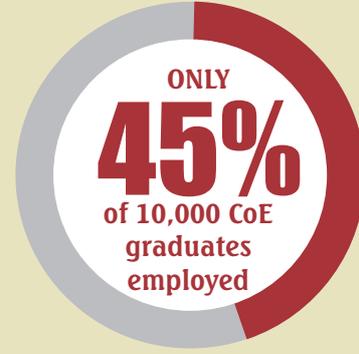
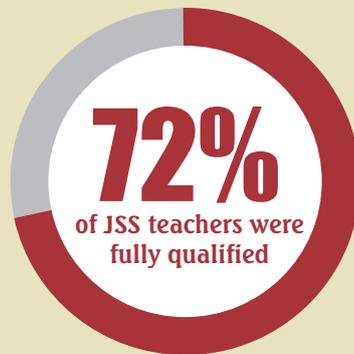
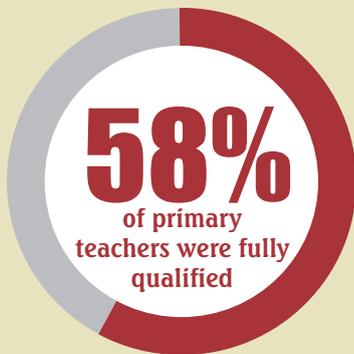




This policy brief provides an overview of the report by Bennel et al (2015) on the Supply and Demand for Primary and Junior Secondary School Teachers in Katsina State for the years 2014 to 2025. It projects future demands for teachers under six different scenarios, and draws policy implications for various aspects of teacher training, recruitment and deployment.

## TEACHER SUPPLY

IN 2013



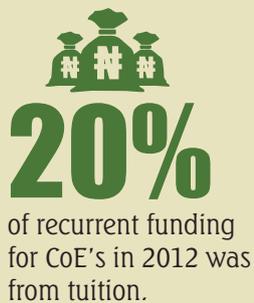
Both trends were observed even though the basic/minimum qualification required to teach in a primary or Junior Secondary School is the Nigeria Certificate of Education (NCE).

Only 45% of 10,000 CoE graduates were employed by the State Government over the last 5 years

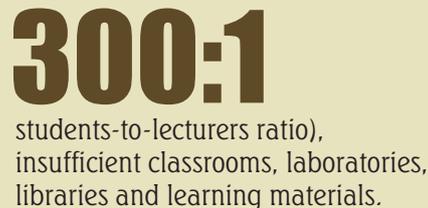
The College of Education intakes are largely determined by the

**OVERALL  
TRAINING CAPACITY  
OF THE COEs RATHER THAN  
SPECIFIC  
DEMANDS**  
for new teachers by SMOE and  
SUBEB.

CoEs have an incentive to overstate capacity and increase intake because their revenue relies heavily on student tuition fees



This has led to excessively large class sizes in the CoEs



## RECOMMENDATIONS

1

### CoE Intake

CoE intake should be set by overall teacher needs, not by training capacity.

2

### Hard-to-Staff Schools

CoE intake should prioritise students from communities with hard-to-staff schools and those expressing preference to teach in such areas, to improve teacher deployment.

3

### Quality Teachers

To ensure quality teachers, shift to a unified teacher training system where all pre-service training is done by Universities, and CoEs are incorporated into Universities.

## TEACHER UTILIZATION



In every single LGA, the average student-teacher ratio exceeds the prescribed norm of

# 40:1

student to teacher ratio, thus every LGA has insufficient primary school teachers.

At Junior Secondary School

KATSINA STATE

# 50%



of the LGAs have more than 40 students per teacher, which is slightly a better situation than in primary schools.

# 76%

of primary schools in Katsina have less than one teacher per class, meaning those primary schools with insufficient teachers may be practicing multi grade teaching even though they have not been prepared to teach in multi grade context.



### STUDENT TO TEACHER RATIO (STR)

Teacher needs differ a lot across LGAs; rural areas have fewer teachers than urban areas

For primary schools, six LGAs have average STRs of

# 60:1

OR LESS

although none have the prescribed STR of

# 40:1

By contrast, nine LGAs, mostly rural have STRs of over

# 100:1

HALF OF ALL

# 34

Local Government Areas have STRs lower than 40:1 for half of their JSSs (and are, therefore, over-staffed with respect to the prescribed staffing norm of 40:1).

# 5

Local Government Areas which are also mainly in rural areas have STRs of over 80:1 (meaning they are under-staffed).

## RECOMMENDATIONS

1

### Teacher Recruitment

SMOE/SUBEB should develop joint annual plans with CoEs for teacher recruitment. To further improve teacher deployment, introduce a new group of qualified contract teachers, on two-year appointments to be posted to hard-to-staff schools.

2

### Incentive Scheme

For LGAs with persistent staffing problems, introduce a rural incentive scheme.

3

### In-Service Training

Gradually replace subject-teaching for class teachers to teaching the same grade every year, through targeted in-service training in line with NCE Minimum Standards.

## FUTURE TEACHER DEMAND

# 4.5%

Katsina's school-age population is growing by 4.5% per year. (Based on birth rates from 2006 population census, updated from initial 3% from the 1991 census data)

In Primary Schools in Katsina, to maintain pupil-teacher ratios,

# 9,000

extra teachers (+45%) are needed by 2025.

### UNIVERSAL BASIC EDUCATION (UBE)

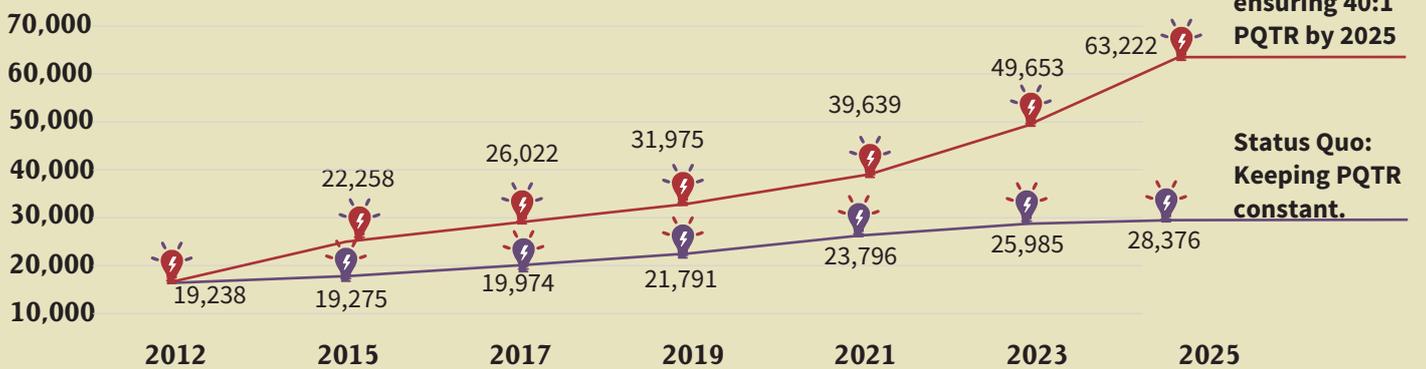


To reach Universal Basic Education, more than 4,000

# 4,000

extra teachers (+224%) are needed.

### TEACHER RECRUITMENT NEEDS IN KATSINA STATE (2012-2025)

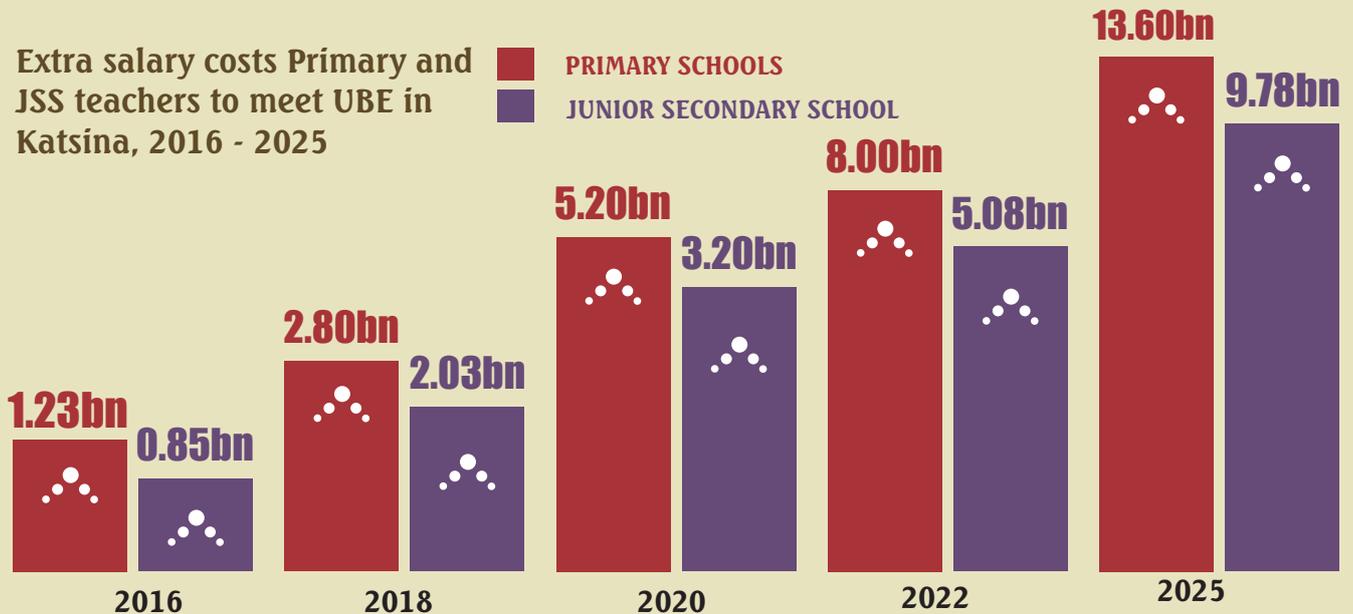


For Katsina State to employ the teacher numbers needed to reach UBE requires five times as much money as currently spent (from NGN 4.6 billion to 28 billion).

Extra salary costs Primary and JSS teachers to meet UBE in Katsina, 2016 - 2025

PRIMARY SCHOOLS

JUNIOR SECONDARY SCHOOL



### RECOMMENDATION



Establish a joint SMOE/SUBEB task force to develop a comprehensive teacher improvement strategy that addresses all the key constraints (including issues of training, recruitment, deployment, management and finance) that are currently preventing the establishment of an effective teacher workforce in Katsina.



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