



# STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB)

**Report To: Hope-Edu**

**SUBJECT: STRATEGIC RECRUITMENT RECOMMENDATION:  
ADDRESSING THE TEACHER GAP IN JIGAWA STATE BASIC EDUCATION**

**Date: 22<sup>nd</sup> February 2026**

## **1.0 Executive Summary**

This report presents a data-driven strategy for the Jigawa State Universal Basic Education Board (JSUBEB) to address its critical teacher shortage. Based on the "Analysis of Teacher Gap" document, the state faces a total deficit of **10,372 teachers** across its 27 Local Government Education Authority (LGEAs). This analysis recommends a focused, immediate intervention: the recruitment of **15% of this identified gap**, amounting to **1,556 new teaching positions**. This targeted recruitment would require a total annual budgetary allocation of approximately **₦1,561,995,817.92** (Based on a standardized annual salary estimate of **₦83,640** per teacher). This report provides a detailed breakdown of the gaps by LGEA, a proposed recruitment quota, a budget estimate, and an implementation roadmap.

## 2.0 Background and Context

The foundational data for this analysis is the "ANALYSIS OF TEACHER GAP" spreadsheet for Jigawa State. This document calculates the required number of teachers based on a recommended Pupil-Teacher Ratio (PTR) of **1:50** (one teacher for every fifty pupils). The "Gap required" column represents the difference between the current total number of teachers and the calculated requirement.

The analysis reveals a significant statewide teacher deficit of **10,372**, indicating a strain on the education system, with many LGEAs operating at PTRs well above the 1:50 benchmark (e.g., Kafin Hausa at 1:257, Maigatari at 1:165). This gap directly impacts the quality of education, increasing class sizes and overburdening existing teachers. The recruitment of 15% of this gap, is a practical and impactful first step towards alleviating this pressure.

## 3.0 Analysis of the Teacher Gap (15% Recruitment Target)

The following table details the teacher gap and the proposed 15% recruitment quota for each LGEA. The "Amount" column is the estimated annual budget required for these new recruits in each area, calculated using the spreadsheet's provided formula:  $(15\% \text{ Gap}) * 83,640$ .

**Key Finding:** The teacher shortage is not uniform. LGEAs like **Kafin Hausa (1,223 gap)**, **Birniwa (871 gap)**, **Ringim (911 gap)**, **Gwaram (691 gap)** and **Malam-Madori (624 gap)** have the most severe deficits and require the largest share of new recruits. Conversely, areas like **Gumel, Kazaure** and **Guri** show a teacher surplus and would not be part of this recruitment drive.

S/N	LGEA	Total Teacher Gap	15% Recruitment Quota	Est. Annual Budget (₦)
1	AUYO	176	26	26,505,135.36
2	BABURA	481	72	72,437,330.16
3	BIRINIWA	871	131	131,170,300.56
4	BIRNIN KUDU	331	50	49,847,726.16
5	BUJI	296	44	44,576,818.56
6	DUTSE	808	121	121,682,666.88
7	GAGARAWA	123	18	18,523,475.28
8	GARKI	95	14	14,306,749.20
9	GUMEL	-130	-20	0.00
10	GURI	-18	-3	0.00
11	GWARAM	691	104	104,062,775.76
12	GWIWA	210	32	31,625,445.60
13	HADEJIA	338	51	50,901,907.68
14	JAHUN	274	41	41,263,676.64
15	KAFIN HAUSA	1,223	183	184,180,571.28
16	KAUGAMA	294	44	44,275,623.84
17	KAZAURE	-141	-21	0.00
18	KIRI KASAMA	416	62	62,648,501.76
19	KIYAWA	578	87	87,045,274.08
20	MAIGATARI	482	72	72,587,927.52
21	MALAM MADURI	624	94	93,972,752.64
22	MIGA	278	42	41,866,066.08
23	RINGIM	911	137	137,194,194.96
24	RONI	204	31	30,721,861.44
25	SULE TANKARKAR	541	81	81,473,171.76
26	TAURA	285	43	42,920,247.60
27	YANKWASHI	131	20	19,728,254.16
<b>Grand Total</b>		<b>10,372</b>	<b>1,556</b>	<b>₦1,561,995,817.92</b>

*Note: Budget figures are derived from the spreadsheet. Rows for LGEAs with a teacher surplus have been zeroed out for this recruitment exercise.*

### Local Government Council Effort

It is worthy to mention that in 2025/2026 11 Local Government Councils has recruited and deployed 2,052 number of teachers while SUBEB has also recruited and deployment of 1,400 number of teachers across the 27 LGEAs

S/N	LGEA	NO OF RECUITED	REMARK
1	MAIGATARI	173	ENGAGED
2	GARKI	274	204 ENGAGED, 70 IN PROCESS
3	AUYO	165	ENGAGED
4	BIRNIN KUDU	370	ENGAGED
5	DUTSE	202	ENGAGED
6	RINGIM	130	ENGAGED
7	BIRNIWA	228	ENGAGED
8	GURI	154	ENGAGED
9	GWARAM	156	ONGOING PROCESS
10	TAURA	200	ONGOING PROCESS
11	KAUGAMA	121	ENGAGED
	<b>Total</b>	<b>2,052</b>	

### 4.0 Implementation Roadmap

A phased, transparent, and merit-based approach is recommended for successful implementation.

#### Phase 1: Planning & Approval (Month 1)

- **Validate Data:** Cross-check the provided figures with the latest personnel and enrolment records from each LGEA.
- **Secure Budget:** Formalize the **₦1,561,995,817.92** budget allocation within the state's education budget.
- **Define Recruitment Criteria:**
- **Qualification:** Minimum of Nigeria Certificate in Education (NCE) from a recognized institution.

- **Subject Focus:** Prioritize candidates specializing in core subjects like Mathematics, English, and Basic Sciences, especially in LGEAs with the largest gaps.
- **Localization:** Give preference to qualified candidates from the local government area to encourage retention and community ownership.

### **Phase 2: Recruitment & Selection (Month 2-3)**

- **Centralized Advertisement:** Publicly advertise the 1,556 positions across state media, detailing the quota per LGEA.
- **LGEA-Level Screening:** Conduct the initial shortlisting and screening at the LGEA level to ensure local representation and reduce the burden on central administration.
- **Merit-Based Final Selection:** The State Universal Basic Education Board should oversee final selection to ensure fairness and adherence to the recruitment criteria.

### **Phase 3: Deployment & Integration (Month 4)**

- **Targeted Posting:** Deploy successful candidates strictly according to the quotas outlined in this report to ensure resources go where they are most needed.
- **Orientation Programme:** Conduct a mandatory induction for all new recruits, covering JSUBEB policies, teaching methodologies, and the specific challenges of the local context.

### **Phase 4: Monitoring & Evaluation (Ongoing)**

- **Establish a Tracking System:** Create a digital registry to monitor the attendance, performance, and impact of the newly recruited teachers.

- **Quarterly Review:** The JSUBEB should conduct quarterly reviews to assess the effectiveness of the recruitment in reducing PTRs and improving learning outcomes, and to make any necessary adjustments for future phases.

## **5.0 Conclusion and Recommendations**

The recruitment of **1,556** teachers, representing 15% of the current gap, is a decisive and data-backed intervention that will make a tangible difference in Jigawa State's basic education sector.

### **Final Recommendations:**

1. **Adopt the Quota System:** Use the proposed LGEA quotas to ensure an equitable and needs-based distribution of new teachers.
2. **Priorities Transparency:** A fair and open process will build public trust and attract the best candidates.
3. **Plan for the Future:** This recruitment should be viewed as Phase 1. The government should immediately begin planning for subsequent phases to address the remaining 85% gap, ensuring that all children in Jigawa State have access to quality education.

By implementing this targeted strategy, the Jigawa State Government can make significant strides in improving its Pupil-Teacher Ratio, supporting its existing educators, and enhancing the quality of learning for over 1.3 million children.

***Sign by:***



***Prof. Haruna Musa  
Executive Chairman SUBEB  
Jigawa State.***

