

ONDO STATE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
COSTED RECRUITMENT AND DEPLOYMENT PLAN FOR BASIC EDUCATION IN ONDO STATE

TIME FRAME: 2025 - 2028

1.0 Overview of Recruitment Needs	SUBEB	TESCOM	TOTAL
• Total Teacher Requirement	13,493	5,167	18,660
• Current Teacher Strength	7,285	3,292	10,577
• Identified Gaps	6,208	1,875	8,083
• Reason for Gaps: Retirements, resignations, new schools, death, etc.			

2.0 Work Gap Analysis

Subject Grade Level	Required Staff	Existing Staff	Gap	Reason for Gap	Recruitment Strategy
Early Childhood (Pre-primary)	1,928	1,201	727	Retirement, opening of new schools, death, etc	External hiring of 1,200 teachers per year
Lower Primary (Pry 1 – 3)	6,182	3,086	3,096	Retirement, opening of new schools, death, etc	
Upper Primary (Pry 4 – 6)	5,383	2,998	2,385	Retirement, opening of new schools, death, etc	
Lower Secondary (JSS 1 – 3)	5,167	3,292	1,875	Retirement, opening of new schools, death, etc	External hiring of 500 teachers per year
Special Needs	66	43	23	Retirement, opening of new schools, death, etc	External hiring of 20 special teachers per year

3.0 Recruitment Plan and Cost Estimates

Activity	Description	Estimated Cost (₦)	Funding Source	Timeline
Advertising	Job position on-line portals and media	3m	State budget	July – August, 2025
Qualifying Examination, Screening and Selection	Shortlisting, Interview Tests	12m	State budget	September – October, 2025
Training and Orientation	Orientation, Induction, skill training, Class management	90m	State budget, NGOs and DPs	November – December, 2025
Deployment and Teaching resources	Posting letters, Teaching aids, textbooks	3Billion	State budget, NGOs and DPs	January – February, 2026
Total Estimated Cost		3.105 Billion	State budget, NGOs and DPs	

4.0 Deployment Plan (School Allocation)

Teaching Category	Number Recruited	Deployment Location (School Name)	LGA	Deployment Date	Supervising Officer
Early Childhood (Pre-primary)	200	Deployment in progress	All LGAs		
Lower Primary (Pry 1 – 3)	400	Deployment in progress	All LGAs		
Upper Primary (Pry 4 – 6)	500	Deployment in progress	All LGAs		
Lower Secondary (JSS 1 – 3)	1010	Deployment in progress	All LGAs		
Special Needs	12		Owo, Ikare, Okeigo and Akure		

5.0 Monitoring and Evaluation Plan

Activities	Indicator	Frequency	Responsible Officer
Classroom observation	Teaching performance report	Monthly	
Students performance review	Learning outcomes, Assessment results, Report cards of learners.	Termly	
Teacher Training	Feedback, refresher training needs	Annually	
Teacher Retention and Welfare	Percentage of teachers retained, satisfaction survey	Annually	

6.0 Challenges and Mitigation Strategies

Challenges	Impact on Basic Education	Mitigation Strategy
Shortage of teachers	Inadequate student-teacher ratio	Prioritize recruitment of 500 teachers every year to fill vacancies. Use of PTA Teachers.
Limited Training Resources	Affects teaching quality	Partnering with NGOs and Development Partners for resources.
Poor teacher retention	Frequent turnover disrupts learning	Improve incentives, promotions, welfare.
Rural Development Resistance	Teachers refuse remote posting, seeking transfer from rural to urban areas.	Provide rural allowances, housing incentives, peg transfer from rural to urban areas to minimum of three years.

7.0 Strategy for Sourcing New Employees to Fill Identified Gaps in Basic Schools in Ondo State

In the State's basic education landscape, there is opportunity for teachers to be hired internally, externally or through a combination of both. Sourcing strategy leverages on localized recruitment, targeted incentives and structured deployment to ensure effective coverage. The processes involve include:

1. Needs Assessment and Gap Identification

- Conduct of a comprehensive audit across all LGAs to determine subject and location-based shortages.
- SUBEB and TESCOM analyse deployment patterns.
- Engagement of school principals, education officers and other relevant stakeholders to validate real-time teacher needs.
- Utilize data from Ondo State Education Management Information System to track teacher–student ratios.

2. Recruitment Strategy

- For new teachers, localized recruitment of qualified NCE, B Ed and PGDE holders from within Ondo State is prioritized to reduce attrition.
- Implement catchment area policy to recruit teachers from communities where schools are understaffed.
- Collaborate with educational institutions in the State to operate a Graduate Teaching Scheme where final year students in education related courses can intern in basic schools.

3. Use of Digital Platform

Both TESCOM and SUBEB develops a teacher recruitment portal for transparent applications and tracking. Job advertisements are also made through local radio stations and media.

4. There is standing collaboration with NYSC Ondo State to ensure Corps members are posted to schools with shortages.

5. There is subject-specific recruitment drive to target recruitment for STEM (Science, Technology, Engineering, and Mathematics) and special education teachers.

6. Training and capacity building

- Induction training for all new teachers, covering classroom management, teaching methodologies and digital literacy.
- Ongoing Continuous Professional Development (CPD) through workshops and skill improvement in partnership with the Ondo State Public Service Training Institute (PSTI).
- Encourage teachers to enroll in online professional development courses to enhance skills.

7. Retention and Motivation Strategies

- Ensure prompt payment of salaries and allowances through a robust payroll system.
- Establish Teacher Excellence Awards to recognize outstanding educators.
- Offering of rural hardship allowances for teachers deployed to hard-to-reach areas.

8. Monitoring and Evaluation for Sustainability

- Setting up of a Teacher Deployment Task Force to monitor recruitment impact and prevent urban concentration.
- Regular update of the Teacher database through EMIS to track shortages and surpluses.
- Conduct periodic school visits to ensure compliance with recruitment and deployment policies.
- Establish a feedback system where teachers can report challenges through structured surveys.

8.0 Implementation Timeline (12-month plan)

Phase	Activities	Timeline (Months)	Responsible Bodies
Phase 1: Needs Assessment	Conduct teacher audit, identify gaps, and analyse deployment patterns.	Month 1 – 2	SUBEB, TESCOM, EMIS Units, LGAs
Phase 2: Recruitment Planning	Develop recruitment portal, advertise vacancies, and liaise with institutions.	Month 3 – 4	SUBEB, MOES&T, ICT Dept.
Phase 3: Teacher sourcing and selection	Collate applications, screen candidates (Tests and conduct interview)	Month 5 – 6	Recruitment Committee (SUBEB, TESCOM, LGEAs)
Phase 4: Deployment and onboarding	Issue appointment letters, conduct induction training, deploy teachers.	Month 7 – 8	SUBEB, TESCOM, Headquarters, LGEAs
Phase 5: Training and Capacity building	Organized CPD workshops, implement mentorship programme.	Month 9 – 10	PSTI, SUBEB, TESCOM
Phase 6: Monitoring and Evaluation	Assess teacher performance, adjust deployment and refine policies.	Month 11 – 12	Monitoring Taskforce, EMIS Units, MOES&T.

9.0 Budget Framework (Estimated Costs)

This budget provides a high level estimate based on the expected costs of recruitment, training, and retention efforts.

1. Needs Assessment and Planning – ₦75 million

- Teacher audit, school census, and data collection - ₦20 million
- EMIS software update and deployment tracking system - ₦50 million

- Stakeholders meetings and field assessments - ₦5 million
- 2. Recruitment and selection – ₦19 million**
- Job advertisement (radio, digital platforms) - ₦3 million
- Recruitment Portal development and maintenance - ₦4 million
- Screening, Interviews and Logistics - ₦ 12 million
- 3. Training and Induction – ₦ 90 million**
- Induction workshops for 2110 new teachers - ₦ 50 million
- Continuous Professional Development (CPD) programme - ₦ 20 million
- Mentorship programme facilitation - ₦ 20 million
- 4. Teacher Welfare and Incentives – ₦ 3.52billion**
- Salary and benefits for new recruits - ₦ 3 billion
- Housing/Transport allowances for rural teachers - ₦ 500 million
- Teacher Excellence Awards and Recognition - ₦ 20 million
- 5. Monitoring and Evaluation – ₦ 240 million**
- Establishment of monitoring task force - ₦ 20 million
- Periodic school visits and assessment reports - ₦ 500 million
- Teacher feedback mechanisms and database updates - ₦ 20 million

Total Estimated Budget: ₦ 3,944,000,000

10.0 Potential Funding Sources

- State Government Education Budget: Allocate funds from the State's annual budget.
- UBEC Intervention Fund: Utilize Federal Government Funds for basic education.
- Public-Private Partnership (PPP): Engage private sector organizations to support teacher training.
- Donor Agencies and NGOs: Seek funding from organizations like UNICEF, UNESCO, and World Bank Education Program.

11.0 Conclusion

This customized strategy ensures Ondo State can systematically recruit, train, deploy and retain quality teachers and thereby strengthening the foundation of basic education.