

Ministry of Education,
Science and Technology
Costed Recruitment Plan
2025 - 2029





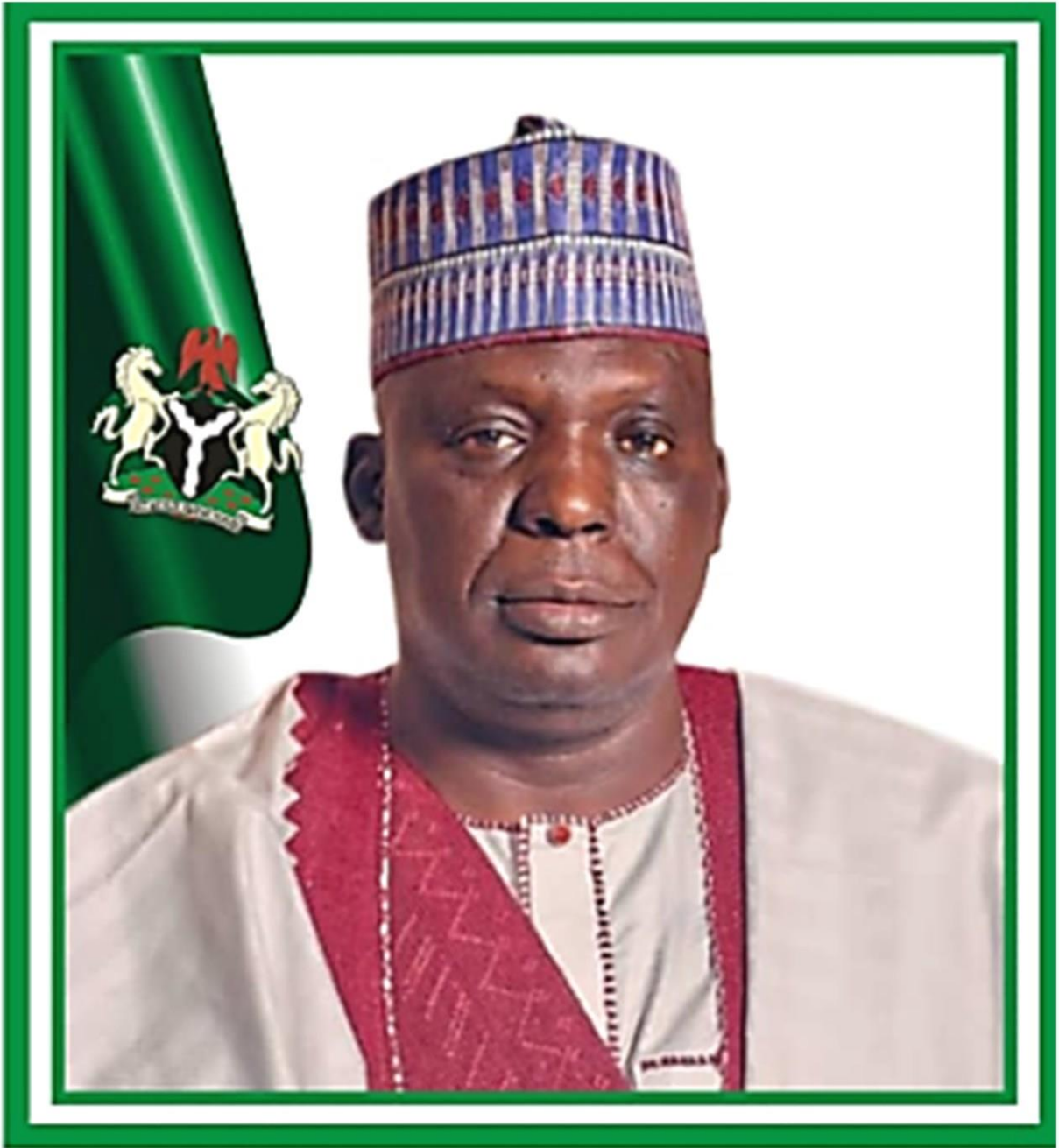
MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY COSTED RECRUITMENT PLAN 2025 - 2029



His Excellency
DAUDA LAWAL
GOVERNOR OF ZAMFARA STATE



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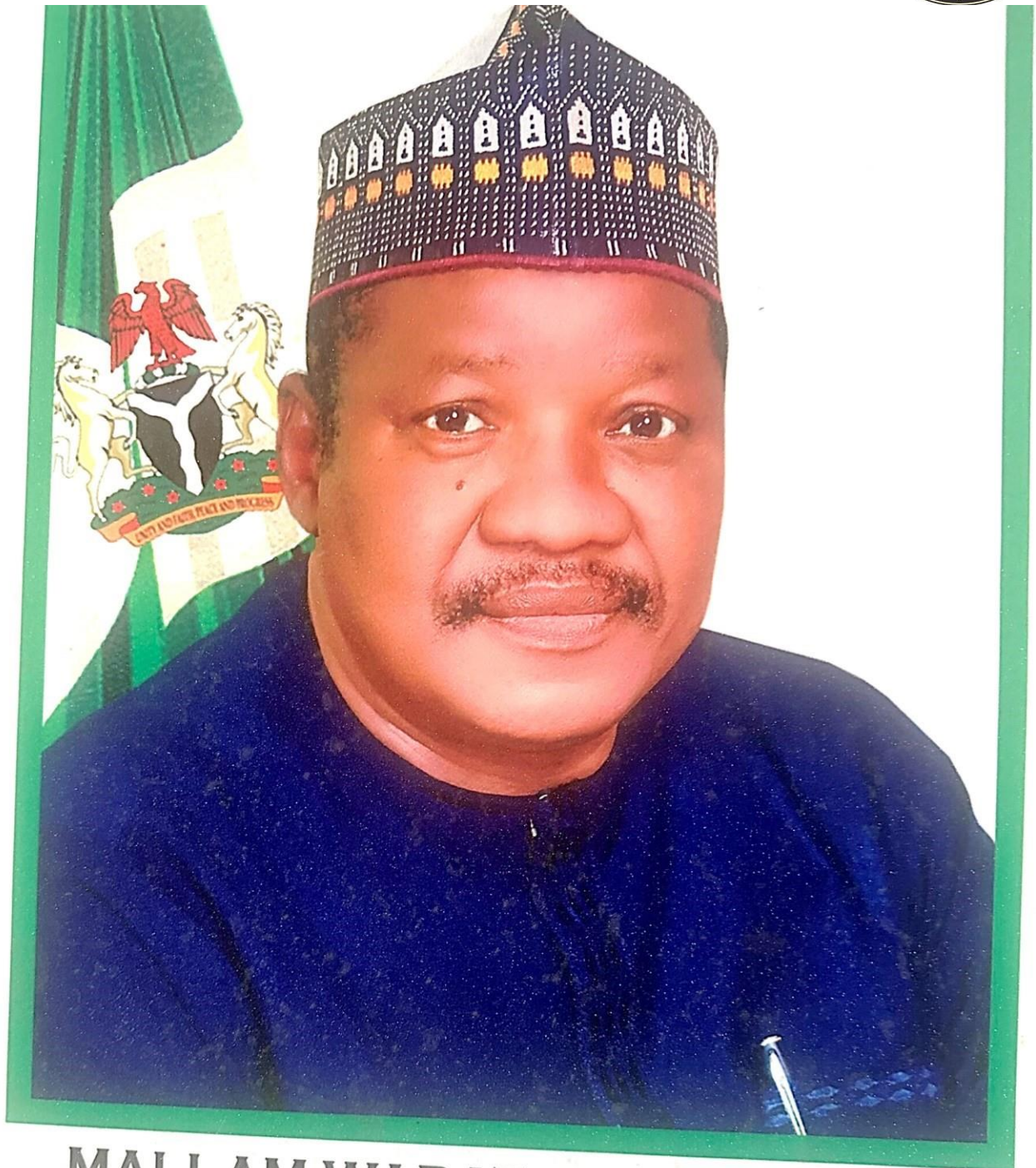
HIS EXCELLENCY
MANI MALAM MUMMUNI
(MASAMAR MUDI, MATAWALLEN BUKKUYUM)
DEPUTY GOVERNOR, ZAMFARA STATE



RT.HON.BILYAMINU ISMA'IL MORIKI
SPEAKER
ZAMFARA STATE HOUSE OF ASSEMBLY



MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY COSTED RECRUITMENT PLAN 2025 - 2029



MALLAM WADATAU MADAWAKI
HON. COMMISSIONER OF EDUCATION, SCIENCE AND TECHNOLOGY
ZAMFARA STATE



Table of Contents

EXECUTIVE SUMMARY	7
FORWARD	8
ACKNOWLEDGEMENT	11
ABBREVIATIONS AND ACRONYMS	12
<i>Introduction and Context</i>	14
<i>Introduction</i>	15
<i>Context of Basic & Senior Secondary Education in the State</i>	16
CURRENT HUMAN RESOURCES STATUS IN THE STATE	17
STAFFING PROFILE OF BASIC AND SENIOR SECONDARY EDUCATION IN ZAMFARA STATE	19
<i>Number of Public Schools, Enrolment and Teachers</i>	19
Number of Public-school teachers by gender	19
<i>Number of public schools with special curriculum</i>	20
<i>Selective characteristics of public schools by Urban and Rural</i>	20
<i>Graphical Selective characteristics of public schools by Urban /Rural</i>	21
<i>Number of public primary school teachers by gender and LGA</i>	21
<i>Distribution of primary school teachers by gender and LGA</i>	22
<i>Distribution of Junior Secondary school teachers by gender and LGA</i>	22
<i>Distribution of Senior Secondary school teachers by gender and LGA</i>	23
<i>Percentage of teachers by highest level of education attained (Public Only)</i>	23
<i>Number of classrooms by school type and LGA</i>	24
<i>Pupil-classroom ratio by school type and LGA</i>	24
HUMAN RESOURCES GAP ANALYSIS FOR BASIC AND SENIOR SECONDARY EDUCATION IN ZAMFARA STATE	25
1. <i>Basic Education (Primary and Junior Secondary Schools)</i>	25
2. <i>Senior Secondary Education</i>	26
3. <i>Aggregate Education Workforce Gap</i>	26
<i>Human Resources Gap Analysis by Subjects for Basic education and Senior Secondary (Staffing Gaps and Skills Requirements)</i>	27
A. <i>Human Resources Gap Analysis by Subjects for Basic education by LGA</i>	27



MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY COSTED RECRUITMENT PLAN 2025 - 2029

A. Chart Human Resources Gap Analysis by Subjects for Basic education
..... 28

Human Resources Gap Analysis by subjects for Senior Secondary 28

Graphical Presentation of Gap by Subject 30

HR RECRUITMENT PLAN (2025–2029) 30

1. Overall Recruitment Targets 31

2. Basic Education Recruitment Plan (3,101 Teachers) 31

3. Phasing and Implementation Strategy 31

4. Alignment and Sustainability 32

5. Expected Outcomes 32

Summary Teacher Recruitment Plan (2025–2029) 32

Implementation Note: 33

Costed Teacher Recruitment Plan (2025–2029) 0

Career Deployment and Capacity Building Programme 0

Implementation Strategy 0

Deployment of Staff 1

Conclusion 3

ANNEX I: MONITORING AND EVALUATION (M&E) FRAMEWORK 4

1. PURPOSE AND SCOPE 4

2. RESULTS FRAMEWORK SUMMARY 4

3. LOGFRAME-STYLE M&E MATRIX (SUMMARY)..... 4

Output-Level Indicators and Targets (2025–2029) 5

4. KEY ACTIVITIES MONITORED 6

5. DATA SOURCES AND VERIFICATION 6

6. REPORTING, REVIEW AND LEARNING 6

7. ASSUMPTIONS, RISKS AND MITIGATION 7

8. INSTITUTIONAL ARRANGEMENTS 7



EXECUTIVE SUMMARY

Zamfara State continues to face critical shortages and inequitable distribution of qualified teachers across public primary, junior secondary, and post-basic schools, particularly in rural and hard-to-reach communities. These challenges have contributed to sub-optimal teacher–pupil ratios, overcrowded classrooms, and uneven learning outcomes. Addressing teacher workforce gaps is therefore central to improving education quality and advancing human capital development in the State.

This concept note presents an evidence-based intervention developed by the Ministry of Education, Science and Technology in collaboration with the State Universal Basic Education Board (SUBEB). The proposed intervention is informed by findings from the **Annual School Census (ASC) 2023/2024**, EMIS data, and stakeholder consultations, which collectively highlight significant unmet teacher needs driven by enrolment growth, attrition, and historical under-recruitment.

The objective of the proposed intervention is to **strengthen the teacher workforce through targeted recruitment, equitable deployment, and improved retention mechanisms**, with a focus on underserved and high-burden schools. The intervention adopts a phased approach aligned with national and sub-national education policies, including the **Universal Basic Education (UBE) Act** and the **National Policy on Education**, and reflects best practices in system strengthening promoted by UBEC and development partners.

Key intervention components include:

- (i) phased recruitment of qualified teachers based on school-level needs;
- (ii) data-driven and equitable deployment to address geographic and subject-specific gaps;
- (iii) targeted incentive and motivation packages for teachers in hard-to-reach areas; and
- (iv) strengthened teacher management, monitoring, and accountability using EMIS and performance tracking tools.

The Zamfara State Government has demonstrated strong ownership and political commitment to this initiative and will provide counterpart support through policy reforms, institutional coordination, and budgetary provisions. Donor support is sought to complement State resources by financing priority recruitment phases, supporting incentive schemes, and strengthening implementation, monitoring, and learning systems.

The proposed intervention represents a **high-impact, value-for-money investment** with clear pathways to improved classroom coverage, better teaching quality, and measurable gains in learning outcomes. It also offers strong alignment with donor priorities on equity, system sustainability, and results-based financing, making it a compelling opportunity for partnership in strengthening basic education delivery in Zamfara State.



FORWARD

Five-Year Teacher Recruitment and Projection Plan (2025–2029)

The Ministry of Education, Science and Technology reaffirms its commitment to advancing **equitable access to quality education** across **basic and senior secondary levels** in Zamfara State, in line with the **Universal Basic Education (UBE) Act**, the **National Policy on Education**, and the State's **Education Sector Plan (ESP)**. Central to this commitment is the strengthening of the teacher workforce, which remains the most critical determinant of learning outcomes, system efficiency, and educational equity.

Findings from the **Annual School Census (ASC) 2023/2024**, validated through the State **Education Management Information System (EMIS)** and sector staffing audits, reveal persistent and significant teacher gaps across **public primary, junior secondary, and senior secondary schools**. These gaps are attributable to sustained enrolment growth, cumulative teacher attrition due to retirement and exits, inequitable deployment patterns, and historical under-recruitment. Without deliberate and sustained corrective action, **teacher–pupil and student–teacher ratios** will continue to exceed national standards and **UBEC benchmarks**, adversely affecting instructional quality, curriculum delivery, and learner achievement.

Consistent with **UBEC Quality Assurance Standards, SUBEB Teacher Management Frameworks, Teaching Service Board (TSB) regulations, and ESSPIN-supported system-strengthening approaches**, the Ministry recognizes that **strategic, phased teacher recruitment combined with equitable deployment, retention incentives, continuous professional development (CPD), and performance monitoring is essential** to improving learning outcomes at all levels of the education system.

In response, the Ministry working through the **State Universal Basic Education Board (SUBEB)** and the **Teaching Service Board (TSB)** has developed this **Five-Year Teacher Recruitment and Projection Plan (2025–2029)**. The Plan is grounded in evidence-based manpower analysis and enrolment projections and is fully aligned with the State's **Annual Operational Plans (AOPs), Medium-Term Sector Strategy (MTSS)**, and ongoing education reforms. It adopts a **phased, fiscally realistic, and sustainable approach** to closing teacher gaps while institutionalizing improved teacher workforce planning and accountability.

Over the four-year period (2025–2029), the State plans to recruit a total of **3,101 teachers**, comprising:

- **3,101 teachers for Basic Education (Primary and Junior Secondary)**



MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY COSTED RECRUITMENT PLAN 2025 - 2029



This recruitment envelope is designed to stabilize acute staffing shortages, accommodate projected enrolment growth, offset attrition, and progressively improve **pupil–teacher ratios at basic level** and **student–teacher ratios at senior secondary level**. Particular emphasis will be placed on **underserved and hard-to-reach LGAs**, as well as **critical subject shortages**, especially in **science, mathematics, technical, and vocational subjects** at senior secondary level.

Implementation of the Plan will be supported by strengthened **deployment equity mechanisms**, structured **CPD programmes**, routine **performance monitoring**, and **EMIS-based tracking**, consistent with ESSPIN's focus on systemic reform, accountability, and measurable learning outcomes.

The Ministry therefore calls on **UBEC, development partners, civil society organisations, and other education stakeholders** to collaborate in the implementation of this strategic initiative. Investment in teacher recruitment and workforce strengthening represents a **high-impact, value-for-money intervention** that directly contributes to improved learning outcomes, enhanced system accountability, and the broader **human capital development agenda of Zamfara State**.

SUMMARY RECRUITMENT PROJECTIONS (2025–2029)

Teacher Recruitment by Education Level

Year	Basic Education (Primary & JSS)
2025	500
2026	500
2027	800
2028	800
2029	501
TOTAL (2026–2029)	3,101

This **Five-Year Teacher Recruitment and Projection Plan (2025–2029)** has been reviewed and approved as a strategic framework for strengthening the teacher workforce



MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY COSTED RECRUITMENT PLAN 2025 - 2029



across **primary and junior secondary education** in Zamfara State. The Plan reflects the commitment of the State Government to evidence-based planning, equitable teacher deployment, and sustained improvements in learning outcomes, in line with the **Universal Basic Education (UBE) Act**, the **National Policy on Education**, and the State's **Education Sector Plan (ESP)**.

The Ministry of Education, Science and Technology hereby affirms its ownership of this Plan and commits to its effective implementation through the **Annual Operational Plan (AOP)** and **Medium-Term Sector Strategy (MTSS)** processes. Implementation shall be carried out in collaboration with the **State Universal Basic Education Board (SUBEB)**, the **Teaching Service Board (TSB)** and other relevant stakeholders, and shall be guided by UBEC requirements, available fiscal space, and a robust monitoring and evaluation framework to ensure accountability, efficiency, and impact.

This Plan is hereby endorsed for implementation and for engagement with **UBEC, development partners, civil society organisations, and other stakeholders** in support of teacher recruitment, deployment, and workforce strengthening in Zamfara State.

Mallam Wadatau Madaki
Honourable Commissioner
Ministry of Education, Science and Technology
Zamfara State

Date: 31/03/2025

Permanent Secretary
Ministry of Education, Science and Technology
Zamfara State

Date: 31/03/2025



ACKNOWLEDGEMENT

This document was developed to strengthen **Human Resource planning for Basic Education** in Zamfara State, with a focus on evidence-based teacher mapping and strategic recruitment as part of the Government's broader efforts to improve education quality and learning outcomes across the State.

The Zamfara State Government expresses its profound appreciation to the **Executive Governor of Zamfara State, His Excellency, Dr. Dauda Lawal**, for his visionary leadership and unwavering commitment to the education sector. His Excellency's introduction of the **Free Education Policy** has significantly expanded access to education and laid a strong foundation for sustainable human capital development in the State.

The Government also acknowledges the dedication and leadership of the **Honourable Commissioner for Education Science and Technology, Mallam Wadatau Madawaki**, whose tireless efforts and strategic guidance continue to drive reforms aimed at improving teaching standards, school effectiveness, and overall learning outcomes across Zamfara State.

Special appreciation is extended to the **State Universal Basic Education Board (SUBEB)**, education stakeholders, and all relevant Ministries, Departments, and Agencies for their technical contributions and collaboration in the development of this document.

The Government further acknowledges the invaluable support of **development partners, civil society organizations, and education-focused institutions** whose continued collaboration and commitment have been instrumental in advancing the Free Education Policy and strengthening the education system in Zamfara State.



ABBREVIATIONS AND ACRONYMS

ASC	Annual School Census
BESDA	Better Education Delivery for All
CBMC	Center Based Management Committee
CR	Completion Rate
DRG	Dropout Rate by Grade
EMIS	Education Management Information System
ESP	Education Sector Plan
FME	Federal Ministry of Education
GEP	Girls' Education Project
GER	Gross Enrolment Rate
GIR	Gross Intake Ratio
GIRLG	Gross Intake Ratio in the Last Grade of Primary
GPI	Gender Parity Index
JSS	Junior Secondary Schools
LGA	Local Government Area
LGEA	Local Government Education Authority
MOE	Ministry of Education
MTSS	Medium Term Sector Strategies
NER	Net Enrolment Rate
NIR	Net Intake Ratio
PF	Parents Forum
PFT	Percentage of Female Teachers
PGGE	Percentage Gender Gap in Enrolment
PQT	Percentage of Qualified Teachers
PPE	Percentage of Private Enrolment



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TECHNOLOGY COSTED RECRUITMENT PLAN 2025 - 2029



PRS	Planning, Research and Statistics
PTR	Pupil-Teacher Ratio
PTA	Parent-Teacher Association
RRG	Repetition Rate by Grade
SBMC	
SDP	School Development Plan
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
UNICEF	United Nations' Children Fund
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAEC	West African Examination Council
ZMSUT	Zamfara State University, Talata Mafara
ZSUBEB	Zamfara State Universal Basic Education
ZSMEB	Zamfara State Mass Education Board

School-Based Management Committee



Introduction and Context

Introduction

Education is central to Zamfara State's social and economic development agenda, with basic and senior secondary education forming the foundation for improved learning outcomes, equity, and long-term human capital development. Recognizing the critical role of an adequate, well-trained, and equitably deployed education workforce across both levels, the Zamfara State Government has developed this Basic and Senior Secondary Education Manpower Plan as part of ongoing sector-wide reforms aimed at strengthening service delivery and system performance.

The Plan is informed by evidence generated from the Annual School Census (ASC), administrative staffing records, and structured stakeholder consultations. These sources highlight persistent manpower gaps, subject-specific shortages, deployment imbalances, and capacity constraints affecting both basic and senior secondary schools, particularly in rural, underserved, and hard-to-reach communities. In response, the State is adopting a data-driven, results-oriented approach to education workforce planning, focused on improving teacher availability, effectiveness, motivation, and accountability in line with national standards.

This Manpower Plan serves as a strategic and operational framework aligned with the Universal Basic Education (UBE) Act, the National Policy on Education, and relevant state education policies and reforms. It provides a clear roadmap for the recruitment, deployment, development, and retention of qualified teachers, school leaders, and education personnel across basic and senior secondary education. Deliberate emphasis is placed on addressing inequities in teacher distribution, strengthening subject-matter coverage at the senior secondary level, and improving staffing conditions in underserved locations.

To ensure clarity and coherence, the document is organized into four interrelated sections:

1. **Introduction:** Outlines the context, rationale, objectives, and structure of the Basic Education Manpower Plan.
2. **Current Staffing Numbers and Levels:** Presents an assessment of existing staffing levels and projected manpower requirements across basic schools, based on verified enrolment and staffing data.
3. **Staffing Gaps and Skills Requirements:** Analyses teacher–pupil ratios, subject specific shortages (particularly in core and STEM subjects), geographic disparities, and key issues related to recruitment, professional development, deployment, and retention.



4. **Planned Recruitment:** Details the phased recruitment strategy, implementation actions, and resource mobilization measures both financial and non-financial required to address identified gaps and achieve the objectives of the Plan.

By institutionalizing systematic manpower planning across basic education, this document establishes a strong foundation for strengthening teacher workforce management, improving classroom coverage, and enhancing learning outcomes throughout the education system. Successful implementation will depend on sustained political commitment, effective coordination among relevant Ministries, Departments, and Agencies, and continued collaboration with UBEC, SUBEB, development partners, and other stakeholders.

Context of Basic & Senior Secondary Education in the State

The basic and senior secondary education landscape in Zamfara State is shaped by a combination of persistent structural challenges and ongoing reform efforts aimed at improving access, quality, and equity. While the State Government has demonstrated strong political commitment to education reform, including the implementation of free and compulsory education policies, significant gaps remain that continue to constrain learning outcomes across both basic and senior secondary levels.

Key Challenges

High Number of Out-of-School Children:

Zamfara State continues to record a high number of out-of-school children, driven by factors such as poverty, insecurity, socio-cultural practices, and limited access to functional schools particularly in rural and hard-to-reach communities. This challenge affects both enrolment into basic education and transition and retention at the senior secondary level.

Inadequate Infrastructure:

Many basic and senior secondary schools face shortages of essential infrastructure, including classrooms, laboratories, libraries, furniture, water and sanitation facilities, and instructional materials. At the senior secondary level, deficiencies in science laboratories and technical facilities further limit effective teaching and learning, particularly in STEM subjects.

Teacher Shortages and Capacity Gaps:

Insufficient numbers of qualified teachers, subject-specific shortages (especially in mathematics, sciences, and technical subjects at the senior secondary level), uneven deployment, limited access to continuous professional development, and suboptimal teacher welfare conditions continue to undermine education quality across both subsectors.



Government Policy Initiatives and Reform Efforts

In response to these challenges, the Zamfara State Government has initiated a range of policy and reform measures aimed at strengthening the education system:

- **Universal Basic Education (UBE):** The State remains committed to the goals of the Universal Basic Education Act and works through SUBEB to improve access, equity, and quality at the basic education level.
- **Free and Compulsory Education Policy:** Zamfara State has adopted a policy framework that guarantees free and compulsory education through secondary school, aimed at reducing financial barriers to access and improving enrolment, retention, and completion rates.
- **Declaration of a State of Emergency on Education:** The declaration reflects the Government's resolve to reverse long-standing deficits in the education sector and is anchored on a clear vision for system-wide transformation, articulated as follows:
 - *Every school, a good school;* ◦ *Every child, enrolled in school;* ◦ *Every student, an engaged learner;* ◦ *Every teacher, a caring and competent educator;* ◦ *Every parent, a supportive partner; and* ◦ *Government, a committed investor in human capital development.*
- **Education Emergency Recovery and Reform Planning:** Stakeholder engagements and sector dialogues have been convened to identify systemic gaps across basic and senior secondary education and to develop a coordinated roadmap for recovery and reform.
- **Annual School Enrolment Campaigns:** The State has undertaken large-scale enrolment drives and distributed instructional materials to encourage school attendance, particularly among marginalized and vulnerable populations.

Key Issues and Strategic Priorities

To consolidate ongoing reforms and accelerate progress, the following priority issues require sustained attention:

- **Improving Education Quality:** Strengthening teacher–pupil ratios, enhancing instructional quality, improving student learning outcomes, and increasing completion and transition rates, particularly from basic to senior secondary education.



- **Financing and Governance:** Ensuring adequate, predictable, and well-managed financing to support teacher recruitment, infrastructure development, and learning resources across both sub-sectors.
- **Teacher Welfare and Professional Development:** Investing in teacher motivation, welfare, and continuous professional development to improve retention, performance, and accountability, with special focus on rural and hard-to-reach postings.
- **Infrastructure Development:** Closing infrastructure gaps through targeted investments in classrooms, laboratories, learning materials, and WASH facilities, especially in underserved areas.
- **Gender Equity and Inclusion:** Addressing barriers affecting girls' enrolment, retention, and completion at both basic and senior secondary levels, including safety, sanitation, and socio-cultural constraints.

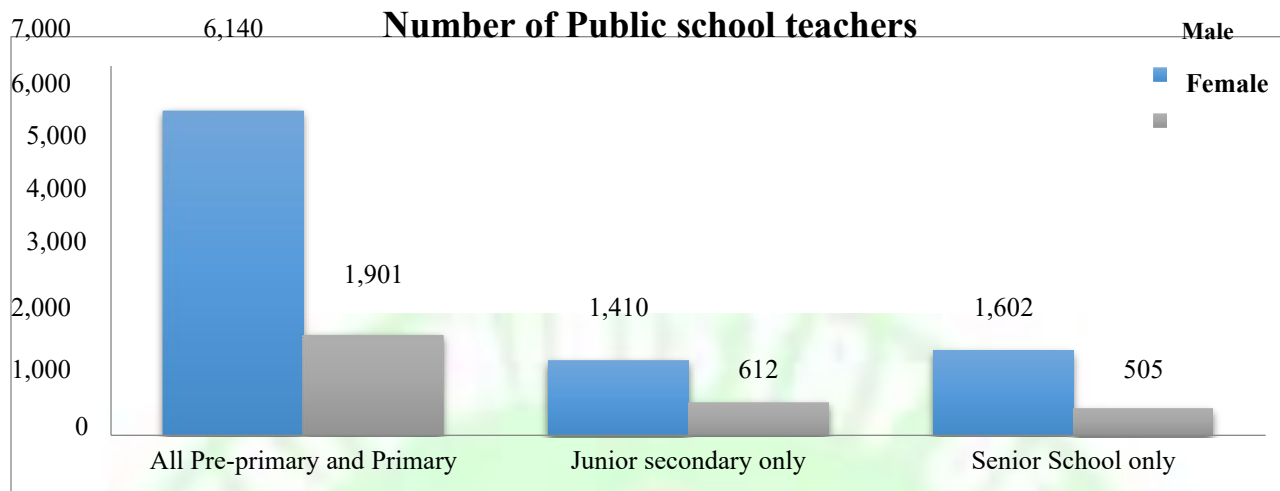
CURRENT HUMAN RESOURCES STATUS IN THE STATE

Zamfara State, like many states across Nigeria, continues to face significant human resource challenges within the education sector that constrain effective service delivery and learning outcomes. These challenges are evident across both basic and senior secondary education, and have persisted over time due to systemic capacity gaps and resource constraints.

The most critical issues include inadequate infrastructure, shortage of staff, maldistribution of personnel across schools, and limited opportunities for continuous professional development. These challenges are further compounded by some dilapidated school infrastructure, shortages of essential teaching and learning facilities, and suboptimal staff welfare conditions, particularly in rural and hard-to-reach areas.

The combined effect of staffing shortages, infrastructure deficits, and welfare constraints has placed sustained pressure on the education system, resulting in high teacher–pupil ratios, increased workloads for existing staff, and reduced instructional effectiveness. These factors have historically limited the State's ability to deliver education services at the desired standard of quality, equity, and efficiency.

Addressing the current human resource situation therefore requires a comprehensive, data-driven, and coordinated approach that integrates workforce planning with infrastructure development, teacher motivation, and system strengthening. This section



provides the basis for subsequent analysis of staffing levels, gaps, and recruitment needs, and underscores the urgency of implementing targeted interventions to improve education service delivery across Zamfara State.

STAFFING PROFILE OF BASIC AND SENIOR SECONDARY EDUCATION IN ZAMFARA STATE

This section presents the current human resource status in Zamfara State across basic and senior secondary schools, highlighting approved staffing, existing staff strength, vacancies, and key workforce gaps. The profile is informed by the **Annual School Census (ASC 2023/2024)** and State education personnel records.

Number of Public Schools, Enrolment and Teachers

Level	Number of schools	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
All Pre-primary and Primary	1,671	403,465	265,500	668,965	6,140	1,901	8,041
Junior secondary only	198	54,224	37,856	92,080	1,410	612	2,022
Senior School only	179	44,732	32,592	77,324	1,602	505	2,107
Total	2,048	502,421	335,948	838,369	9,152	3,018	12,170

Number of Public school teachers by gender

The summary table above indicates that total enrolment in public Pre-Primary and Primary schools is **668,965**, with **265,500** of these being girls. This represents **40%** female participation at the Pre-Primary and Primary levels. At the Junior Secondary School (JSS) level, total enrolment stands at **92,080**, of which **37,856** are girls, accounting for **41%** of the total. For Senior Secondary School (SSS), enrolment totals **77,324**, with **32,592** girls enrolled, making up **42%** of the student population at that level.

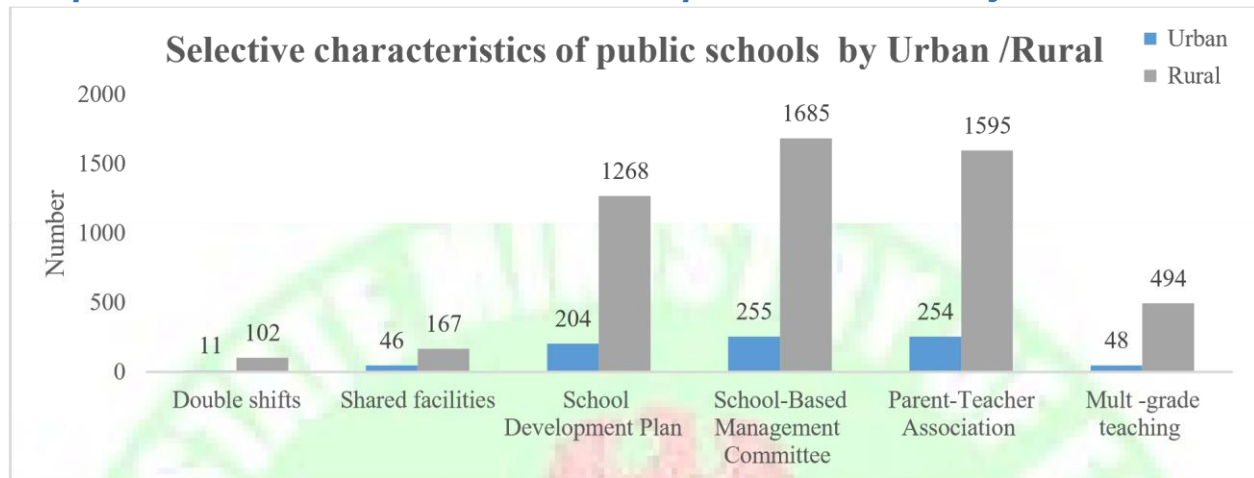
Number of public schools with special curriculum

Primary education	Number of schools	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
Islamiyya Integrated	10	2,858	1,582	4,440	83	26	109
Nomadic	43	6,057	4,369	10,426	93	16	109
Special needs	9	1,529	998	2,527	43	23	66

Selective characteristics of public schools by Urban and Rural

Number of schools with:	Primary			Junior secondary			Senior secondary		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Double shifts	9	84	93	-	8	8	2	10	12
Shared facilities	24	112	136	8	28	36	14	27	41
School Development Plan	125	1,060	1,185	40	106	146	39	102	141
School-Based Management Committee	154	1,422	1,576	52	137	189	49	126	175
Parent-Teacher Association	152	1,337	1,489	54	137	191	48	121	169
Mult -grade teaching	23	414	437	12	52	64	13	28	41

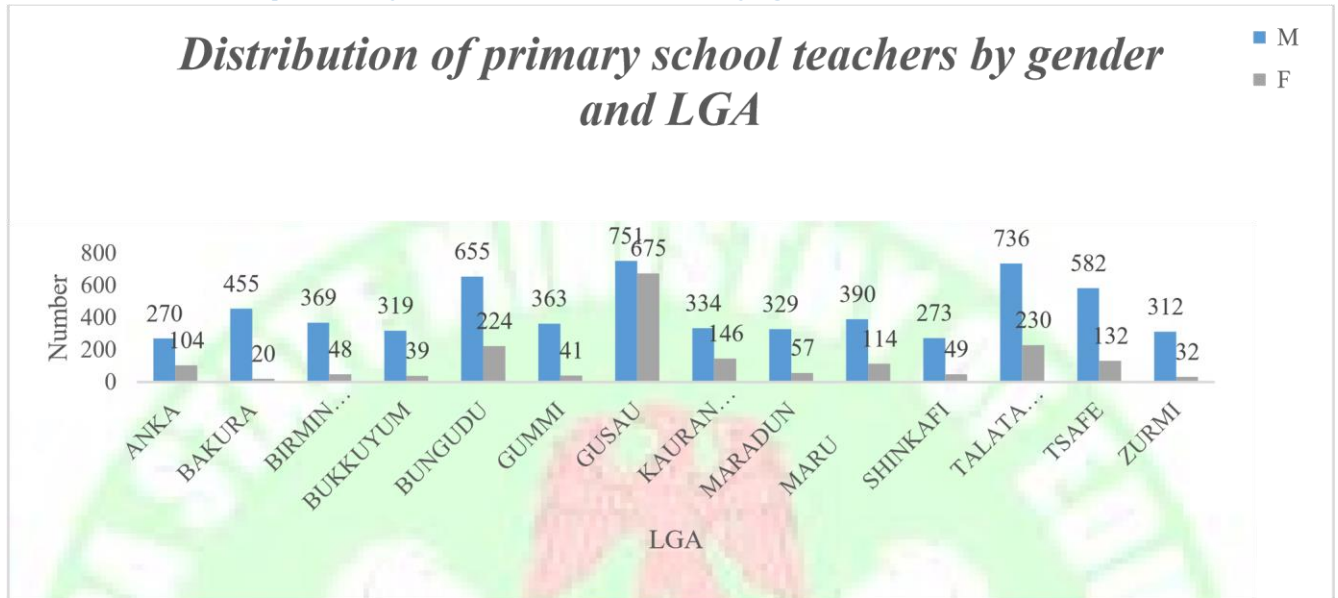
Graphical Selective characteristics of public schools by Urban /Rural



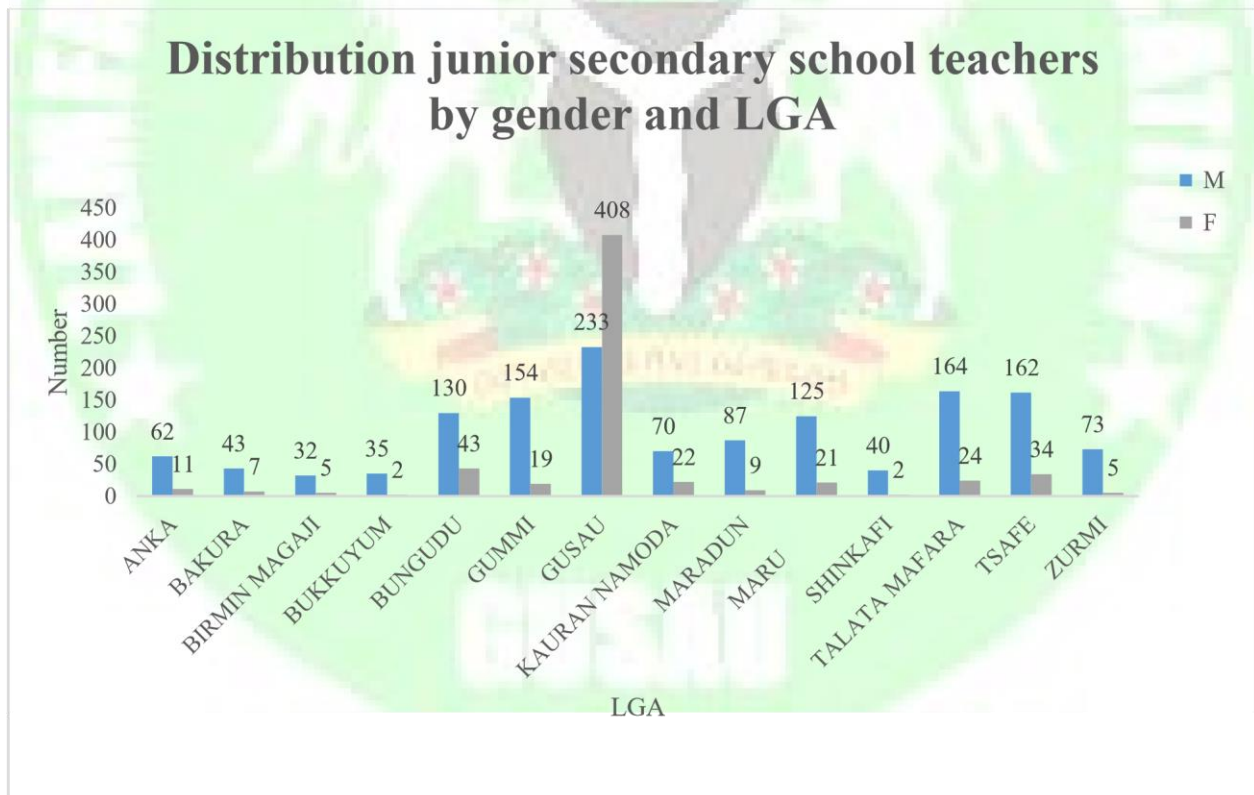
Number of public primary school teachers by gender and LGA

LGA	All Teachers				Public qualify teachers				
	M	F	MF	F%	M	F	MF	%qualified	%female
ANKA	270	104	374	28%	196	88	284	76%	31%
BAKURA	455	20	475	4%	447	20	467	98%	4%
BIRMIN MAGAJI	369	48	417	12%	324	47	371	89%	13%
BUKKUYUM	319	39	358	11%	201	28	229	64%	12%
BUNGUDU	655	224	879	25%	594	214	808	92%	26%
GUMMI	363	41	404	10%	337	39	376	93%	10%
GUSAU	751	675	1,426	47%	600	603	1,203	84%	50%
KAURAN NAMODA	334	146	480	30%	261	133	394	82%	34%
MARADUN	329	57	386	15%	241	50	291	75%	17%
MARU	390	114	504	23%	306	100	406	81%	25%
SHINKAFI	273	49	322	15%	191	41	232	72%	18%
TALATA MAFARA	736	230	966	24%	496	164	660	68%	25%
TSAFE	582	132	714	18%	544	128	672	94%	19%
ZURMI	312	32	344	9%	256	19	275	80%	7%
TOTAL	6,138	1,911	8,049	24%	4,994	1,674	6,668	83%	25%

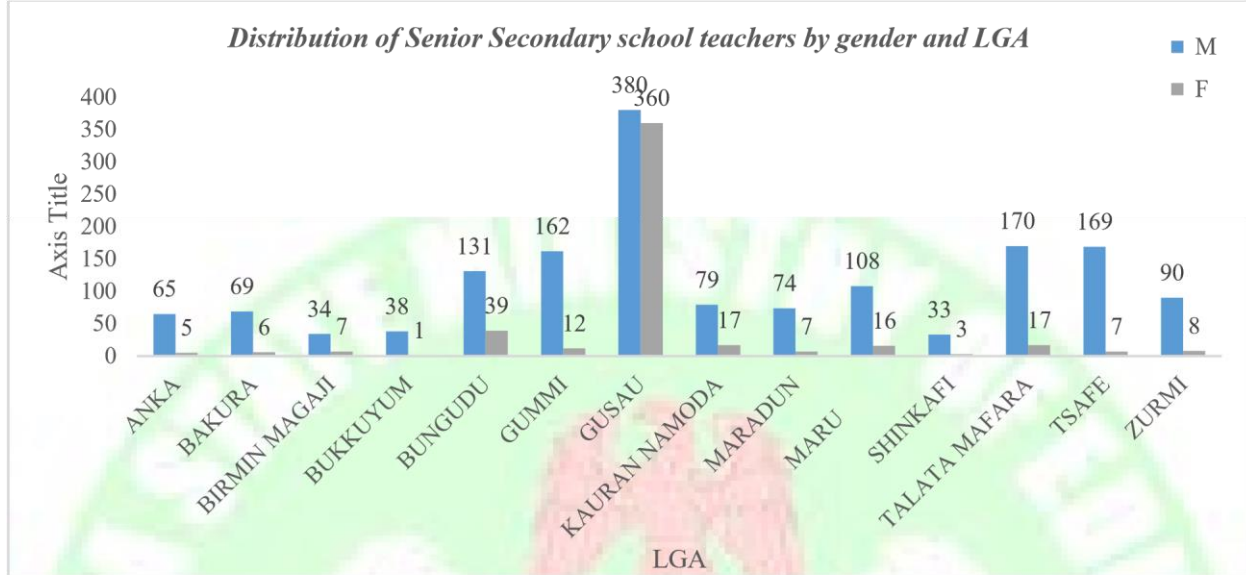
Distribution of primary school teachers by gender and LGA



Distribution of Junior Secondary school teachers by gender and LGA



Distribution of Senior Secondary school teachers by gender and LGA



Percentage of teachers by highest level of education attained (Public Only)

Percentage of teachers by highest level of education attained:	Primary		Junior secondary		Senior secondary		Sci & Tech Secondary	
	Urban %	Rural %	Urban %	Rural %	Urban %	Rural %	Urban %	Rural %
Below SSCE	1.70%	3.30%	2.10%	4.70%	1.00%	2.00%	1%	0%
SSCE / WASC	12.40%	26.90%	0.80%	3.40%	0.90%	3.00%	0%	0%
OND / Diploma	11.50%	9.90%	8.10%	5.60%	4.30%	5.30%	5%	0%
NCE	63.00%	54.00%	60.40%	50.10%	43.60%	43.80%	40%	0%
Degree / HND / Graduate	11.00%	5.50%	28.40%	36.00%	49.10%	45.30%	53%	0%
PhD/Master's degree	0.40%	0.50%	0.20%	0.30%	1.20%	0.60%	1%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	0%

Number of classrooms by school type and LGA

LGA	No of Usable Classrooms						Number Unusable * (Public Only)	Number Under Construction * (Public Only)
	Primary Public	Junior Public	Sci & Tech Public	Senior Public	Private All levels	TOTAL		
ANKA	420	44	0	56	92	976	49	5
BAKURA	409	55	50	72	36	959	10	0
BIRMIN MAGAJI	397	60	0	35	20	874	42	0
BUKKUYUM	434	53	15	51	30	966	32	7
BUNGUDU	617	104	0	104	60	1,398	12	3
GUMMI	376	113	0	55	88	953	0	0
GUSAU	677	235	50	67	2,839	4,478	56	25
KAURAN NAMODA	538	105	14	62	300	1,495	122	16
MARADUN	395	94	0	53	56	940	192	15
MARU	510	66	9	55	39	1,134	8	0
SHINKAFI	376	52	32	89	84	920	43	0
TALATA MAFARA	622	90	24	81	113	1,471	14	4
TSAFE	621	105	0	71	189	1,536	39	14
ZURMI	573	80	0	58	104	1,330	70	7
TOTAL	6,965	1,256	194	910	4,050	19,430	689	96

Pupil-classroom ratio by school type and LGA



MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY COSTED RECRUITMENT PLAN 2025 - 2029



LGA	Public				Private
	Pre-primary and Primary	Junior Secondary	Sci. & Tech Secondary	Senior Secondary	All levels
ANKA	79	70	0	56	36
BAKURA	79	73	5	72	41
BIRMIN MAGAJI	70	49	0	35	39
BUKKUYUM	83	50	53	51	55
BUNGUDU	96	83	0	104	44
GUMMI	108	40	0	55	56
GUSAU	125	92	12	67	19
KAURAN NAMODA	93	68	23	62	53
MARADUN	115	55	0	53	55
MARU	85	71	76	55	59
SHINKAFI	99	107	34	89	57
TALATA MAFARA	129	89	69	81	41
TSAFE	83	83	0	71	34
ZURMI	82	77	0	58	33
TOTAL	96	74	28	67	27

The table above indicates that the combined pupil-classroom ratio in public Pre-primary and Primary schools is 96:1, meaning each classroom accommodates an average of 96 pupils. In public Junior Secondary Schools (JSS), the ratio stands at 74:1, with an average of 74 students per classroom. These figures point to significant classroom overcrowding, which can negatively impact the quality of education. To improve learning conditions, there is a critical need to increase the number of classrooms.



HUMAN RESOURCES GAP ANALYSIS FOR BASIC AND SENIOR SECONDARY EDUCATION IN ZAMFARA STATE

1. Basic Education (Primary and Junior Secondary Schools)

School Level	Current Staff Strength	Vacancies	Key Observations
Pre-Primary & Primary	8,049	3,101	Significant gaps in rural LGAs; shortage of trained teachers uneven distribution with some LGAs severely understaffed
Junior Secondary Schools	2,022		The need to bridge and harmonize the teacher surplus within the junior and senior secondary school section
Total Basic Education	10,071	3,101	Requires urgent recruitment and deployment to underserved communities



The Plan adopts a phased, fiscally realistic, and needs-based approach to teacher recruitment, ensuring that staffing gaps are progressively closed while maintaining system stability, deployment equity, and instructional quality.

1. Overall Recruitment Targets

Over the five-year period (2025–2029), the Ministry plans to recruit a total of:

- 3,101 teachers for Basic Education (Primary and Junior Secondary Schools)

2. Basic Education Recruitment Plan (3,101 Teachers)

Recruitment at the Basic Education level will prioritize schools with:

- High pupil–teacher ratios exceeding UBEC benchmarks
- Acute subject and grade-level gaps
- Rural, underserved, and hard-to-reach locations
- High enrolment growth and attrition-related shortages

The recruitment will be sequenced annually to allow for effective deployment, mentoring, and integration into the system, while aligning with available fiscal space and UBEC support mechanisms.

3. Phasing and Implementation Strategy

Recruitment across both sub-sectors will be implemented through:

- Annual recruitment targets embedded within the Education Sector AOP and MTSS
- Transparent, merit-based recruitment processes
- Equitable deployment guided by EMIS and school-level staffing data
- Complementary measures including induction, continuous professional development (CPD), and performance monitoring

The phased approach ensures that recruitment does not outpace the system’s capacity for effective deployment, supervision, and remuneration.

4. Alignment and Sustainability

The Recruitment Plan is fully aligned with:

- The Universal Basic Education (UBE) Act

- The National Policy on Education
- UBEC Teacher Quality Assurance and Staffing Standards
- The State's Education Sector Plan (ESP) and Medium-Term Sector Strategy (MTSS)

By spreading recruitment over five years, the Plan promotes financial sustainability, strengthens workforce planning, and allows for continuous adjustment based on updated enrolment data, attrition trends, and fiscal performance.

5. Expected Outcomes

Successful implementation of this Recruitment Plan will:

- Reduce pupil–teacher ratios toward national and UBEC benchmarks
- Improve classroom coverage and instructional quality
- Strengthen learning outcomes at basic and senior secondary levels
- Enhance equity in teacher deployment across LGAs
- Institutionalize data-driven teacher workforce planning in the State



Implementation Note:

Annual recruitment targets will be operationalized through the Education Sector Annual Operational Plans (AOPs) and Medium -Term Sector Strategy (MTSS), with deployment guided by EMIS-validated staffing gaps, UBEC staffing norms, and subjectspecific needs at senior secondary level.

Costed Teacher Recruitment Plan (2025–2028)

Year	Basic Education Teachers	Monthly Cost per Teacher (₦)	Annual Cost per Teacher (₦)	Basic Education Cost (₦)
2025	500	77,000	924,000	462,000,000
2026	500	78,000	936,000	468,000,000
2027	800	79,000	948,000	758,400,000
2028	800	80,000	960,000	768,000,000
2029	501	81,000	972,000	486,972,000
Total	3,101		—	2,943,372,000

Notes on Costing

1. **Basic Education Teachers:** includes primary and junior secondary levels. Cost includes salaries, housing, and allowances.
2. **Annual Allocation:** aligned with phased recruitment to smooth fiscal impact and MTSS ceilings.
3. **Cumulative Total:** ₦2.943 billion over five years for all teacher recruitment.

Career Deployment and Capacity Building Programme

The Career Deployment and Capacity Building Programme is designed to strengthen the professional competence, motivation, and performance of teachers and education personnel across the basic education sub-sector in the State. The programme focuses on structured induction, continuous professional development, and career progression support for both newly recruited and serving staff, with the overarching goal of improving teaching quality and learning outcomes.

A core component of the programme is a structured mentoring and coaching system, whereby experienced and high-performing teachers and education officers are paired with newly recruited staff. This peer-support mechanism will facilitate knowledge transfer, professional guidance, classroom management skills, and adaptation to the local school environment, particularly in rural and hard-to-reach areas.

In addition, the programme provides for regular capacity-building interventions, including in-service training, workshops, seminars, and refresher courses. These interventions will focus on priority areas such as pedagogy, subject mastery, learner-centred teaching methods, classroom assessment, inclusive education, use of instructional materials, and education data management. Opportunities for accredited in-service training and career advancement will also be provided to support long-term professional growth and staff retention.

Implementation Strategy

The implementation of the Career Deployment and Capacity Building Programme will follow a phased and evidence-based approach, comprising the following key actions:

1. Training Needs Assessment:

Conduct periodic training needs assessments to identify competency gaps, subject-specific requirements, and professional development priorities among teachers and education personnel at primary and junior secondary levels.

2. Structured Induction and Mentorship:

Establish a formal induction and mentorship framework for newly recruited staff, including clear guidelines, mentor selection criteria, and defined roles and responsibilities.

3. Capacity Building Delivery:

Design and implement annual capacity-building plans, incorporating school-based training, cluster workshops, and state-level professional development

programmes aligned with UBEC quality standards and national teacher development frameworks.

4. **Resource Provision and Support:**

Ensure the availability of essential teaching and learning facilities, instructional materials, and training resources to support effective classroom practice and professional development activities.

5. **Monitoring, Evaluation, and Learning (MEL):**

Institute a robust monitoring and evaluation mechanism to track participation, assess training effectiveness, and measure improvements in teacher performance and learner outcomes. Findings will inform continuous programme improvement and policy decision-making.

Through this structured approach, the Career Deployment and Capacity Building Programme will contribute to a more competent, motivated, and professional education workforce, thereby strengthening service delivery and advancing the State's commitment to quality, equitable, and sustainable basic education

Deployment of Staff

The deployment of teaching and non-teaching staff across public schools in the State will be conducted through a structured, transparent, and data-driven process to ensure equity, efficiency, and optimal utilization of human resources. Particular emphasis will be placed on correcting existing imbalances that have resulted in over-staffing in urban centers and persistent shortages in rural, hard-to-reach, and underserved communities.

Staff deployment will be guided by the findings of the Annual School Census (ASC), EMIS-validated staffing maps, and LGA-level teacher–pupil ratio analyses. These tools will inform evidence-based placement decisions aligned with UBEC staffing norms, subject requirements, enrolment size, and school typology.

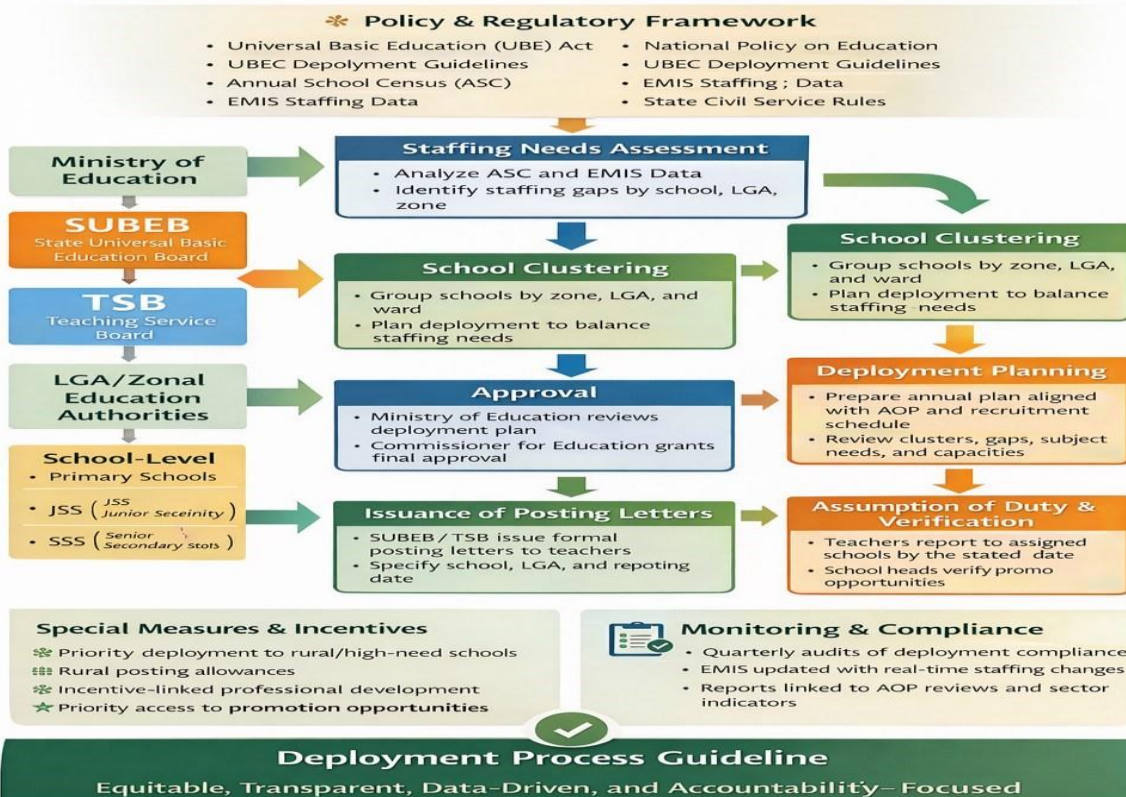
To further promote equitable distribution, basic education schools will be organized into **clusters by political zones, Local Government Areas, and wards**. This clustering approach will support:



- Balanced allocation of teachers and support staff;
- Improved access to shared instructional resources and infrastructure;
- Efficient supervision, mentoring, and professional development delivery; and
- Enhanced monitoring and accountability at school and cluster levels.



Standard Operating Guideline (SOP) Teacher Deployment in Public Basic and Senior Secondary Schools



Deployment policies will also incorporate incentive mechanisms such as rural posting allowances, priority access to professional development opportunities, and transparent transfer guidelines to attract and retain qualified personnel in underserved locations.

Conclusion

The Human Resources Mapping and Recruitment Plan provides a comprehensive, evidence-based framework for identifying, recruiting, deploying, and retaining qualified education personnel to meet the workforce needs of the basic education sub-sector. The mapping exercise has revealed significant manpower gaps across schools in the State, particularly at the primary and junior secondary levels, which have constrained effecti



The implementation of the **Five-Year Human Resources Mapping and Recruitment Plan (2025–2029)** will enable the State to systematically address these gaps through phased recruitment, equitable deployment, and sustained capacity building. By aligning workforce planning with enrolment trends, policy reforms, and fiscal realities, the Plan establishes a clear pathway toward improved teacher availability, enhanced instructional quality, and strengthened system performance.

Ultimately, the successful execution of this Plan—supported by strong political leadership, adequate financing, and coordinated stakeholder engagement —will contribute significantly to improved learning outcomes and the realization of the State’s vision for a resilient, inclusive, and high-performing basic education system.

service delivery and learning outcomes.

ANNEX I: MONITORING AND EVALUATION (M&E) FRAMEWORK

Teacher Recruitment, Deployment and Capacity Building for Primary and Junior Secondary Education (2025–2029)

1. PURPOSE AND SCOPE

This Monitoring and Evaluation (M&E) Framework provides a structured mechanism for tracking the implementation and results of the Teacher Recruitment, Deployment and



Level	Key Indicators	Baseline (2025)	End Target (2029)	Means of Verification
Outcome	% of schools meeting staffing norms (Basic)	52%	≥90%	EMIS, QA reports
	% of teachers deployed to rural schools	32%	≥45%	Deployment records

Capacity Building Plan for Basic Education (Primary and Junior Secondary) in Zamfara State over the period 2025–2029.

The framework is aligned with the UBE Act, National Policy on Education, State Education Sector Plan (ESP), Annual Operational Plans (AOPs), and UBEC Quality Assurance standards, and supports evidence-based decision-making, accountability, and performance reporting to government and development partners.

2. RESULTS FRAMEWORK SUMMARY

Impact

Improved quality, equity, and effectiveness of education service delivery in Basic and Senior Secondary Schools through an adequate, equitably deployed, and competent teaching workforce.

Outcomes

- Improved teacher availability and equitable deployment across all LGAs
- Reduced pupil–teacher and student–teacher ratios
- Strengthened teacher performance, retention, and accountability

3. LOGFRAME-STYLE M&E MATRIX (SUMMARY)

Impact & Outcome Indicators

Level	Key Indicators	Baseline (2025)	End Target (2029)	Means of Verification
Impact	Pupil–Teacher Ratio (Primary)	1:70	1:60	EMIS, ASC
	Pupil–Teacher Ratio (JSS)	1:45	1:40	EMIS, ASC



Output-Level Indicators and Targets (2025-2029)

Outputs	Key Indicators	Targets by 2029	Means of Verification
Teacher recruitment completed	Number of teachers recruited	As per approved 5-year recruitment plan	Recruitment & Payroll records
Equitable deployment achieved	% of new recruits deployed using HR mapping	100% annually	Deployment lists
Rural staffing improved	% of rural schools meeting staffing norms	>80%	EMIS, LGEA reports
Capacity Building delivered	% of teachers receiving CPD annually	>60%	Training reports
Mentorship institutionalized	% of new teachers assigned mentors	100%	Mentorship logs
Teacher retention improved	Annual attrition rate	<5% (BASIC)	HR record

4. KEY ACTIVITIES MONITORED

- Annual teacher needs assessment using EMIS and ASC
- Phased recruitment of teachers for Basic and Senior Secondary Schools
- Deployment and redistribution using approved Deployment SOP
- Continuous Professional Development (CPD) and mentoring



- Routine school monitoring, supervision, and performance tracking

5. DATA SOURCES AND VERIFICATION

Data Source	Purpose
Education Management Information System (EMIS)	Staffing levels, deployment equity
Annual School Census (ASC)	Validation of teacher and enrolment data
SUBEB & TSB HR Records	Recruitment, payroll, attrition
Quality Assurance Reports	Classroom coverage and performance
Training & CPD Reports	Capacity building outcomes

6. REPORTING, REVIEW AND LEARNING

Report	Frequency	Responsible Institution
Recruitment & Deployment Progress Report	Annual	MoE / SUBEB / TSB
Teacher Performance & CPD Report	Annual	SUBEB / TSB
AOP & MTSS Performance Review	Annual	Ministry of Education
Mid-Term Evaluation	2028	Independent Evaluator
End-Term Evaluation	2030	Independent Evaluator

Findings from monitoring and evaluation exercises will inform annual AOP revisions, budget prioritization, and policy adjustments, and will be shared with UBEC and development partners.



7. ASSUMPTIONS, RISKS AND MITIGATION

Risks	Mitigation Measures
Funding constraints	Phased recruitment; donor/UBEC leverage
Resistance to rural deployment	Enforcement of SOP; incentive packages
Weak data quality	EMIS validation, periodic audits

8. INSTITUTIONAL ARRANGEMENTS

Overall coordination of the M&E framework will be led by the Ministry of Education, Science and Technology, with implementation support from SUBEB, Teaching Service Board (TSB), LGEAs, and Quality Assurance Departments. Development partners will be engaged in joint reviews and independent evaluations where applicable.