Jigawa State Government

Basic Education Manpower Plan

Year: 2025

Period Covered: 2025-2028

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1.   Introduction and Context

1. A   Introduction

Education is the cornerstone of societal development, and at its foundation lies basic education—a fundamental right that shapes the future of individuals, communities, and nations. Recognising the pivotal role of well-trained and sufficient manpower in delivering quality education, this Basic Education Manpower Plan has been developed as an integral part of the ongoing reforms within the basic education sub-sector in the state. The plan reflects the state's unwavering commitment to strengthening its education workforce, addressing critical challenges, and achieving the overarching goals of equity, quality, and inclusiveness in basic education.

The current reform initiative is anchored on the pressing need to address manpower gaps and inefficiencies that have long hindered optimal service delivery within the sub-sector. These reforms emphasise data-driven strategies, innovative approaches, and sustainable solutions aimed at enhancing the capacity, motivation, and performance of teachers, administrators, and other education personnel. By systematically planning and managing human resources in basic education, this document seeks to empower the sector to meet current and future demands effectively.

This manpower plan is a blueprint for action designed to align with broader state and national education policies. It outlines a roadmap for recruiting, deploying, and retaining qualified education personnel who will drive the delivery of quality education to every learner in the state. The plan also seeks to ensure the equitable distribution of resources and personnel, particularly in underserved and marginalised areas, thereby fostering inclusive growth.

The document is organized into four key sections to ensure clarity and comprehensiveness:

1. **Introduction:** This section provides an overview of the state's basic education manpower plan. It establishes the rationale for the manpower plan as a strategic response to identified gaps in human resource management. It provides context on the state's basic education and the document's structure.
2. **Current Staffing Numbers and Staffing Levels:** This section presents the findings of a detailed assessment conducted to determine the current and projected manpower requirements in the sector. A detailed manpower assessment is contained in Annex 1 .
3. **Staffing Gaps and Skills Requirements:** This section provides an analysis of teacher-student ratios, subject-specific needs, and geographical disparities. It covers key areas such as recruitment, capacity building, professional development, deployment, and retention of personnel.
4. **Planned Recruitment**: This section details the strategies and action steps for achieving the objectives of the plan. It also discusses strategies for mobilizing resources—both financial and non-financial—to support the implementation of the plan.

This document lays a strong foundation for realising the state's vision of a robust, inclusive, and high-performing education system by systematically addressing manpower planning within the basic education subsector. The collaboration and commitment of stakeholders at all levels will be critical to the success of this plan and, ultimately, to the transformation of basic education in the state.

1. B   Context of Basic Education in the State

Basic education in Jigawa State is undergoing significant transformation by the administration of His Excellency Malam Umar Namadi Danmodi as part of the government's commitment to improving educational outcomes and addressing long-standing challenges. The state has recognised the critical role of basic education in fostering social and economic development and has initiated reforms to ensure equitable access, quality teaching, and better learning environments.

The key contextual highlights of basic education in the State are:

i.   **Challenges in Basic Education:** Despite efforts to improve the sector, Jigawa State faces challenges such as low literacy and numeracy rates among primary school pupils, inadequate infrastructure, and a shortage of qualified teachers. These issues have hindered the delivery of quality education and limited the potential of students to achieve their full capabilities.

ii.   **Government Initiatives and Reforms:** The state government has launched the JigawaUNITE (Unified Improved Teaching and Education) program, a groundbreaking initiative aimed at revolutionising basic education. This program focuses on innovative teaching methods, technology integration, and capacity building for teachers, with the goal of improving learning outcomes and ensuring equitable access to education.

iii.   **Investment in Education:** Jigawa State has allocated substantial resources to the basic education sector, including ₦15.8 billion for infrastructure development and the implementation of comprehensive education programs. These investments are directed toward building classrooms, laboratories, ICT facilities, and other essential resources to create conducive learning environments.

iv.   **Partnerships and Collaboration:** The state government has partnered with organisations like NewGlobe to implement data-driven approaches and innovative solutions for improving teaching and learning. These collaborations aim to address systemic issues and bring sustainable improvements to the education system.

v.   **Focus on Inclusivity:** Efforts are being made to ensure that marginalised and underserved communities in Jigawa State have access to basic education. This includes targeted interventions to bridge gaps in teacher distribution and provide resources to schools in remote areas.

The context of basic education in Jigawa State reflects a dynamic and evolving landscape, driven by the state's commitment to reform and innovation. These efforts are laying the

foundation for a brighter future for the children of Jigawa and contributing to the overall development of the state.

2. Current Student Numbers and Staffing Levels

Full details of all Primary and Junior Secondary Schools in the State including current student numbers and staffing levels are included in Annex 1.

3. Staffing Gaps and Skills Requirements

3. A Current Staffing Gaps

The total enrolment of primary school pupils stands at 1,093,985, while the total number of primary school teachers is 14,577. The standard pupil-teacher ratio (PTR) in the primary is 40, with the State aiming to achieve a PTR of 55, while the current PTR is 75. This implies that the total number of teachers needed (based on the state target of PTR = 55) is 19,891. So, the teacher gap is 5,323.

Similarly, the total Junior Secondary School enrolment stands at 206,890, while the total number of JSS teachers is 3,773. The standard pupil-teacher-ratio (PTR) in JSS is 35, while the current PTR is 55, which is within the State's target. This means that for the current year, the state does not require recruiting teachers for the Junior Secondary Schools.

3. B Forecasting of Future Needs

This Manpower planning exercise was undertaken in March 2025 with the view of identifying staffing and recruitment needs in the current year (2025) and into 2026, 2027 and 2028. There are a number of factors that have been considered while assessing the needs beyond 2025. These include:

- Annual increase in student numbers (broadly across the Primary and Junior Secondary School ages) – this could be both from increasing population and increasing enrolment. The average annual percentage increase in student numbers has been estimated as 9 per cent per annum over the forecast period.
- On the other hand, it is also assumed that teachers will leave the professional (including retirement) / state or age group range (Primary and Junior Secondary) at a rate of 12 per cent per annum of the forecast period. This is referred to in the MS Excel model as the Teacher Attrition Rate.
- If schools have a student-teacher ratio lower than the above-referenced ratio, some teachers may be identified for redeployment to schools elsewhere within the same Local Government Area where there is a shortfall.
- It is assumed that the desired student-to-teacher ratio will remain the same over the period, namely 55 students per teacher.

3. C   Skills Requirements

The skills and qualifications required for teaching in Primary Schools and Junior Secondary Schools (JSS) in Jigawa State differ significantly due to the varying educational needs, age groups, and curriculum focus.

For Primary School Teachers, the qualifications needed is a National Certificate in Education (NCE), focusing on foundational subjects (e.g., literacy, numeracy). The Skills expected are child-centred teaching and simplified communication, emotional intelligence to manage young learners, generalist teaching across multiple subjects, and informal and formative assessment methods.

For Junior Secondary School teachers, the minimum qualification needed is an NCE with subject specialisation for some roles. The Skills expected are subject expertise and specialised instruction, promoting critical thinking and logical reasoning, classroom management for adolescents, and formal assessment methods such as tests and assignments.

4. Planned Recruitment

4. A   Recruitment Numbers and Locations

Based on the quantifications and parameters described in sections 2 and 3 above, the following recruitment plans have been identified for the period 2025-2028, Local Government by Local Government. As noted in section 3.B, in the instance where some schools within a Local Government Area have a surplus of teachers in some schools, it is assumed that these teachers will be reassigned to neighbouring schools. The net teacher recruitment figure for each Local Government Area reflects the total recruitment needs for those Schools in deficit, less those teachers who may be available for deployment from Schools with a teacher surplus.

Figure 1, Figure 2, Figure 3 and Figure 4 below present the recruitment plans by Local Government Area for 2025, 2026, 2027 and 2028 respectively.

Figure 1 2025 Recruitment Plan

Local Government	Number of Schools	2025				
		Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
AUYO	82	34,285	549	62	73	11
BABURA	127	50,753	606	84	317	31
BIRNIN KUDU	145	69,141	696	99	559	100
BIRNIWA	126	37,966	564	67	129	7
GAGARAWA	89	26,362	436	60	44	12
BUJI	100	35,883	409	88	245	38
DUTSE	199	87,270	1,039	84	541	60
GARKI	134	37,788	794	48	- 105	5
GUMEL	84	44,218	609	73	195	49
GURI	105	34,537	412	84	221	11
GWARAM	196	85,273	907	94	642	75
GWIWA	83	29,405	405	73	131	13
HADEJIA	87	72,903	1,252	58	73	21
JAHUN	134	48,614	621	78	262	32
KAFIN HAUSA	187	71,420	789	91	518	45
KAUGAMA	133	48,700	609	80	273	34
KAZAURE	72	35,656	854	42	- 204	8
KIRI-KASAMMA	130	48,851	662	74	227	23
KIYAWA	106	38,446	515	75	187	11
MAIGATARI	117	42,593	671	63	101	16
MALAM MADORI	125	57,014	1,129	50	- 91	28
MIGA	93	36,262	490	74	169	10
RINGIM	162	63,590	886	72	268	66
RONI	98	40,329	579	70	154	27
SULE TAKARKAR	172	51,073	778	66	151	7
TAURA	120	45,911	684	67	153	26
YANKWASHI	67	26,632	405	66	79	13

Figure 2 2026 Recruitment Plan

Local Government	Number of Schools	2026 Projections				
		Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
AUYO	82	37,371	498	75	183	-
BABURA	127	55,321	586	94	420	20
BIRNIN KUDU	145	75,364	725	104	646	20
BIRNIWA	126	41,383	529	78	224	-
GAGARAWA	89	28,735	402	71	116	-
BUJI	100	39,112	406	96	309	26
DUTSE	199	95,124	996	96	736	4
GARKI	134	41,189	711	58	38	-
GUMEL	84	48,198	578	83	298	-
GURI	105	37,645	392	96	291	27
GWARAM	196	92,948	891	104	798	40
GWIWA	83	32,051	381	84	206	-
HADEJIA	87	79,464	1,120	71	326	-
JAHUN	134	52,989	597	89	365	-
KAFIN HAUSA	187	77,848	759	103	653	50
KAUGAMA	133	53,083	581	91	386	-
KAZAURE	72	38,865	764	51	- 57	-
KIRI-KASAMMA	130	53,248	613	87	356	-
KIYAWA	106	41,906	481	87	277	-
MAIGATARI	117	46,426	621	75	226	-
MALAM MADORI	125	62,145	1,031	60	89	-
MIGA	93	39,526	444	89	276	-
RINGIM	162	69,313	856	81	402	-
RONI	98	43,959	543	81	256	-
SULE TAKARKAR	172	55,670	713	78	298	-
TAURA	120	50,043	636	79	272	-
YANKWASHI	67	29,029	372	78	161	-

Figure 3 2027 Recruitment Plan

Local Government	Number of Schools	2027 Projections				
		Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
AUYO	82	40,734	367	111	370	160
BABURA	127	60,300	545	111	552	240
BIRNIN KUDU	145	82,147	675	122	815	377
BIRNIWA	126	45,107	445	101	375	163
GAGARAWA	89	31,321	298	105	275	125
BUJI	100	42,632	394	108	377	161
DUTSE	199	103,685	895	116	992	450
GARKI	134	44,896	408	110	408	192
GUMEL	84	52,536	326	161	631	312
GURI	105	41,033	382	107	365	159
GWARAM	196	101,313	843	120	997	461
GWIWA	83	34,936	317	110	316	144
HADEJIA	87	86,616	730	119	842	379
JAHUN	134	57,758	496	116	552	266
KAFIN HAUSA	187	84,854	732	116	809	362
KAUGAMA	133	57,860	524	110	529	245
KAZAURE	72	42,363	348	122	421	192
KIRI-KASAMMA	130	58,040	522	111	533	230
KIYAWA	106	45,678	420	109	408	181
MAIGATARI	117	50,604	451	112	467	207
MALAM MADORI	125	67,738	556	122	675	303
MIGA	93	43,083	392	110	392	171
RINGIM	162	75,551	667	113	705	333
RONI	98	47,915	409	117	461	207
SULE TAKARKAR	172	60,680	591	103	506	238
TAURA	120	54,547	483	113	512	221
YANKWASHI	67	31,642	270	117	306	147

Figure 4 2028 Recruitment Plan

Local Government	Number of Schools	2028 Projections				
		Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
AUYO	82	44,400	460	97	346	171
BABURA	127	65,727	680	97	508	248
BIRNIN KUDU	145	89,540	928	96	702	334
BIRNIWA	126	49,167	541	91	344	161
GAGARAWA	89	34,140	377	91	242	110
BUJI	100	46,469	490	95	356	172
DUTSE	199	113,017	1,188	95	874	403
GARKI	134	48,937	552	89	337	151
GUMEL	84	57,264	572	100	469	245
GURI	105	44,726	482	93	326	161
GWARAM	196	110,431	1,153	96	848	417
GWIWA	83	38,080	400	95	291	141
HADEJIA	87	94,411	973	97	749	358
JAHUN	134	62,956	672	94	475	226
KAFIN HAUSA	187	92,491	969	95	711	348
KAUGAMA	133	63,067	677	93	471	213
KAZAURE	72	46,176	472	98	366	182
KIRI-KASAMMA	130	63,264	661	96	492	241
KIYAWA	106	49,789	534	93	371	177
MAIGATARI	117	55,158	594	93	411	190
MALAM MADORI	125	73,834	749	99	596	295
MIGA	93	46,960	488	96	365	179
RINGIM	162	82,351	881	93	615	290
RONI	98	52,227	547	95	404	196
SULE TAKARKAR	172	66,141	746	89	459	199
TAURA	120	59,456	622	96	463	223
YANKWASHI	67	34,490	360	96	268	127

4. B   Recruitment Costings

Based on the above-planned recruitments over the period 2025-2028, a forecast of the marginal costs is presented in Figure 5 below.

The costings are based on the following assumptions:

- The cost of employment (annual salary, allowances and social contributions) of a teacher in 2025 is NGN 1,070,146
- The above employment cost will increase by 1 per cent per annum through until 2028.
- The cost of recruiting a teacher will, on average, be NGN 10,740 per teacher and will be subject to the same above percentage increase per year through until 2028.
- New teachers will, on average, start in 5th month.

Based on the above assumptions and parameters, the recruitment cost for 2025-2028 per Local Government Area is presented in Figure 5 below.

Figure 5 2025-2028 Estimated Recruitment Costing

Local Government	2025			2026 Projections			2027 Projections			2028 Projections		
	Personnel Cost of New Teachers	Recruitment Cost of New Teachers	Total Cost	Personnel Cost of New Teachers	Recruitment Cost of New Teachers	Total Cost	Personnel Cost of New Teachers	Recruitment Cost of New Teachers	Total Cost	Personnel Cost of New Teachers	Recruitment Cost of New Teachers	Total Cost
AUYO	7,847,736	118,140	7,965,876	-	-	-	114,148,889	1,718,400	115,867,289	121,996,625	1,836,540	123,833,165
BABURA	22,116,347	332,940	22,449,287	14,268,611	214,800	14,483,411	171,223,333	2,577,600	173,800,933	176,930,777	2,663,520	179,594,297
BIRNIN KUDU	71,343,055	1,074,000	72,417,055	14,268,611	214,800	14,483,411	268,963,319	4,048,980	273,012,299	238,285,805	3,587,160	241,872,965
BIRNIWA	4,994,014	75,180	5,069,194	-	-	-	116,289,180	1,750,620	118,039,800	114,862,319	1,729,140	116,591,459
GAGARAWA	8,561,167	128,880	8,690,047	-	-	-	89,178,819	1,342,500	90,521,319	78,477,361	1,181,400	79,658,761
BUJI	27,110,361	408,120	27,518,481	18,549,194	279,240	18,828,434	114,862,319	1,729,140	116,591,459	122,710,055	1,847,280	124,557,335
DUTSE	42,805,833	644,400	43,450,233	2,853,722	42,960	2,896,682	321,043,749	4,833,000	325,876,749	287,512,513	4,328,220	291,840,733
GARKI	3,567,153	53,700	3,620,853	-	-	-	136,978,666	2,062,080	139,040,746	107,728,014	1,621,740	109,349,754
GUMEL	34,958,097	526,260	35,484,357	-	-	-	222,590,333	3,350,880	225,941,213	174,790,486	2,631,300	177,421,786
GURI	7,847,736	118,140	7,965,876	19,262,625	289,980	19,552,605	113,435,458	1,707,660	115,143,118	114,862,319	1,729,140	116,591,459
GWARAM	53,507,292	805,500	54,312,792	28,537,222	429,600	28,966,822	328,891,485	4,951,140	333,842,625	297,500,541	4,478,580	301,979,121
GWIWA	9,274,597	139,620	9,414,217	-	-	-	102,734,000	1,546,560	104,280,560	100,593,708	1,514,340	102,108,048
HADEJIA	14,982,042	225,540	15,207,582	-	-	-	270,390,180	4,070,460	274,460,640	255,408,138	3,844,920	259,253,058
JAHUN	22,829,778	343,680	23,173,458	-	-	-	189,772,527	2,856,840	192,629,367	161,235,305	2,427,240	163,662,545
KAFIN HAUSA	32,104,375	483,300	32,587,675	35,671,528	537,000	36,208,528	258,261,860	3,887,880	262,149,740	248,273,833	3,737,520	252,011,353
KAUGAMA	24,256,639	365,160	24,621,799	-	-	-	174,790,486	2,631,300	177,421,786	151,960,708	2,287,620	154,248,328
KAZAURE	5,707,444	85,920	5,793,364	-	-	-	136,978,666	2,062,080	139,040,746	129,844,361	1,954,680	131,799,041
KIRI-KASAMMA	16,408,903	247,020	16,655,923	-	-	-	164,089,027	2,470,200	166,559,227	171,936,763	2,588,340	174,525,103
KIYAWA	7,847,736	118,140	7,965,876	-	-	-	129,130,930	1,943,940	131,074,870	126,277,208	1,900,980	128,178,188
MAIGATARI	11,414,889	171,840	11,586,729	-	-	-	147,680,125	2,223,180	149,903,305	135,551,805	2,040,600	137,592,405
MALAM MADORI	19,976,055	300,720	20,276,775	-	-	-	216,169,458	3,254,220	219,423,678	210,462,013	3,168,300	213,630,313
MIGA	7,134,306	107,400	7,241,706	-	-	-	121,996,625	1,836,540	123,833,165	127,704,069	1,922,460	129,626,529
RINGIM	47,086,417	708,840	47,795,257	-	-	-	237,572,374	3,576,420	241,148,794	206,894,860	3,114,600	210,009,460
RONI	19,262,625	289,980	19,552,605	-	-	-	147,680,125	2,223,180	149,903,305	139,832,388	2,105,040	141,937,428
SULE TAKARKAR	4,994,014	75,180	5,069,194	-	-	-	169,796,472	2,556,120	172,352,592	141,972,680	2,137,260	144,109,940
TAURA	18,549,194	279,240	18,828,434	-	-	-	157,668,152	2,373,540	160,041,692	159,095,013	2,395,020	161,490,033
YANKWASHI	9,274,597	139,620	9,414,217	-	-	-	104,874,291	1,578,780	106,453,071	90,605,680	1,363,980	91,969,660

4. C Recruitment Strategy

To address the educational challenges and meet the needs of both primary and JSS education levels, the Jigawa State government will seek to adopt a structured and strategic approach to recruiting and redeploying teachers. Below is a detailed strategy:

1**. Recruitment Strategy**

a) **Planning and Needs Assessment**
- **Conduct Workforce Analysis:** Assess current teacher-student ratios, subject-specific needs, and geographic disparities in teacher distribution across rural and urban areas.
- **Set Recruitment Targets:** Define annual recruitment targets based on projected needs, focusing on increasing teacher numbers in underserved areas and addressing subject shortages for JSS (e.g., science, mathematics, ICT).

b) **Recruitment Campaigns**
- **Raise Awareness:** Launch state-wide campaigns highlighting teaching as a rewarding career, particularly in underserved regions. Use radio, social media, and local events to reach rural communities.
- **Incentives for Rural Postings:** Offer incentives such as housing, transportation allowances, or bonuses to attract teachers to remote and underserved areas.
- **Community Engagement:** Partner with traditional leaders and community organisations to encourage local candidates to apply, fostering community ownership of education.

c) **Qualification-Based Selection**
- **For Primary Teachers:**
  - Require a **National Certificate in Education (NCE)** as the minimum qualification.
  - Prioritise candidates trained in child-focused pedagogy and foundational teaching methods.
- **For JSS Teachers:**
  - Require a **National Certificate in Education (NCE)**, with subject-specific specialisation.
  - Focus on candidates with experience or aptitude for adolescent education and subject expertise.

d) **Transparent Recruitment Process**
- **Centralised Application System:** Develop an online application portal to streamline the process and ensure transparency.
- **Merit-Based Selection:** Use standardised tests and interviews to assess candidates' teaching skills and subject knowledge.
- **Diversity Considerations:** Ensure gender and geographic inclusivity, encouraging female teachers and candidates from marginalised areas.

2. **Redeployment Strategy**

a) **Teacher Redistribution**
- **Equity Mapping:** Use data from the workforce analysis to identify schools with teacher surpluses and deficits.
- **Balanced Deployment:** Redeploy teachers from overstaffed schools to underserved schools, ensuring equitable distribution of teachers across the state.
- **Cluster-Based Approach:** Group schools into clusters and redeploy teachers within the same region to reduce resistance to relocation and maintain local familiarity.

b) **Incentives for Redeployed Teachers**
- **Support Packages:** Provide allowances, housing, or relocation grants for teachers who agree to move to rural or underserved areas.
- **Career Development Opportunities:** Offer priority access to professional development programs for redeployed teachers.

c) **Monitoring and Feedback**
- **Performance Tracking:** Implement a monitoring system to track the effectiveness of redeployed teachers and their integration into new schools.
- **Feedback Mechanism:** Create channels for teachers to provide feedback on their redeployment experience, ensuring continuous improvement.

3. **Capacity Building for Teachers**

- **Continuous Professional Development (CPD):** Organize training sessions focusing on pedagogical skills for primary teachers and subject-specific expertise for JSS teachers.
- **Mentoring Programs:** Pair recruits with experienced teachers to provide guidance and ease integration into the teaching workforce.

4. **Collaboration with Stakeholders**

- **Education Stakeholders:** Engage local governments, education boards, and NGOs to support recruitment efforts and provide resources for redeployment.
- **Community Leaders:** Work with traditional rulers and community leaders to gain support and encourage acceptance of redeployed teachers.

5. **Monitoring and Evaluation**

- Establish a task force to oversee the recruitment and redeployment process, ensuring it aligns with the state's broader education reform goals.
- Track teacher performance and retention rates to assess the impact of the strategy and make necessary adjustments.

By implementing this recruitment and redeployment strategy, Jigawa State will address manpower gaps, improve educational equity, and ensure qualified teachers are effectively placed to enhance learning outcomes in primary and JSS schools.

Approved Signature:

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