome issues, the existing teaching workforce is aging, with many teachers expected to exit the system within the next five years due to retirement. However, the absence of a structured, data-driven recruitment and deployment plan has made it difficult for the state to respond proactively. Without a sustainable approach to managing human resources in education, efforts to improve access, equity, and quality risk being undermined.

This baseline mapping exercise was therefore conceived as a critical first step toward addressing these gaps. By establishing a comprehensive and verifiable personnel database of all teachers in the basic education system, including their names, qualifications, years of service, current postings, and expected retirement dates, the Bayelsa State Universal Basic Education Board (BSUBEB) now has a factual basis for strategic planning. In tandem, a multi-year costed teacher recruitment and deployment plan was developed to ensure a phased, financially viable response to the identified staffing gaps. This manpower plan will serve as a roadmap for hiring and posting teachers based on real needs, targeting underserved LGAs, promoting gender equity, and supporting inclusive education goals, while aligning with national benchmarks such as the maximum permissible pupil-to-teacher ratio.

This initiative reflects the commitment of the Bayelsa State Government to institutionalising data-informed decision-making, ensuring better use of limited resources, and delivering on the constitutional and legal mandates for free, compulsory, and quality basic education for all children in the state.

1.2 Objectives of the Report

This report serves two core objectives:

1. **Mapping of Basic Education Teachers:** To provide a detailed baseline of the number, qualification, location, and deployment status of all teachers in the basic education sector across Bayelsa State, covering Early Childhood Care Development Education (ECCDE), primary, and junior secondary schools.
2. Development of a Multi-Year Costed Manpower Plan: To outline a four-year teacher recruitment and deployment strategy (2025–2029) that addresses current deficits,

aligns with demographic trends, and reflects targeted goals in urban-rural equity, gender balance, inclusive education, and pupil-teacher ratios.

1.3 Scope of the Report

The scope of this exercise covers:

- All public basic education institutions in Bayelsa State, across the eight LGAs.
- All categories of teaching staff including ECCDE, primary, and junior secondary teachers.
- Analysis of teacher qualifications, years of experience, and projected exits (retirements) over the next four years.
- A workforce forecast based on pupil population growth and national standards for pupil-teacher ratios.
- A costed implementation plan for recruitment and deployment from 2025 to 2029.

1.4 Alignment with State Education Strategy

This initiative is directly aligned with Policy 2 and Policy 3 of the SMTBESP (2024–2027), which emphasise "Quality and Efficiency" and "System Management Efficiency". It supports the overarching goal of providing equitable access to quality education through improved teacher distribution and effective human resource planning.

Section 2: Current Staffing Overview

2.1 Overview of Basic Education Institutions in Bayelsa State

Bayelsa State's basic education sector comprises Early Childhood Care Development and Education (ECCDE), Primary, and Junior Secondary Schools (JSS) distributed across the state's eight Local Government Education Authorities (LGEAs): Brass, Ekeremor, Kolokuma/ Opokuma, Nembe, Ogbia, Sagbama, Southern Ijaw, and Yenagoa. As of 2025, the state has a total of 916 public basic education schools, including 144 ECCDE centres, 549 primary schools, and 223 junior secondary schools. These institutions are located across both urban and rural settings, with several situated in hard-to-reach riverine communities. While the number of schools has expanded to meet rising enrolment, staffing distribution remains uneven, affecting access and learning outcomes in some locations.

2.2 Total Number of Teachers by LGEA and School

The baseline mapping captured a total of 4,946 basic education teachers deployed within LGEAs across all levels of basic education in the state. A breakdown of this staffing reveals notable variations across LGAs. For example, Ogbia and Yenagoa have the highest total number of teachers, reflecting both their school counts and enrolment sizes. On the other hand, LGAs like Brass and Nembe, while smaller in total staff numbers, also face acute deployment and subject-specific challenges.

A summary of the total number of teachers by LGEA includes:

Table 1: Summary of teachers (across all basic education levels) by LGEA

LGEA	ECCDE Teachers	Primary Teachers	Junior Secondary Teachers	Total Teachers
BRASS	16	308	59	383
EKEREMOR	24	616	125	765
KOLOKUMA/OPOKUMA	60	236	125	421
NEMBE	16	285	80	381
OGBIA	70	627	253	950
SAGBAMA	32	487	179	698
SOUTHERN IJAW	43	408	181	632
YENAGOA	54	557	205	816
TOTAL	315	3,524	1,207	4,946

2.3 Gender, Qualification, and Role Distribution

From the mapping exercise, the teaching workforce in Bayelsa's basic education system is largely composed of NCE-qualified teachers, though a growing proportion, particularly at the JSS level hold B.Ed., B.Sc. Ed., and postgraduate qualifications. Female teachers are concentrated in ECCDE and early primary grades, while male teachers dominate in JSS and school leadership roles. Roles within schools include: Classroom Teachers (the majority of the workforce), Headteachers and Assistant Heads (especially in larger schools) and Subject Specialists (primarily at JSS level). Gender distribution varies significantly by LGEA. Urban LGAs tend to have a more balanced gender mix, while rural areas continue to see fewer female deployments, particularly at upper levels.

2.4 Years of Experience and Retirement Trends

The personnel data shows a wide range of experience levels. However, a significant number of teachers are within five years of retirement, particularly those deployed in administrative or headteacher roles. This presents a looming succession and continuity risk, especially for subject-specialist roles and leadership positions in JSS schools. If unaddressed, the cumulative impact of attrition over the next five years could undermine system stability.

2.5 Deployment Patterns

There is a clear trend of teacher clustering in urban areas and severe shortages in remote and riverine communities. For instance, some schools in Southern Ijaw and Ekeremor operate with fewer than 5 teachers, despite high pupil enrolments. This deployment imbalance directly impacts learning outcomes, particularly in multi-grade and overcrowded classrooms. Relatedly, subject-specialist gaps in science, mathematics, and English are acute in Junior Secondary Schools across most LGAs.

Deployment patterns remain uneven across the state. While LGAs such as Yenagoa, Ogbia, and Sagbama appear well-staffed at aggregate level, closer examination reveals significant internal imbalances some schools in these LGAs are overstaffed, while others, especially in remote areas, operate with far fewer teachers than required. In riverine and rural LGAs like Southern Ijaw, Ekeremor, and Nembe, schools with high enrolment often have three to six teachers managing multiple grade levels. This results in: overcrowded classrooms, multi-grade teaching and reduced subject coverage at JSS level.

Furthermore, shortages in Mathematics, Science, English, and ICT persist across most LGAs, driven in part by a limited pipeline of subject-specialist teachers and difficulty attracting qualified candidates to underserved areas.

Section 3: Teacher Personnel List

3.1 Overview

As part of the baseline mapping, a detailed database of basic education teachers in Bayelsa State was compiled. The dataset includes all teachers deployed across ECCDE, primary, and junior secondary schools, capturing essential information on qualifications, gender, duty stations, teaching assignments, and anticipated exit dates from service. This section provides a summary of the personnel data and outlines key trends relevant to recruitment and deployment planning.

3.2 Data Captured

The personnel list captures the following data fields for each teacher:

- Full Name
- Gender
- LGEA
- School Name
- Teaching Assignment / Class Taught
- Qualification
- TRCN Number (where available)
- National Identification Number (NIN)
- Date of Commencement of Duty
- Expected Year of Retirement

Note: A complete digital database has been compiled and is available for programmatic use, planning, and verification.

3.3 Key Observations

- **Qualification Levels:** A large proportion of teachers hold the National Certificate in Education (NCE), with a minority possessing B.Ed. or BSc.Ed. qualifications. Qualification levels vary by LGEA and school type, with JSS schools showing a higher rate of degree-holding teachers.
- **TRCN Registration:** While many teachers have TRCN registration, a notable number, especially those in rural schools do not. Strengthening professional licensing will be a key focus area.
- **Retirement Outlook:** Several teachers are expected to exit the workforce within the 2025–2029 period. A clear retirement trend is visible among headteachers and senior staff, underscoring the urgency of succession planning.
- **Gender Composition:** The majority of teachers captured in the sample are male. However, gender balance varies significantly by school level, with a relatively higher proportion of female teachers in ECCDE and lower primary schools.
- **Deployment Trends:** Urban schools appear better staffed and more likely to have qualified and registered teachers, while many rural schools are either under-staffed or staffed by personnel without requisite professional licensing.

3.4 Implications for Workforce Planning

This personnel list serves as the foundational dataset for all forecasting, recruitment, and deployment decisions. It will be updated annually through EMIS processes to ensure real-time tracking of changes in the teaching workforce.

Section 4: Forecasting - Bayelsa Future Workforce Needs (2025–2029)

Planning for a resilient and responsive basic education workforce in Bayelsa State requires more than a snapshot of current staffing levels, it demands a clear projection of future needs grounded in data, demographic trends, and policy targets. The goal of this forecasting exercise is to anticipate and plan for the number, type, and distribution of teachers required to meet the state's educational needs over the next four years (2025–2029). This is not just about headcount, it is about ensuring the right mix of qualifications, gender balance, subject expertise, and equitable deployment across schools.

Historically, like most states across the country, recruitment in Bayelsa's education sector has been reactive, driven by vacancies or political interventions, rather than proactive and evidence based. This has resulted in overcrowded classrooms in some areas, underutilised teachers in others, and critical subject gaps in many rural and hard-to-reach schools. Without a forecasting model, the state risks perpetuating these inefficiencies.

This section sets the stage for a forward-looking workforce strategy that:

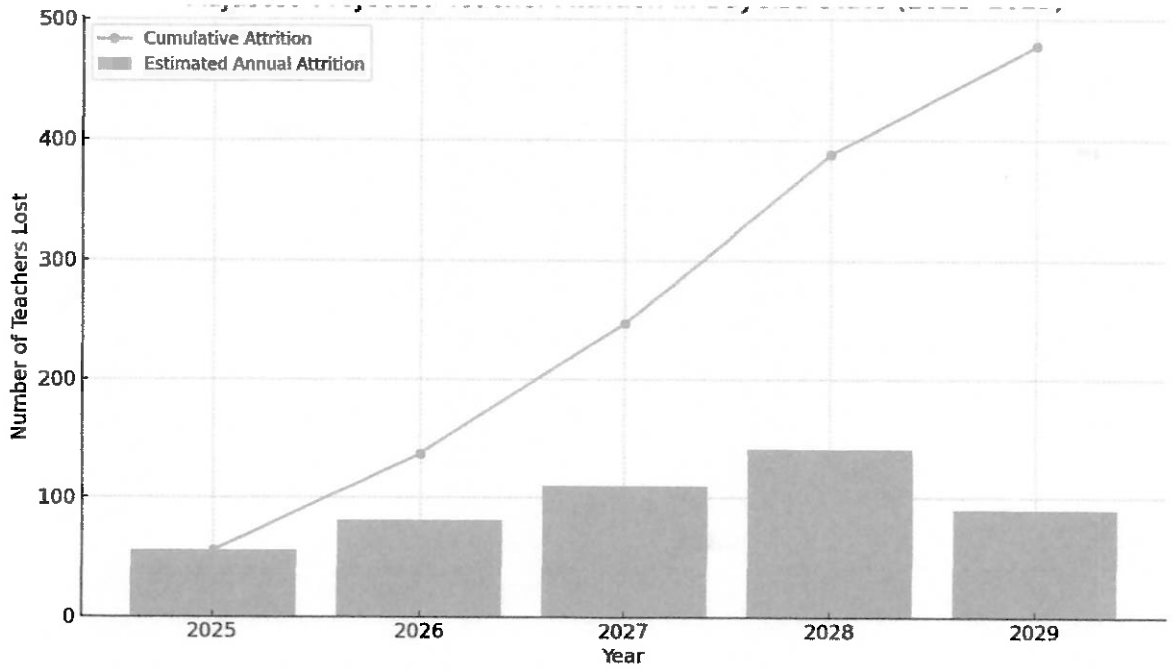
- Anticipates teacher exits due to retirement or attrition;
- Aligns teacher supply with enrolment growth, based on population projections;
- Reflects government policy objectives such as inclusive education, gender parity, and universal access; and
- Prioritises underserved areas and subjects, ensuring every learner has access to qualified teaching staff.

The forecasting framework used here builds on both the baseline mapping conducted across all LGEAs and the Bayelsa State Medium-Term Basic Education Strategic Plan (SMTBESP) 2024–2027. It integrates national guidelines on pupil-teacher ratios, local demographic realities, and emerging educational priorities such as special needs education and community-based schooling. By establishing a four-year projection model, Bayelsa SUBEB can transition from short-term staffing fixes to long-term strategic workforce planning, ensuring not only that there are enough teachers in the system, but that they are in the right place, teaching the right subjects, with the right qualifications.

4.1 Projected Attrition (2025–2029)

One of the most predictable and often underestimated factors affecting teacher supply is attrition. In Bayelsa State, the dominant driver of teacher exit is retirement, with a significant portion of the workforce approaching the mandatory retirement age within the next four years. Understanding and planning for this natural attrition is essential to maintaining continuity in learning, preventing teacher shortages, and ensuring that recruitment efforts are not simply replacing lost capacity but building toward a stronger, more equitable system.

Figure 1: Projected Teacher Attrition in Bayelsa State (2025–2029)



4.1.1 Retirement Forecast

Based on the baseline personnel data, a substantial number of basic education teachers have scheduled retirement dates between 2025 and 2029. The analysis indicates:

- An estimated 478 teachers will retire during the four-year period.
- The highest concentration of upcoming retirements is found in:
  - Headteachers and senior classroom teachers, especially in urban LGEAs like Yenagoa and Ogbia.
  - Older staff posted in long-established schools, where recruitment drives were last conducted in the early 2000s.

This trend poses a double challenge: not only will the system lose experienced teachers and institutional memory, but it may also face leadership gaps in schools where successors may not be prepared.

4.1.2 Other Forms of Attrition

While retirement is the most predictable form of exit in the state, other types of attrition include:

- Resignations due to migration, career changes, or relocation particularly among younger, mobile teachers.
- Unscheduled exits due to death, long-term illness, or disciplinary removals.
- Voluntary or silent attrition, where teachers are still on the payroll but are no longer active or present at their duty posts, a challenge noted in some rural schools.

Although harder to quantify, an attrition rate of 1.5% per annum is estimated for non-retirement-related exits, based on historical trends.

4.1.3 Implications of Attrition

Attrition on this scale (approximately 10% of the current workforce) has profound implications for Bayelsa's ability to sustain service delivery. Without planned recruitment to fill these vacancies, it will result in:

- Staffing gaps in essential subjects, such as mathematics, science, and English.
- Leadership vacuum in schools where experienced headteachers retire without successors.
- Increased pupil-teacher ratios, especially in schools already operating with minimal staff.
- Learning disruption in remote areas where replacement teachers are hard to deploy.

Planning for attrition means anticipating these vacancies and embedding them into the state's recruitment pipeline. For example, if 120 teachers are expected to retire in a given year, the recruitment plan will aim to replace at least that number, while also adding new capacity to support enrolment growth and system expansion. This attrition forecast forms a critical input into the state's broader manpower and budget planning, ensuring that retirements and losses are not only tracked but systematically addressed.

4.2 Pupil Population Projections

Teacher workforce needs cannot be estimated in isolation. They must align with projected Bayelsa's enrolment trends, both to meet demand and to ensure that the quality of education, measured partly by pupil-teacher ratios (PTR), remains within acceptable standards. Bayelsa State, like the rest of Nigeria, is experiencing steady population growth, with ripple effects on school enrolment across all levels of basic education.

4.2.1 Enrolment Baseline

According to the most recent data from the Bayelsa State Universal Basic Education Board and the SMTBESP (2024–2027), current enrolment across basic education stands at 160,140 learners[1], is as follows:

- ECCDE: 10,989 learners
- Primary: 98,927 learners
- Junior Secondary (JSS): 50,224 learners

4.2.2 Growth Assumptions

Using a conservative annual population growth rate of 2.5%, and factoring in current state-level efforts to increase school participation (e.g., through enrolment drives and expansion of ECCDE centres), enrolment is projected to rise steadily over the next four years. This growth projection also accounts for:

- The ongoing transition of learners from ECCDE into primary and from primary into JSS.
- The inclusion of out-of-school children, especially in rural and riverine areas, as targeted in sector policies.
- Gradual improvements in completion and transition rates, which are currently below national benchmarks.

4.2.3 Projected Enrolment (2025–2029)

Table 2: Bayelsa State Project Basic Education Enrolment Rate (2025-2029)

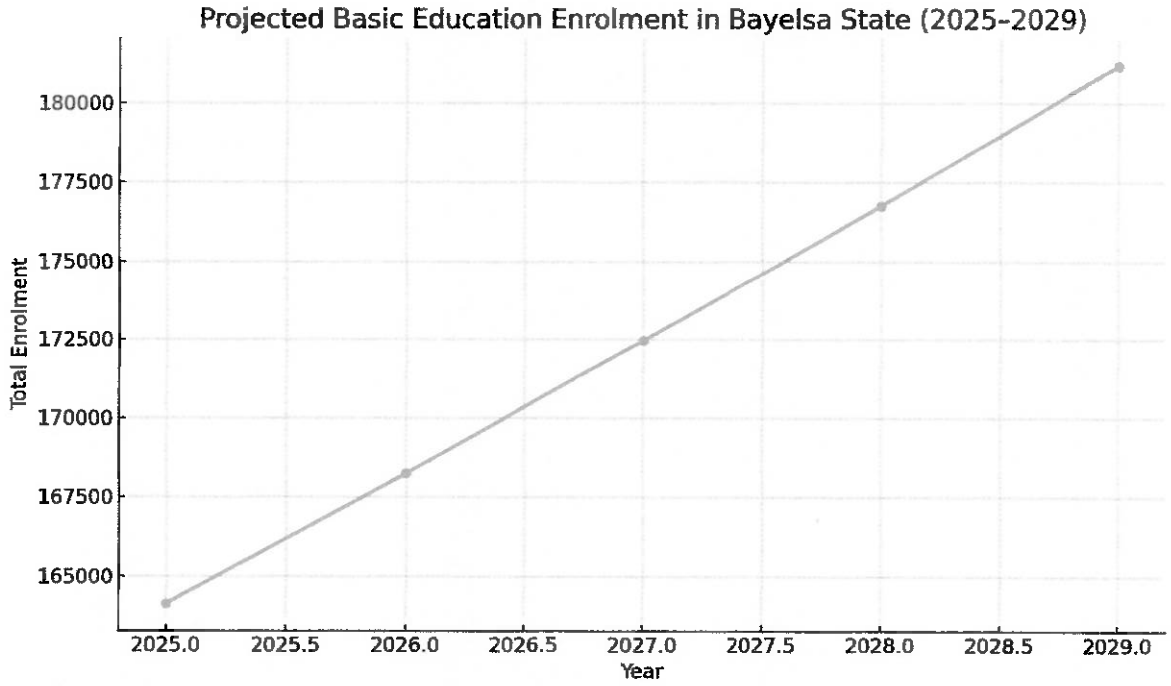
Year	Projected Total Enrolment	Estimated Increase

[1] *These figures reflect both public and special programme schools, including migrant fisherfolk schools and special needs institutions.*

2025	164,144	+4,004
2026	168,247	+4,103
2027	172,453	+4,206
2028	176,765	+4,312
2029	181,184	+4,419

NB: These estimates assume consistent retention levels. If dropout rates are reduced through planned interventions, actual figures could be higher.

Figure 2: Projected Basic Education Enrolment in Bayelsa State (2024–2029)



4.2.4 Enrolment Growth and Teacher Demand

This projected increase of **over 21,000 learners** by 2029 has significant implications for teacher demand, particularly in:

- **Early primary classes,** where classroom overcrowding is already reported.
- **JSS level,** where enrolment pressure is rising due to increased transition from primary.
- **Special needs education,** as inclusion policies take root.

If teacher numbers remain static, the state's PTRs will rise sharply, eroding gains in education quality. Conversely, aligning teacher recruitment with these projections allows the state to maintain PTR benchmarks, reduce multi-grade teaching, and improve learning outcomes.

4.3 Pupil-Teacher Ratio Targets

Pupil-Teacher Ratio (PTR) is a key indicator of education quality, directly influencing classroom dynamics, teacher workload, and student outcomes. Bayelsa State, in

alignment with national Universal Basic Education (UBE) benchmarks, aims to maintain the following maximum PTRs:

- ECCDE: 1:25
- Primary: 1:35
- Junior Secondary (JSS): 1:40

These targets ensure that teaching remains manageable and that learners receive adequate attention and instruction time. However, Bayelsa's actual PTRs especially in some urban schools and nearly all rural communities already exceed these benchmarks in several instances.

4.3.1 Current PTR Challenges

As seen in the baseline mapping:

- Primary schools in Southern Ijaw and parts of Yenagoa operate with ratios as high as 1:50.
- ECCDE classrooms are often staffed by a single teacher overseeing 40+ children.
- JSS subject specialists, particularly in science and mathematics, are overstretched across multiple classes and schools.

These realities create unsustainable working conditions for teachers and undermine the state's objectives on foundational literacy, numeracy, and life skills.

4.3.2 Projected PTR Without Workforce Expansion

As seen in Table 3 below, using enrolment projections and assuming no teacher recruitment over the next four years, PTRs will rise progressively.

Table 3: Projected Pupil Teacher Ratio (without workforce expansion)

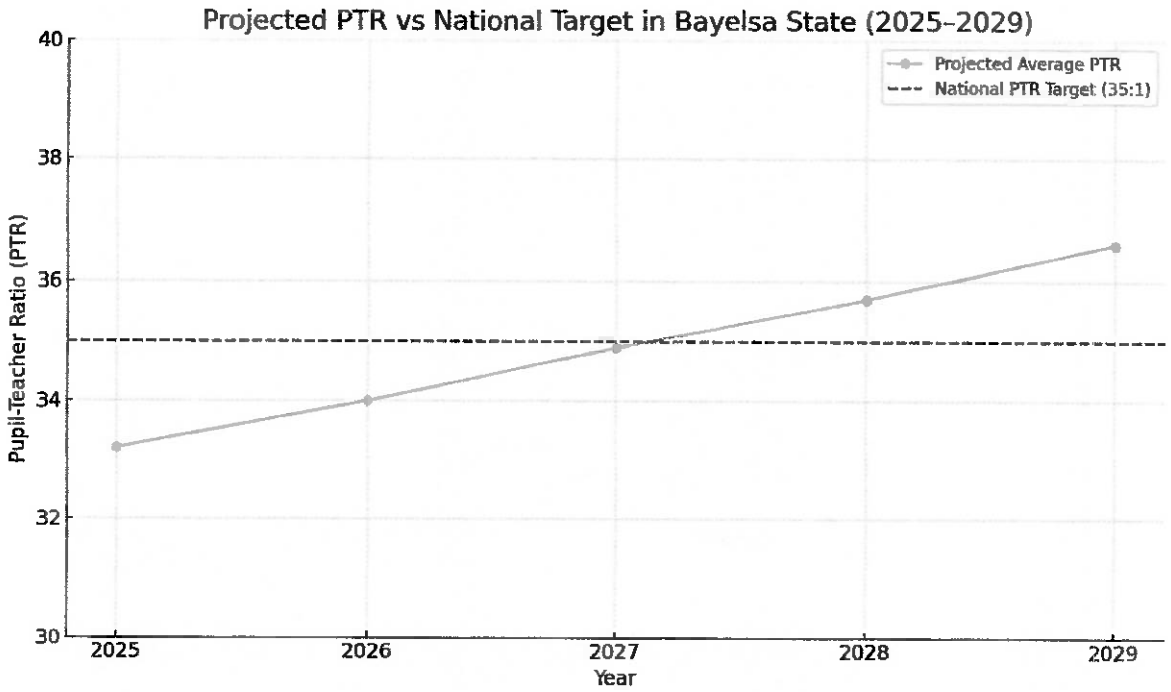
Year	Projected Enrolment	Teacher Count	Projected PTR
2024	160,140	4,946	32:1
2025	164,143	4,946	33:1
2026	168,247	4,946	34:1
2027	172,453	4,946	35:1
2028	176,764	4,946	36:1
2029	181,183	4,946	37:1

NB: These figures assume a uniform distribution, though in practice, PTRs are significantly higher in specific LGAs and lower in others due to deployment imbalances.

4.3.3 Projected PTR vs National Target

Figure 3 below demonstrates how, by 2029, Bayelsa's system will cross the maximum target PTR (35:1 for primary schools) by 2027 if new teachers are not recruited or redeployed. Without intervention, ECCDE and JSS levels may face even greater PTR violations due to their lower tolerance for large class sizes.

Figure 3: Projected Pupil-Teacher Ratio vs Target (2024–2029)



Maintaining or improving current education quality in Bayelsa will require:

- Annual recruitment of new teachers to offset both attrition and enrolment growth.
- Rebalancing urban-rural deployment to address high PTRs in underserved areas.
- Reducing multi-grade teaching, especially in riverine schools.

4.4 Urban vs Rural Deployment Requirements

Equitable distribution of teachers across urban and rural areas is a persistent challenge in Bayelsa State's basic education system. Despite policy intentions, teacher deployment continues to favour urban centres, leaving rural and riverine communities understaffed, especially in critical subject areas.

4.4.1 Current Deployment Imbalance

Data from the baseline mapping reveals stark disparities. Urban centres such as Yenagoa, Ogbia, and Kolokuma/Opokuma are relatively well-staffed, often exceeding minimum thresholds. In contrast, rural and riverine LGAs like Southern Ijaw, Ekeremor, and Nembe continue to experience critical staffing gaps. These gaps are not simply a matter of numbers, but reflect deeper issues of deployment policy, teacher preferences, and logistical constraints. Teachers prefer urban areas for the better infrastructure, easier transportation, and access to services. Meanwhile, rural schools often contend with harsh terrain, isolation, and limited support making deployment unattractive without strong incentives or mandatory policies.

This uneven spread reflects deeper issues:

- Teacher preference for urban postings, where infrastructure, accessibility, and living conditions are perceived as better.
- Limited incentives for rural deployment.
- Weak enforcement of equitable deployment policies at the LGEA level.

4.4.2 Underserved Rural Schools

The impact of this imbalance is most visible in riverine schools, where some institutions operate with just one or two teachers tasked with handling multiple grades, subjects, and administrative duties. ECCDE centres in remote locations often have no trained early childhood educators. In JSS schools, the situation is even more acute: subject specialists are absent in core areas like English, mathematics, and science, forcing generalist teachers to fill in or learners to go without instruction altogether. This creates significant disparities in learning outcomes between urban and rural schools and undermines equity across the system.

4.4.3 Pressure from Enrolment Growth

With enrolment projected to increase by more than 21,000 learners by 2029, rural areas already under-resourced will feel the pressure most. If deployment patterns remain unchanged:

- PTRs in rural schools will rise beyond acceptable limits.
- Multi-grade teaching will become even more widespread.
- Dropout rates may increase, particularly among children with no consistent access to teachers or instruction.

Urban areas, despite having relatively more teachers, may also face classroom overcrowding, especially at the JSS level, if redeployment strategies are not implemented.

4.4.4 Strategic Deployment Forecast

To meet demand fairly, the state will need to:

- Rebalance the workforce, redeploying surplus teachers from overstaffed urban schools to under-resourced rural ones.
- Set LGEA-specific PTR targets, with deployment benchmarks tied to population density and school enrolment trends.
- Prioritize female teacher deployment in rural areas to support girls' education and gender-sensitive learning environments.
- Ensure each rural school has at least one qualified ECCDE teacher, as part of the early learning access strategy.

4.4.5 Deployment Disparity Snapshot

Figure 4: Urban vs Rural Deployment Requirements

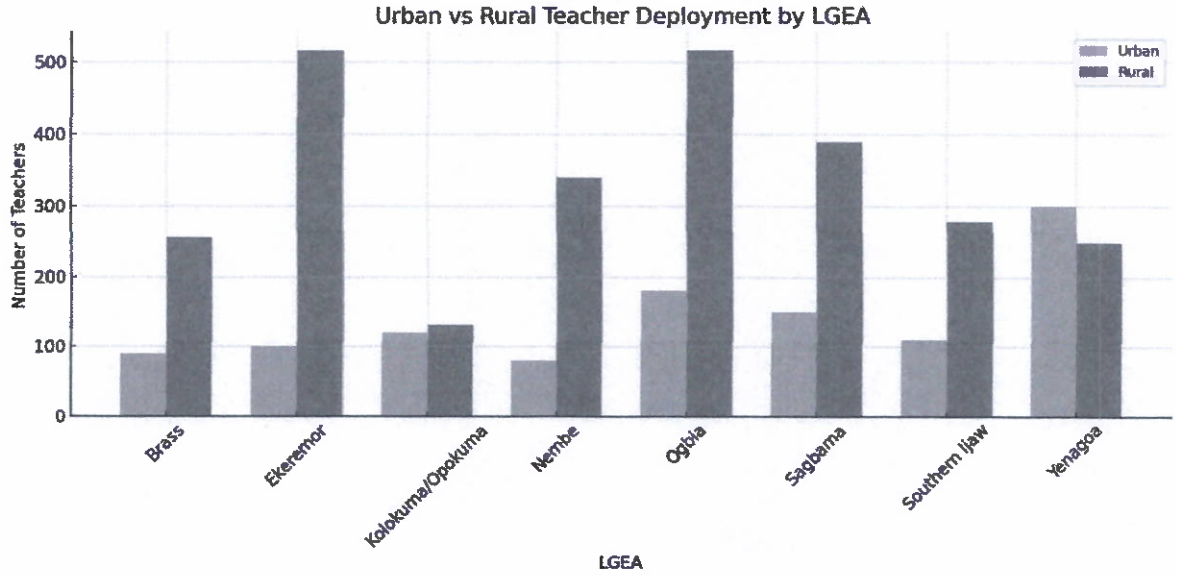


Figure 4 above highlights the uneven distribution of teachers across urban and rural areas in each Local Government Education Authority (LGEA). For instance, Yenagoa and Ogbia have high concentrations of teachers in urban schools. In contrast, LGAs like Ekeremor, Southern Ijaw, and Nembe show heavier reliance on rural deployment, though still often insufficient given the spread and remoteness of schools. These disparities reinforce the urgency of implementing targeted redeployment and recruitment strategies that prioritise underserved areas without compromising staffing in urban centres.

4.5 Gender and Special Needs Considerations

Equity in education is not just about providing enough teachers it's also about ensuring the right teachers are available for every learner, regardless of gender, location, or ability. Bayelsa State's teacher workforce must reflect the needs of a diverse learner population, including girls in rural areas and children with special needs, if it is to meet its basic education goals under the SMTBESP and the national UBE mandate.

4.5.1 Gender Balance in the Teaching Workforce

While overall teacher numbers may be close to gender parity in some LGAs, the distribution of female teachers is heavily skewed toward urban areas and early childhood education. Key observations from the baseline mapping and SMTBESP include:

- Female teachers are underrepresented in rural and hard-to-reach schools, particularly in Southern Ijaw, Ekeremor, and Nembe.
- In many rural schools, there is no female presence on staff, creating cultural and safety barriers that discourage girls from attending or staying in school.
- Female teachers are more prevalent in ECCDE and lower primary classes, but are far fewer at the JSS level and in subject-specific teaching roles like mathematics or science.

This imbalance has direct implications for girls' education, including:

- Reduced enrolment and retention of girls in rural schools.
- Increased vulnerability to gender-based violence in schools without female staff.
- Missed opportunities for mentorship and gender-sensitive instruction.

Forecast Implication: *Any future recruitment must include a deliberate focus on hiring and posting qualified female teachers to rural schools, particularly in leadership and subject-specific roles.*

4.5.2 Special Needs Education Staffing

Inclusive education remains one of the weakest areas in Bayelsa's teaching workforce. According to SMTBESP data, there are 136 special education schools and units, yet most are not staffed with qualified special needs educators. Many special needs learners are taught by general classroom teachers with no formal training in inclusive pedagogy. Several LGAs have no dedicated special needs personnel at all, despite recorded cases of children with physical, hearing, or visual impairments. Furthermore, existing special education staff are often concentrated in Yenagoa and a few select centres, leaving the rest of the state without adequate coverage.

Forecast Implication: The state must:

- *Recruit and train a special cadre of inclusive education teachers across all LGAs.*
- *Integrate basic special needs training into general teacher preparation programs.*
- *Ensure each LGEA has at least one qualified special education resource person to support inclusive practices.*

4.5.3 Special Needs Teacher Coverage vs Learner Demand by LGEA

Figure 5: Special Needs Teacher Coverage vs Learner Demand by LGEA

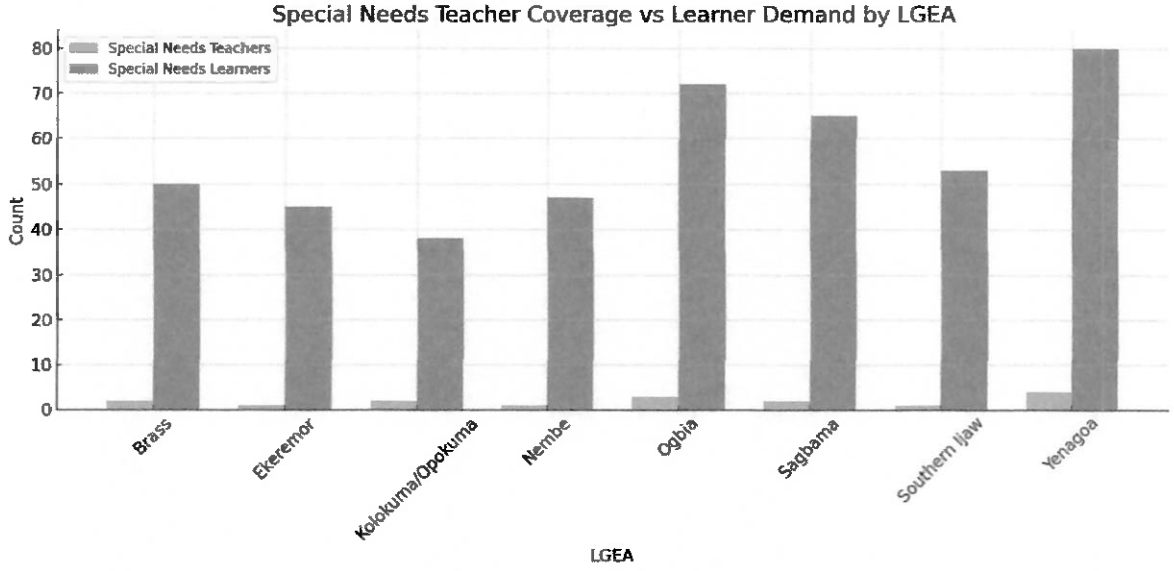


Figure 5 above compares the number of special needs teachers available in each LGEA with the estimated demand for special needs education. Key observations:

- All LGAs show a major shortfall, with demand far exceeding current staffing.
- Yenagoa, despite having the most special education teachers, still falls well below learner demand.
- LGAs like Ekeremor, Southern Ijaw, and Nembe are critically underserved.

This underscores the urgent need to scale up recruitment and training of inclusive education personnel, embed special needs pedagogy in all teacher training, and assign dedicated staff to every LGEA.

Section 5 Current Staffing Gaps

5.1 Staffing Overview by LGEA

The baseline mapping exercise captured the actual number of teachers deployed across Bayelsa State's basic education schools, disaggregated by LGEA. Despite having a total of 4,946 teachers deployed across basic education schools in Bayelsa State, the system continues to face critical gaps, not in overall numbers, but in the distribution, qualification, and role alignment of its workforce. This section examines the staffing position across the state, using national Pupil-Teacher Ratio (PTR) benchmarks and actual enrolment figures as reference points, and identifies where and why the gaps persist.

5.2 Total Teacher Requirement vs Current Staffing

Based on enrolment data from the 2023/2024 academic year and national PTR standards (ECCDE: 1:25, Primary: 1:35, JSS: 1:40), the total number of teachers required statewide is 4,508.

Table 4: Teacher requirement vs current staffing

Education Level	Pupil Teacher Ratio Standard	Required Teachers
ECCDE	1:25	398
Primary	1:35	2,861
Junior Secondary	1:40	1,249
Total	-	**4,508**

With 4,946 teachers currently in the system, this translates to an apparent surplus of 438 teachers. However, as the SMTBESP notes, this surplus does not reflect equitable deployment. Many schools, particularly in rural and riverine LGAs remain critically understaffed despite the system-wide sufficiency.

5.3 Staffing Gaps by LGEA

The table below compares actual teacher deployment against calculated need across all eight LGEAs. While some LGAs (like Yenagoa and Ogbia) show significant surpluses, others (like Nembe and Ekeremor) continue to face deficits, particularly in ECCDE and subject-specific JSS roles.

Table 5: LGEA-Level Staffing Gaps (PTR-Aligned)

LGEA	Number of Schools	Number of Learners	Required Teachers	Available Teachers	Gap (+/-)
Brass	70	12,135	462	383	-79
Ekeremor	130	22,846	740	765	+25
Kolokuma/Opokuma	54	8,246	374	421	+47
Nembe	94	10,723	499	381	-118
Ogbia	131	20,678	823	950	+127
Sagbama	111	17,729	663	698	+35
Southern Ijaw	191	32,860	617	632	+15
Yenagoa	135	34,923	330	816	+486
Total	**916**	**160,140**	**4,508**	**4,946**	**+438**

While the state has a net surplus, the two LGAs with the largest deficits Nembe (-118) and Brass (-79) are also among the hardest to staff due to remoteness and difficult terrain.

5.4 Disparities at the School Level

A meaningful analysis of teacher staffing must go beyond the numbers. It's not just about how many teachers are in the system, but whether their skills align with the actual needs of schools. In Bayelsa State, this misalignment is one of the most persistent challenges undermining equity and quality in basic education.

The school mapping data showed that many teachers are deployed without the appropriate training for the level or subject they are assigned. ECCDE centres, for instance, are often manned by teachers without any background in early childhood development, while JSS schools, especially those in rural LGAs commonly lack subject-specialist teachers for mathematics, science, and ICT. Instead, these subjects are taught by generalists or not at all. Similarly, while inclusive education is a policy priority, many schools have no teachers trained to support learners with special needs, leaving an entire category of children without equitable access to learning.

To move from system-wide adequacy to actual school readiness, the state must track not only the number of teachers, but the availability of the right skills in the right places. The table below summarises these needs by LGEA, based on gaps identified during the baseline exercise and aligned with the sector's policy priorities.

Table 6: Skills-Based Teacher Needs by LGEA

LGEA	ECCDE Specialists Needed	JSS Math/ Science Teachers Needed	Special Needs Teacher
Brass	12	10	2
Ekeremor	18	20	4
Kolokuma/Opokuma	8	12	2
Nembe	14	18	3
Ogbia	20	25	5
Sagbama	15	22	3
Southern Ijaw	16	20	4
Yenagoa	10	8	5
Total	**113**	**135**	**28**

This data makes clear that the state's recruitment strategy must be skills-driven, not just headcount-based. ECCDE roles must be filled by educators trained in child development and early learning pedagogy. JSS subject positions must be staffed with qualified specialists, not general classroom teachers. And inclusive education can only be achieved if every LGEA has dedicated special needs personnel with the training to support diverse learners. As the state looks ahead to teacher recruitment and redeployment over the coming years, filling these specific skill gaps will be just as important as addressing overall headcount imbalances.

Section 6: Multi-Year Costed Recruitment and Deployment Plan (2025–2029)

This section presents Bayelsa State's strategic plan to address identified teacher shortages and skill gaps through a phased, costed recruitment and redeployment strategy over five years. It builds on verified enrolment growth projections, documented attrition estimates, and skill-specific staffing needs across LGEAs. The plan is designed to stabilise the current workforce, reduce inequities in deployment, and ensure a more responsive and inclusive teacher pipeline.

6.1 Yearly Recruitment Targets

The projected enrolment growth (2025–2029) will add over 21,000 learners to the basic education system, requiring an additional 438 teachers just to maintain PTR benchmarks. Alongside this, the state expects to lose approximately 478 teachers over the same period due to retirement and other forms of attrition. In total, this implies a minimum recruitment need of 916 teachers by 2029.

However, given the need to resolve skills and deployment imbalances, Bayelsa is adopting a proactive recruitment target of 2,000 teachers over five years, structured as follows:

Table 7: 5-year recruitment structure

Year	Targeted Recruits	Focus Areas
2025	500	ECCDE, rural primary schools
2026	500	JSS specialists, redeployment buffer
2027	500	Leadership succession, hard-to-staff areas
2028	250	STEM subjects, inclusive education roles
2029	250	Special needs, rural reinforcement
Total	**2,000**	-

6.2 Redeployment Strategies

In addition to new recruitment, the state will implement a structured redeployment framework to correct existing imbalances:

- **Rebalancing Urban Surplus:** Teachers in overstaffed urban schools (particularly in Yenagoa and Ogbia) will be redeployed to under-resourced schools in Ekeremor, Nembe, and Southern Ijaw.
- **Subject-Based Reassignment:** Where subject specialists are clustered, they will be redistributed to ensure every JSS has core subject coverage.
- **Mandatory Rural Postings:** New recruits will serve a minimum of two years in rural or hard-to-reach areas before re-posting is permitted.
- **Incentivised Transfers:** Financial and housing support will be introduced to encourage voluntary moves to rural LGAs.

6.3 Sourcing Strategy

The recruitment strategy will prioritise a balanced mix of internal and external sourcing:

- **Internal:** Redeployment of surplus and underutilised teachers; conversion of volunteer teachers; retraining of teachers without the requisite qualifications.
- **External:** Open recruitment for ECCDE specialists, STEM and JSS subject teachers, and inclusive education experts.

To ensure transparency and competitiveness, all external hires will go through standard SUBEB recruitment protocols, with preference given to candidates from underserved communities.

6.4 Financial Plan and Budget Estimates (by Year and Category)

The table below outlines the recruitment and deployment plan costed over five (5) years and is based on an estimated budgetary allocation of ₦500,000,000.00, covering salaries, administrative, induction and training costs.

Table 8: Recruitment and Deployment Cost Estimates (2025–2029)

Year	New Recruits	Total Recruitment Cost
2025	500	₦125,000,000.00
2026	500	₦125,000,000.00
2027	500	₦125,000,000.00
2028	250	₦62,500,000.00
2029	250	₦62,500,000.00
Total	**2,000**	**₦500,000,000.00**

6.5 Gender-Inclusive Recruitment

Bayelsa State recognises that achieving equity in education goes beyond access for learners—it must also be reflected in the teaching workforce. A gender-balanced teaching profession is essential not only for upholding equity principles, but also for improving learning outcomes, particularly for girls in underserved and rural areas.

While the state has made progress in recruiting female teachers, the baseline mapping revealed clear disparities in their distribution. Female teachers are heavily concentrated in urban centres and early childhood education, while rural areas, junior secondary schools, and subject-specialist roles especially in science and mathematics remain male-dominated. Several rural schools have no female staff at all, limiting girls' access, participation, and retention in education.

In line with national UBE policy and the SMTBESP's emphasis on equity, the recruitment strategy from 2025–2029 will deliberately address this imbalance through gender-targeted actions at each stage of the hiring and deployment process.

6.5.1 Key Measures

- **Setting LGEA-Specific Female Recruitment Targets:** Each LGEA will have a minimum threshold for female hires, with higher targets in LGAs where gender gaps are widest (e.g., Ekeremor, Nembe, and Southern Ijaw).
- **Reserved Quotas for Female Candidates in Key Roles:** A percentage of new hires for JSS science and mathematics posts, ECCDE positions, and headteacher roles will be reserved for qualified female candidates. This aligns with national teacher

development policy on increasing women's representation in school leadership and STEM education.

- **Targeted Outreach and Incentives:** Recruitment campaigns will actively target female NCE, B.Ed., and PGDE graduates from Bayelsa and neighbouring states, especially those willing to serve in rural schools. Additional incentives will be included in postings to hard-to-staff areas.
- **Monitoring and Accountability:** Gender-disaggregated recruitment and deployment data will be tracked annually and included in all LGEA reporting and review mechanisms. Recruitment panels will be gender-balanced, and equity targets will be enforced through SUBEB oversight.
- **Retention and Leadership Support:** Beyond recruitment, the strategy will support long-term retention of female teachers through career progression pathways, continuous professional development, and leadership training, especially in schools where female leadership representation is currently low.

6.6 Timeline and Implementation Plan

Recruitment and redeployment will be delivered through an annual cycle aligned with the academic calendar. Each year's plan will follow this sequence:

Table 9: Recruitment and Deployment Action Plan

Phase	Timeline
Needs Validation	April
Recruitment Call	May – June
Interviews/Screening	July
Posting & Deployment	August
Induction/Training	September-October
Monitoring Review	November – December

A central monitoring unit within SUBEB, in collaboration with the Ministry of Education and LGEAs, will track implementation, impact, and efficiency.