



ENUGU STATE GOVERNMENT

BASELINE MAPPING OF BASIC EDUCATION TEACHERS

Multi-Year Costed Recruitment and Deployment Plan

Prepared By:
**Enugu State Ministry of Education and
Enugu State Universal Basic Education Board (ENSUBEB)**

Approved By:

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Professor Ndubueze Leonard Mbah, PhD.

Honourable Commissioner
Enugu State Ministry of Education

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Document Control and Data Certification

Document Control

This control record identifies the reporting reference date, source versions, responsible institutions and approval pathway for the submitted DLI 5.1 evidence package.

Field	Required Entry
ASC/EMIS/ENEMS dataset version	Annual School Census Report
Nominal Roll/payroll Reference Date	2025
Prepared by	Ministry of Education and ENSUBEB
Reviewed by	The Honourable Commissioner Ministry of Education and The Executive Chairman ENSUBEB
Approved by	The Honourable Commissioner, Ministry of Education

Verification evidence: signed document-control and data-certification page, registered source datasets and the accompanying reconciliation record.

Foreword

Enugu State's education transformation is founded on a clear public commitment: every investment in education must expand the capability of every child to learn, create, solve problems and participate productively in society. Under the leadership of His Excellency, Dr. Peter Ndubuisi Mbah, the State is replacing fragmented interventions with an integrated education ecosystem built around Experiential Learning for Skills Development. The 268 Enugu Smart Green Schools, a reinvigorated ENSUBEB, foundational-learning and inclusive-education reforms, digital learning, the AI-enabled Enugu State Education Management System (ENEMS), and the strategic teacher-development, research and curriculum leadership of the Enugu Center for Experiential Learning and Innovation (CELI) are mutually reinforcing components of that transformation.

This Baseline Mapping and Multi-Year Recruitment and Deployment Report presents the workforce evidence required under HOPE-GOV DLI 5.1. It identifies the reported teacher workforce, duty stations, learner demand, staffing gaps, planned recruitment and deployment priorities, and the fiscal information still required for full implementation. It therefore connects human-resource decisions to the schools, learners and communities they are intended to serve.

The State submits this report with a deliberate commitment to data integrity. Figures are drawn only from Enugu State records. Mathematical derivations are identified as such, unresolved variances are disclosed, and information that cannot be supported from the available evidence is not manufactured to create an appearance of completeness. This discipline is essential to credible verification, responsible budgeting and sustained improvement in classroom practice.

The report provides a practical basis for equitable deployment, targeted recruitment, professional induction, mentoring, budgeting and performance management. Its value lies not only in satisfying a verification requirement, but in strengthening the permanent workforce intelligence through which Enugu State will plan, support and account for the teachers entrusted with the future of its children.



Professor Ndubueze Leonard Mbah, PhD.

Honourable Commissioner

Enugu State Ministry of Education

Acknowledgements

The Ministry of Education acknowledges His Excellency, Dr. Peter Ndubuisi Mbah, Executive Governor of Enugu State, for the leadership and investment that have placed education at the centre of the State's human-capital and economic transformation agenda.

We acknowledge the leadership and technical teams of the Ministry of Education, ENSUBEB, Local Government Education Authorities (LGEAs), school leaders and teachers whose records and professional knowledge are essential to the completion of this report. We also recognise the contributions of the HOPE-GOV programme, School-Based Management Committees, civil-society organisations and development partners.

Special recognition is due to the Enugu State Center for Experiential Learning and Innovation (CELI) for its strategic leadership in education research, curriculum innovation, experiential learning, teacher professional development, mentoring and education intelligence. These systemic interventions strengthen the bridge between workforce planning and classroom practice while reinforcing ENSUBEB's statutory responsibilities for basic-school administration, recruitment, deployment and personnel management.

Preface

This report fulfils two connected requirements of HOPE-GOV DLI 5.1: a baseline mapping of the number and duty stations of public basic-education teachers, and a multi-year costed recruitment and deployment plan responsive to verified staffing gaps. Its scope covers public ECCDE/pre-primary, primary and junior secondary provision across all 17 Local Government Areas of Enugu State, using 28 February 2025 as the reporting reference date unless a table states otherwise.

The report is evidence-led. Teacher headcount is reconciled with nominal-roll, payroll and duty-station records; enrolment and school-universe figures are drawn from the 2024/2025 Annual School Census; and retirements, qualifications and deployment classifications are reported from the administrative records identified in the Data Source Register. Where the available datasets do not support a required disaggregation, the limitation and verification action are stated rather than replaced with an assumption.

Workforce sufficiency is assessed not only by aggregate teacher numbers, but by location, school level, subject or classroom requirement, qualification, inclusion competency, retirement exposure and deployment conditions. The multi-year plan connects recruitment and redistribution with duty-station placement, induction, supervised practice, mentoring and continuing professional growth.

This approach builds on the State's established teacher-development architecture. Enugu State has trained approximately 23,000 teachers through three rounds of digital literacy, prepared 200 Master Teachers through the Advanced Digital Literacy Institute, supported 1,560 English and Mathematics teachers through the Foundational Learning Improvement Programme, and developed 130 Experiential Learning Innovators for school-based mentoring and classroom support. The next phase will link new-teacher induction to CELI's online Experiential Learning Institute, school-based practicum, coaching, mentoring, professional portfolios and ENEMS-supported evidence of practice.

Read together with the State's education-transformation evidence, this report provides a workforce baseline and implementation instrument. It does not claim that current reforms produced the baseline conditions reported here; rather, it establishes the verified point from which recruitment, deployment and professional-support decisions will be planned, financed and assessed.

Executive Summary

The Human Capital Opportunities for Prosperity and Equity: Governance (HOPE-GOV) programme supports stronger financial and human-resource management in basic education and primary healthcare. DLI 5.1 requires Enugu State to establish a verified baseline of basic education teachers and their duty stations and to prepare a multi-year costed recruitment and deployment plan.

The report presents Enugu State's submitted workforce baseline and three-year recruitment and deployment plan. The records report 13,720 duty-station-verified teachers. Applying the stated planning benchmark of one teacher to 13 learners produces an aggregate requirement of 22,797 teachers and a benchmark-derived gap of 9,077. Consequently, the submitted 7,308-position envelope is conservative by 1,769 teachers, or 19.5 per cent. Its original level allocation would produce markedly unequal ratios of approximately 1:61 for ECCDE, 1:12 for Primary and 1:11 for JSS. Table 16 therefore presents an optimized allocation of the same envelope—4,237 ECCDE, 1,824 Primary and 1,247 JSS positions—which would produce approximately 1:14 at each level. This aggregate comparator remains subject to school-, class-, subject- and duty-station validation during implementation.

This planning scenario shall inform ENSUBEB teacher recruitment and deployment and shall be validated and certified through the school-, subject- and duty-station-level audit. The 6,143 planned rural and hard-to-reach placements represent 84.1 per cent of the submitted envelope and 67.7 per cent of the benchmark-derived gap.

Executive Summary: Verified Results

The verified results table below distinguishes reported administrative figures from mathematical derivations and disclosed limitations. One reconciliation matter requires explicit attention: LGA enrolment rows sum to 296,751, while the certified State total in the Annual School Census is 296,350, a variance of 401 learners. The available records do not establish the cause of that variance. Accordingly, this report retains 296,350 as the certified State total used for State-level ratios and reproduces the LGA rows as supplied, without treating their sum as a replacement total. For the school universe, the two reported measures describe different units of analysis and are therefore not contradictory: Enugu State has 1,517 unique public basic education institutions, within which 2,754 ECCDE/Pre-Primary, Primary and JSS programme-level offerings are delivered.

Indicator	Verified Enugu State Result	Reference Table
Unique public basic education institutions	1,517	Table 2
Total learner enrolment	296,350	Table 3
Verified teachers on nominal roll and payroll	13,720	Table 4
Teachers verified at duty stations	13,720	Table 4
Benchmark-derived aggregate teacher gap	9,077	Table 9
Projected retirements over plan period	613	Table 10
Submitted conservative recruitment plan	7,308 (optimized mix: 4,237 ECCDE; 1,824 Primary; 1,247 JSS)	Tables 16–17
Teachers planned for rural/hard-to-reach deployment	6,143 (84.1% of plan; 67.7% of benchmark gap)	Table 18
Incremental wage bill	₦8,338,047,910	Tables 21-25
Recruitment, deployment, professional-development and incentive cost (excluding verification/ENEMS/M&E)	₦2,751,600,000	Tables 22-25

1.0 Introduction

1.1 HOPE-GOV and DLI 5.1

DLI 5 concerns increased numbers of teachers and health workers deployed. DLR 5.1 requires a baseline exercise mapping the number and duty stations of basic education teachers and a multi-year costed recruitment and deployment plan addressing identified staffing gaps. This report is designed to meet that requirement while remaining consistent with Enugu State's education transformation architecture.

1.2 Objectives

1. Establish the verified number, characteristics and duty stations of public basic education teachers.
2. Identify school-, subject-, LGA- and duty-station-specific teacher gaps using a documented methodology.
3. Develop a multi-year recruitment, deployment and retention plan aligned with verified need and fiscal capacity.
4. Connect recruitment with induction, continuing professional development and performance management.
5. Provide an auditable evidence base for DLI verification, annual budgeting and workforce decisions.

1.3 Scope and Unit of Analysis

The scope covers public ECCDE/pre-primary, primary and junior secondary schools in all 17 LGAs. The primary unit of analysis is the individual school and duty station. LGA and State totals must be generated by aggregating verified school-level records, not by applying unverified statewide assumptions.

1.4 Methodology and Data Governance

Data Sources

Approved ASC/EMIS/ENEMS school and enrolment records; teacher enumeration; nominal roll and payroll; posting and duty-station records; qualification and subject records; retirement schedules; approved salary and allowance schedules.

Record Linkage

Each teacher should be linked through a unique personnel identifier across enumeration, payroll and duty-station records. Duplicate, inactive, transferred, retired and unverified records must be resolved.

Gap Methodology

Teacher requirements must be calculated at school level using approved national or State planning standards. The formula, treatment of multi-grade teaching, subject teachers, school leaders, caregivers and non-teaching personnel must be stated explicitly.

Validation

LGEA review, sampled physical verification, payroll reconciliation, school-head certification, Technical Working Group review and final institutional sign-off.

DLI 5.1 data verification and certification flow

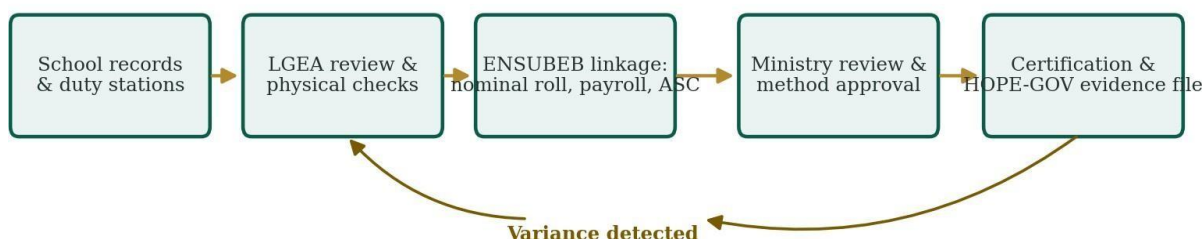


Figure 1. DLI 5.1 data verification and certification flow

Process representation derived from Sections 1.4 and 6.0 of this report.

Data Protection

Personally identifiable information should remain in protected administrative files. The report should publish aggregated results while retaining an auditable verification trail.

Cut-off Date

All tables must use a stated reference date. Where source dates differ, the variance and reconciliation method must be recorded.

Table 1: Data Source Register

Dataset	Reference Date	Custodian	Coverage	Validation Status	Version/Location
Annual School Census (ASC)	2024/ 2025	MoE/ ENSUBEB	Statewide public basic education schools and enrolment	Reported& Certified	Certified ASC/ENEMS Repository Reference: Ministry of Education Published Report
Payroll	2025	ENSUBEB	ENSUBEB teachers on nominal roll/payroll	Reported; Payroll Certification Completed	Certified Payroll Reference: ENSUBEB
School Register	2025	Special Education Centres	Three special-education centres reported	Reported; Centre Certification Completed	Protected Centre Register: Ministry of Education Confidential
Recruitment Implementation Plan	2025	ENSUBEB	Three-year recruitment plan, 2026-2028	Submitted plan totals 7,308; 1,769 below benchmark-derived gap	Approved Implementation Plan Reference: ENSUBEB

2.0 Verified Baseline Mapping

DATA INTEGRITY CONTROL: Figures in Tables 2-12 are drawn only from supplied Enugu State records. Mathematical derivations are labelled. Unresolved variances are disclosed in Table 12.

Table 2: Public Basic Education Programme-Level Offerings by LGA

Interpretive Note: Enugu State has 1,517 public basic education institutions across its 17 LGAs. Many institutions provide more than one level of basic education at the same school site. Table 2 therefore reports 2,754 programme-level offerings comprising ECCDE/Pre-Primary, Primary and JSS provision within those 1,517 institutions; it does not report 2,754 separate schools. The Urban and Rural columns likewise classify programme-level offerings, not unique institutions.

LGA	ECCDE/ Pre-Primary	Primary	JSS	Total Offerings	Urban	Rural	Ref. Date
Aninri	71	71	19	161		161	2025
Awgu	73	73	31	177		177	2025
Enugu East	64	64	13	141	141		2025
Enugu North	54	54	10	118	118		2025
Enugu South	34	34	17	85	85		2025
Ezeagu	84	84	32	200		200	2025
Igbo-Etiti	59	60	17	136		136	2025
Igbo-Eze North	118	119	25	262		262	2025
Igbo-Eze South	45	45	11	101		101	2025
Isi-Uzo	80	80	13	173		173	2025
Nkanu East	70	70	20	160		160	2025
Nkanu West	51	51	16	118		118	2025
Nsukka	112	112	34	258	258		2025
Oji River	67	68	14	149		149	2025
Udenu	78	78	19	175		175	2025
Udi	89	89	29	207		207	2025
Uzo-Uwani	58	58	17	133		133	2025
TOTAL	1207	1,210	337	2,754	602	2152	2025

Table 3: Learner Enrolment by LGA, Level and Sex

Note: LGA rows are reproduced as supplied. Their calculated total is 296,751, compared with the certified State total of 296,350. The 401-learner variance is disclosed in Table 12 and remains unresolved in the available records; 296,350 is retained for State-level calculations.

LGA	ECCDE M	ECCDE F	Primary M	Primary F	JSS M	JSS F	Total
Aninri	2810	2712	5622	4777	1314	1767	19002
Awgu	2179	2211	4949	4291	1766	1821	17217
Enugu East	2569	2479	7638	7313	4059	4885	28943
Enugu North	1576	1506	5550	6038	2481	3973	21124
Enugu South	973	987	4842	4593	4612	4270	20277
Ezeagu	1798	1841	3988	3480	1558	1339	14004
Igbo-Etiti	1484	1421	3495	3327	1461	1589	12777
Igbo-Eze North	2188	2504	6288	6097	1921	2440	21438
Igbo-Eze South	1957	2071	3726	3434	1158	1561	13907
Isi-Uzo	1182	1050	3837	3726	917	908	11620
Nkanu East	2283	2272	5238	4711	1204	1076	16784
Nkanu West	1305	1206	3818	3174	1781	1801	13085
Nsukka	2380	2213	7205	6581	5880	3446	27705
Oji River	1956	2913	4113	3545	1232	925	14684
Udenu	1740	1660	4331	3985	1578	1625	14919
Udi	2152	2091	5119	4654	2495	2767	19278
Uzo-Uwani	1442	1520	2901	2679	787	658	9987
TOTAL	31974	32,657	82,660	76,405	36,204	36,851	296,751

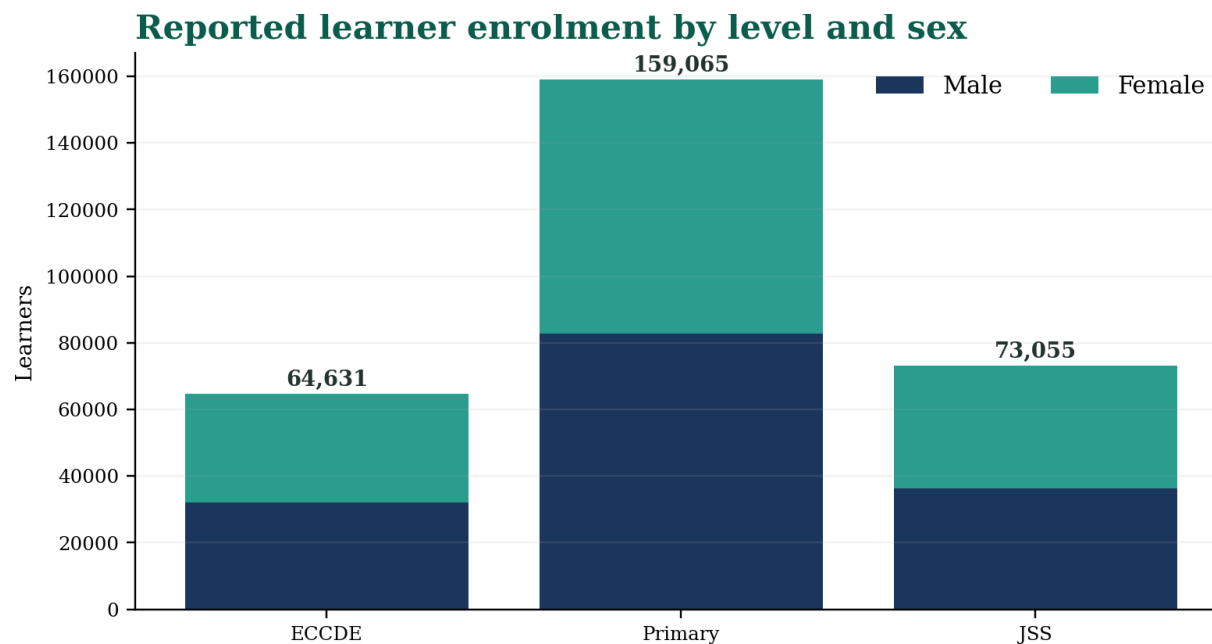


Figure 2. Learner enrolment composition by level and sex

Source: Table 3 LGA rows. Calculated row sum: 296,751; certified State total used for State-level analysis: 296,350; disclosed unresolved variance: 401 learners.

Table 4: Teacher Headcount by LGA and Sex

The verified workforce excludes non-teaching personnel and reconciles nominal-roll, payroll and duty-station records as reported by ENSUBEB.

LGA	Male	Female	Other/Not Stated	Total on Nominal Roll	Verified at Duty Station	Variance
Aninri	85	439	N/A	524	524	0
Awgu	43	483	N/A	526	526	0
Enugu East	51	998	N/A	1049	1049	0
Enugu North	28	665	N/A	693	693	0
Enugu South	38	739	N/A	777	777	0
Ezeagu	57	733	N/A	790	790	0
Igbo-Etiti	146	629	N/A	775	775	0
Igbo-Eze North	169	1122	N/A	1291	1291	0
Igbo-Eze South	77	754	N/A	831	831	0
Isi-Uzo	191	311	N/A	502	502	0
Nkanu East	117	646	N/A	763	763	0
Nkanu West	29	487	N/A	516	516	0
Nsukka	183	1446	N/A	1629	1629	0
Oji River	12	463	N/A	475	475	0
Udenu	96	946	N/A	1042	1042	0
Udi	62	992	N/A	1054	1054	0
Uzo-Uwani	131	352	N/A	483	483	0
TOTAL	1515	12205	N/A	13720	13720	0

Table 5: Teacher Distribution by LGA and School Level

LGA	ECCDE Teachers	Primary Teachers	JSS Teachers	Total Teachers	Urban	Rural
Aninri	5	434	85	524		524
Awgu	4	352	170	526		526
Enugu East	15	607	427	1049	1049	
Enugu North	11	446	236	693	693	
Enugu South	15	410	352	777	777	
Ezeagu	11	520	259	790		790
Igbo-Etiti	11	613	151	775		775
Igbo-Eze North	13	979	299	1291		1291
Igbo-Eze South	79	561	191	831		831
Isi-Uzo	2	375	125	502		502
Nkanu East	25	624	114	763		763
Nkanu West	14	389	113	516		516
Nsukka	66	1013	550	1629	1629	
Oji River	7	349	119	475		475
Udenu	62	748	232	1042		1042
Udi	8	631	415	1054		1054
Uzo-Uwani	1	412	70	483		483
TOTAL	349	9463	3908	13720	4148	9572

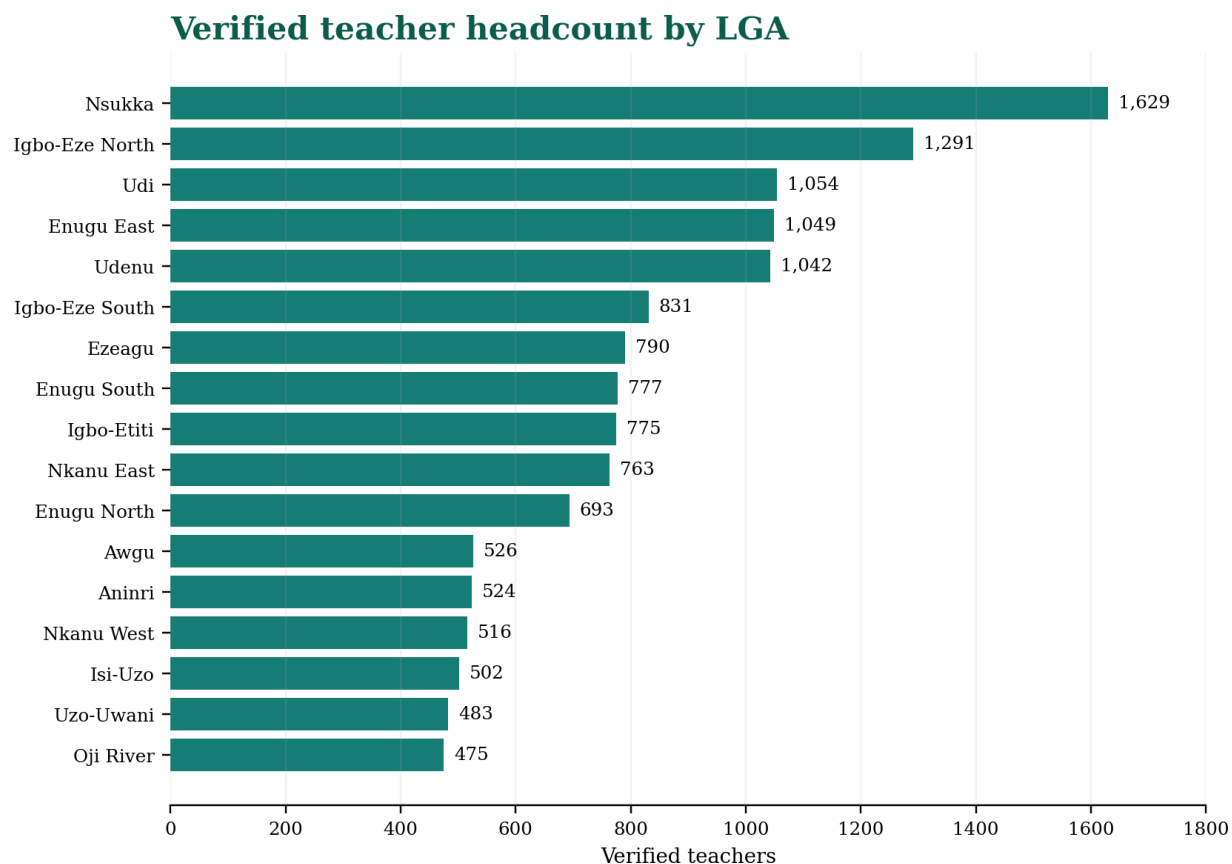


Figure 3. Verified teacher headcount by LGA

Source: Table 4. Total verified workforce: 13,720.

Table 6: Teacher Employment and Verification Status

Permanent teachers constitute the certified workforce total. The 512 reported volunteers remain outside that total and outside the DLI baseline because the available records do not establish formal appointment and eligibility for inclusion. Any later regularisation must be supported by appointment, payroll and duty-station certification before the records enter the verified workforce.

Status	Male	Female	Total	Payroll-Verified	Duty-Station-Verified	Action Required
Permanent	1515	12205	13720	13720	13720	Retain as verified workforce; preserve supporting personnel records
Volunteer	156	356	512	Reported; not included in certified payroll baseline	Reported; excluded pending formal eligibility confirmation	Retain outside the 13,720 certified workforce and DLI baseline unless formally regularised and certified

Table 7: Teacher Qualifications

Highest completed qualification is reported once for each verified teacher. Percentages are mathematical shares of the 13,720 verified workforce; evidence of qualifications and TRCN status remains part of the verification file.

Qualification	Male	Female	Total	TRCN Status	Percentage of Verified Workforce	Required Action
MED or Equivalent	31	133	164	Yes	1.20%	Retain qualification and TRCN evidence in verification file
B.ED	621	4744	5365	Yes	39.10%	Retain qualification and TRCN evidence in verification file
PGDE	23	131	154	Yes	1.12%	Retain qualification and TRCN evidence in verification file
NCE	840	7197	8037	Yes	58.58%	Retain qualification and TRCN evidence in verification file
TOTAL	1515	12205	13720	Reported: all TRCN compliant	100.00%	

Table 8: Teachers by Subject/Classroom Assignment

Interpretive Note: Table 8 presents the detailed subject/classroom distribution supplied by ENSUBEB and reconciled to the 13,720 duty-station-verified teachers. The Planning Requirement and Benchmark-Derived Shortage columns distribute the aggregate requirement generated by the stated 1:13 planning benchmark across the supplied classroom and subject categories. Shortages are reported as Planning Requirement minus Teachers Assigned and are therefore shown as positive values. The 500 special/inclusive instructors are a designated subset of the 9,463 Primary teachers and are not additional to that total; correspondingly, the 200-instructor shortage shown for that subset is already contained within the Primary-level benchmark-derived gap of 2,773 and must not be added again. The subject-level distribution, geographic concentrations and priorities constitute the operational planning baseline and shall be validated against teacher-ID, school-code, subject/class assignment and weekly teaching-load records before recruitment and posting.

Level	Subject/Class Assignment	Teachers Assigned	Planning Requirement	Shortage	LGA/School Concentration	Priority
ECCDE	Early Childhood Care & Development Classes	349	4,972	4,623 (Gap)	Statewide (rural high deficit)	Critical / High
Primary	Lower Primary (Basic 1-3 General Class Teachers)	4,820	6,240	1,420 (Gap)	Rural LGAs (Isi-Uzo, Uzo-Uwani)	Critical
Primary	Upper Primary (Basic 4-6 General Class Teachers)	4,143	5,296	1,153 (Gap)	Statewide	High
Primary	Special Education / Inclusive Instructors (subset of Primary total)	500	700	200 (Gap)	Oji River, Nsukka, Enugu Urban	High
JSS	English Language & Literacy	612	880	268 (Gap)	Semi-Urban & Rural LGAs	Critical
JSS	Mathematics & Numeracy	584	880	296 (Gap)	Statewide	Critical
JSS	Basic Science & Basic Technology	520	810	290 (Gap)	Rural / Hard-to-Reach	Critical
JSS	National Values / Social Studies	480	620	140 (Gap)	Statewide	Medium
JSS	Igbo Language & Cultural Arts	410	560	150 (Gap)	Statewide	Medium
JSS	Agricultural Science & Pre-Vocational	432	580	148 (Gap)	Rural LGAs	Medium
JSS	Computer Studies / Digital Literacy	470	690	220 (Gap)	Smart Green Schools / Statewide	Critical
JSS	Creative Arts, French & Other Electives	400	569	169 (Gap)	Urban & Semi-Urban LGAs	Medium
TOTAL	All Subjects & Levels	13,720	22,797	9,077 (Gap)	17 LGAs	Weighted

Table 9: Teacher–Pupil Ratios by Level and Duty-Station Class

State-level ratios are calculated as certified enrolment divided by duty-station-verified teachers. For comparability with the submitted plan, teacher gaps apply the stated planning benchmark of one teacher to 13 learners, round required teachers up to the next whole number and compare that requirement with verified teachers. The 1:13 ratio is an aggregate planning comparator; it does not replace the school-, class-, subject- and duty-station analysis required for final deployment. This calculation produces a benchmark-derived aggregate gap of 9,077 teachers. The submitted 7,308-position envelope would produce an overall ratio of approximately 1:14, but its original allocation would produce approximately 1:61 for ECCDE, 1:12 for Primary and 1:11 for JSS. Reallocating the envelope to 4,237 ECCDE, 1,824 Primary and 1,247 JSS positions would produce approximately 1:14 at each level, subject to school-level validation.

Level	Duty-Station Class	Verified Enrolment	Verified Teachers	Current Ratio	Approved Benchmark	Teacher Gap/Surplus
ECCDE	All verified duty stations (aggregate)	64,633	349	1:185	Stated planning benchmark: 1:13	Gap: 4,623 (4,972 required – 349 verified)
Primary	All verified duty stations (aggregate)	159,062	9,463	1:17	Stated planning benchmark: 1:13	Gap: 2,773 (12,236 required – 9,463 verified)
JSS	All verified duty stations (aggregate)	72,655	3,908	1:19	Stated planning benchmark: 1:13	Gap: 1,681 (5,589 required – 3,908 verified)

Table 10: Projected Teacher Retirements

The submitted retirement schedule covers 2026-2028 and reports 613 projected retirements. Individual dates and LGA/subject allocations should remain in the protected verification file.

Year	ECCDE	Primary	JSS	Total	Critical Subjects/Cadres	Affected LGAs	Source
2026	2	69	3	74	General subjects/ 16	17	2024/2025 ASC
2027	1	11	2	14	General subjects/ 14	9	2024/2025 ASC
2028	13	511	1	525	General subjects/ 16	17	2024/2025 ASC
TOTAL	16	591	6	613	Subject/Cadre Distribution TBD	LGA-level allocation TBD	Derived from 2026-2028 rows

Table 11: Inclusive and Special Education Workforce

The submitted special-education entries are aggregated to protect personally identifiable information. Programme type, teacher specialisation and inclusion competency require supporting centre-level records.

Programme/Need	Learners	Current Qualified Teachers	Verified Gap	Required Competency	Duty Stations	Plan Period Target
Special/Inclusive Education Teacher Need	165	13	10	3 Maths, 2 Intermediate Science, 1 Digital Technology, 2 Igbo, 2 English Teacher	Special Education Centre Ogbete Enugu	10
Special/Inclusive Education Teacher Need	164	39	16	2 Basic, 3 Braille instructors, 1 Guidance Counselor, 2 English, 1 History, 1 Physics, 1 Chemistry, 2 Maths, 3 Sign Language instructors.	Special Education Centre Inclusive Oji River	16
Special/Inclusive Education Teacher Need	81	17	5	1 English, 1 Maths, 1 Basic Science, 1 Agric Science, 1 Sign Language Instructor.	Special Education Centre Nsukka	5
TOTAL	410	69	31			31

Table 12: Data Reconciliation Log

Table 12 records resolved matters and limitations that remain irreducible within the closed baseline dataset. Conflicting values have not been overwritten. Where no further source record is available, the report states the adopted treatment and carries the matter forward as an implementation control rather than presenting an unsupported resolution.

Issue/ Table	Conflicting Values	Source A	Source B	Resolution	Officer/Date	Approval
Table 2 units	1,517 institutions; 2,754 offerings	State institution total	LGA programme records	Resolved: 2,754 programme offerings operate within 1,517 unique institutions.	Clarified in final report	Resolved
Table 3 enrolment	296,350 reported vs 296,751 LGA-row sum	Reported State total	Calculated LGA sum	Disclosed limitation: LGA rows total 296,751, while the certified State total is 296,350. The cause cannot be established from the available records; retain 296,350 for State-level calculations.	No further source record available at report close	Closed as disclosed limitation
Table 6 employment	512 volunteers outside 13,720 verified workforce	Employment listing	Payroll/duty-station totals	Retain the 512 volunteers outside the 13,720 certified workforce and DLI baseline unless formally regularised and certified.	No further eligibility record available at report close	Closed as disclosed limitation
Tables 10, 13 and 16	613 retirements vs 7,308 gap recruitment plan	Retirement schedule	Gap/recruitment plan	Confirmed: the 613 retirement replacements are embedded within the 7,308-position recruitment envelope and are not additive.	Clarified in final report	Resolved
Table 14 support needs	Two unlabeled cadre gaps: 436 and 217	Support-gap entries	Cadre labels absent	Cadres are identified in Table 14; all non-teaching/support positions remain outside the DLI teacher total.	Clarified in final report	Resolved
Tables 9, 13 and 16	9,077 benchmark gap vs 7,308 submitted plan; variance 1,769	Table 9 stated 1:13 planning-benchmark calculation	LGA/level recruitment plan	Retain 7,308 as the conservative envelope; replace the original 706/3,682/2,920 mix with the proposed 4,237/1,824/1,247 allocation, then validate at school level. See Table 16.	Planning allocation; school-level validation during implementation	Resolved for planning

3.0 Teacher Gap Analysis

Table 9 establishes a benchmark-derived aggregate gap of 9,077 teachers, while the submitted recruitment envelope totals 7,308 positions. The envelope is therefore conservative by 1,769 teachers, but it is not presented as the complete DLI-eligible gap. Its original level mix—706 ECCDE, 3,682 Primary and 2,920 JSS positions—would produce projected ratios of approximately 1:61, 1:12 and 1:11 respectively. Table 16 therefore reallocates the same envelope to 4,237 ECCDE, 1,824 Primary and 1,247 JSS positions, producing approximately 1:14 at each level. This optimized State-level scenario must be mapped to verified school, subject, rurality and duty-station need during implementation. Non-teaching and support positions remain separate from the DLI teacher total.

Table 13: Submitted Recruitment Allocation by LGA and Level

LGA	Submitted ECCDE Allocation	Submitted Primary Allocation	Submitted JSS Allocation	Retirement Treatment	Submitted Operational Gap	Redeployment Status
Aninri	42	230	184	Embedded in plan; LGA split unavailable	456	To be determined by school audit
Awgu	38	200	160	Embedded in plan; LGA split unavailable	398	To be determined by school audit
Enugu East	28	145	116	Embedded in plan; LGA split unavailable	289	To be determined by school audit
Enugu North	25	130	104	Embedded in plan; LGA split unavailable	259	To be determined by school audit
Enugu South	27	140	112	Embedded in plan; LGA split unavailable	279	To be determined by school audit
Ezeagu	45	245	196	Embedded in plan; LGA split unavailable	486	To be determined by school audit
Igbo-Etiti	36	190	152	Embedded in plan; LGA split unavailable	378	To be determined by school audit
Igbo-Eze North	73	350	224	Embedded in plan; LGA split unavailable	647	To be determined by school audit
Igbo-Eze South	35	185	148	Embedded in plan; LGA split unavailable	368	To be determined by school audit
Isi-Uzo	58	290	248	Embedded in plan; LGA split unavailable	596	To be determined by school audit

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LGA	Submitted ECCDE Allocation	Submitted Primary Allocation	Submitted JSS Allocation	Retirement Treatment	Submitted Operational Gap	Redeployment Status
Nkanu East	62	335	268	Embedded in plan; LGA split unavailable	665	To be determined by school audit
Nkanu West	34	180	144	Embedded in plan; LGA split unavailable	358	To be determined by school audit
Nsukka	32	170	136	Embedded in plan; LGA split unavailable	338	To be determined by school audit
Oji River	33	175	140	Embedded in plan; LGA split unavailable	348	To be determined by school audit
Udenu	37	195	156	Embedded in plan; LGA split unavailable	388	To be determined by school audit
Udi	36	198	152	Embedded in plan; LGA split unavailable	386	To be determined by school audit
Uzo-Uwani	65	324	280	Embedded in plan; LGA split unavailable	669	To be determined by school audit
TOTAL	706	3682	2920	613 embedded; not additive	7,308 (plan)	No State-level surplus assumed

Table 14: Separate Non-Teaching/Support Staffing Needs

Non-teaching and support gaps are reported separately and are excluded from the DLI teacher total unless the verification protocol expressly provides otherwise.

Cadre	Current Staff	Verified Requirement	Gap	Reason	Funding Treatment
Security / Facility Guard Cadre	184	620	436	Protection of Smart Green School assets & perimeter	Separate non-teaching/support plan; excluded from DLI teacher total
Janitorial Staff (Pry)	220	600	380	Sanitation & hygiene maintenance in primary schools	Separate non-teaching/support plan; excluded from DLI teacher total

Enugu State Basic Education Workforce Report

Cadre	Current Staff	Verified Requirement	Gap	Reason	Funding Treatment
Administrative Staff (Pry)	370	700	330	School record-keeping, pupil register & EMIS logging	Separate non-teaching/support plan; excluded from DLI teacher total
Support Staff (Pry)	187	400	213	Pupil welfare support & inclusive assistance	Separate non-teaching/support plan; excluded from DLI teacher total
ICT / System Technicians	83	300	217	Maintenance of digital devices & AI-ENEMS terminals	Separate non-teaching/support plan; excluded from DLI teacher total
Library Staff (JSS/Tech)	122	300	178	Resource center management & digital cataloging	Separate non-teaching/support plan; excluded from DLI teacher total
Administrative Staff (JSS/Tech)	152	350	198	Academic documentation & examination administration	Separate non-teaching/support plan; excluded from DLI teacher total
Support Staff (JSS/Tech)	84	220	136	Basic Tech/Science lab setup & equipment safety	Separate non-teaching/support plan; excluded from DLI teacher total
TOTAL	1,402	3,490	2,088		Separate non-teaching/support plan; excluded from DLI teacher total

Table 15: School-Level Gap Summary and Audit Trail

Interpretive Note: Table 15 reproduces the 12 school-level records supplied as a verified audit-trail sample. Required teachers are calculated as enrolment divided by 13 and rounded up to the next whole teacher. Teacher Shortage is reported as Required Teachers minus Verified Teachers; positive values therefore represent shortages. All 12 calculations have been checked against that formula. The sample is not the complete school universe, must not be aggregated as the State teacher gap, and does not replace the comprehensive school-level assignment file required before recruitment and posting.

School Code	School Name	LGA	Level	Enrolment	Verified Teachers	Required Teachers (1:13)	Shortage	Validation Status
EN/AN/001	CPS Mpu	Aninri	Primary	286	6	22	16 (Gap)	Verified
EN/AW/014	CS Agbogugu	Awgu	Primary	247	5	19	14 (Gap)	Verified
EN/EE/003	TCTC Abakpa Nike	Enugu East	JSS	728	24	56	32 (Gap)	Verified
EN/EN/008	Coal Camp Primary School	Enugu North	Primary	351	14	27	13 (Gap)	Verified
EN/ES/012	CPS Amechi Awkunanaw	Enugu South	Primary	312	11	24	13 (Gap)	Verified
EN/EZ/005	CPS Iwollo	Ezeagu	Primary	260	6	20	14 (Gap)	Verified
EN/IE/021	CS Aku	Igbo-Etiti	Primary	299	8	23	15 (Gap)	Verified
EN/IN/002	CPS Enugu-Ezike	Igbo-Eze North	Primary	416	10	32	22 (Gap)	Verified
EN/IS/009	CPS Ikem 1	Isi-Uzo	Primary	273	4	21	17 (Gap)	Verified
EN/NE/015	CPS Nara	Nkanu East	Primary	234	4	18	14 (Gap)	Verified
EN/NS/004	Urban Boys Secondary School	Nsukka	JSS	832	28	64	36 (Gap)	Verified
EN/UU/007	CPS Adani	Uzo-Uwani	Primary	338	5	26	21 (Gap)	Verified

4.0 Multi-Year Recruitment and Deployment Plan

4.1 Planning Principles

- Recruit only against verified school- and subject-level need and approved fiscal ceilings.
- Address surpluses and deployment imbalances before determining the final external recruitment requirement.
- Separate DLI-eligible teachers from school leadership, caregivers and non-teaching/support personnel.
- Apply transparent, merit-based and inclusive recruitment, with documented selection and grievance procedures.
- Issue enforceable duty-station assignments and establish rural/hard-to-reach retention measures.
- Link appointment to induction, supervised practice, mentoring and continuing professional development.

Table 16: Proposed Optimized Allocation of the Conservative Recruitment Envelope by Level

Year	ECCDE	Primary	JSS	Special/Inclusive Allocation (subset of level totals)	Retirement Replacements Embedded in Level Totals	Total New Teachers
2026	2,123	914	624	16 (derived pro rata)	74 (not additive)	3,661
2027	1,062	458	312	8 (derived pro rata)	14 (not additive)	1,832
2028	1,052	452	311	7 (derived pro rata)	525 (not additive)	1,815
TOTAL	4,237	1,824	1,247	31 (subset; not additive)	613 (embedded; not additive)	7,308 (plan)

Table 17: Submitted LGA Deployment Envelope Requiring Level Remapping

The submitted plan covers three years, 2026-2028. Unused Year 4 and Year 5 fields are marked N/A.

LGA	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Level/Subject Remapping Control
Aninri	228	115	113	N/A	N/A	456	Apply optimized level mix and school audit before posting
Awgu	199	100	99	N/A	N/A	398	Apply optimized level mix and school audit before posting
Enugu East	145	72	72	N/A	N/A	289	Apply optimized level mix and school audit before posting
Enugu North	130	65	64	N/A	N/A	259	Apply optimized level mix and school audit before posting
Enugu South	140	70	69	N/A	N/A	279	Apply optimized level mix and school audit before posting
Ezeagu	244	121	121	N/A	N/A	486	Apply optimized level mix and school audit before posting
Igbo-Etiti	189	95	94	N/A	N/A	378	Apply optimized level mix and school audit before posting
Igbo-Eze North	324	162	161	N/A	N/A	647	Apply optimized level mix and school audit before posting
Igbo-Eze South	185	92	91	N/A	N/A	368	Apply optimized level mix and school audit before posting
Isi-Uzo	298	150	148	N/A	N/A	596	Apply optimized level mix and school audit before posting
Nkanu East	333	167	165	N/A	N/A	665	Apply optimized level mix and school audit before posting
Nkanu West	179	90	89	N/A	N/A	358	Apply optimized level mix and school audit before posting
Nsukka	169	85	84	N/A	N/A	338	Apply optimized level mix and school audit before posting
Oji River	175	87	86	N/A	N/A	348	Apply optimized level mix and school audit before posting
Udenu	195	97	96	N/A	N/A	388	Apply optimized level mix and school audit before posting
Udi	193	97	96	N/A	N/A	386	Apply optimized level mix and school audit before posting
Uzo-Uwani	335	167	167	N/A	N/A	669	Apply optimized level mix and school audit before posting
TOTAL	3,661	1,832	1,815	N/A	N/A	7,308 (plan)	LGA envelope retained; optimized level mix governs State total

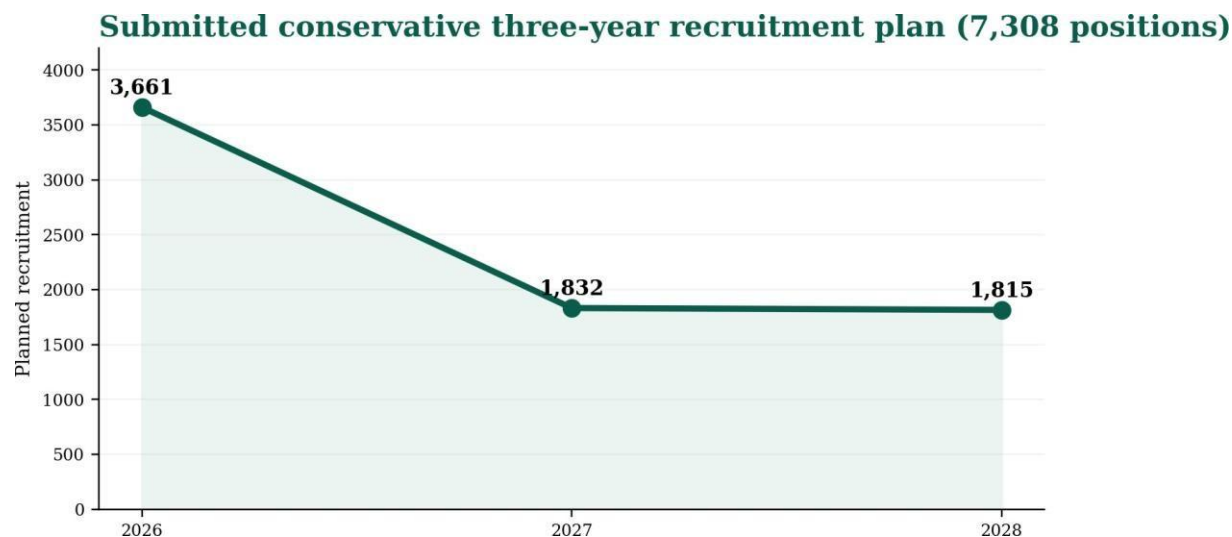


Figure 4. Three-year recruitment trajectory

Source: Tables 16 and 17. Annual values retain the conservative 7,308-position envelope, which is 1,769 positions below the 9,077 benchmark-derived aggregate gap. Table 16 reallocates the envelope to 4,237 ECCDE, 1,824 Primary and 1,247 JSS positions, producing approximately 1:14 at each level. The 31 special/inclusive education positions are designated within—not added to—those level totals. Table 17 retains the submitted LGA totals pending school-level remapping. The 613 projected retirement replacements are already contained within the 7,308-position envelope and are shown separately only for workforce-planning control; they are not additional positions.

Table 18: Deployment by Duty-Station Classification

Duty-station deployment shares are calculated solely from the submitted Enugu figures in Table 18. Rural and hard-to-reach placements total 6,143, representing 84.1 per cent of the conservative 7,308-position recruitment plan and 67.7 per cent of the 9,077 benchmark-derived aggregate gap.

Year	Urban	Rural	Hard-to-Reach	Special/Inclusive Settings	Total	Share to Rural/Hard-to-Reach
2026	584	1,315	1,762	Not separately classified	3,661	84.05% (derived)
2027	292	658	882	Not separately classified	1,832	84.06% (derived)
2028	289	651	875	Not separately classified	1,815	84.08% (derived)
TOTAL	1,165	2,624	3,519	Not separately classified	7,308 (plan)	84.06% (derived)

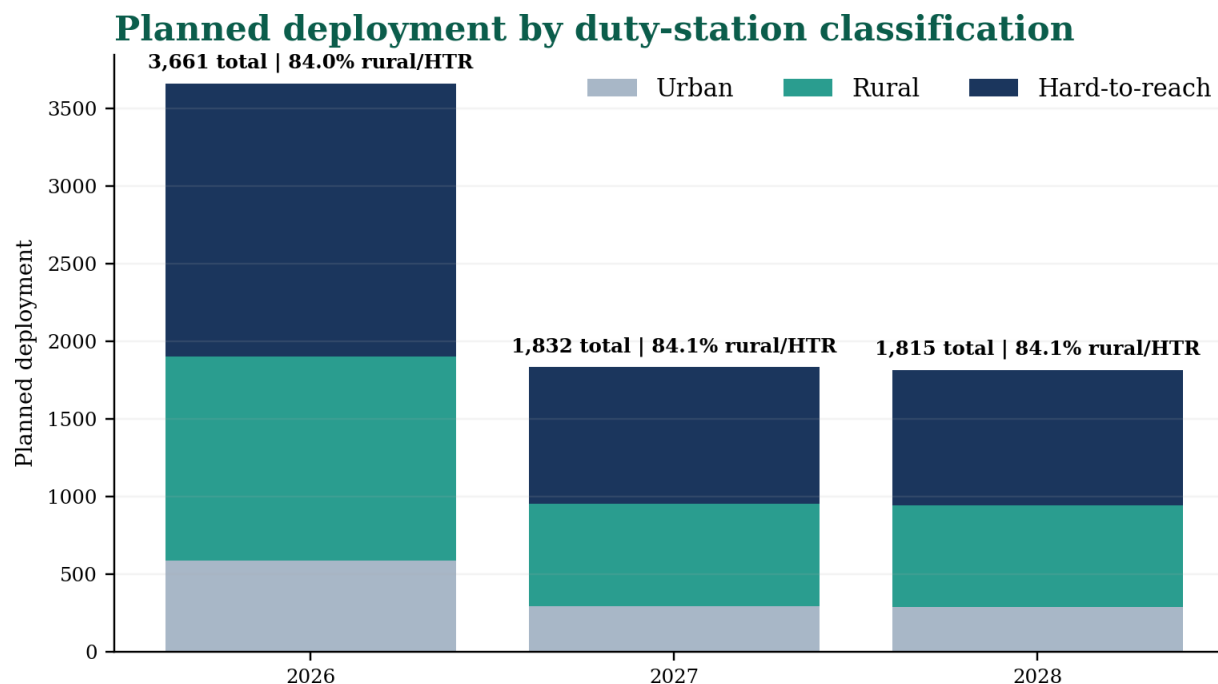


Figure 5. Planned deployment by duty-station classification

Source: Table 18. Percentages are mathematical derivations from the reported Enugu State deployment counts.

Table 19: Teacher Reallocation and Residual-Gap Plan by Level

Year	Level	Subject/ Class Assignment	Verified Gap	Recruitment	Redeployment	Remaining Gap
2026– 2028	ECCDE	To be mapped during implementation	4,623	4,237	Quantify before postings from school/duty- station audit	386
2026– 2028	Primary	To be mapped during implementation	2,773	1,824	Quantify before postings from school/duty- station audit	949
2026– 2028	JSS	To be mapped during implementation	1,681	1,247	Quantify before postings from school/duty- station audit	434
TOTAL	All levels	Implementatio n mapping required	9,077	7,308	No State-level surplus assumed	1,769

State-level totals establish the recruitment ceiling and residual benchmark gap. Internal redeployment must be determined from the verified school-, subject- and duty-station-level audit; it redistributes existing teachers and does not increase the State headcount.

4.2 Recruitment, Deployment and Retention Strategy

ENSUBEB shall document the sequence for internal redistribution, approved transfers, regularisation where legally permissible, and external recruitment. Selection should verify academic and professional qualifications, subject competence and suitability for the designated duty station. Deployment letters, acceptance at school, assumption-of-duty evidence and payroll activation should be linked through a unique personnel record.

Retention measures are targeted to verified hardship factors and may include accommodation, transport support, rural or hard-to-reach allowances, professional-growth opportunities, mentoring and minimum-service requirements, subject to State approval and affordability.

4.3 Teacher Induction and Professional Development

The State's teacher-development response shall build on completed digital-literacy, Master Teacher, FLIP and Experiential Learning Innovator programmes. CELI should provide strategic and technical leadership for the competency framework, induction curriculum, experiential-learning preparation, school-based practicum, mentoring, professional portfolios and ENEMS-supported evidence. ENSUBEB should coordinate participant deployment, personnel records, school support and statutory performance management under Ministry sector leadership.

Table 20: Multi-Year Teacher Induction & Professional Development Plan

Table 20 distinguishes completed State programmes from projected induction cohorts. Attendance records alone are not treated as evidence of classroom application; verification includes practicum, mentoring, portfolio and evidence.

Cohort/ Year	Teachers	Competencies	Delivery Modality	Practicum/M entoring	Evidence Required	Lead/Partn ers	Cost
Completed: digital- literacy rounds	Approx. 23,000 cumulative participants	Digital competence across three competency levels	Statewide programme	Programme records and competency evidence	Attendance, completion and competency records	CELI / Ministry / ENSUBEB	CELI
Completed: Advanced Digital Literacy Institute	200 Master Teachers	Advanced digital pedagogy and peer leadership	Institute- based/blended	Master Teacher support role	Completion and deployment records	CELI / Ministry / ENSUBEB	CELI
Completed/ ongoing: FLIP	1,560 English and Mathematics teachers	Foundational literacy and numeracy instruction	Training plus classroom support	Follow-up evidence required	Participant, coaching and classroom evidence	Ministry / ENSUBEB / CELI / partners	CELI
Completed/ ongoing: EL Innovators	130	Experiential pedagogy, mentoring and classroom support	Institute plus school-based practice	School-based mentoring	Portfolio, practicum and mentoring evidence	CELI / ENSUBEB	CELI
2026 submitted- plan recruit induction	3,661	Induction, experiential pedagogy, curriculum, digital practice and safeguarding	CELI online institute plus practicum	Coaching, mentoring and professional portfolio	Completion, practicum, portfolio and duty- station evidence	CELI / ENSUBEB / Ministry	CELI
2027 submitted- plan recruit induction	1,832	Same approved competency framework	CELI online institute plus practicum	Coaching, mentoring and professional portfolio	Completion, practicum, portfolio and duty- station evidence	CELI / ENSUBEB / Ministry	CELI
2028 submitted- plan recruit induction	1,815	Same approved competency framework	CELI online institute plus practicum	Coaching, mentoring and professional portfolio	Completion, practicum, portfolio and duty- station evidence	CELI / ENSUBEB / Ministry	CELI

5.0 Costed Plan and Financing

COSTING CONTROL

Do not combine the incremental wage bill with one-off recruitment, deployment, training or incentive costs. Every salary row must use the approved grade/step, recruitment date and number of months employed. All formulas must be independently checked.

Table 21: Incremental Personnel Cost

Year	Cadre/Level	Number Recruited	Grade/ Step	Monthly Cost per Teacher (₦)	Months in Year	Monthly Payroll Cost at Stated Rate (₦)	Annualized Cohort Wage Bill (₦)
2026	ECCDE Teachers	2,123	GL 07/02	94,614.85	12	200,867,327	2,410,407,919
2026	Primary Teachers	914	GL 07/02	94,614.85	12	86,477,973	1,037,735,675
2026	JSS Teachers	624	GL 08/02	97,334.98	12	60,737,028	728,844,330
2027	ECCDE Teachers	1,062	GL 07/02	94,614.85	12	100,480,971	1,205,771,648
2027	Primary Teachers	458	GL 07/02	94,614.85	12	43,333,601	520,003,216
2027	JSS Teachers	312	GL 08/02	97,334.98	12	30,368,514	364,422,165
2028	ECCDE Teachers	1,052	GL 07/02	94,614.85	12	99,534,822	1,194,417,866
2028	Primary Teachers	452	GL 07/02	94,614.85	12	42,765,912	513,190,946
2028	JSS Teachers	311	GL 08/02	97,334.98	12	30,271,179	363,254,145
TOTAL	All Recruits	7,308	—	—	—	694,837,327	8,338,047,910

Table 22: Recruitment and Deployment Cost

Year	Activity	Unit	Quantity	Unit Cost (₦)	Total Cost (₦)	Assumption/Source
2026	CBT Assessment & Screening	Applicant	15,000	2,500	37,500,000	CBT centers
2026	Document Verification & Biometrics	Candidate	4,500	3,000	13,500,000	ENSUBEB team
2026	Deployment Logistics & Posting Letters	Recruited Teacher	3,661	5,000	18,305,000	LGEA posting administration
2027	CBT Assessment & Screening	Applicant	8,000	2,500	20,000,000	Standard CBT testing cost
2027	Document Verification & Biometrics	Candidate	2,500	3,000	7,500,000	Physical validation protocol
2027	Deployment Logistics & Posting Letters	Recruited Teacher	1,832	5,000	9,160,000	LGEA distribution & setup
2028	CBT Assessment & Screening	Applicant	8,000	2,500	20,000,000	Standard CBT testing cost
2028	Document Verification & Biometrics	Candidate	2,500	3,000	7,500,000	Physical validation protocol
2028	Deployment Logistics & Posting Letters	Recruited Teacher	1,815	5,000	9,075,000	LGEA distribution & setup
TOTAL	Recruitment & Deployment Ops	—	—	—	142,540,000	ENSUBEB Operational Budget

Table 23: Induction, Professional Development and Mentoring Cost

Year	Programme/Cohort	Teachers	Unit Cost (₦)	Delivery Cost (₦)	Follow-Up/Mentoring Cost (₦)	Total (₦)	Evidence
2026	CELI Experiential Learning Induction	3,661	45,000	109,830,000	54,915,000	164,745,000	LMS logs, practicum portfolio
2026	FLIP Foundational Instruction Training	2,000	25,000	35,000,000	15,000,000	50,000,000	Coaching & diagnostic logs
2027	CELI Experiential Learning Induction	1,832	45,000	54,960,000	27,480,000	82,440,000	LMS logs, practicum portfolio
2027	Digital Pedagogy & Master Teacher Coaching	1,000	30,000	20,000,000	10,000,000	30,000,000	Mentoring visit sign-off
2028	CELI Experiential Learning Induction	1,815	45,000	54,450,000	27,225,000	81,675,000	LMS logs, practicum portfolio
2028	Inclusive Education & Remedial Support	800	30,000	16,000,000	8,000,000	24,000,000	Special center logs
TOTAL	Multi-Year Induction & Mentoring	—	—	290,240,000	142,620,000	432,860,000	CELI / ENSUBEB Reports

Table 24: Rural/Hard-to-Reach Retention Incentives

Year	Incentive	Eligible Teachers	Planning Rate and Duration (₦)	Annual Plan Cost (₦)	Approval Status	Funding Source
2026	Rural Allowance	1,315	10,000 per month × 10 months	131,500,000	Proposed; subject to approval	State Consolidated Rev. / DLI
2026	Hard-to-Reach Allowance	1,762	20,000 per month × 10 months	352,400,000	Proposed; subject to approval	State Consolidated Rev. / DLI
2027	Rural Allowance	1,973 (cumulative)	10,000 per month × 10 months	197,300,000	Proposed; subject to approval	State Consolidated Rev. / DLI
2027	Hard-to-Reach Allowance	2,644 (cumulative)	20,000 per month × 10 months	528,800,000	Proposed; subject to approval	State Consolidated Rev. / DLI
2028	Rural Allowance	2,624 (cumulative)	10,000 per month × 10 months	262,400,000	Proposed; subject to approval	State Consolidated Rev. / DLI
2028	Hard-to-Reach Allowance	3,519 (cumulative)	20,000 per month × 10 months	703,800,000	Proposed; subject to approval	State Consolidated Rev. / DLI
TOTAL	Rural & Hard-to-Reach Retention	6,143 (final cohort)	—	2,176,200,000	Planning estimate	Enugu State Budget / DLI 5.1

Table 25: Consolidated Financing Plan

The consolidated financing plan distinguishes the stated funding source for each category and presents the supplied rates, quantities and timing assumptions. The figures remain planning estimates subject to appropriation, procurement and fiscal approval. The wage-bill rows are annualized cohort costs, while rural and hard-to-reach allowances assume ten payable months per year.

Cost Category	Year 1 (2026)	Year 2 (2027)	Year 3 (2028)	Year 4	Year 5	Total	Confirmed Funding Source
Incremental Wage Bill	4,176,987,924	2,090,197,029	2,070,862,957	N/A	N/A	8,338,047,910	Enugu State Statutory Payroll
Recruitment & Screening	69,305,000	36,660,000	36,575,000	N/A	N/A	142,540,000	ENSUBEB Capital Allocation
Induction & Mentoring (CELI)	214,745,000	112,440,000	105,675,000	N/A	N/A	432,860,000	State Education Reform / CELI
Retention Incentives (Rural/HTR)	483,900,000	726,100,000	966,200,000	N/A	N/A	2,176,200,000	HOPE-GOV DLI 5.1 / State Rev.
Verification, ENEMS & M&E	45,000,000	30,000,000	30,000,000	N/A	N/A	105,000,000	HOPE-GOV Technical Assistance
CONSOLIDATED TOTAL	4,989,937,924	2,995,397,029	3,209,312,957	N/A	N/A	11,194,647,910	State Budget & HOPE-GOV DLI

6.0 Implementation, Monitoring and Accountability

The Ministry of Education provides sector leadership, policy coordination and oversight. ENSUBEB leads the verified workforce dataset, recruitment, deployment, personnel administration and school-level implementation within its statutory mandate. LGEAs verify local records, duty-station presence and school needs. CELI leads the strategic and technical design of teacher induction, professional development, mentoring, curriculum and experiential-learning components. The HOPE-GOV Technical Working Group should maintain the DLI evidence file and validation record.

Table 26: Implementation and Evidence Matrix

Action	Deadline	Lead Institution	Supporting Institutions	Output	Verification Evidence	Status
Certify source datasets and definitions	Before verification submission	Ministry of Education and ENSUBEB	Ministry PRS; LGEAs	Signed data register and definitions	Certified extracts; document-control page	Certified
Record enrolment variance as a disclosed limitation	At report close	ENSUBEB PRS	Ministry PRS; LGEAs	Certified State total retained; LGA-row variance disclosed	Table 12 and certified ASC total	Closed as disclosed limitation
Complete teacher assignment and school-gap files	Before recruitment approval	ENSUBEB HR/PRS	LGEAs; school heads	Secure teacher/school-level annexes	Linked IDs; school certification; audit log	Ongoing
Approve gap methodology and recruitment ceilings	Before annual recruitment	Ministry of Education	ENSUBEB; Budget/Finance	Approved methodology and annual ceiling	Decision memo; budget approval	Approved
Recruit and deploy 2026 cohort	2026	ENSUBEB	Ministry; LGEAs	3,661 teachers deployed	Selection file; posting; assumption of duty; payroll	Planned
Recruit and deploy 2027 cohort	2027	ENSUBEB	Ministry; LGEAs	1,832 teachers deployed	Selection file; posting; assumption of duty; payroll	Planned
Recruit and deploy 2028 cohort	2028	ENSUBEB	Ministry; LGEAs	1,815 teachers deployed	Selection file; posting; assumption of duty; payroll	Planned
Deliver induction, practicum and mentoring	Each recruitment year	CELI	ENSUBEB; Ministry; schools	All new recruits complete approved pathway	Completion, practicum, portfolio and mentoring evidence	Planned
Update ENEMS workforce evidence	Quarterly and annually	Ministry of Education and ENSUBEB	Ministry; CELI; LGEAs	Current workforce/deployment dashboard	Data-quality report; audit trail	Planned

Table 27: DLI 5.1 Performance Indicators

Indicator	Baseline	Annual Target	Data Source	Frequency	Responsible Officer	Verification Method
Verified teachers on nominal roll/payroll and at duty station	13,720	Maintain 100% reconciliation	Nominal roll, payroll, duty-station records	Quarterly/annual	ENSUBEB HR/PRS	Record linkage and sampled physical verification
Teacher-gap reconciliation	9,077 benchmark-derived gap; 7,308 conservative envelope; optimized allocation projects approximately 1:14 at ECCDE, Primary and JSS	Reconcile, certify and reduce through approved annual cohorts	Table 9, school-level gap file and recruitment plan	Annual	ENSUBEB PRS	Recalculate after school-level validation, recruitment and redistribution
Teachers recruited and deployed	0 against this plan	2026: 3,661; 2027: 1,832; 2028: 1,815	Recruitment, posting, payroll and duty-station records	Annual	ENSUBEB HR	End-to-end personnel record verification
Planned rural/hard-to-reach deployment share	Not applicable before recruitment	2026: 84.05%; 2027: 84.06%; 2028: 84.08%	Posting and duty-station classifications	Annual	ENSUBEB HR/PRS	Mathematical share plus physical verification
Projected retirements	613 during 2026-2028	Replace according to approved treatment	Retirement schedule	Annual	ENSUBEB HR	Individual retirement-date reconciliation
New recruits completing induction pathway	Not applicable before recruitment	100% of each approved cohort	CELI/ENSUBEB programme evidence	Each cohort	CELI / ENSUBEB	Completion, practicum, portfolio and mentoring evidence
Qualification profile documented	13,720 categorised	100% credential evidence maintained	Personnel and TRCN records	Annual	ENSUBEB HR	Credential and registration verification

7.0 Recommendations

1. Validate the proposed optimized allocation of the conservative 7,308-position envelope—4,237 ECCDE, 1,824 Primary and 1,247 JSS—against the benchmark-derived gap of 9,077 and the certified school-level, subject and duty-station database before finalizing recruitment numbers.
2. Reconcile teacher enumeration, nominal roll, payroll, posting and physical duty-station records using unique personnel identifiers.
3. Separate DLI-eligible teachers from caregivers, administrators, security, janitorial, laboratory, library and other support cadres.
4. Approve and document the school-level teacher-gap methodology, including treatment of class teachers, subject teachers, school leaders, small schools and multi-grade settings.
5. Validate all salary, recruitment, deployment, professional-development and incentive costs independently before fiscal approval.
6. Institutionalize CELI's competency-based teacher-development pathway in collaboration with ENSUBEB, linking induction, practicum, mentoring and professional evidence to performance improvement.
7. Use ENEMS/EMIS to maintain current workforce, deployment, professional-development and performance evidence beyond the DLI reporting cycle.

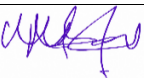
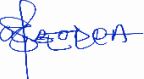
8.0 Conclusion

This report submits Enugu State's DLI 5.1 workforce baseline and three-year recruitment and deployment framework on the basis of records supplied by the Ministry of Education and ENSUBEB. It reports **13,720 duty-station-verified teachers** and a **benchmark-derived aggregate teacher gap of 9,077 under the stated planning benchmark of 1:13**. The **submitted 7,308-position envelope is conservative by 1,769 positions**. Its original distribution would produce unequal ratios of approximately 1:61 for ECCDE, 1:12 for Primary and 1:11 for JSS; the proposed optimized allocation of 4,237 ECCDE, 1,824 Primary and 1,247 JSS positions would instead produce approximately 1:14 at each level, leaving benchmark residual gaps of 386, 949 and 434 respectively. The 31 special/inclusive education positions are a designated subset of the recruitment envelope, not additional positions. The 613 retirement replacements are also contained within the 7,308-position envelope and are not additive. Internal reallocation must be based on the verified school-, subject- and duty-station-level audit and must precede final external recruitment approval. By separating benchmark-derived need, submitted operational allocations and disclosed evidence limitations, the State protects the integrity of verification and establishes a credible basis for equitable deployment, sustainable financing, professional support and continuing workforce intelligence through ENEMS.

Annexes

- Annex 1: Technical Working Group Membership and Terms of Reference
- Annex 2: School and Teacher Enumeration Instruments
- Annex 3: Data Dictionary and Coding Guide
- Annex 4: School Master List and Duty-Station Classification
- Annex 5: Secure Teacher-Level Verification Dataset Reference
- Annex 6: Data Reconciliation and Certification Forms
- Annex 7: Recruitment, Deployment and Costing Calculation Workbook Reference

Annex 6A: Data Certification

Certification Field	Name	Signature
Prepared by ENSUBEB Data Team Lead	Mr. Paul Okechukwu Udeh	
Certified by Director PRS, ENSUBEB	Mr. Chris Nwankwo	
Certified by Executive Chairman, ENSUBEB	Prof. Banko Okibe	
Reviewed by Ministry PRS	Mr. Michael Mbah	
Reviewed by Ministry Permanent Secretary	Mrs. Stella Ebere Ogbodo	
Approved by the Honourable Commissioner for Education, Enugu State	Prof. Ndubueze L. Mbah	