



**GOVERNMENT OF IMO STATE**  
**IMO STATE UNIVERSAL BASIC EDUCATION BOARD**  
**(IMSUBEB)**



Your Ref:

Our Ref:

*(All Replies To Be Addressed To The Executive Chairman)*

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**The Executive Chairman**

Imo State Universal Basic Education Board,  
(IMSUBEB) Owerri

**ATT: 27 Education Secretaries**

**FRAMEWORK FOR THE REPORT ON THE EMPLOYMENT AND DEPLOYMENT OF TEACHERS ACROSS THE  
27 LOCAL GOVERNMENT AREAS OF IMO STATE**

**1. Background**

The Imo State Universal Basic Education Board (IMSUBEB), in its mandate to ensure access to quality basic education, approved the recruitment of qualified teachers into public primary and junior secondary schools across the State.

This recruitment exercise was necessitated by identified gaps in teacher availability, subject specialization imbalances, increasing pupil enrolment, and the need to improve overall education service delivery. The process was guided by data-driven evidence from school-level assessments and EMIS records to ensure that employment decisions were based on actual needs across the twenty-seven (27) Local Government Areas (LGAs).

**2. Scope of the Report**

This report covers:

- The employment of newly recruited teachers into the basic education system
- The issuance of appointment letters to successful candidates
- The deployment and redeployment of teachers across all LGAs
- Alignment of teacher distribution with identified school needs
- Coverage of public primary and junior secondary schools in Imo State

### **3. Introduction**

This report presents a comprehensive summary of the employment, deployment, and redistribution of newly recruited teachers across public basic schools in Imo State. The exercise was conducted in compliance with the directive of the Executive Chairman and in line with strategic education sector priorities.

### **4. Objectives of the Exercise**

- To address critical teacher shortages in public basic schools
- To ensure equitable and need-based distribution of teachers across LGAs
- To align teacher postings with subject specialization requirements
- To strengthen teaching capacity and improve learning outcomes
- To enhance efficiency in teacher utilization across the State

### **5. Methodology**

The following approach was adopted:

- Review of EMIS data and school-level staffing gaps
- Identification of priority subject areas and underserved schools
- Recruitment of qualified candidates based on merit and need
- Strategic deployment and redeployment to balance disparities
- Collaboration with relevant departments for validation and quality assurance

### **6. State Summary of Teachers Employed and Deployed Primary and JSS**

- Total Number of Teachers Employed: [TS: 6,045, NT:223]
- Total Number Deployed: [TS: 6,045, NT:223]

## **7. Deployment Criteria Used**

- Identified teacher gaps per school
- Subject specialization requirements
- School enrolment/population data
- Rural–urban equity considerations
- Fair distribution across LGAs

## **8. Key Observations**

- Increased demand for STEM and core subject teachers in rural LGAs
- Improved teacher distribution compared to previous staffing patterns
- Reduction in teacher shortages in critical areas

## **9. Challenges Encountered**

- Delays in documentation by some recruits
- Accessibility challenges in remote areas
- Limited availability of specialized subject teachers

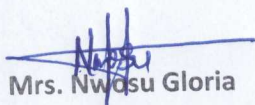
## **10. Recommendations**

- Conduct periodic teacher needs assessments using EMIS data
- Sustain recruitment in critical subject areas
- Introduce incentives for rural postings
- Strengthen data systems for continuous planning and monitoring

## **11. Conclusion**

The employment and deployment exercise was successfully implemented in line with the directive of the Executive Chairman. The process ensured equitable, transparent, and data-driven distribution of teachers, thereby strengthening the delivery of basic education across Imo State.

Submitted by:

  
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IMSUBEB