



Kaduna State Government
Basic Education Manpower Plan

Year: 2025

Period Covered: 2025-2028

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.

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.

1. B Context of Basic Education in the State

The provision of basic education in Kaduna State is guided by a robust framework of state and national laws, policies, and global goals. At the national level, the Universal Basic Education (UBE) Act of 2004 is a cornerstone, mandating free, compulsory, and universal basic education for every Nigerian child. This is complemented by the National Policy on Education (NPE), which sets the overarching goals and standards for educational practice across the country. The Sustainable Development Goal (SDG) 4 further aligns Nigeria's educational objectives with global aspirations, emphasizing inclusive and equitable quality education and promoting lifelong learning opportunities for all. Additionally, the Education for All (EFA) initiative underscores the commitment to ensuring that every child, regardless of background, has access to education.

At the state level, Kaduna's educational policies and priorities are shaped by the State Ministry of Education and operationalized through the State Universal Basic Education Board (SUBEB), which was established by the SUBEB Act of 2005. The state's education sector is further guided by strategic documents such as the UBEC Roadmap and the Federal Ministry of Education (FME) Roadmap (2021-2030), which provide detailed plans for improving educational access and quality. The State Education Sector Plan (SESP) articulates Kaduna's specific goals and strategies, ensuring alignment with both national directives and international commitments. These legal and policy frameworks work in tandem to create a cohesive and comprehensive approach to delivering basic education, ensuring that Kaduna State not only meets national standards but also contributes to global educational targets.

The governance and management of basic education in Kaduna State are structured to ensure effective delivery and oversight at various levels. The State Ministry of Education (SMoE) is the primary body responsible for setting educational policies, standards, and overall strategic direction. Under the SMoE, the State Universal Basic Education Board (SUBEB) plays a central role in implementing the Universal Basic Education (UBE) program. SUBEB is tasked with the management of primary and junior secondary schools, including

teacher recruitment, deployment, training, and the provision of infrastructure and learning materials.

In addition to SUBEB, Local Government Education Authorities (LGEAs) operate at the local level, managing schools within their jurisdictions. They report to SUBEB and are responsible for day-to-day school administration, including monitoring teacher attendance, overseeing school performance, and engaging with communities to promote school enrollment and retention as well as the teacher's salaries and promotion implementation.

The scope for improving the quality of Basic education in Kaduna State is enormous. Better school administration, good buildings and facilities, first-rate teaching standards, appropriate teacher training, fair salaries and clear career paths for education professionals will all contribute to ensuring better opportunities for children i.e. to ensure students become literate, numerate and equipped with the skills to fully participate in the Nigerian society and contribute to the economy. Attracting children to school should guarantee that they not only receive qualitative education but that they also receive relevant education that will be useful to them and can be applied in their own local and social settings.

2. Current Student Numbers and Staffing Levels

Kaduna State has 4151 public primary schools with 1,981,013 enrolments of which 49% are girls, with 26,065 teachers across the 6 levels (P1 to P6). Similarly there are 418 number of Junior Secondary schools in the state with 270,122 students of 49% are also the female students populations with 6,320 teachers.

3. Staffing Gaps and Skills Requirements

3.A Current Staffing Gaps

The findings from the baseline exercise underscore the critical need for a strategic and coordinated approach to teacher recruitment, deployment, and management in Kaduna State. The data reveals significant disparities in teacher distribution, with certain Local Government Areas (LGAs) experiencing acute shortages, while others may have a surplus of teachers. Additionally, subject-specific gaps, particularly in Mathematics, Science, and English, further exacerbate the challenges faced by schools in delivering quality education.

The analysis also highlights the impact of inadequate staffing on student learning outcomes, teacher workload, and overall school performance. Schools with unfavorable student-teacher ratios are unable to provide adequate attention to individual learners, leading to

lower academic achievement and increased dropout rates. Addressing these disparities is essential to ensuring equitable access to quality education for all children in Kaduna State.

The state Pupil teacher ratio stood at 79:1 and 43:1 in both primary and JSS level respectively while the JSS PTR seems more comfortable the Pupils Subject teacher ratio is very high with English having 428:1 and mathematics is 590:1. The subject-wise distribution has a shortage of teachers in core subjects: English, Maths, and Basic Science & Tech.

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 3.18 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 1 per cent per annum of the forecast period. This is referred to in the MS Excel model as the Teacher Attrition Rate.
- In the event that 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 40 students per teacher.

3.C Skills Requirements

Candidate who desire to be fill in the teacher gab must have the following requirements:

- i. A minimum of Nigeria Certificate in Education (N.C.E.) from any accredited Educational Institution.
- ii. Bachelor's Degree in Education (B. Ed, B.A. Ed, B.Sc. Ed, B.Tech. Ed.) or Higher National Diploma (HND) in Education in any discipline from a reputable University.
- iii. Other non-education based Bachelor's Degrees or HND are acceptable on condition that successful candidates will enroll and provide a Professional Diploma in Education (PDE) or Post Graduate Diploma in Education (PGDE) within the probationary period of 2 years.
- iv. Graduates must have NYSC discharge/exemption certificate.
- v. Applicants must be Computer literate and have a functioning email.

- vi. Registration with the Teachers' Registration Council of Nigeria (TRCN) is an added advantage. However, successful candidates who do not have TRCN certificate must provide it within the two (2) years' probation period.

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.

4.B Recruitment Costing

Based on the above-planned recruitments over the period 2025-2028, a forecast of the marginal costs is presented in Figure 1 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 N1,297,734,912.00 (sum of cells B6 to B8 in calibration)
- The above employment cost will increase by ₦ 1,297,734,912.00 (cell B10 in calibration) annually through until 2028.
- The cost of recruiting a teacher will on average be NGN25,000 per teacher and will be subject to the same above percentage increase per year through until 2028.
- New teachers will, on average, start in ₦54, 072.29 (B11 in calibration) months.

Based on the above assumptions and parameters, the recruitment cost for 2025-2028 per Local Government Area is presented in Figure 1 below.

Figure 1 2025-2028 Estimated Recruitment Costing

| Year | Recruitment Plan | Budget (Naira) |
|----------------------|---|--|
| 2025 | Recruit 2,000 new teachers and deploy them to high-need LGAs. | Recruitment cost=N25,000,000.00 Annual Salary=N1,297,734,912.00 |
| Induction & Training | Develop structured induction training and Conduct capacity-building training programs for newly recruited teachers. | Induction & Training=N75,000,000.00 |
| 2026 | Recruit an additional 2,000 teachers, prioritizing underserved schools. | Recruitment cost=N25,000,000.00 Annual Salary=N1,297,734,912.00 |
| Induction & Training | Develop structured induction training and Conduct capacity-building training programs for newly recruited teachers. | Induction & Training=N75,000,000.00 |
| 2027 | Recruit 2,000 more teachers to address remaining gaps. | Recruitment cost=N25,000,000.00 Annual Salary=N1,297,734,912.00 |
| Induction & Training | Develop structured induction training and Conduct capacity-building training programs for newly recruited teachers. | Induction & Training=N75,000,000.00 |
| 2028 | Recruit 2,000 more teachers to address remaining gaps. | Recruitment cost=N25,000,000.00 |

| | | |
|-------------------------|---|--|
| | | Annual Salary=N1,297,734,912.00 |
| Induction & Training | Develop structured induction training and Conduct capacity-building training programs for newly recruited teachers. | Induction & Training=N75,000,000.00 |
| 2029 | Recruit 2,000 more teachers to achieve full teacher sufficiency based on projections. | Recruitment cost=N25,000,000.00 Annual Salary=N1,297,734,912.00 |
| Induction & Training | Develop structured induction training and Conduct capacity-building training programs for newly recruited teachers. | Induction & Training=N75,000,000.00 |

4.C Recruitment Strategy

In response to the challenges, the proposed **multi-year teacher recruitment and deployment plan** offers a clear and actionable pathway to achieving sustainable improvements in the education sector. The plan is designed to:

- **Bridge Staffing Gaps:** By prioritizing the recruitment of qualified teachers in underserved areas, particularly in subjects with critical shortages.
- **Enhance Equitable Distribution:** Through data-driven deployment that ensures every school has an adequate number of teachers relative to its student population.
- **Support Continuous Professional Development:** By offering targeted training programs that enhance teachers' competencies and subject matter expertise.
- **Promote Teacher Retention:** By addressing factors contributing to teacher attrition, including poor working conditions and inadequate incentives.
- **Ensure Financial Sustainability:** By developing a costed implementation plan that leverages available resources from government budgets, donor agencies, and development partners.

Furthermore, the establishment of a robust monitoring and evaluation framework will ensure that progress is regularly assessed, challenges are promptly addressed, and necessary adjustments are made to keep the implementation on track.

Annex 1 – Current Student and Staffing levels by School

| S/N O | NAME OF LOCAL GOVERNMENT | NO. OF LEARNERS | NO. OF SCHOOLS | CURRENT NO. OF TEACHERS | PROJECTED TEACHERS EXIT | CURRENT TEACHER GAPS | TOTAL NO. OF REQUIRED TEACHERS |
|----------|--------------------------------|--------------------|-------------------|-------------------------------|-------------------------------|----------------------------|---|
| 1 | BIRNIN GWARI | 146445 | 179 | 829 | 50 | 300 | 350 |
| 2 | CHIKUN | 89293 | 255 | 1802 | 50 | 200 | 250 |
| 3 | GIWA | 108057 | 174 | 973 | 60 | 540 | 600 |
| 4 | IGABI | 211109 | 272 | 2392 | 25 | 225 | 250 |
| 5 | IKARA | 79463 | 173 | 736 | 75 | 675 | 750 |
| 6 | JABA | 47624 | 100 | 810 | 98 | 100 | 198 |
| 7 | JEMA'A | 45804 | 180 | 1565 | 76 | 500 | 576 |
| 8 | KACHIA | 74908 | 295 | 1279 | 50 | 600 | 650 |
| 9 | KADUNA NORTH | 46901 | 62 | 1542 | 20 | 130 | 150 |
| 10 | KADUNA SOUTH | 37028 | 36 | 1490 | 34 | 70 | 104 |
| 11 | KAGARKO | 57344 | 209 | 883 | 52 | 473 | 525 |
| 12 | KAJURU | 40433 | 162 | 1138 | 91 | 91 | 91 |
| 13 | KAURA | 64852 | 104 | 1204 | 84 | 300 | 384 |
| 14 | KUBAU | 89464 | 280 | 1058 | 86 | 330 | 416 |
| 15 | KUDAN | 125917 | 277 | 896 | 51 | 459 | 510 |
| 16 | KAURU | 82056 | 89 | 1335 | 50 | 100 | 150 |

| | | | | | | | |
|----|-----------------|---------------|-------|--------|-------|-------|-------|
| 17 | LERE | 121267 | 296 | 1889 | 70 | 632 | 702 |
| 18 | MAKARFI | 92147 | 129 | 761 | 80 | 220 | 300 |
| 19 | SABON GARI | 79324 | 63 | 1239 | 85 | 100 | 185 |
| 20 | SANGA | 39732 | 194 | 1047 | 70 | 130 | 200 |
| 21 | SOBA | 94465 | 240 | 1099 | 60 | 540 | 600 |
| 22 | ZANGON KATAF | 80907 | 266 | 1352 | 92 | 228 | 320 |
| 23 | ZARIA | 126473 | 116 | 1922 | 87 | 788 | 875 |
| | TOTAL | 1,981,0 13 | 4,151 | 26,036 | 1,496 | 7,731 | 9,227 |