



**Jigawa State Government  
Report on Teacher Recruitment**

**(Final Revised Report)**

**Year: 2026**

**Period Covered: 2025**

# 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 three 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. **Report on 2025 Recruitment:** this sections discussed the actions taken by JSG to recruit teachers, to ensure they are equitably distributed across stations, and provides the total number of new recruitments in comparison to the staffing gap identified in 2025.

3. **Lessons Learned and Next Steps:** what went well and what didn't go well in the recruitment process in 2025, and what the JSG intends to go in 2026 with regards any reassessment of needs, and recruitment

By systematically addressing manpower planning within the basic education sub-sector, this document lays a strong foundation for realizing the state's vision of a robust, inclusive, and high-performing education system. 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.

## 2. Report on 2025 Recruitment

### 2.A Actions taken to fill staffing gaps

The Jigawa State Government has undertaken deliberate and coordinated actions to address persistent teacher shortages affecting Early Childhood Care and Development Education (ECCDE), Primary, and Junior Secondary Schools. Recognising that teacher availability and quality are central to improving learning outcomes, the government adopted both short-term and long-term measures aimed at increasing teacher numbers, improving deployment equity, and strengthening classroom effectiveness.

#### Recruitment of Qualified Basic Education Teachers

To respond to declining teacher numbers caused by retirements, attrition, and historical recruitment freezes, the Jigawa State Government conducted targeted recruitment exercises focused on basic education. Emphasis was placed on recruiting National Certificate in Education (NCE) holders and subject-specialist teachers in core areas such as English, Mathematics, Basic Science, and Social Studies, where gaps were most pronounced.

The recruitment process prioritised deployment to public primary and junior secondary schools, particularly those with high pupil-teacher ratios and poor learning outcomes, ensuring that staffing decisions were responsive to actual school-level needs.

#### Sector-Specific Recruitment to Close Subject and Grade-Level Gaps

Acknowledging that teacher shortages vary by education level and subject, the Jigawa State Government adopted a differentiated approach to recruitment within the basic education subsector. Focus areas included:

- **ECCDE:** Engagement of trained caregivers and early-grade teachers to support foundational literacy and numeracy.
- **Primary Education:** Recruitment of classroom teachers to reduce multi-grade teaching and teacher overload.

- **Junior Secondary Education:** Engagement of subject-specialist teachers in Mathematics, English, Integrated Science, and Basic Technology.

This targeted approach ensured that recruitment addressed both quantitative shortages and qualitative instructional gaps.

### **Strengthening Teacher Workforce Planning and Data Management**

To ensure sustainability, the government strengthened teacher workforce planning by improving education personnel data systems. Actions included school-level teacher audits, verification of qualifications, and alignment of recruitment plans with enrolment projections and budget ceilings.

Improved data quality enabled evidence-based decision-making and reduced inefficiencies associated with overstaffing, ghost workers, or mismatch between teacher supply and school demand.

## **2.B Actions taken to ensure equitable deployment**

To address persistent disparities in teacher distribution across schools and locations, the Jigawa State Government implemented deliberate actions aimed at ensuring equitable deployment of teachers across Early Childhood Care and Development Education (ECCDE), Primary, and Junior Secondary Schools. These actions were informed by evidence, driven by service delivery needs, and anchored in the goal of reducing inequalities between urban and rural schools.

### **School Mapping and Teacher Needs Assessment**

The government conducted school-level mapping and teacher needs assessments to identify disparities in teacher distribution. This process involved reviewing enrolment figures, pupil-teacher ratios, subject coverage, and teacher qualifications across public schools. Schools with critical shortages—particularly those in rural, hard-to-reach, and underserved communities—were prioritized for intervention.

The use of disaggregated data enabled the state to move away from uniform staffing approaches and adopt a needs-based deployment system that reflected actual classroom realities.

### **Redistribution and Redeployment of Existing Teachers**

To optimize available human resources, the Jigawa State Government implemented structured redistribution and redeployment of teachers. Teachers in comparatively overstaffed urban and semi-urban schools were reposted to schools facing acute shortages, especially in rural and remote areas.

Redeployment decisions were guided by clear criteria, including subject specialisation, qualifications, years of service, and school-level staffing gaps. This approach helped

correct imbalances without immediate large-scale recruitment, ensuring more equitable teacher-to-pupil ratios across schools.

### **Priority Posting of Newly Recruited Teachers**

Newly recruited teachers were strategically deployed to schools with the highest staffing gaps rather than default postings to urban centers. Priority was given to rural schools, newly established schools, and schools with historically high pupil-teacher ratios.

Deployment plans were developed before recruitment exercises were concluded, ensuring that new teachers were systematically absorbed into areas of greatest need and reducing the risk of uneven distribution.

### **Incentives to Support Rural and Hard-to-Reach Postings**

Recognizing that deployment alone does not guarantee retention, the government introduced incentive measures to encourage acceptance and continuity of service in underserved areas. These included rural posting allowances, accommodation support where available, and preferential consideration for promotions, training opportunities, and confirmations.

These incentives reduced resistance to rural postings, improved teacher morale, and contributed to better retention rates in hard-to-staff locations.

### **Regulation of Transfers and Postings**

To curb inequitable self-initiated transfers, the government strengthened controls around teacher transfer and posting processes. Transfers were subjected to administrative approval based on staffing needs rather than personal preference alone.

This action minimized unchecked movement of teachers from rural to urban schools and protected gains made through redistribution efforts, ensuring sustained equity in deployment.

### **Collaboration with SUBEB and Local Education Authorities**

Through the State Universal Basic Education Board (SUBEB) and Local Education Authorities (LEAs), the government strengthened coordination on teacher deployment and supervision. LEAs played a critical role in identifying local needs, monitoring teacher attendance, and reporting emerging deployment gaps.

Enhanced collaboration ensured real-time feedback from schools and supported timely corrective actions where imbalances persisted.

## **2.C Recruitment statistics vs 2025 recruitment plan**

**Error! Reference source not found.** below presents the number of teachers recruitment by Local Government Area, compared to the staffing plan developed in

early 2025. As can be seen, a total of 1,080 teachers were recruited compared to the gap of 5,312 – representing 20.3% of the gap being filled.

Table 1 Teacher Gap and 2025 Recruitment Statistics

Local Government	Number of Schools	2025					Actual Recruitment
		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	40
BABURA	127	50,753	606	84	317	31	65
BIRNIN KUDU	145	69,141	696	99	559	100	109
BIRNIWA	126	37,966	564	67	129	7	15
GAGARAWA	89	26,362	436	60	44	12	21
BUJI	100	35,883	409	88	245	38	56
DUTSE	199	87,270	1,039	84	541	60	2
GARKI	134	37,788	794	48	105	5	39
GUMEL	84	44,218	609	73	195	49	78
GURI	105	34,537	412	84	221	11	21
GWARAM	196	85,273	907	94	642	75	34
GWIIWA	83	29,405	405	73	131	13	56
HADEJIA	87	72,903	1,252	58	73	21	46
JAHUN	134	48,614	621	78	262	32	46
KAFIN HAUSA	187	71,420	789	91	518	45	25
KAUGAMA	133	48,700	609	80	273	34	3
KAZAURE	72	35,656	854	42	204	8	54
KIRI-KASAMMA	130	48,851	662	74	227	23	26
KIYAWA	106	38,446	515	75	187	11	55
MAIGATARI	117	42,593	671	63	101	16	49
MALAM MADORI	125	57,014	1,129	50	91	28	5
MIGA	93	36,262	490	74	169	10	39
RINGIM	162	63,590	886	72	268	66	46
RONI	98	40,329	579	70	154	27	27
SULE TAKARKAR	172	51,073	778	66	151	7	43
TAURA	120	45,911	684	67	153	26	71
YANKWASHI	67	26,632	405	66	79	13	9
<b>Total</b>	<b>3,273</b>	<b>1,300,875</b>	<b>18,350</b>	<b>1,941</b>	<b>5,312</b>	<b>779</b>	<b>1,080</b>

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