



**ADAMAWA STATE TEACHER  
RECRUITMENT, DEPLOYMENT  
AND  
RETENTION POLICY**

**March, 2022**

**ADAMAWA STATE GOVERNMENT**  
**MINISTRY OF EDUCATION AND HUMAN CAPITAL DEVELOPMENT**



**TEACHER RECRUITMENT, DEPLOYMENT AND RETENTION POLICY**

**Revised Version, Sequel to a Stakeholders workshop held in  
Yola Adamawa State on March 2022 and reviewed by the  
High-Level Implementation Committee**

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## **EXECUTIVE SUMMARY**

Adamawa State Government was encouraged by the Ministry of Education and Human Capital Development to explore in-depth needs relating to the recruitment, deployment and retention of quality Teachers in the State Public Schools with the long-term expectation of establishing a robust cadre of effective teachers through appropriate evidence-based policy domestication. The main intentions of the policy domestication were to: determine the State Teachers need through the needs assessment; investigate and document research-based evidence; support the Government to improve Teacher effectiveness; help support effective teaching, learning and build sustainable teachers' recruitment, deployment and retention through series of consultation with education stakeholders.

The document is aligned with national policy on education as domesticated by the Adamawa State Government. It is developed as a result of need-based assessment to bridge the gap of Teachers needs in Adamawa State Basic and Post Basic Schools. Deliberate policy was set for motivation of Teachers deployed to hard-to-reach areas.

The document also intends to bridge the gap between male and female Teachers through lowering the pass mark of 45 and above for female and 60 and above for male candidates respectively.

The Adamawa State Government is committed to ensure the provision of adequate human and financial resources to achieve the objectives of this policy.

## **FOREWORD**

The need for quality teacher recruitment and deployment in this State informed the domestication of the National Teacher Education Policy (NTEP). The Policy is the outcome of the collaborative efforts of the State Ministry of Education and Human Capital Development, Post Primary Schools Management Board (PPSMB), Adamawa State Universal Basic Education Board (ADSUBEB), Education Planners and major stakeholders in the education sector, with technical and financial support from Transforming Education System at States Level (TESS) Funded by World Bank through Global Partnership for Education (GPE). It underlines the pivotal role of quality Teachers in the provision of quality education at all levels. As a sure step towards the realization of both the Education for All (EFA) goals and Sustainable Development Goals (SDGs).

The policy objective is to recruit, deploy and retain qualified, skilled and creative Teachers who are capable of rational thought and action, possessing compassion and empathy, courage and creative imagination capable of producing learners who can compete globally.

## ACKNOWLEDGEMENT

On behalf of the Adamawa State Ministry of Education and Human Capital Development, Adamawa State Universal Basic Education Board and Post Primary Schools Management Board Yola, sincerely wish to acknowledge the financial and moral support of the Adamawa State Government led by His Excellency the Executive Governor Rt. Hon. Ahmadu Umaru Fintiri. The Honorable Commissioner of Education and Human Capital Development, Mrs. Wilbina Jackson. The Permanent Secretary, Hajiya Aisha Abubakar Umar and Deputy Permanent Secretary/ Chairman Recruitment Committee Mr. Sunday A. Stephen for their immense contribution. We also acknowledge the technical support provided by the State Project Coordinator Transforming Education System at States Level (TESS). Funded by the World Bank through Global Partnership for Education (GPE) Mr. Michael Chinda Medugu and the Project Technical Assistant Mr. Stephen Sylvanus Medugu.

In addition, we sincerely appreciate the various contributions of the Executive Chairman Adamawa State Universal Education Board (ADSUBEB), Executive Secretary Post Primary Schools Management Board (PPSMB), Executive Secretary Adamawa State Mass Education Board (ADSMEB), and Executive Director Education Resource Centre (ERC).

Our appreciation will not be complete without mentioning specific names and groups such as; The State Education Management Information System (EMIS), the Department of Planning, Research and Statistics (DPRS) MOE&HCD and the Department of Planning, Research and Statistics (DPRS) ADSUBEB, United Nations International Children's Education Fund (UNICEF) focal officers of MOE&HCD and ADSUBEB: staff of MOE&HCD, ADSUBEB, PPSMB, ERC & ADSMEB.

Appreciation also goes to the two consultants Dr. Jongur Ibrahim and Dr. Saba Idris of Federal College of Education (FCE) Yola.

Finally, and most importantly, we thank the Almighty God for the strength, wisdom and protection given to all of us throughout the Teacher recruitment and deployment policy formulation processes. God Bless the Education Sector, God Bless Adamawa State and God Bless the Federal Republic of Nigeria.

## **ABBREVIATIONS AND ACRONYMS**

ADSU	Adamawa State University, Mubi
ADSUBEB	Adamawa State Universal Basic Education Board
ADSMEB	Adamawa State Mass Education Board
ASC	Annual School Census
AUN	American University of Nigeria
BESDA	Better Education Service Delivery for All
CBOs	Community Based Organizations
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
EFA	Education for All
EIRP	Education Infrastructure Investment and Rehabilitation Program
EMIS	Education Management Information System
ERC	Education Resource Centre
FGN	Federal Government of Nigeria
GPE	Global Partnership for Education
ICT	Information Communication Technology
INGO	International Non-Governmental Organization
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
MLA	Monitoring of Learning Achievement
NCE	Nigeria Certificate in Education
NECO	National Examination Council
NFE	Non-Formal Education
NGOs	Non-Governmental Organizations
NPE	National Policy on Education
PPSMB	Post Primary Schools Management Board
PSTE	Pre Service Teacher Education
PTAs	Parent Teacher Association

PTR	Pupil-Teacher Ratio
RDR	Recruitment Deployment and Retention
SDGs	Sustainable Development Goals
SENSE	Strengthen Education in the North East States of Nigeria
SMEB	State Mass Education Board
SMoE and HCD	State Ministry of Education and Human Capital Development
SSS	Senior Secondary School
TESS	Transforming Education Systems at State Level
TDP	Teacher Deployment Policy
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WAEC	West African Examination Council

## **CHAPTER ONE: OVERVIEW**

### **1.0 Preamble**

The regulations in this Policy Manual shall apply to all Teachers employed in Non-Formal, Basic and Post basic Public Schools in Adamawa State on permanent and pensionable employment/appointment.

### **1.1 Introduction**

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equity, scientific advancement, national integration and cultural preservation; and central to this is availability of quality teachers recruited based on merit and need. Adamawa State is expected to have more youth populations in the North East over the next decade, and our ability to provide high-quality educational opportunities to them will shape the future of the state. The aim must be for Adamawa State to have an education system that ensures equitable access to the highest-quality education for all learners regardless of social and economic background in addition to quality teaching and learning.

To achieve this, actions must be taken now and with urgency to ensure the right type of Teachers are recruited, deployed and are retained in all areas of needs. Therefore, the gap between the Teachers and learning outcomes must be bridged through undertaking major reforms to bring the highest quality and integrity into the system, starting from early childhood education through basic and post basic levels.

This Teacher recruitment, deployment and retention policy is the first of its kind in Adamawa State and aims to address the many growing developmental imperatives of education in the State. This Policy proposes the revision and revamping of all Teacher education structure, including its recruitment, deployment, retention, regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, which is in line with Nigeria's traditions and value systems. This policy lays particular emphasis on the recruitment and deployment of creative teachers who are ready to serve in any part of the State.

Adamawa State is steadily recovering from the ravages of insurgency and the Covid-19 pandemics, previous Government has also neglected education, this has brought about despair, negligence and outright disregards to policy on educational development. It's globally canvassed and articulated that education, if given the proper policy and implementation will solve most of the emerging Teacher recruitment, deployment, and retention challenges. Such as: -

- a. Boko Haram/insurgency targeted schools.
- b. Insecurity of Teachers around conflict zones
- c. Social security (Incentives, Motivation, Teacher Mobility, etc.)
- d. Difficult terrains
- e. Political interference
- f. Gender in balance
- g. Expansion of schools
- h. Establishment of schools; and
- i. Out of school Child syndrome

In pursuant of the above, Government on the advice of the Ministry of Education and Human Capital Development consulted education stakeholders to unravel the challenges thereto and proffer sustainable solution to the problem militating against positive development.

Adamawa State has relevant existing policies aimed at uplifting the standard of Education in the provision of quality and creative education to all children, vibrant, effective, and efficient Teacher disposition, welfare and social empowerment, to that end Government gives more emphasis and attention to Basic Education and Teacher productivity with a focus to the inculcation of skills and viability that will transform the State.

The policies are contained in the following: -

- a. National Policy on Education; National Basic Education Policy as stated in section 8 sub-sections B no. 70, 71 (a-e) and 72 (NPE 4<sup>TH</sup> Ed. P.30 as reviewed in 2008, 2009 and 2014). Sub-section No. 70(a) states that teacher education shall continue to be given major emphasis in all educational planning and development. 70(b) states that, the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).
- b. National Teachers Education Policy, (2014) as adapted; Sub-section B no. 71 (a-e) outlined the

goals of Teacher Education (NPE 2014<sup>TH</sup> Ed. P.30).

- c. Universal Basic Education (UBE) Act, 2004 (FGN, 2004); In section 3 no. 15 states that Basic Education shall be of 9-year duration comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory. It shall also include adult and non-formal education programmes at primary and junior secondary education levels for the adults and out-of-school youths.
- d. Adamawa State Universal Basic Education Law (2005) In section 7 no. 1 (e) to manage primary schools, including recruitment, appointment, promotion, training, and discipline of teaching and non-teaching staff on salary grade levels 07 and above.
- e. Post-Primary Schools Management Board Law (1995) in section 20 (j) no. 1; to employ, promote and discipline all teachers and other Staff in Government institutions under its control.

The State since inception has faced significant challenges in harnessing its Education System to promote economic development and poverty reduction. Before now, the previous Government through the support of UNICEF has provided a strategic framework plan for Education Service Delivery that is transparent, effective and efficient to make the basis for medium and long-term targeting and resources.

A ten-year (2019-2029) Adamawa State Education Sector Plan (SESP) has been developed through a widely consultative and intensive stakeholders' participation as a road map for the realization of a states' vision and mission for Education.

- a. Evidently Adamawa State has historical policies and antecedents for the recruitment, deployment, retention and promotion of its teachers for impactful results. It is still being implemented in accordance with the approved 10-year (2019-2029) Adamawa State Education Sector strategic plan (SESP)
- b. Specific teachers' policies in the informal sector are contained in the 3-year State Education sector operation Plan (SESOP) 2019-2021 as a medium-term plan which outlines operational programmes to be implemented every 3 years for the realization of:
  - i. Nomadic Education
  - ii. Multi-Grade Teaching
  - iii. Voluntary Teachers (PTA) etc.
- c. The Adamawa State Education Infrastructure Rehabilitation Programme is another strategic

policy objective set to provide a conducive learning environment that is inclusive and the needs to recruit more Teachers to impact positively on learning outcomes.

- d. National Teachers Education Policies (2014) as adapted by Adamawa State are currently being implemented by various Education Agencies (SMoE &HCD, SUBEB, ADSMEB, LGEAS) in collaboration with line Ministries for the provision of set goals.
- e. Increase in enrolment of all levels in percentage or in number of ECCD, Primary, JSS, SS and NFE. Consequently, the increase for the needs of Teacher Recruitment, Deployment and Retention.
- f. None of the policies are in conflict with Teachers; rather the implementation of EMIS and leveraging on ICT and digital techniques has assisted in the deployment policies.

Amongst the challenges facing Education in Adamawa State, is the low budgetary provision, inadequate and untimely release of funds have led to poor remuneration of staff. Poor motivation of Teachers (poor incentives, promotion, housing etc.) to put in their best, coupled with lack of political will. Therefore, the 27% of the State Budget that is allocated to the Education Sector should be released timely. However, the current Government Policies are geared to reverse the previous inadequacies with a view to prioritize an inclusive Education pursuit.

- i. Adequate coverage and satisfactory level of meaningful access
- ii. Scaling and widening the level of quality and relevance.
- iii. Efficient management and system efficiency, and
- iv. Adequate resourcing and sustainable funding

The current Government envisaged that funding commitment should be spread across key stakeholders in the State. Therefore, donor agencies such as the World Bank, UNICEF, USAID, UNESCO and Private Sector etc. are encouraged to actively support measures for special and specific needs of Teachers, gender and the vulnerable. The State has established several Institutions of Higher Learning for specific and innovative teacher training and for professional or career pathways: -

- 1) Adamawa State University, (ADSU) Mubi
- 2) College of Education, (COE) Hong
- 3) College of Agriculture, Ganye
- 4) Adamawa State Polytechnic, Yola
- 5) College of Health Technology, Mubi

- 6) College of Nursing / Midwifery, Yola; and
- 7) College for Legal Studies, Yola.

These institutions are there to maximize the ingenious potentials and skills of the individual for valid and viable recruitment, deployment and retention to areas of specialization, to balance Urban and Rural areas PTR gap, to retain and motivate Teachers in hard-to-reach areas. Adamawa Hard-to-Reach areas are classified in various natural ways which includes mountainous areas with hurdles of going and coming to LGA headquarters within a day, seasonal areas covered with mass water which may hinder easy passage of teachers and areas with difficulty to reach in few kilometers where teachers have to follow through other LGAs to get to another. Other hard to reach areas are due to insecurity, unmotorable roads etc. Other Teacher education professional and remedial institutions established by the Federal Government.

- a. Federal College of Education, Yola
- b. Moddibo Adamawa University, Yol;
- c. National Teachers Institute (NTI); and
- d. Teachers Registration Council of Nigeria (TRCN)

An enacted legislation ADS Law NO. 17 Teachers Retirement year to 65 as an incentive to maintain quality and standard in the teaching profession.

Adamawa State has developed a robust Education Sector Budget Plan that is consistent, implementable and that will provide adequate coverage for a satisfactory level of meaningful access and inclusiveness.

- a. Increase access to Pre-Primary from 15%;
- b. Increase Primary enrolment 25%;
- c. Ensure improvement to Junior Secondary School 30%;
- d. Improve teacher recruitment, deployment and retention, 20%;
- e. Strengthen Teacher supervision to meet current challenges rural teachers allowances of 15% housing; and
- f. Improve pupil's teacher ratio at all levels of learning by needs assessment.

Government has constituted a committee to improve education budget expenditure tracking and other financial controls to ensure evidence-based prioritization of budgetary allocation as at 2021, summary costing for: -

- a. Adequate coverage and limited level of meaningful access and inclusion
- b. Quality and relevance
- c. Infrastructural efficiency
- d. Efficient management and system efficiency; and
- e. Sustainable funding and resourcing

A total sum of N4,504,860,208.42 (Four Billion, Five Hundred and Four Million, Eight Hundred and Sixty Thousand, Two Hundred and Eight Naira, Forty-Two Kobo). Adamawa State Teacher recruitment deployment and retention draft policy was realized through the participatory involvement of both State and Non-State actors, namely: -

- 1) Ministry of Education and Human Capital Development Lead;
- 2) Post Primary School Management Board (PPSMB);
- 3) National Union of Teachers (NUT);
- 4) National Teachers Institute (NTI);
- 5) Teachers Registration Council of Nigeria (TRCN);
- 6) Adamawa State Universal Basic Education Board (ADSUBEB)
- 7) Civil service Commission (CSC)
- 8) Ministry for Local Government and Chieftaincy Affairs (MLG)
- 9) Ministry for Information (MI); and
- 10) Civil Society Organizations (CSOs)

It was a document developed through the various contributions and decisions of the aforementioned functionaries in the State.

## **CHAPTER TWO: POLICY DIRECTION AND FRAMEWORK**

### **2.0 Guiding Principles**

Teacher effectiveness is one of the most important school-based predictors of student learning, and several years of teaching by outstanding teachers can offset the learning deficits of disadvantaged students” (World Bank, 2012). The global monitoring report (2015) stresses that addressing today’s learning challenges requires investment in ‘qualified, professionally-trained, motivated, and well supported teachers,’ and suggests that the quality of an education system can exceed neither the quality of its teachers nor the quality of its teaching’ (EFA-Global Monitoring Report Team, 2015)

This Policy is premised on the overarching guiding principle of ensuring that knowledgeable and effective teachers are recruited, constantly re-tooled and re-skilled, and most importantly, retrained to be able to teach to world-class standards. In more concrete terms, guiding principles serve to ensure that the policy is:

- a. Comprehensive: The policy incorporates key components of Pre-Service Teacher Education (PSTE) and In-Service Teacher Education (ISTE) to ensure coherence and continuity of training opportunities throughout the career of teachers at all levels of education.
- b. Standards-based: The policy focuses on standards to be implemented in PSTE and ISTE programmes, with emphasis on evaluation of teachers' performance i.e, the knowledge, professional competences, values and attitude they must possess to be able to practice their profession and objectively verifiable means of determining their performance level.
- c. Focus on life-long learning: The policy promotes continuous professional development of all teachers throughout their careers, coupled with appropriate rewards and recognition for all self-improvement efforts.

### **2.1 Vision**

To have a vibrant and responsible school system staffed with qualified, skilled, motivated, dedicated, well-informed and creative teachers based on globally accepted performance standards.

### **2.2 Mission**

To recruit, deploy and retain qualified teachers based on performance indices through objective

school needs assessment and subject requirement.

### **2.3 Goal and Objectives**

To promote quality and compulsory education at basic and post basic levels of education system by transforming the image, self-concept and social recognition of teachers through constant improvement of the standards of recruitment into the teaching profession to assist career pathways.

#### **The objectives of the policy are: -**

- a. To ensure Government intention to attract certified and qualified candidates to the teaching profession.
- b. To ensure that rigorous recruitment and deployment requirements are put in place and apply them consistently.
- c. To ensure that Teachers pursue professional development relevant to the educational policy and program mandated by the Government.
- d. To guarantee the recruitment and deployment of Teachers based on needs assessments and areas of domiciled.
- e. To maintain the policy of pro-rata deployment of Teachers based on educational disadvantaged areas.
- f. Volunteer Teachers who hitherto have provided teaching and learning in these hard-to-reach areas under community responsibilities should be considered and deployed if qualified.
- g. To sustain the engagement of Teachers through quality assurance recruitment processes.
- h. To ensure teacher competency tests to ascertain mental and physical capacity at each progression level.
- i. Female applicants should be encouraged to apply as they are more adaptable to the profession;
- j. To provide an ensuring arrangement for competitive teacher recruitment procedures based on investigative studies on demands, tailored upon principles and techniques for teaching and learning process, also streamlined in views of catchment areas for the benefits of self-actualization, state development policies and capacity enhancement from different spheres of life; and
- k. To undertake a periodic monitoring and evaluation exercise with a view to curtail the

proliferation of quack or unqualified Teachers into the profession.

## **2.4 Teacher Education and Policy Framework**

In line with Adamawa State Educational Infrastructural Investment and Rehabilitation Program (EIRP) and the National Policy on Education was born out of the National Curriculum Conference held in Lagos September 1969. Teacher Education is dealt Section 9, of the National Policy on Education 1981 and revised in 2003. The document emphasized the importance of teacher education and welfare. Teacher Education aims at:

- i. Producing highly motivated, conscientious and efficient classroom teachers for all levels of the educational system.
- ii. Encouraging further the spirit of equity and creativity in teachers.
- iii. Helping teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- iv. Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world.
- v. Enhancing teachers' commitment to the teaching profession.

The education policy places a premium on initial and continuing education through web-based workshops, conferences and lectures.

## **2.5 Teacher Policy Framework**

The State Teacher policy framework addresses the recruitment and retention of teachers, covering the strategic, holistic, sustainable, and context-sensitive provisions for teaching and learning. Key coverage areas of the policy include Teacher Recruitment and Retention, Deployment, Reward and Remuneration, Teacher Accountability and School Governance.

## **2.6 Alignment with Overall Basic Education Policy**

The Policy reform of Adamawa State Education Plan is in line with the Goals of National Basic Education Policy as stated in section 8 sub-sections B no. 71 (a-e) and 72 (NPE 4<sup>TH</sup> Ed. P.39 as reviewed in 2008, 2009 and 2014) in the sense that quality will be applied to recruit viable Teachers as this will strengthen the institutional management of Education and provide standard and quality

assurance. In the same vein: -

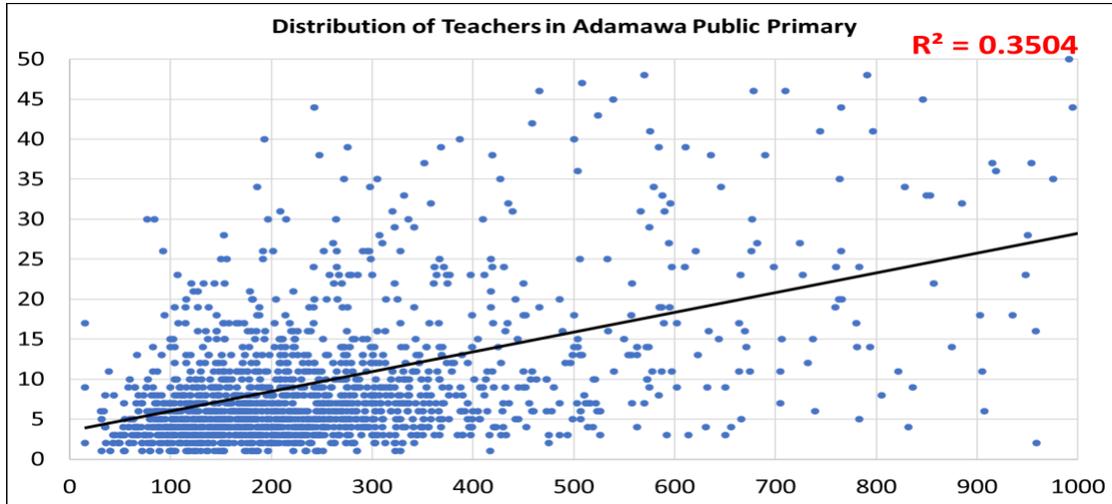
- (a) Access, inclusive, protective and equal opportunity will be assured.
- (b) Funding, support and partnership.
- (c) Strengthening of EMIS offices in the MoE, PPSMB, SMEB and LGEAs.
- (d) Teacher professional development and career progression.
- (e) Provision of infrastructural facilities to cater for ECCE, Non-Formal and Formal Education sector; and
- (f) Observing the minimum entry point to teach as mandated by the National Policy on Education (NCE)

### **CHAPTER THREE: INSTITUTING A MERIT-BASED TEACHER RECRUITMENT POLICY**

### 3.0 Basis for Merit-Based Teacher Recruitment Policy

Teacher distribution is a major challenge in Adamawa State. Statistics show that most of the teaching population in Adamawa State is concentrated in the urban areas, leaving the rural and hard-to-reach areas understaffed with soaring PTRs and STRs. The figure below shows the distribution of teachers in Adamawa State.

**Figure 3.0 – Distribution of teachers in Adamawa public primary schools**



To ensure these gaps are covered, a recruitment committee drawn from line Ministries in the Education sector was constituted to carry out the exercise. For a candidate to be eligible for selection, the Adamawa State Teacher Recruitment scheme stipulates the following requirements for the recruitment of teachers into primary and secondary schools in the state. Candidates must possess the following:

- a. A High National Diploma (HND), Bachelor of Science (B.Sc) degree, Bachelor of Science in Education (B.Sc. Ed) degree, Bachelor of Technology in Education (B.Tech.Ed) degree, Bachelor of Education (B.Ed) degree, Master of Science (M.Sc) or Master of Arts (M.A) degrees in any field obtained from a recognized institution. The minimum qualification for selection is a National Certificate in Education (NCE) obtained from a recognized and accredited institution. *(HND holders are given the waiver to apply in view of the technical and vocational schools, with the option to obtain a Post Graduate Diploma in Education (PGDE) within a window period of three years.)*
- b. 5 O'level Credits (WAEC or NECO) including English Language and Mathematics obtained in not more than two sittings.

- c. Not be in employment with any organization during the time of service.
- d. National Youth Service Corp (NYSC) certificate.
- e. A valid birth certificate or sworn affidavit from a court of law
- f. A Certificate of Local Government of origin.
- g. Teachers Registration Council of Nigeria (TRCN) Certificate. (Recruited teachers have a probationary period of two years to obtain relevant certifications from the Council)
- h. National Identification Number (NIN).

### 3.1 Current Status of Teacher Recruitment and Deployment in Secondary Schools

The Junior Secondary Schools and Senior Secondary Schools make up what is regarded as the Secondary level of education in Adamawa State. Although, by the structure of the Nigerian Education System, JSS 1, 2 and 3 are classified as the upper basic education section. There are 519 Junior Secondary and 309 Senior Secondary Schools in Adamawa State. The table below shows the student and teacher population in the State.

**Table 3.0 – Secondary school students and teacher demography**

Level	Number of Schools	Number of Pupils			Number of Teachers		
		Male	Female	Total	Male	Female	Total
Junior Secondary only	519	66,849	58,583	125,432	4,271	2,380	6,651
Senior School only	309	47,485	38,016	85,501	3,257	1,131	4,388
<b>Total</b>	<b>828</b>	<b>114,334</b>	<b>96,599</b>	<b>210,933</b>	<b>7,528</b>	<b>3,511</b>	<b>11,039</b>

Sources: MOE&HCD ASC, 2018

There are 11,039 secondary school teachers with 3,511 female teachers. In 2020, the State Government conducted a detailed needs assessment to identify teaching gaps with the Junior and Senior Secondary Schools given priority. The needs assessment analyzed gaps based on the subject taught by the teachers and location. The table below shows the gaps identified.

**Table 3.1 - Data Analysis for screened and verified Secondary School Teachers (21 LGAs)**

S/N	LGA	No of JSS and SSS Schools	No. of Teachers Qualified	No. of Unqualified Teachers	Total No. of Teachers	Not properly Placed
1	Demsa	52	300	66	366	69
2	Fufore	44	349	126	475	82
3	Ganye	33	179	79	258	55
4	Girei	39	558	107	665	131
5	Gombi	41	106	14	120	7
6	Guyuk	39	324	68	392	69
7	Hong	81	997	139	1136	139
8	Jada	36	202	52	254	49
9	Lamurde	31	187	47	234	32
10	Madagali	41	335	56	391	51
11	Maiha	42	108	19	127	20
12	M-Belwa	48	347	86	433	81
13	Michika	60	484	85	569	71
14	M-North	34	334	98	432	69
15	M-South	30	371	82	453	79
16	Numan	34	341	138	479	32
17	Shelleng	24	141	57	198	19
18	Song	52	479	68	547	63
19	Toungo	11	56	13	69	7
20	Y-North	47	968	220	1188	199
21	Y-South	51	1133	345	1476	317
<b>TOTAL</b>		<b>870</b>	<b>8,299</b>	<b>1965</b>	<b>10262</b>	<b>1641</b>

*SOURCE: Ministry of Education and Human Capital Development Screened Secondary School Teachers 2020*

The needs assessment results showed that out of 10, 262 teachers in the Senior Secondary School, about 1,965 were not qualified while 1,641 were not properly distributed where needed. A further analysis of the critical teacher - subject needs is shown in the table below.

**TABLE 3.2 - Analysis of Gaps by subjects**

<b>S/N</b>	<b>SUBJECT</b>	<b>FIGURES</b>	<b>NO. REQUIRED</b>
1	Mathematics	542	400
2	English	1025	400
3	Physics	188	200
4	Chemistry	198	200
5	Biology	460	200
6	Basic science	525	40
7	Computer science	222	90
8	Technology/vocational studies	126	600
9	Physical health education	277	70
10	Geography	357	50

**SOURCE: Ministry of Education and Human Capital Development Screened Secondary School Teachers 2020**

Following the assessment, a recruitment drive of 2,000 teachers was approved by the State Government with 1,750 science teachers in the core subjects across the 21 LGA of the State, and 250 teachers covering other non-science subjects. Prior to the development of a needs-based deployment policy, the recruitment committee recommended that posting of the teachers to their Local Governments of origin to cover both the subject needs and the location-based dichotomy. Consequently, 1,205 teachers were deployed to urban areas schools while 795 teachers were deployed to rural area schools. 12 teachers were however posted to physically challenged schools to underscore the Government's desire to also support inclusive education. Table 4.3 shows a snapshot of the location-based deployment of SSS teachers recruited in 2021.

**Table 3.3: Analysis of Successful and deployed candidates by LGA**

S/N	LGA	URBAN	RURAL	TOTAL
1	DEMSA	54	59	113
2	FUFORE	39	31	70
3	GANYE	51	28	79
4	GIREI	86	22	108
5	GOMBI	59	49	108
6	GUYUK	19	50	69
7	HONG	65	93	158
8	JADA	28	33	61
9	LAMURDE	15	38	53
10	MADAGALI	19	44	63
11	MAIHA	26	23	49
12	MAYO BELWA	24	34	58
13	MICHIKA	64	58	122
14	MUBI NORTH	68	52	120
15	MUBI SOUTH	35	54	89
16	NUMAN	66	35	101
17	SHELLENG	23	18	41
18	SONG	29	31	60
19	TOUNGO	18	16	34
20	YOLA NORTH	262	6	268
21	YOLA SOUTH	143	21	164
	PHYSICALLY CHALLENGED TEACHERS	12	0	12
	<b>Total</b>	<b>1,205</b>	<b>795</b>	<b>2,000</b>

SOURCE: Post-Primary Schools Management Schools Board & Ministry of Education & Human Capital Development, Yola

### 3.2 Current Status of Teacher Recruitment and Deployment in Basic Education

Pre-Primary Schools, Primary Schools and Junior Secondary Schools make up the composition of Basic Education schools in Nigeria. In Adamawa State, there are 1,982 Pre-Primary and Primary schools which cater for 583,147 pupils. The total teacher population for the section is 19,511 out of which 7,494 are female teachers.

**Table 3.4 – Primary school pupils and teacher demography**

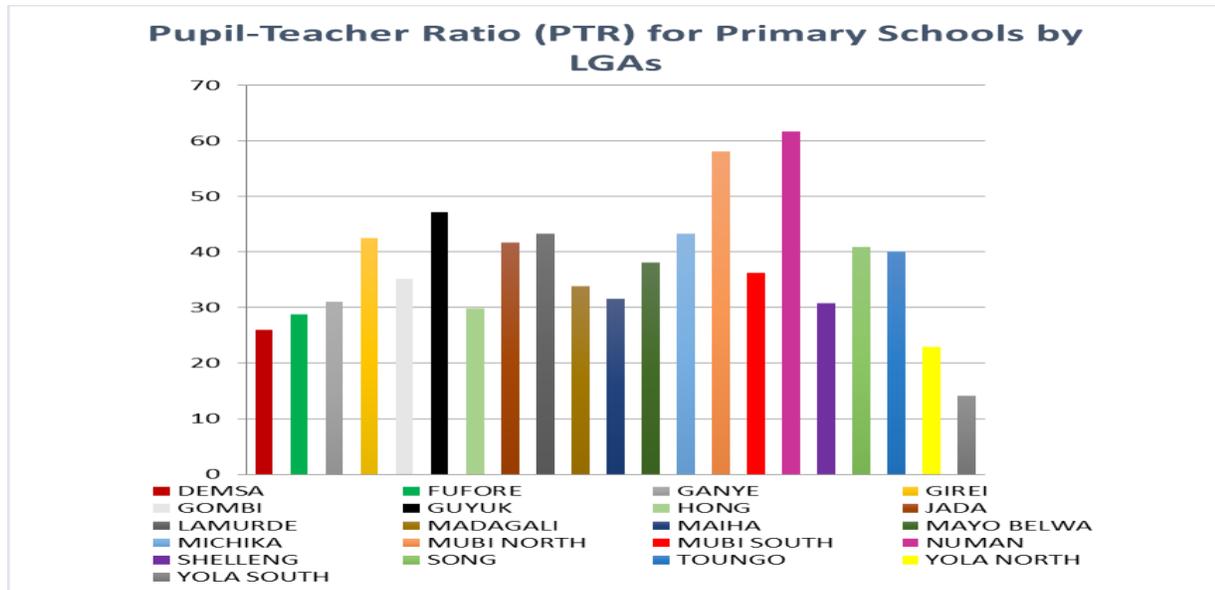
Level	Number of Schools	Number of Pupils			Number of Teachers		
		Male	Female	Total	Male	Female	Total
All Pre-Primary and Primary	1,982	300,	282,53	583,14	12,0	7,494	19,511

Schools		610	7	7	17		
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Sources: MOE&HCDASC, 2018

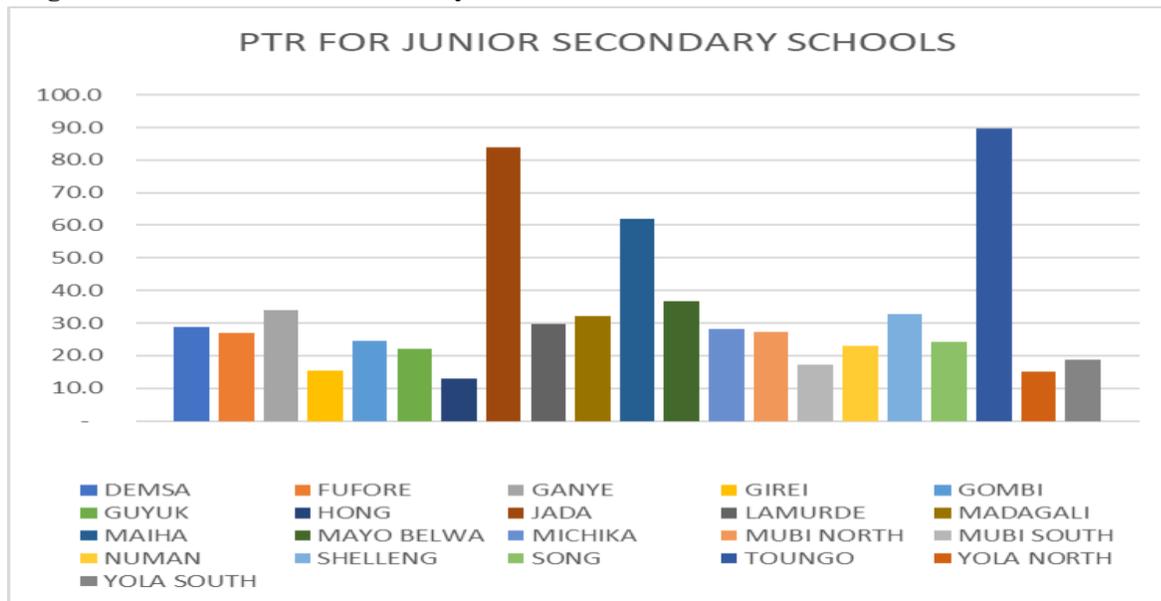
In the past, there were deliberate and intentional efforts by the State to bridge the PTR gap. Thus, existing NCE teachers from the Senior Secondary Schools were redeployed to Junior Secondary Schools and Primary Schools in the rural areas. Similarly, From January 2022-2023, a total number of 204 primary school teachers were transferred from urban to rural areas thereby bringing about a reduction of the PTR from 85.1 to 72.1 but no yardstick was used to ensure appropriate distribution. In order to cater for the teaching and learning needs of the State, Adamawa State has justified the move to recruit viable and certified applicants through a series of examinations that bordered on merits. This was preceded by a comprehensive needs analysis to assess teacher gaps to be filled by the recruitment processes in the State. A snapshot of the current status of teacher distribution in the State shows a dire Pupil Teacher Ratio (PTR) in Numan and Mubi North LGAs both recording ratios of 1:62 and 1:58 respectively. Other LGAs with PTR above 40 but less than 50 include Girei, Guyuk, Jada, Lamurde, Michika, Song and Toungo. Similarly, some LGAs in the State have relatively low PTR which invariably means they may be overstaffed and there will be a need to redistribute redundant teachers to areas of need. The LGAs with such low PTRs include Yola South (1:14), Yola North (1:23), Demsa (1:26) and Fufore (1:29). The graph below shows the PTR distribution in the State.

**Figure 3.1 – PTR for primary schools by LGAs**



In the Junior Secondary Schools Toungo, Maiha and Jada have the highest pupil teacher ratios of 1:90, 1:62 and 1:84 respectively as seen in the figure below.

**Figure 3.2 – PTR for JSS schools by LGAs**



Following the completion of the recruitment and posting of 2,000 teachers in the Junior and Senior Secondary Schools, the State recruitment committee in 2022 conducted a teacher needs assessment for the primary school teachers in the State. The assessment involved the screening of Pre-Primary and Primary school teachers to determine adequacy, qualification and certification. At the end of the

exercise, a total of 3,700 primary school teachers were determined to be unqualified while there were gaps of about 380 teachers in the rural and hard to reach schools. The State Government has since commenced the process of recruitment of 4,080 teachers through the State Universal Basic Education Board to replace the unqualified teaching staff and also deploy the adequate and qualified teachers to areas of needs to cater for the shortages observed.

### **3.3 Adamawa State Detailed Recruitment Process**

The State recruitment committee outlined a comprehensive process which was used for the recruitment of basic and post-basic education teachers in the State. The process discussed is outlined in this section and key considerations highlighted below.

1. **Teacher Needs Assessment:** The recruitment process must begin with a needs assessment to verify existing gaps, the nature of gaps in the sector viz-a-viz the budgetary provisions captured in the State education budget to cater for the identified needs. Chapter five further discusses detailed requirements for teacher needs assessment as a critical component in the State recruitment process.
2. **Government Approvals:** After completing a comprehensive needs assessment to determine the exact gaps in the teaching profession, the next step is to get the commitment of the State principals to support the recruitment drive with the necessary funding for the process and the remuneration of the soon-to-be employees of Government. The buy-in of Government is also a critical factor because of the increase in recurrent expenditure in the subsequent years to cater for the wages and allowances of the new employees.
3. **Stakeholder Consultations:** After the Government approval has been secured, key stakeholders in the education sector will convene to redefine the recruitment needs and the process of engaging an independent consulting firm to serve as a neutral umpire in the recruitment process.
4. **Advertisement:** The outsourced firm will place vacancy advertisements and ensure a wide reach for all State citizens to note. The advertorial must be circulated on Radio and Television Stations in the State, a local print media widely accessed by the State and written circulars sent to zonal/divisional inspectors of education. A recruitment portal has also been created by the State to be circulated on social media platforms to support real-time expression of interests in the advertised opportunities.

5. **Online Application:** All applications for the teaching opportunities must be made electronically using the States' recruitment portal - [csc.ad.gov.ng](http://csc.ad.gov.ng). Paper applications will not be accepted.
6. **Screening of Candidates:** A mandatory screening of applicants' documents such as curriculum vitae, O'level and A level certificates, NYSC certificate, Teachers Registration certificate, birth certificate, Certificate of State Origin and the National Identification Number.
1. **Aptitude Test:** A computer Based Test (CBT) aptitude test for candidates will be conducted to assess the basic language skills or teaching capability to succeed on the job. Female candidates must attain a minimum score of 45% while male candidates must score 60% to qualify for the next stage of the recruitment process.
7. **Oral Interview:** An oral interview will be conducted for candidates who successfully attain the cut-off mark of the written assessment. The oral interview will have particular focus on practical teaching simulations to assess the abilities of the candidates in lesson planning and communication of concepts in a class environment. A scoring rubric has been developed to assess candidates based on appearance, composure, content of lesson planned, presentation and language proficiency.
8. **Shortlist of Successful Candidates:** Candidates who meet the performance criteria for the written assessment and oral interviews will be shortlisted for recruitment and names published in the print media, a local news daily in the State.
9. **Issuance of Appointment Letter and Deployment:** Successful candidates will be issued letters of appointment and deployed to the place of primary assignment for documentation.
10. **Data Capture and Documentation:** The statutory documentation procedure for new employees such as screening of credentials, biometric capture, accounts and financial documentation and official employee dossier will be created.

### **3.4 Shortcomings and Inefficiencies of the Recruitment System**

Following up on the expansive recruitment process carried out by the recruitment committee for the Post Primary School Management Board, shortcomings were observed during the process to constitute a challenge to effective hiring and distribution of teachers to areas of need. The underlisted shortcomings are hereby highlighted to guide subsequent recruitment processes and strengthen the

viability of the State Teacher Deployment Policy.

- i. **Political interference:** - Despite measures put in place to avert political interference in the recruitment and deployment process, there were elements of nepotism and influence by the political class to distort the meritorious selection of teachers and deployment to areas of need identified. It is hoped that the provisions of this policy document such as engagement of an independent firm to manage the recruitment process and stipulation that only teachers who have taught in hard-to-reach areas for at least 5 years will be considered for Head-Teachers and Principals will serve as a deterrent going forward.
- ii. **Network Coverage:** - Issues of inadequate network coverage to enable candidates access the recruitment portal were observed as a major setback. Many interested candidates could not access the portal during the application period due to lack of network connectivity in some LGAs. The Ministry thereby advised through the Education Stakeholders in the LGEAs to make provision of application centers in at least few network coverage areas available in the LGA or its environs to enable candidates to overcome this challenge.

## **CHAPTER FOUR: NEED-BASED TEACHER RECRUITMENT, DEPLOYMENT, AND RETENTION**

### **4.0 Need-based Teacher Assessment**

In pursuance to the objectives of the recruitment exercise, the Ministry of Education and Human Capital Development and her agencies inaugurated a Twenty (21) member committee to conduct needs assessment by screening existing teachers in order to identify gaps such as the PTR, number of teachers in core subjects, etc. and recruit qualified teachers across the State. The exercise prioritized senior secondary schools for the first batch and screening with the core objectives of the exercise geared towards achieving the following objectives.

- i. To ascertain the number of qualified and unqualified teachers in public schools in the State.
- ii. To determine the composition of teachers based on teaching subjects.
- iii. To establish the appropriateness of placements based on qualifications and existing needs in the schools.
- iv. To establish the teacher to student ratio in each school.
- v. To provide accurate data that will serve as a guide for recruitment of teachers.
- vi. To ascertain the number of teachers in the core subjects in senior secondary schools in the State.

The screening requirement mandated all teachers to provide the underlisted documentation for the needs assessment exercise.

- (a) Staff biodata
- (b) Dates of first and last appointment
- (c) Personal Sub-head Number
- (d) Education qualification and any teaching qualification
- (e) Area of specialization and subject taught
- (f) Teacher license certificate (TRCN certificate)
- (g) Official/statutory identification card

After the screening of the existing teachers, gaps were observed with respect to the shortage of teachers in various subjects. In reference to the law, establishing ADSUBEB, and PPSMB shall have the power to recruit and deploy Teachers based on needs. ADS Edict No 1 of 1995 section 20 (j) Adamawa State Post Primary Schools Management Board (PPSMB) stated “to employ, promote and discipline all teaching and other” staff in Government Institutions under its control”. ADS Law No 3 of 2005 Adamawa State Universal Basic Education Board (ADSUBEB) 2005 section 7(1) (e): Also stated “to manage primary schools, including recruitment, appointment, promotion, training, and discipline of teaching and non-teaching staff on salary grade levels 07 and above. (f) to post and deploy staff including interstate transfer.” Consequent upon the findings of the screening exercise in Senior Secondary Schools and Basic Education, the PPSMB were mandated to recruit 2,000 teachers to cover the identified gaps while the SUBEB were similarly mandated to recruit 4,000 teachers to replace about 3,700 unqualified teachers and inject and another 300 teachers to cover needs identified. The screening committee recommended that a two-year statutory screening verify the quality of teachers across the State.

#### **4.1 Incentives for Recruitment and Deployment of Teachers**

To ensure adequacy in the redistribution of teachers to cover needs identified, the Teacher recruitment, deployment and retention policy stipulates a well-defined incentive to ensure rural schools and hard-to-reach areas are adequately catered for across the States. Hard-to-reach areas in Adamawa State refer to difficult terrains such as mountainous areas in Toungo, Michika, Madagali LGAs and part of Mubi South LGA. Other areas classified as hard-to-reach include communities

located on flood plains and tributaries on River Benue, liable to seasonal flood and often cut off from mainland, thereby restricting movement to canoes and ferries. Such areas include Numan, Demsa, Lamurde, Hong, Shelleng LGAs and part of Toungo LGA. Similarly, some LGAs have unmotorable roads which limit travel to several kilometers or may require detours through nearby LGAs to commute. The following incentives will apply:

- a. A one-time relocation benefits up to 25% of annual basic salary.
- b. A one-off bicycle allowance of twenty (N20,000) thousand naira only;
- c. Teachers posted to hard-to-reach locations shall enjoy 5% of their annual basic salary as housing allowance.
- d. Female teachers deployed to rural and hard-to-reach schools will be promoted every two years rather than the stipulated 3-year period applicable to other teachers.
- e. Teachers must work in the rural area for a period of five (5) years to be qualified for appointment as a Head Teacher or Principal of a school.

#### **4.2 Transfer/Deployment within the State:**

To soften the effect of redeployment of teachers, newly recruited and redeployed teachers will be given priority to be deployed to their indigenous Local Government/domicile as indicated in their applications or to the Local Government nearest in view of the following reasons:

- a. To cushion the rigors of the economic trend applicants should be domiciled in their areas.
- b. In view of continuity, care should be taken to ensure that Teachers are not transferred too frequently. A minimum of 5 years should be allowed at each station. Teachers may be transferred only on verified health grounds. However, transfer requests may be obliged if the Head Teacher or the Principal deems it necessary in the interest of peace and security of the institution or on promotion or in the overall interest of the service.
- c. The Agencies regulating such processes shall determine the time frame, places of needs of Teachers to be transferred and shall ensure that due process and transparency regulates the procedure in the best interest of the State Civil Service.
- d. To avoid over concentration of the female gender teachers, a framework shall be developed with an undertaking to place or transfer such categories to areas most nearest their places of abode;

- e. Issues bothering on inter Government transfer of senior officers from one Local Government to the other shall be handled by the Agencies concern (ADSUBEB, Ministry of Local government in collaboration with the LEAs.);
- f. Notwithstanding the provisions above, any Teacher so transferred and failed to abide shall be sanctioned as stipulated by the Civil Service Rules;
- g. Any Teacher that abscond from duty post for a period of one (1) Month shall be liable to an investigative panel and if found guilty an appropriate disciplinary action shall be taken accordingly;
- h. All Female Teachers can be transferred outside their place of abode if they are on grade level 13 and above.

### **4.3 Recruitment of Expatriate Teachers**

Adamawa State has a large number of qualified graduates in all the 21 LGAs to fill the required vacancies in the education sector. Therefore, recruitment of expatriate teachers may not be necessary.

### **4.4 Teachers undergoing in service**

To maintain quality assurance in all educational establishments, teachers in service have to acquire approval and to read relevant courses related to their field of endeavor. Measures should be observed to ensure that the officer is on bond to service for not less than 5 years after graduation before quitting the service.

### **4.5 Female Teacher Population**

The State has a fair representation of female teachers in the teaching profession. With a teacher population of 30,550, Adamawa has 11,005 female teachers which represents 36% of the teaching population. However, a significant number of the teachers are located in the urban areas leaving a gap for qualified female teachers in the rural areas. The State intends to carry out Female Teacher Advocacy in the Federal and State Colleges of Education to encourage female teacher recruitment after completion of training, especially for the rural areas by prioritizing candidates in LGAs that have low female teacher representation. Qualified female candidates with good education grades will be

considered ahead of male counterparts with the entry score for recruitment tests set at 45% against 60% for male. Female teachers who are posted to hard-to-reach areas will be promoted to the next grade level after a 2-year period as against normal three years period. Similarly, to encourage female teachers in urban areas to accept deployment to rural areas, a 5% increase in their basic salary and placement on one grade level ahead of their colleagues after staying in the rural area. The State has further outlined strategies to attract female teachers into the teaching profession. This includes:

- i. Conscious efforts will be made to target female students from the Federal and State Colleges of Education in the State through '*Operation Catching Them Young*'. This will involve participation in entry level induction courses at the school to advocate for the teaching profession and enumerate the benefits and incentives attached to advancing a career in the profession.
- ii. Female candidates will be given priority during recruitment of teachers. Where vacancies exist, female teachers will be prioritized ahead of male teachers.

#### **4.6 Part-Time Appointment**

Government will cease to engage the service of facilitators under non-formal learning centers on part time bases. Rather, the permanent appointment of such facilitators will be explored in order to improve maximum output and sustainability.

#### **4.7 Resignations**

Any Teacher willing to resign his/her service shall within three (3) Month notice of the said action. In the alternative he or she shall pay three Months' salary in lieu of notice. The notice of such request shall be routed according to the Civil Service procedures. Any matter inconsistent with the terms of employment in the first instance shall be null and void and the Government shall not be liable for any financial obligation.

#### **4.8 Retirement Age**

Government shall determine and prescribe an age limit for the retirement of its teachers in relation to the Law regulating such policy.

#### **4.9 Emolument on Appointment**

All successful applicants during documentation and issuance of employment letter shall be notified of their Grade Levels and Basic Salaries, all other benefits related thereto shall be communicated within the probation period of employment

## **CHAPTER FIVE: ENSURING TRANSPARENCY AND ADEQUATE STAKEHOLDER ENGAGEMENT IN TEACHER DEPLOYMENT POLICY**

### **5.0 Ensuring Transparency and Adequate Stakeholder Engagement**

The Teacher Recruitment and Deployment Policy domestication project is being prepared under the State Ministry of Education and Human Capital Development, in collaboration with all line Ministries and Agencies as part of ensuring transparency and adequate stakeholder engagement in Teacher deployment. Series of engagements and workshops were used to draw the relevant stakeholders towards developing a robust State Recruitment and Deployment Policy. The State education stakeholders involved include representatives from the underlisted organizations:

- I. Ministry of Education and Human Capital Development
- II. Post Primary Schools Management Board
- III. State Universal Basic Education Board
- IV. Education Resource Centre
- V. State Mass Education Board
- VI. Federal College of Education

The core objective of the stakeholder engagement was to ensure a fair, merit based and transparent recruitment and deployment process flow was developed for adoption by the Government. The collaborative efforts of the implementing agencies to provide timely, relevant and accessible information, and to consult with on needs assessments on all developmental tendencies appropriate and free of manipulation, interference, coercion, discrimination and intimidation for the development of the Education Sector.

The overall objective of Teacher Recruitment, Deployment and Retention Policy is to provide a referral path for Governments in recruiting qualified applicants into the State Civil Service. The process of engagement was deliberated to include public information disclosure and advertisement throughout the State.

The Policy Planning Committee shall outline the ways in which the process shall be communicated to all stakeholders including persons in remote areas. A timeframe shall be allowed for people outside the State wishing to be recruited to have access to the information and respond accordingly.

## **5.1 Transparency of the Adamawa State Recruitment Process**

The recruitment process of Teachers in Adamawa State as outlined in the detailed State recruitment process. However, a conscious attempt has been made to ensure fair treatment and transparency. The following provisions are therefore recommended to entrench transparency.

2. Use of an Independent Consultant: The process of engaging an independent consulting firm or company to serve as a neutral umpire in the recruitment process.
3. Advertisement: The outsourced firm will place vacancy advertisements and ensure a wide reach for all State citizens to note. The advertorial must be circulated on Radio and Television Stations in the State, a local print media widely accessed by the State and written circulars sent to zonal/divisional inspectors of education.
4. Online Application: All applications for the teaching opportunities must be made electronically using the States' recruitment portal - [csc.ad.gov.ng](http://csc.ad.gov.ng). Paper applications will not be accepted.
5. Aptitude Test: A computer Based Test (CBT) aptitude test for candidates will be conducted to assess the basic language skills and teaching capability of candidates. Female candidates must attain a minimum score of 45% while male candidates must score 60% to qualify for the next stage of the recruitment process.
6. Oral Interview: An oral interview will be conducted for candidates who successfully attain the cut-off mark of the written assessment. The oral interview will have particular focus on practical teaching simulations to assess the abilities of the candidates in lesson planning and communication of concepts in a class environment. A scoring rubric has been developed to assess candidates based on appearance, composure, content of lesson planned, presentation and language proficiency.

## **CHAPTER SIX: SUSTAINABILITY OF THE HUMAN, FINANCIAL AND MATERIAL RESOURCES**

### **6.0 Integration and Maintenance of a Unified Database**

Teacher data management is critical for a functionally operational deployment policy. Following the needs assessment carried out by the teacher screening and recruitment committee in 2020 and 2022 for Secondary Schools and Primary School teachers respectively, the committee recommended an institution of routine screening every two years to ensure the sustainability of quality teaching staff for the schools. Currently, the State has functional Education Management Information Systems (EMIS) at the State Universal Basic Education Board (SUBEB) for managing teacher information in primary schools, while the EMIS in Post Primary Schools Management Board (PPSMB) manages teacher information and other related data for secondary schools. The EMIS at the Ministry of Education and Human Capital Development serves as a centralized data management hub for Basic and Post-Basic Education Schools. The current data management mechanism allows the central EMIS database to generate and monitor data from various State Needs Assessments, Screening exercises and the Annual School Census surveys. Particularly, the teacher management system entails a digitalized framework in form of an online spreadsheet, created to link teacher biodata and other critical data such that SSOs, PPSMB, SUBEB and MOE can be able to track teachers that have been recruited, deployed, deceased, and due for retirement in schools and in each LGA. The SSOs are trained to help in handling and capturing the teacher information using the link for both rural and urban areas as they are meant to supervise the teachers. Such information is transmitted to the PPSMB, SUBEB and MOE EMIS for update, analysis and identification of gaps in the system.

In keeping with the information management trends in the sector, the Ministry began the upgrade of the SUBEB EMIS with hi-tech equipment for effective and efficient data management under the Better Education Service Deliver for All (BESDA) program. Plans are in place to deploy tablets to every primary and secondary school in the State, as well as equip the Local Education Secretaries and the School Support Officers with gadgets for real time data collection and analysis. The central EMIS domiciled at the Ministry of Education and Human Capital Development has been prioritized for upgrade and networking with MDA EMIS platforms for data transmission, analysis and decision making. Similarly, in keeping with best practices in other States such as Edo State and most recently Katsina State, Adamawa State has

begun engagements with the States for knowledge sharing and guidance of adopting a functional Teacher Management Information System (TMIS) which when deployed, will support teacher data management using specific indicators that will further accentuate the functional use of the Teacher Deployment Policy. Over the years, the process for application and selection of applicants has been manual, which is hectic and time consuming. Also, easy access to information, reports and statistics is difficult and bureaucratic. It is expected that an established TMIS will leverage technology to change the process of recruitment, deployment and monitoring of teachers in an automated system. Through the provision of technology and creating a database by the MDAs in the education sector, relevant and comprehensive information will be available to achieve the following outcomes:

- i. Swift needs assessment in real time cutting across all LGAs and MDAs as well as comparison and integration of results from annual school census surveys.
- ii. Government and the agencies will know the exact number of teachers in the State, the qualifications and years of service at a glance.
- iii. The grade levels and nomenclature of all education personnel will be available for planning and staff progression.
- iv. Gaps in subjects that lack teachers in all schools will be known and consolidated.

Technical support for the establishment of the State TMIS has been explored from donor agencies to complement Government efforts.

### **6.1 Funding for Human Resource Sustainability**

Over the years, the Adamawa State Government has made concerted efforts at maintaining a stable percentage for funding the educational sector and further seeking ways to attract funding to the sector to ensure a sustained supply of the required human, material, and financial resources for the educational institutions. The percentage of budget allocation to the education sector was 18.8% and 19.4% in 2020 and 2021 respectively, while education sector budget performance in the last two years has been at 27%, an improvement in what was obtainable in previous administrations. The State Government has therefore prioritized Education as a primary focus sector where currently, pupils and students in early grade, basic and post-basic education enjoy free education. The State has consistently paid catered for the examination registration of graduating classes who sit for the Basic Education Certificate Examination (BECE), West

Africa Examination Council (WAEC) and the National Examination Council (NECO). The States' target is to sustain budget allocation to the education sector and achieve a 27% mark by end of the current administration. While the Local Government Revenue currently provides for the Basic education teachers in their annual budgets to the sum of ₦8,709,423, 328.53, other educational institutions in the State are funded from the State budget and internally generated revenues. Strategies put in place to further generate funding for the sector include:

1. The launch of the Adamawa State Education Endowment Fund in conjunction with the North East Development Commission to attract funding for educational development projects especially the revitalization of infrastructure destroyed through insurgency, and support to teachers and learners in emergency situations.
2. Revenue from the registration and annual renewal of private schools.
3. Registration and establishment of private schools.
4. Sales of BECE Certificate
5. Adamawa citizens are being sensitized about the demand for quality education for their Children and therefore understand the need for Self Help Groups (SHF) for instance the SBMCs, are to support the management of the school improvement plan.

## **6.2 Conclusion and Recommendations**

The ultimate goal of this Policy is recruitment and deployment of quality teachers for quality teaching and learning in Adamawa Schools in the overall context of ensuring quality education in the State that can produce citizens who can ensure the continuing development of the state and the country at large, and who are also capable of competing globally. Its development has followed a systematic consultative and participatory process, to ensure its ownership by key stakeholders in the state and local governments, the teaching profession, and the ultimate beneficiary of the state's investments in Education.

Since no education system can rise above the level of its teachers (NPE, 2014, P. 30), the Policy has addressed issues impacting on teacher quality, based on a detailed analysis of factors that have impeded the recruitment of first - rate candidates into teacher education programmes, the emergence of quality teacher education programmes and the development of career-long professional, academic and personal development of teachers, together with appropriate incentives for keeping people in Teaching.

It is therefore recommended that for effective implementation, the entire process should be subjected to systematic monitoring, while situational analysis should be a permanent process. It should therefore be possible to review every aspect of the policy directions and provisions in keeping with the demands of changing times and changing needs of our society and the national education system, in the wider context of global best practices.