

2026 ANNUAL REPORT: STRATEGIES AND PROGRESS IN CLOSING TEACHER STAFFING GAPS IN ONDO STATE BASIC EDUCATION

March 2026

EXECUTIVE SUMMARY

In 2026, the Ondo State Government undertook strategic actions to address critical staffing gaps in the basic education sector. A statewide assessment identified a deficit of 8,083 teachers, driven by shortages and inequitable distribution, particularly in rural and hard-to-reach areas.

In response, the Government recruited and deployed 2,483 teachers, representing 30% of the identified gap, with a strong focus on underserved Local Government Areas (LGAs) and high-need subject areas. Complementary measures included continuous professional development (CPD), policy reforms to enhance teacher retention, and strengthening of data systems through the integration of the Human Resource Information System (HRIS) and the Education Management Information System (EMIS).

Key achievements include improved teacher distribution, enhanced classroom practices, and increased participation in training programmes. Challenges persist, particularly in sustaining funding, addressing rural staffing shortages, and ensuring long-term retention.

The Government recommends increased budgetary allocation, sustained partnerships, and institutionalization of reforms to consolidate gains and ensure long-term sustainability.

1. INTRODUCTION

This report presents actions taken by the Ondo State Government during Year 1 (2026) to address staffing gaps in the basic education sector. It outlines assessment findings, recruitment and deployment strategies, capacity-building initiatives, policy reforms, partnerships, monitoring mechanisms, outcomes, and future directions aimed at improving access to quality education.

2. ASSESSMENT AND IDENTIFIED GAPS

A comprehensive needs assessment was conducted using school-level surveys, personnel records, and inputs from Local Government Education Authorities (LGEAs).

Key Findings

Significant shortages of qualified teachers across basic education levels.

Uneven distribution of teachers, with rural and riverine areas most affected.

Findings were consolidated into a State Staffing Gap Register to guide interventions.

Staffing Gap Summary

Category	SUBEB	TESCOM	State Total
Total Required	13,493	5,167	18,660
Current Strength	7,285	3,292	10,577
Identified Gap	6,208	1,875	8,083

3. RECRUITMENT AND DEPLOYMENT ACTIONS

To address staffing shortages, the Ministry implemented the following:

Conducted targeted recruitment focusing on critical subjects and underserved LGAs.

Applied transparent, merit-based selection processes in line with State civil service regulations.

Coordinated with LGEAs for rapid deployment and equitable allocation using the Staffing Gap Register.

Recruited and deployed 1,383 teachers (Pre-primary & Primary) and 1,100 teachers (JSS), totaling 2,483 teachers.

Conducted standardized orientation and induction programmes for all newly recruited teachers.

Strengthened engagement with Parent-Teacher Associations (PTAs) and School-Based Management Committees (SBMCs) to support local staffing and teacher welfare.

4. FINANCIAL OVERVIEW

To ensure transparency and sustainability, the following financial commitments were made:

Recruitment and onboarding costs.

Salary implications for newly recruited teachers (ongoing).

CPD and training expenditures through PSTI.

Rural posting incentives and hardship allowances.

ICT investments for HRIS/EMIS strengthening.

5. CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT

To improve teacher effectiveness, professional competence, and retention, the Ministry implemented a series of targeted initiatives in collaboration with strategic partners:

Continuous Professional Development (CPD): In partnership with the Ondo State Public Service Training Institute (PSTI), the Ministry delivered structured CPD programmes covering pedagogy, classroom management, assessment strategies, and service delivery standards.

Subject-Specific Workshops: Targeted workshops were organized for teachers of mathematics, science, and other high-need subjects. Early childhood methodology training was provided for pre-primary educators.

Mentorship and On-the-Job Support: Experienced teachers were paired with newly recruited staff to facilitate professional integration and practical learning.

Leadership and Administrative Capacity: Training sessions included school leadership, instructional supervision, and effective resource management.

Monitoring and Evaluation of CPD Impact: Participation and improvements in teacher practice were tracked through HRIS and EMIS systems.

Impacts

Improved Teacher Competence: Enhanced pedagogical skills, classroom management, and subject knowledge.

Enhanced Teacher Motivation and Retention: Professional growth opportunities increased commitment, especially in underserved LGAs.

Better Learning Outcomes: Improved teaching practices led to more effective learning environments.

Strengthened School Leadership: School heads and senior teachers improved instructional supervision and resource management.

Data-Driven Monitoring: HRIS and EMIS integration enabled real-time tracking and evidence-based decision-making.

6. RETENTION POLICIES AND SYSTEMS STRENGTHENING

Revised teacher deployment guidelines to prioritize equity and retention in rural and hard-to-reach communities.

Introduced rural posting incentives and established a Teacher Excellence Award.

Strengthened HRIS and integrated it with EMIS to maintain up-to-date staffing records and support evidence-based planning.

7. PARTNERSHIPS AND RESOURCE MOBILIZATION

Collaborated with private sector partners and vendors for ICT development, software deployment, and technical assistance.

Engaged development partners and NGOs for funding and technical support for CPD and targeted interventions.

8. MONITORING, EVALUATION, AND ACCOUNTABILITY

Established monitoring teams and task forces to track recruitment outcomes, teacher attendance, and prevent urban concentration.

Instituted quarterly review meetings with LGEAs and school heads to assess progress against the Staffing Gap Register.

Applied corrective measures including targeted redeployment, strengthened PTA/SBMC engagement, and additional incentives.

Strengthened the State EMIS for near-real-time staffing and attendance reporting.

9. KEY PERFORMANCE INDICATORS (KPIs)

Indicator

Baseline (2025)	Teachers Recruited	2026 Status
8,083	2,483	Teacher Gap Reduced by 30%

10. GENDER AND INCLUSION

Recruitment ensured gender balance.

Increased deployment of female teachers to underserved areas.

Focus on early childhood and special needs education.

11. GEOGRAPHIC IMPACT

Targeted recruitment and deployment improved teacher coverage in previously underserved LGAs, particularly in rural and riverine communities.

12. OUTCOMES AND REMAINING CHALLENGES

Outcomes

Measurable reductions in teacher shortages in prioritized subjects.

Improved distribution of teachers to underserved LGAs.

Increased participation in CPD programmes and demonstrable improvements in teaching practices.

Strengthened monitoring and accountability through HRIS and EMIS integration.

Remaining Challenges

Residual shortages persist in remote and hard-to-reach communities.

Sustainable funding is required to maintain incentive schemes, scale CPD, and support ongoing HRIS/EMIS maintenance.

Continuous engagement with stakeholders is necessary to ensure teacher retention.

13. CONCLUSION AND RECOMMENDATIONS

The Ministry has made significant progress in addressing staffing gaps through coordinated recruitment, professional development, policy reforms, strengthened data systems, and partnerships.

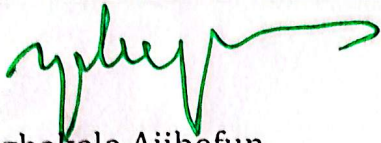
Recommendations

Continued and increased budgetary support for recruitment, incentive packages, and CPD programmes.

Further enhancement and integration of HRIS and EMIS for timely, evidence-based decision-making.

Sustained engagement with development partners and the private sector for technical assistance and co-financing.

Ongoing support for PTA-led local initiatives to improve teacher welfare and retention in underserved communities.



Prof. Igbekele Ajibefun
Hon. Commissioner
Ministry of Education, Science and Technology
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