



## **BASELINE MAPPING FOR BASIC EDUCATION TEACHERS**

**PREPARED BY:**

**NIGER STATE UNIVERSAL BASIC EDUCATION BOARD, MINNA**

**MARCH 2025**



**HIS EXCELLENCY**  
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## ABBREVIATION

<b>Abbreviation</b>	<b>Meaning</b>
B.Ed.	Degree in Education
CPD	Continuous Professional Development
EMIS	Educational Management Information System
FCT	Federal Capital Territory
HR	Human Resource
HRE	Human Resource Education
ICT	Information and Communication Technology
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MOBSE	Ministry of Basic and Secondary Education
MTBESP	Medium Term Basic Education Sector Plan
NCE	Nigeria Certificate of Education
NPA	National Personnel Audit
NSUBEB	Niger State Universal Basic Education Board
NUT	Nigeria Union of Teachers
PGDE	Postgraduate Diploma in Education
PRS	Planning, Research and Statistics
PTR	Pupil–Teacher Ratio
SBMC	School-Based Management Committee
STEM	Science, Technology, Engineering and Mathematics
SUBEB	State Universal Basic Education Board
SWOT	Strengths, Weaknesses, Opportunities and Threats
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

## Foreword

It is with great pleasure that I present the **Niger State Universal Basic Education Board (NSUBEB) Baseline Mapping for Basic Education Teachers**. This strategic document reflects our unwavering commitment to strengthening the basic education workforce, which is the backbone of effective and equitable teaching and learning delivery across Niger State.

Recognizing that a competent, well-distributed, and motivated education workforce is fundamental to achieving improved learning outcomes, this plan provides a comprehensive framework to address existing gaps and disparities in staffing across our public primary and junior secondary schools. Through this rigorous exercise, we have identified critical shortages and areas requiring urgent attention, particularly in rural and under-served communities where access to qualified teachers remains a challenge.

Our recruitment strategy emphasizes targeted, data-driven approaches to attract, deploy, retain, and continuously develop qualified teachers, school leaders, and education support personnel. This will ensure that every learner in Niger State has access to quality, inclusive, and learner-centered education. The plan also integrates continuous professional development, teacher training, monitoring and mentoring, performance management, and strengthened human resource management systems to sustain workforce growth, accountability, and improved performance.

I commend all stakeholders, particularly Niger State Universal Basic Education Board, Universal Basic Education Commission, Local Government Education Authorities, School-Based Management Committees, development partners, and community leaders who contributed to the development of this plan. I urge its full implementation to realize our shared vision of a resilient, inclusive, and high-performing basic education system.

We look forward to the effective and well-coordinated implementation of this plan and reaffirm our commitment to consistently monitoring its progress, reinforcing accountability frameworks, and adjusting strategies as necessary to respond to the evolving educational needs of learners across Niger State.

  
Dr. Hadiza Asabe Mohammed  
Honourable Commissioner

## **Acknowledgement**

The successful development of the **Niger State Universal Basic Education Board (NSUBEB) Baseline Mapping for Basic Education Teachers** is a testament to the collaborative efforts of many dedicated individuals and institutions within the basic education sector. I extend my sincere gratitude to the technical working groups, school heads, Local Government Education Authorities, data analysts, and all partners who provided valuable insights and data critical to the comprehensive education workforce profiling and gap analysis.

This plan represents a significant milestone in our ongoing efforts to strengthen human resources for education across the public primary and junior secondary school system. It provides a clear, actionable road map for addressing teacher shortages, leadership gaps, and workforce distribution challenges, while improving the quality of teaching and learning throughout the state.

I acknowledge the leadership and support of the Honorable Commissioner for Education, the Niger State Universal Basic Education Board, the Universal Basic Education Commission, Nigerian Union of Teachers and other relevant government agencies whose commitment has been instrumental in driving this initiative. I also appreciate the continuous cooperation of teachers through the Department of Teacher Professional Development, Education Officers, the Department of Planning, Research and Statistics (PRS), School-Based Management Committees, and community stakeholders who remain central to the success of basic education service delivery.

We anticipate a well-synchronized execution of this plan and reaffirm our dedication to tracking progress, enhancing accountability mechanisms, and refining strategies to address the changing educational demands of learners throughout Niger State.

Signed

Dr Liman Ibrahim Alhaji MifireE, ICCA, MPA, FPAN  
Executive Chairman  
Niger State Universal Basic Education Board

## Executive Summary

This document outlines the **Niger State Universal Basic Education Board (NSUBEB) Baseline Mapping for Basic Education Teachers** designed to address critical workforce needs within the basic education sector in Niger State. The plan serves as a comprehensive framework for optimizing the existing education workforce, identifying areas of shortage and disparity, and ensuring the equitable distribution of qualified personnel across public primary and junior secondary schools. Recognizing the pivotal role of competent and motivated teachers and school leaders in delivering quality education, this plan seeks to strengthen the foundation of basic education service delivery through data-driven human resource management.

At the core of this document is a detailed baseline mapping exercise, utilizing existing workforce data to identify specific subject, role, and geographic disparities. The mapping provides a clear understanding of current staff distribution, revealing critical gaps in teacher numbers, subject specialization, and leadership positions—particularly in rural and under-served communities. The analysis focuses on identifying shortages in key roles such as classroom teachers, subject-specialist teachers (Mathematics, English, Basic Science, ICT), early grade educators, special needs educators, head teachers, and guidance counsellors. All these efforts are fundamental to achieving the National Learning Standards and ensuring effective implementation of the Basic National Curriculum, ultimately leading to improved learning outcomes. The data gathered was carefully reviewed and analyzed to inform evidence-based recruitment and deployment plans, with priority given to schools and Local Government Education Authorities (LGEAs) demonstrating the most critical staffing gaps and educational needs. Based on the mapping results, this document proposes a phased recruitment and deployment plan aimed at attracting, equitably distributing, and retaining qualified education professionals. The strategy includes:

- **Targeted recruitment campaigns**, leveraging digital platforms, teacher training institutions, and community engagement initiatives to reach qualified candidates.
- **Implementation of competitive incentives and welfare packages**, especially for teachers deployed to hard-to-reach and rural schools.
- **Establishment of mentorship, induction, and continuous professional development (CPD) programmes** to enhance teacher competence, leadership capacity, and job satisfaction.
- **Exploration of innovative recruitment and retention models**, including partnerships with colleges of education, universities, and community-based teacher support initiatives.

Furthermore, the plan emphasizes strengthening Human Resources for Education management systems through the development and enforcement of standardized HR policies, procedures, and operational

tools. This includes the establishment of a robust Education Management Information System (EMIS) to support workforce data collection, analysis, planning, and reporting. The plan also prioritizes capacity-building initiatives to enhance the competencies of education managers in areas such as workforce planning, teacher supervision, performance appraisal, and staff welfare management.

To ensure successful implementation of this 5-year plan, a multi-stakeholder approach was adopted, involving collaboration among the Niger State Universal Basic Education Board, the Universal Basic Education Commission, the Ministry of Education, teacher training institutions, professional associations, Local Government Education Authorities, School-Based Management Committees (SBMCs), and community leaders. Regular monitoring and evaluation mechanisms were established to track progress, identify implementation challenges, and make necessary adjustments. The plan will be reviewed and updated annually to reflect emerging educational priorities, policy reforms, and evolving learning needs.

Through the implementation of this strategic framework, Niger State aims to build a resilient, well-managed, and high-performing education workforce capable of delivering equitable, inclusive, and quality basic education to all learners, while contributing to the achievement of national and state education goals.

# 1.0 INTRODUCTION

## 1.1 Background

Education systems thrive when qualified, competent, and well-distributed teachers and education personnel are deployed to the right schools and roles. Within the Basic Education Sub-sector, effective human resource mapping provides a clear picture of the existing teacher's workforce, administrative staff, and support personnel across schools and Local Government Education Authorities (LGEAs). It identifies strengths, shortages, subject gaps, and deployment imbalances that affect service delivery.

When complemented by a Strategic Recruitment and Deployment Plan, baseline mapping ensures that schools are adequately staffed with qualified teachers and education managers capable of delivering the Basic National Curriculum and achieving National Learning Standards. It also enables proactive workforce planning to respond to enrolment growth, teacher attrition, subject specialization needs, and evolving policy priorities.

The Baseline Mapping is a strategic intervention designed to address critical human resource challenges within public basic education schools across Niger State. Recognizing that equitable distribution of qualified teachers is central to improving access, equity, and quality in education, the plan considers disparities between urban and rural schools, subject-specific shortages (especially in STEM and core subjects), and variations in pupil–teacher ratios.

Through systematic data collection and analysis, the exercise aims to provide a comprehensive overview of teacher availability, qualifications, years of service, specialization areas, and geographical deployment. By identifying gaps and inefficiencies, the plan seeks to ensure that public primary and junior secondary schools are equipped with the appropriate mix of teaching and non-teaching staff necessary to improve learning outcomes.

The recruitment component complements the mapping exercise by establishing clear mechanisms to attract, deploy, and retain qualified teachers in areas of greatest need, particularly in hard-to-reach and under-served communities. It aligns with state education sector priorities like (MTBESP), teacher development policies, and broader education reform objectives aimed at strengthening foundational learning and improving learners' achievement.

## 1.2 Rationale for the Baseline Mapping

The rationale for this baseline mapping is grounded in the need to address persistent challenges affecting the quality of basic education delivery in Niger State. The education system continues to face issues such as the following:

1. Inadequate number of qualified teachers in critical subject areas
2. High pupil–teacher ratios in certain schools
3. Uneven teacher distribution across LGEAs
4. Limited teacher professional development opportunities
5. Weak data systems for workforce planning

These challenges undermine effective curriculum delivery and negatively impact learner performance, leading to lower academic achievement and reduced student engagement in the learning process. A structured and data-driven teacher mapping and recruitment strategy is therefore essential to strengthen workforce planning, improve accountability, and enhance the overall effectiveness of the basic education system.

### **1.3 Problem Statement**

Basic education schools serve as the foundation for lifelong learning and national development. However, public primary and junior secondary schools in Niger State are facing a significant teacher workforce crisis characterized by shortages, inequitable distribution, and sub-optimal utilisation of available personnel.

In many schools, especially in rural and challenging-to-reach areas, there are critical gaps in subject teachers, leading to multi-grade teaching, teacher overload, and limited instructional time. Some schools operate below minimum staffing standards, while others experience imbalance in subject specialization. These disparities directly affect the quality of teaching and learning, learner engagement, and overall academic performance.

The absence of a comprehensive and up-to-date teacher mapping framework limits the ability of the State Universal Basic Education Board (SUBEB) and LGEAs to make informed decisions regarding recruitment, deployment, and redistribution. As a result:

- Teacher deployments may not reflect enrolment realities.
- Qualified teachers may be underutilized in some locations.
- Subject-specific shortages remain unaddressed.
- Rural schools struggle to attract and retain qualified teachers.

Additionally, teacher attrition due to retirement, transfer, or resignation combined with insufficient recruitment planning has widened existing staffing gaps.

Without a strategic and systematic approach to teacher workforce mapping and recruitment, achieving equitable access to quality basic education and improved learning outcomes will remain a challenge.

## **1.4 Purpose of the Baseline Mapping and Strategic Plan**

The primary purpose of this exercise is to ensure that public basic education schools in Niger State have the required number and mix of qualified teachers and education personnel to meet minimum staffing standards both now and in the future.

Specifically, the exercise seeks to:

### **1. Identify Teacher Gaps and Imbalances**

Conduct a comprehensive assessment of the current teacher workforce to determine shortages by subject, level, and geographical location.

### **2. Optimize Existing Human Resources**

Improve the utilisation of available teachers through evidence-based redistribution, subject alignment, and capacity strengthening.

### **3. Develop Targeted Recruitment Strategies**

Establish clear recruitment priorities based on identified gaps and ensure equitable deployment across LGEAs and schools.

### **4. Strengthen Teacher Management Systems**

Improve systems for teacher recruitment, deployment, appraisal, professional development, and retention.

### **5. Enhance Teaching and Learning Outcomes**

Ensure that all schools are adequately staffed with competent teachers capable of delivering the Basic National Curriculum effectively.

## **1.5 Key Objectives**

To achieve the purpose of the plan, the following objectives will guide the mapping and recruitment process:

### **1. Conduct a Comprehensive Teacher Workforce Mapping**

- a. Collect and analyze data on teacher demographics, qualifications, subject specializations, years of service, and school distribution.
- b. Utilize existing EMIS records and field verification to ensure data accuracy and completeness.
- c. Develop detailed staffing profiles for each school and LGEA.

### **2. Identify Teacher Shortages and Deployment Imbalances**

- a. Analyze staffing data to identify critical shortages in core subject areas and grade levels.
- b. Determine disparities in teacher distribution across urban, peri-urban, and rural schools.
- c. Assess alignment between teacher availability and pupil enrolment trends.

### **3. Develop Targeted Recruitment Strategies**

- a. Design recruitment plans that prioritise subject areas and LGEAs with the greatest need.
- b. Establish partnerships with teacher training institutions and colleges of education to strengthen supply pipelines.
- c. Introduce incentives and support mechanisms to attract qualified teachers to under-served communities.

### **4. Strengthen Teacher Management and Accountability Systems**

- a. Develop standardised policies and guidelines for recruitment, deployment, transfer, performance appraisal, and retention.
- b. Strengthen the Education Management Information System (EMIS) for real-time workforce tracking and reporting.
- c. Build the capacity of education administrators and LGEA personnel in workforce planning and data management.

### **5. Ensure Equitable Distribution of Teachers**

- a) Implement evidence-based teacher deployment policies.
- b. Prioritise rural and hard-to-reach schools in recruitment and posting decisions.
- c. Establish incentive frameworks to support teachers serving in challenging environments.

### **6. Monitor and Evaluate Implementation**

- a. Develop a robust monitoring and evaluation (M&E) framework to track progress in recruitment, deployment, and staffing adequacy.
- b. Conduct periodic reviews to assess the impact on teaching quality and learning outcomes.
- c. Promote data-driven decision-making to ensure continuous improvement in teacher workforce planning.

This comprehensive approach will strengthen workforce planning within the basic education sub-sector, ensure compliance with minimum staffing standards, and support the delivery of quality education across Niger State.

## 2.0 BASELINE MAPPING PROCESS

The baseline mapping process involves a systematic and data-driven assessment of the availability, qualifications, deployment patterns, and competency levels of teachers within the Basic Education Sub-sector.

This process ensures that the education system has:

- The right number of teachers
- An optimal distribution of subject-specific teachers
- Equitable geographic distribution
- Competent and professionally supported personnel

The mapping exercise supports evidence-based planning for recruitment, redistribution, training, and retention.

### 2.1 Methodology

The mapping exercise collected data across schools and LGEAs on:

1. Teacher demographics (age, gender, years of service)
2. Academic and professional qualifications
3. Subject specializations
4. Deployment location
5. Vacancy status by school

The exercise followed a structured approach, including:

1. Data extraction from EMIS records
2. School-level verification
3. Gap analysis against minimum staffing standards
4. Validation at LGEA and state levels

### 2.2 Teacher Availability and Gap Analysis

Using minimum staffing benchmarks and pupil–teacher ratio standards, significant teacher gaps were identified across several subject areas and locations.

Critical shortages were observed in:

- Mathematics
- Basic Science and Technology

- English Studies
- Early grade teachers

These shortages negatively impact curriculum coverage, instructional quality, and learner achievement.

Some schools rely on temporary or volunteer teachers to fill gaps, which raises concerns about sustainability and instructional consistency. Teacher attrition over the past three years – primarily due to retirement – has further widened staffing gaps. Without a structured recruitment pipeline, these losses will continue to affect service delivery.

## **2.3 Teacher Professional Development Needs**

A competency review revealed that many teachers have not participated in structured in-service training within the last two years. Low coverage of continuous professional development (CPD) limits:

- Effective curriculum delivery
- Adoption of learner-centered pedagogy
- Integration of ICT in teaching
- Assessment literacy

Given the evolving demands of the basic national curriculum, regular in-service training, mentoring, and subject-based capacity building must be prioritised to strengthen instructional quality.

## **2.4 Teacher Production Capacity in Niger State**

Teacher production capacity refers to the ability of teacher training institutions to produce qualified educators to meet workforce demand.

Niger State relies on universities and colleges of education and other teacher training institutions to supply teachers. However, these institutions face constraints such as the following:

- Limited infrastructure
- Funding challenges
- Faculty shortages
- Capacity limitations

Strengthening collaboration between SUBEB and teacher training institutions will help align teacher output with subject-specific demand and workforce projections.

Strategic planning must ensure that graduate supply matches identified staffing gaps, particularly in priority subject areas.

## 2.5 SWOT Analysis of Teacher Workforce

A sector-level SWOT analysis highlights:

**Figure 1: SWOT Analysis**





and the Republic of Benin to the West. The River Niger forms a significant natural boundary in the southern part of the state forms a significant natural boundary in the southern part of the state.

With an estimated population exceeding 5.5 million people, Niger State has a predominantly rural demographic profile. Approximately 85% of the population engages in agriculture and related activities, while the remaining population participates in trade, civil service, small-scale enterprise, crafts, and other informal sector occupations. The largely agrarian and dispersed population distribution has significant implications for education service delivery, school accessibility, teacher deployment, and infrastructure planning.

These demographic and geographic characteristics directly influence school enrolment patterns, teacher distribution challenges, and the design of equitable recruitment strategies within the Basic Education Sub-sector.

### 3.2 Organization of Basic Education Services in Niger State

Nigeria operates a three-tier governance structure that also guides the management of the education system: The Federal Government provides policy direction and oversight for education through national frameworks and standards. The State Government manages secondary education and oversees basic education implementation. The Local Government system, through Local Government Education Authorities (LGEAs), supports the administration of public primary and Junior Secondary education. Basic education service delivery involves.

Government owned schools providing foundational education from Pre-primary ECCE and Nursery, Primary 1 to 6, focusing on literacy, numeracy, moral instruction and basic skills

- **Public Pre-primry and Primary Schools**

Government owned schools offering JSS 1 to JSS 3 education, building on primary education with broad academic subjects and pre-vocational skills

- **Public Junior Secondary Schools**

Learning centers providing flexible and alternative education for out of school children, youths, and adults through literacy and vocational programes

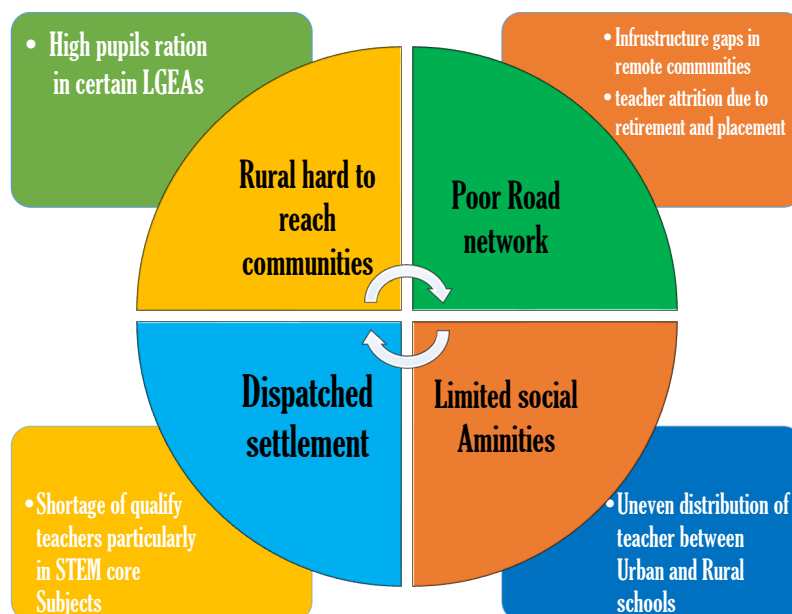
- **Non-formal education centers**

In Niger State, the State Universal Basic Education Board (SUBEB) is responsible for the coordination, implementation, supervision, and quality assurance of public basic education (primary and junior secondary schools). SUBEB works in collaboration with LGEAs to ensure effective teacher management, infrastructure provision, monitoring, and compliance with the Basic National Curriculum.

The effectiveness of this structure depends significantly on the availability, equitable deployment, and continuous professional development of qualified teachers and school leaders.

### 3.3 Key Education Indicators and System Challenges

Like many states with large rural populations, Niger State faces persistent challenges in foundational learning outcomes, teacher availability, and school-level capacity. Key system-level challenges include:



- High pupil-teacher ratios in certain LGAs.
- Shortages of qualified subject teachers, particularly in STEM and core subjects.
- Uneven distribution of teachers between urban and rural schools.
- Infrastructure gaps in remote communities.
- Teacher attrition due to retirement and limited replacement.

Rural and hard-to-reach communities face greater difficulties in accessing quality education services due to poor road networks, dispersed settlements, and limited social amenities. These structural constraints affect teacher attraction, retention, and supervision. Addressing these disparities requires data-driven teacher workforce planning and targeted recruitment strategies aligned with enrolment trends and minimum staffing standards.

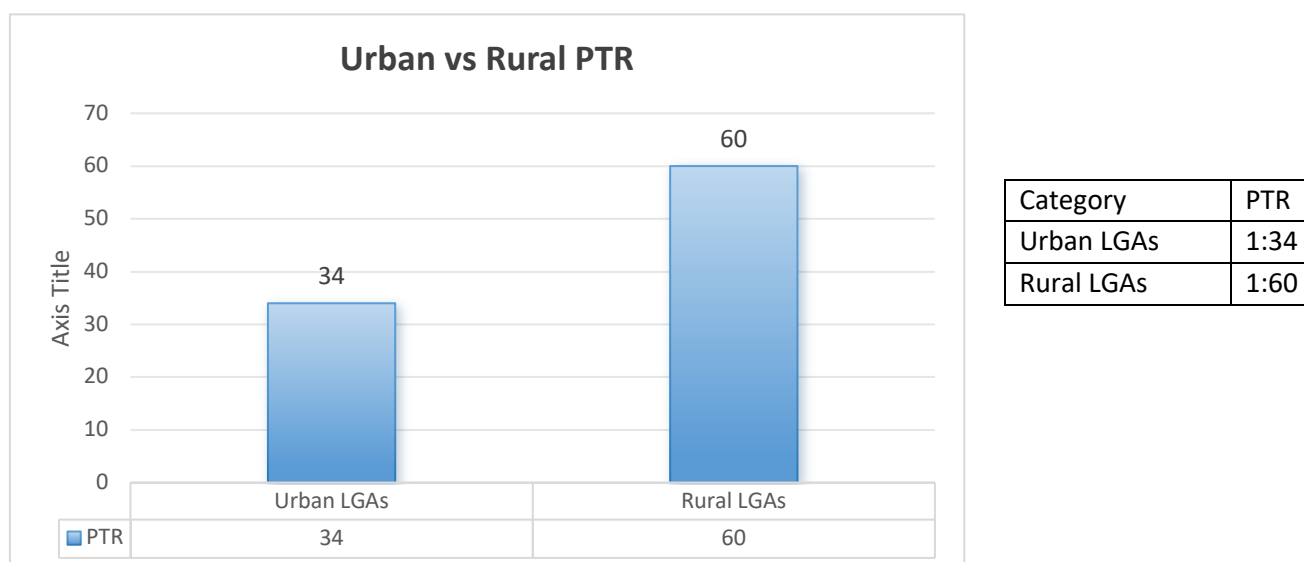
**Table 1: Learner Population Projections 2026-2030**

The table below projects Niger State basic education enrolment using a 3% annual growth rate based on historical EMIS trends. These projections underpin teacher demand calculations.

School Level	Baseline 2025	Year 1 (2026)	Year 2 (2027)	Year 3 (2028)	Year 4 (2029)	Year 5 (2030)
ECCDE/Nursery	84,795	87,338	89,959	92,657	95,437	98,300
Primary	926,721	954,523	983,159	1,012,653	1,043,033	1,074,324
Junior Secondary	214,484	220,919	227,546	234,372	241,404	248,646
<b>TOTAL</b>	<b>1,226,000</b>	<b>1,262,780</b>	<b>1,300,663</b>	<b>1,339,683</b>	<b>1,379,874</b>	<b>1,421,270</b>

Source: Niger State EMIS, 2025.

**Figure 2: Urban-Rural Distribution of Teachers in Niger State**



The **urban–rural distribution of teachers in Niger State** reflects a broader structural pattern seen across Nigeria, where teachers are unevenly deployed in favour of urban centres. Evidence from school records, ASC data reports, and NPA data reports shows that **urban schools consistently have lower pupil-teacher ratios (PTRs)**, while rural schools experience significantly higher ratios and shortages of qualified staff. This pattern is clearly visible in your table and can be better understood when visualised. The urban rural teacher distribution in Niger State demonstrates a **clear equity gap in education delivery**. Urban LGAs such as Chanchaga, Bosso, Suleja, and Bida enjoy adequate or surplus staffing, resulting in manageable class sizes and better learning environments. In contrast, rural LGAs including Shiroro, Rafi, Munya, and Mariga experience critical shortages, with extremely high pupil–teacher ratios that compromise instructional quality and student outcomes.

This imbalance is driven by structural and socio-economic factors, including teachers’ preference for urban locations, better living conditions in cities, and lack of incentives for rural service. Consequently, access to quality education in Niger State is **geographically determined**, with rural learners disproportionately disadvantaged. Addressing this disparity will require targeted interventions such as rural posting incentives, equitable teacher deployment policies, and improved rural infrastructure to attract and retain qualified teachers.

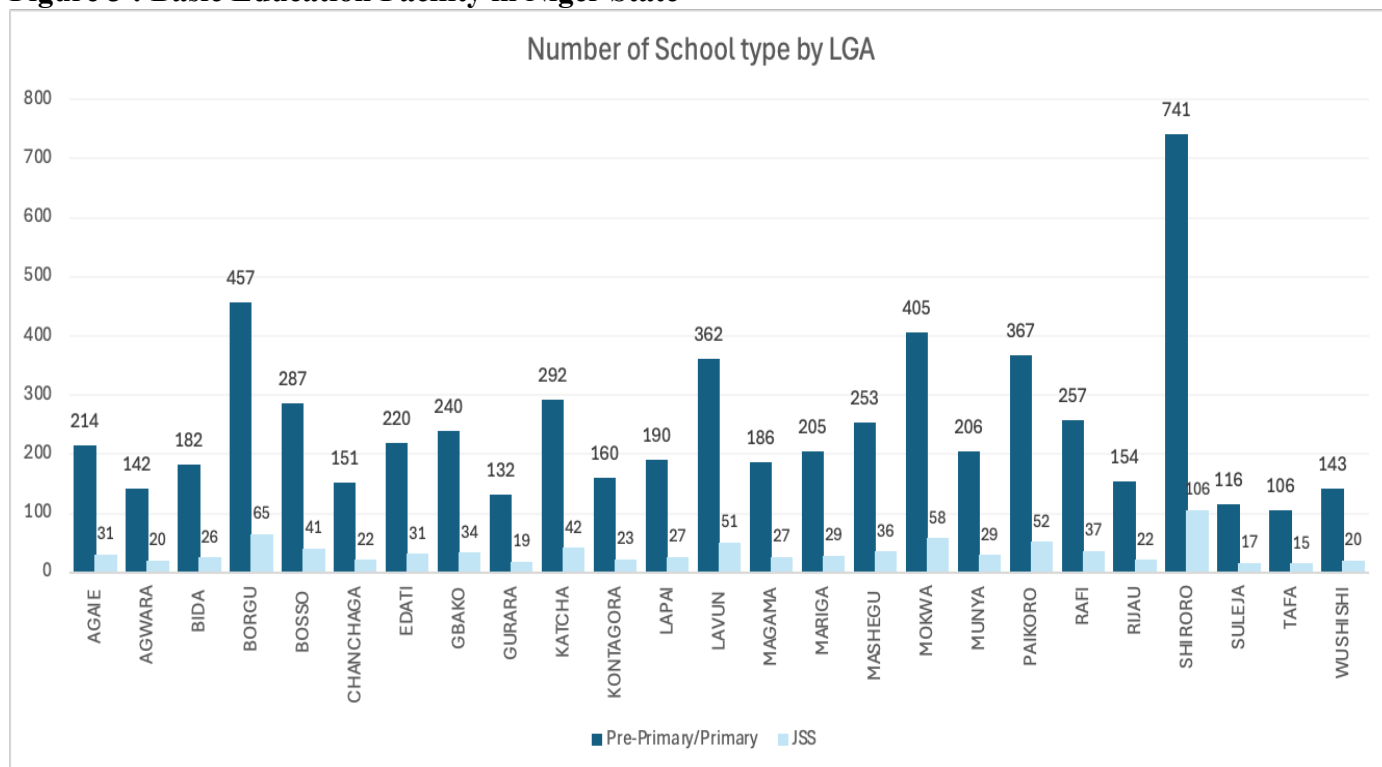
### 3.4 Situational Analysis

#### 3.4.1 Basic Education Facilities in Niger State

The distribution of basic education facilities across LGAs in Niger State reveals significant variation in the availability of Pre-Primary/Primary schools and Junior Secondary Schools (JSS). Overall, LGAs such as Shiroro, Borgu, Mokwa, and Paikoro account for the highest concentration of schools, with Shiroro notably having the largest number of both Pre-Primary/Primary (741) and JSS (106) facilities. This suggests a relatively stronger infrastructure presence in these areas, likely reflecting larger population sizes or broader geographic coverage.

Conversely, LGAs such as Tafa, Suleja, and Gurara have comparatively fewer schools across both categories, indicating potential gaps in access to basic education facilities. The pattern also shows that while the number of Pre-Primary/Primary schools is consistently higher than JSS facilities across all LGAs, the proportional distribution suggests a narrowing pipeline as students progress to higher levels of basic education.

**Figure 3 : Basic Education Facility in Niger State**

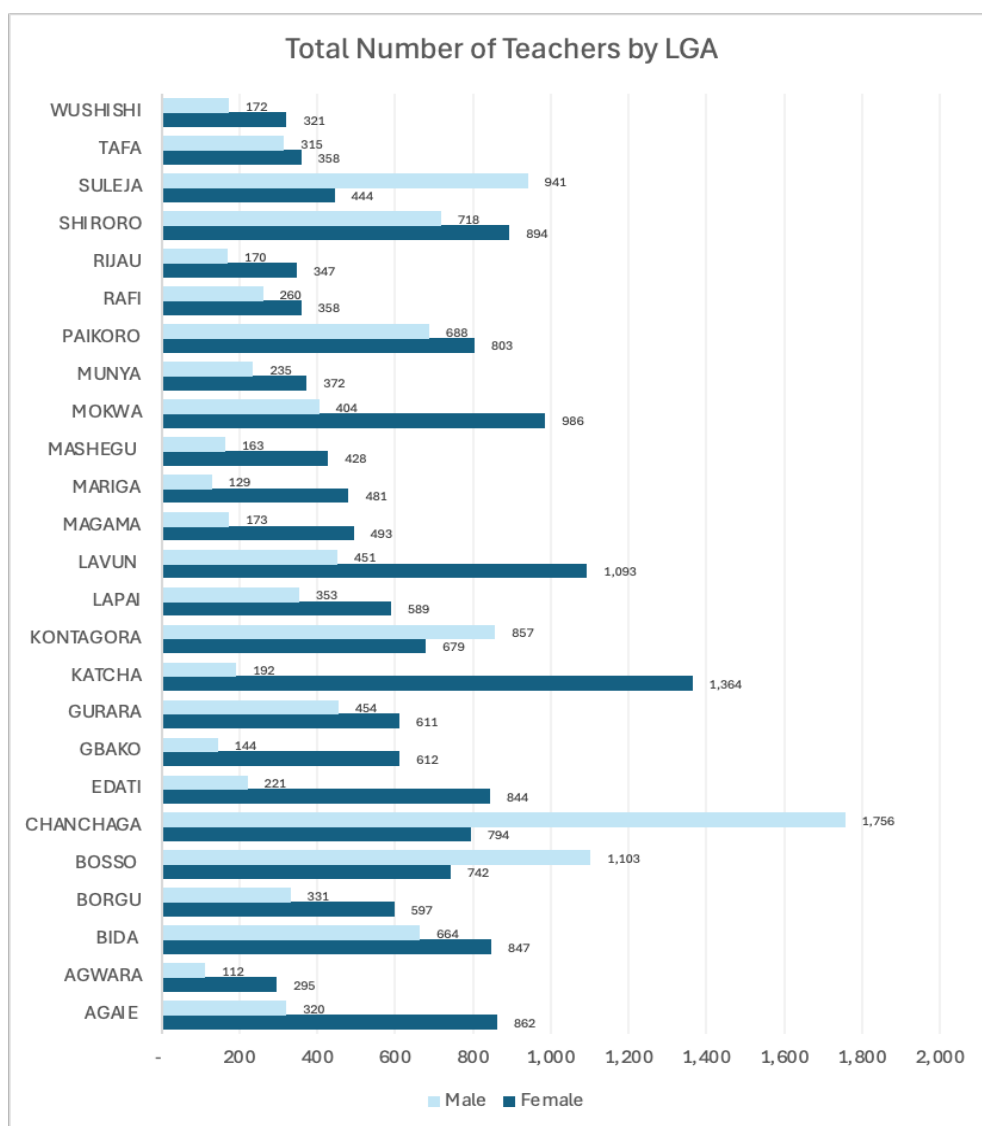


Source: Niger State EMIS, 2025.

### 3.4.2 Basic Education Workforce in Niger State by LGA

Niger State currently has a total workforce of 27,542 staff, comprising 38% females and 62% males. Among the LGAs, Chanchaga has the highest number of staff at 2,551, followed by Katcha with 1,556.

Figure 4: Total Basic Education Workforce (Teachers) in Niger State by LGA



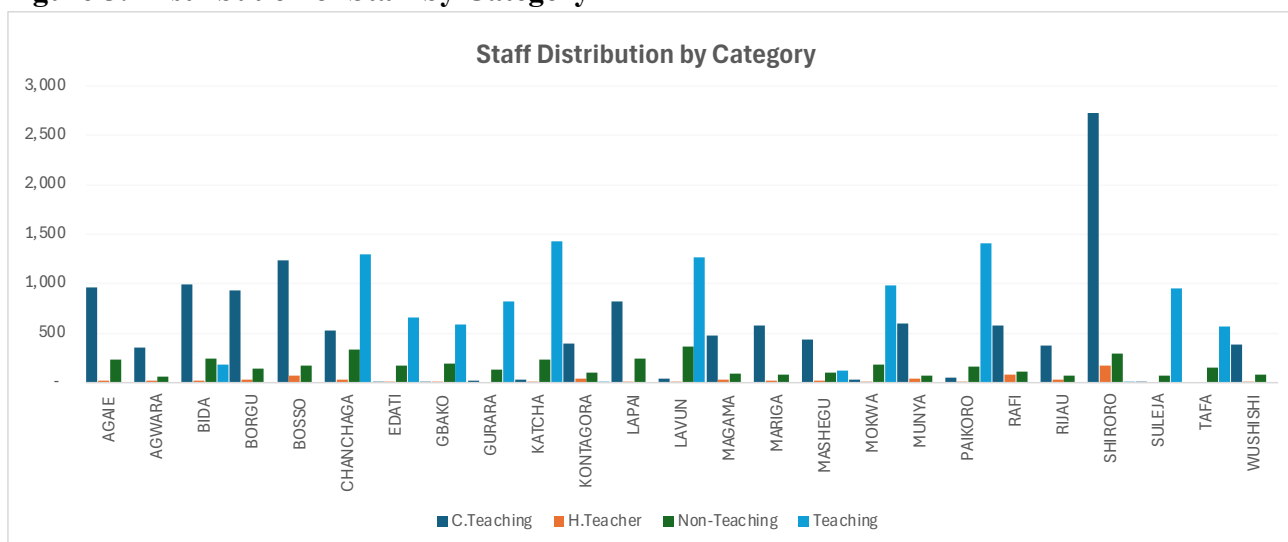
Source: Niger State EMIS, 2025.

### 3.4.3 Workforce Distribution by Staff Category

Figure shows the staffing distribution across LGAs by category (teaching and non-teaching personnel). Overall, the state has 12,548 classroom teachers, 641 head teachers, 4,073 non-teaching staff, and 10,280 additional teaching personnel. Shiroro stands out with the highest number of classroom teachers (2,726) and head teachers (168), though it has very few additional teaching staff, indicating a concentration of core teaching roles. In contrast, LGAs such as Katcha (1,432), Paikoro (1,413), Chanchaga (1,294), and Lavun (1,269) have significantly higher numbers of additional teaching staff, suggesting uneven

deployment or reliance on non-core teaching personnel. Some LGAs, including Edati, Gbako, and Gurara, have relatively low numbers of classroom teachers but high counts in other teaching categories, pointing to potential imbalances in staffing structure. Meanwhile, smaller LGAs like Suleja and Tafa show minimal figures in key categories, which may indicate data gaps or staffing shortages.

**Figure 5: Distribution of Staff by Category**



Source: Niger State EMIS, 2025.

### 3.4.4 Teacher Distribution and Pupil-Teacher Ratios by LGA (2020-2025)

Table 3 illustrates the teacher distribution across LGAs, which suggests a mixed pattern of adequacy and deficiency when compared to the pupil population and average pupil-teacher ratios (PTR). At the aggregate level, the State has an estimated 27,542 teachers who serve approximately 1,226,000 pupils, resulting in an average PTR of 1:45 and an overall disparity of 7,487 teachers. This implies that, despite the system's operational status, there is still a requirement for strategic modifications to achieve more equitable coverage.

At the LGA level, a number of areas demonstrate relatively favorable staffing positions. For instance, Shiroro (1:30), Katcha (1:22), Paikoro (1:33), and Lavun (1:34) have comparatively lower PTRs, indicating stronger teacher presence relative to pupil numbers. These LGAs also reflect positive staffing gaps, suggesting a potential opportunity for redistribution or optimization of existing personnel.

Conversely, several LGAs exhibit higher PTRs, pointing to increased pressure on available teaching staff. Notably, Kontagora (1:42), Suleja (1:59), Rijau (1:70), Mashegu (1:86), and Agwara (1:76) show relatively higher pupil loads per teacher. These patterns suggest the need for targeted interventions, including recruitment, redeployment, or workload balancing, to improve service delivery outcomes.

**Table 3: Teacher Distribution & Pupil–Teacher Ratios by LGA (National benchmark: 1:35 (UBEC standard))**

LGA	Estimated Teachers	Estimated Pupils	Avg. PTR	Gap
Agaië	1,182	42,000	1:36	-18
Agwara	408	31,000	1:76	-478
Bida	1,511	78,000	1:52	-717
Borgu	928	38,500	1:41	-172
Bosso	1,845	65,000	1:35	-12
Chanchaga	2,551	95,000	1:37	-164
Edati	1,064	30,500	1:29	193
Gbako	756	32,000	1:42	-158
Gurara	1,065	47,000	1:44	-278
Katcha	1,556	35,000	1:22	556
Kontagora	1,537	64,000	1:42	-292
Lapai	942	48,000	1:51	-429
Lavun	1,545	52,000	1:34	59
Magama	667	36,000	1:54	-362
Mariga	609	39,000	1:64	-505
Mashegu	591	51,000	1:86	-866
Mokwa	1,390	68,000	1:49	-553
Munya	607	34,000	1:56	-364
Paikoro	1,491	49,000	1:33	91
Rafi	618	45,000	1:73	-667
Rijau	516	36,000	1:70	-512
Shiroro	1,611	48,000	1:30	240
Suleja	1,385	82,000	1:59	-958
Tafa	673	46,000	1:68	-641
Wushishi	493	34,000	1:69	-478
<b>Total</b>	<b>27,542</b>	<b>1,226,000</b>	<b>1:45</b>	<b>-7487</b>

Source: Niger State EMIS, 2025.

### 3.4.5 Distribution of Teachers by School Type

**Table 4: Distribution of Pre-primary / Primary and JSS teachers by LGEA**

LGA	Public Pre-primary & Primary			Public JSS			Grand total
	M	F	T	M	F	T	
AGAIE	712	304	1,016	150	16	166	1,182

AGWARA	280	108	388	16	5	20	408
BIDA	651	533	1,185	196	130	326	1,511
BORGU	473	262	735	124	69	193	928
BOSSO	499	833	1,331	243	270	513	1,845
CHANCHAGA	592	1,318	1,910	202	439	641	2,551
EDATI	735	203	938	109	17	126	1,064
GBAKO	487	123	610	125	21	146	756
GURARA	459	390	849	152	64	216	1,065
KATCHA	1,271	175	1,446	93	16	109	1,556
KONTAGORA	510	699	1,208	170	159	328	1,537
LAPAI	478	328	806	111	25	136	942
LAVUN	968	422	1,391	125	29	154	1,545
MAGAMA	418	161	578	76	13	88	667
MARIGA	430	121	551	51	7	58	609
MASHEGU	383	158	541	45	5	50	591
MOKWA	855	378	1,234	130	26	156	1,390
MUNYA	341	233	575	31	2	33	607
PAIKORO	649	615	1,264	154	73	227	1,491
RAFI	282	234	516	77	26	102	618
RIJAU	319	157	476	27	13	40	516
SHIRORO	796	688	1,484	98	30	128	1,611
SULEJA	262	703	965	182	238	420	1,385
TAFA	296	281	577	62	34	96	673
WUSHISHI	238	141	379	83	31	114	493
<b>Total</b>	<b>13,385</b>	<b>9,568</b>	<b>22,953</b>	<b>2,832</b>	<b>1,757</b>	<b>4,589</b>	<b>27,542</b>

Source: Niger State EMIS, 2025.

### 3.5 Special Educational NEEDS (SEN) Assessment

Special needs education in Niger State is designed to cater for children with **physical, sensory, intellectual, and learning disabilities**, ensuring inclusive access to basic education. These schools are managed mainly by the state government through agencies like the Niger State Universal Basic Education Board, with support from federal policies on inclusive education.

**Table 5: Special Education Teachers**

NAME_SCHOOL	Enrolment	Male	Female	TEACHER MALE	TEACHER FEMALE	TEACHER TOTAL
<b>NIGER STATE SCHOOL FOR SPECIAL EDUCATION MINNA</b>	184	122	62	9	11	20

<b>RIMAYE PRIMARY SCHOOL KONTAGORA</b>	2642	1348	1294	18	37	55
<b>MUSA BELLO SPECIAL SCHOOL BIDA</b>	610	326	284	7	0	7

Source: Niger State EMIS, 2025.

### 3.6 Overall Situation – Pupil-Teachers Ratio (PTR)

**Table 6: FAVORABLE PTR LGEAs**

S/N	LGA	PTR
1	Katcha	22
2	Edati	29
3	Shiroro	30
4	Paikoro	33
5	Lavun	34
6	Bosso	35
7	Agaie	36
8	Chanchaga	37

1. LGAs with Favorable PTR (Closer to Standard)  
The generally recommended PTR for basic education in Nigeria is approximately **1:35–1:40**.

LGAs performing relatively well:  
Observations:

- These LGAs are mostly **urban or semi-urban centers**.
- Teacher deployment appears more balanced.
- Likely better teacher attraction and retention due to infrastructure and accessibility.

**Table 7: MODERATE TEACHERS' PRESSURE LGEAs**

S/N	LGA	PTR
1	Borgu	41
2	Kontagora	42
3	Gbako	42
4	Gurara	44
5	Mokwa	49

2. LGAs with Moderate Pressure (PTR 1:41–1:50)

Observations:

- These LGAs require moderate teacher reinforcement.
- Class sizes are manageable but may affect quality if enrolment increases.

**Table 8: CRITICAL TEACHERS' SHORTAGE LGEAs**

S/N	LGA	PTR
1	Lapai	1:51
2	Bida	1:52
3	Magama	1:54
4	Munya	1:56
5	Suleja	1:59

3. LGAs with Critical Teacher Shortages (PTR Above 1:55)

**Key Concerns:**

- Extremely high PTRs indicate **overcrowded classrooms**.
- Teachers are overstretched.
- Learning outcomes likely compromised.
- These LGAs are mostly **rural and hard-to-reach areas**.

6	Mariga	1:64
7	Tafa	1:68
8	Wushishi	1:69
9	Rijau	1:70
10	Rafi	1:73
11	Agwara	1:76
12	Mashegu	1:86

### 3.6.1 Strategic Implications for Policy

To address the imbalance:

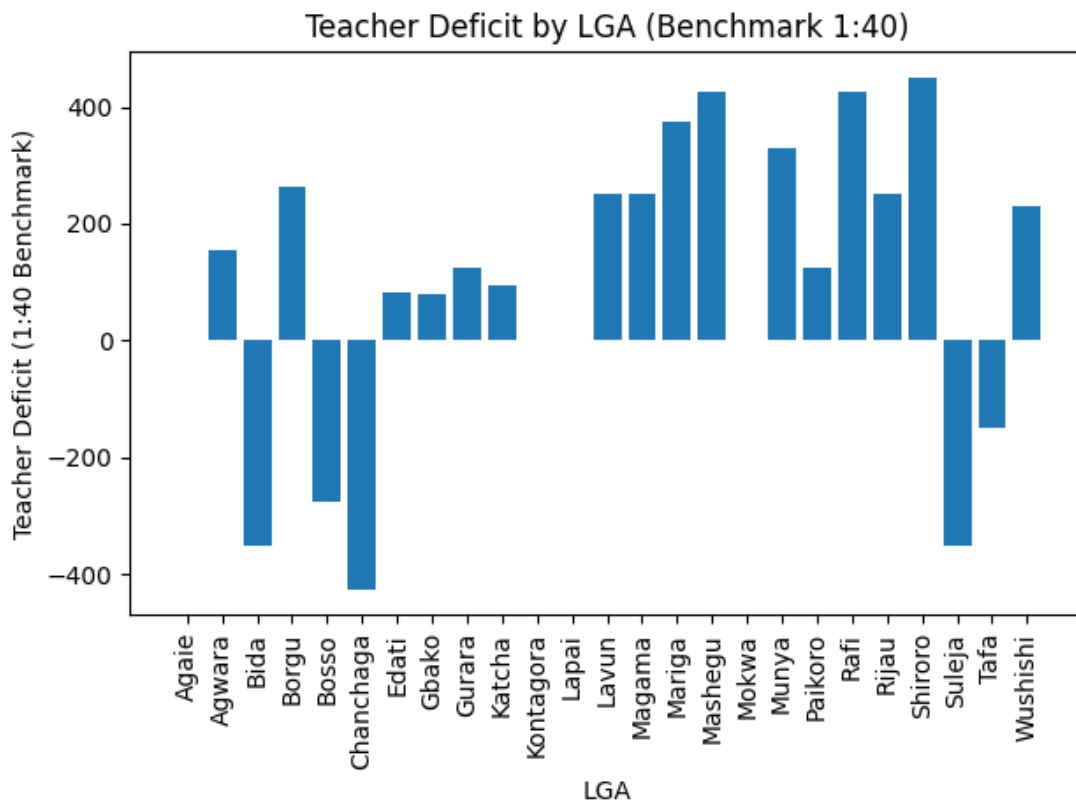
**Table 9: Strategic Implications**

S/N	Targeted rural recruitment	PTR	Rural Incentive Packages	Teacher Redistribution Policy	Long-Term Workforce Planning
1	Lapai	1:51	<ul style="list-style-type: none"> <li>● Hardship allowance</li> <li>● Rural Housing support</li> <li>● Posting incentives</li> </ul>	Rational redeployment from oversupplied LGAs	Align recruitment with population growth projections
2	Bida	1:52			
3	Magama	1:54			
4	Munya	1:56			
5	Suleja	1:59			
6	Mariga	1:64			
7	Tafa	1:68			
8	Wushishi	1:69			
9	Rijau	1:70			
10	Rafi	1:73			
11	Agwara	1:76			
12	Mashegu	1:86			

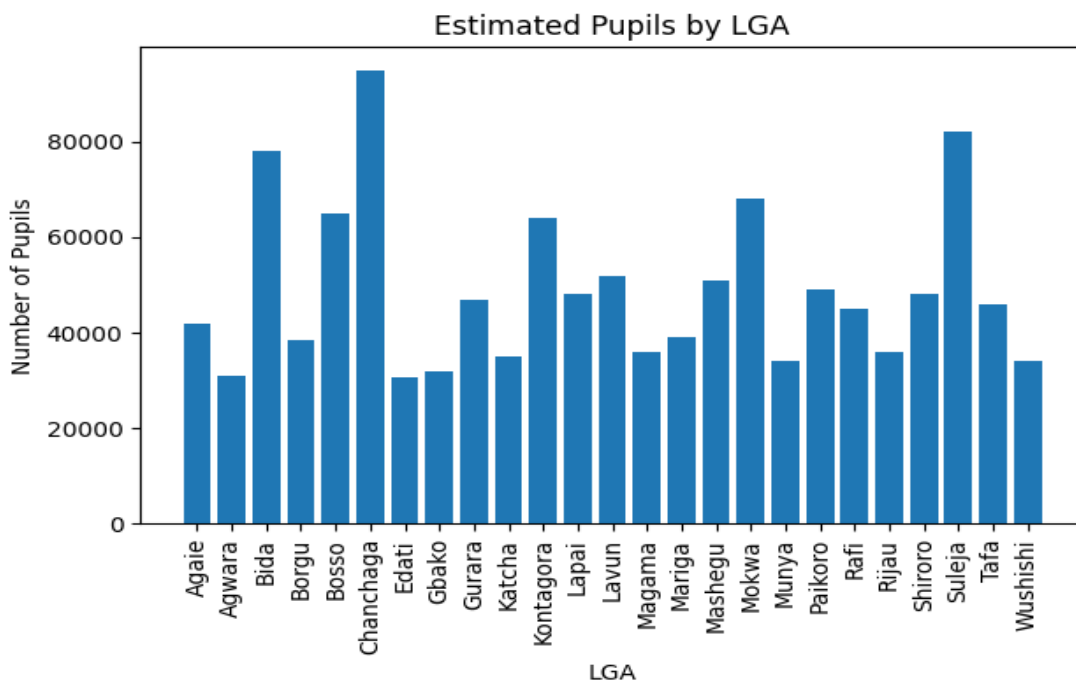
The data reveals:

- 1) State average PTR (1:45) masks severe LGA disparities.
- 2) Urban LGAs are relatively well-staffed.
- 3) Several rural LGAs face critical teacher shortages (PTR above 1:45 - 1:60).
- 4) Immediate targeted intervention is required to ensure equitable access to quality education across Niger State.

**Figure 6: Teacher Deficit by LGA**



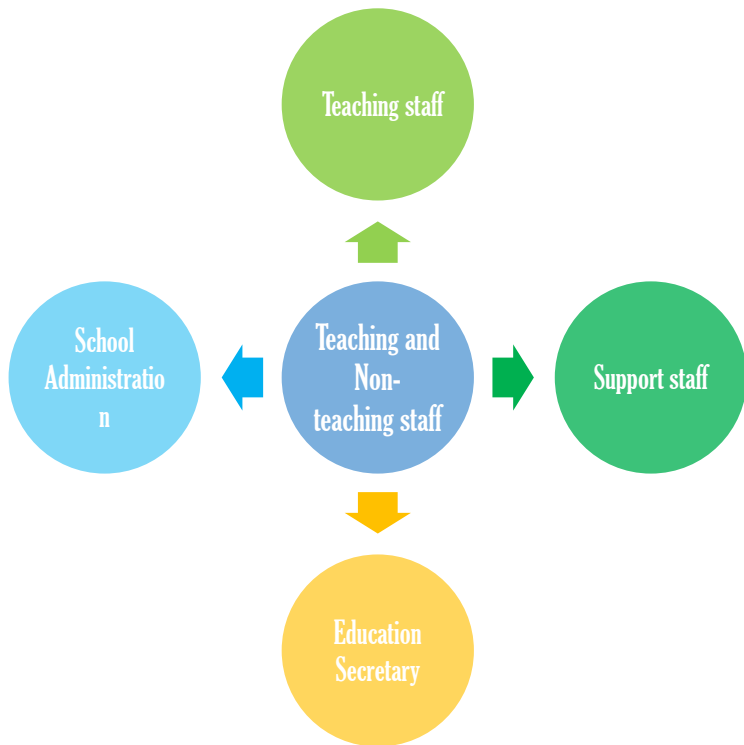
**Figure 7: Estimated Pupils by LGA**



### 3.7 Status of Teacher Workforce in Niger State

#### 1. Key Personnel Categories

The human resource structure is divided into academic (teaching) and non-academic (support) staff:



**Teaching Staff:** Includes classroom teachers in Primary (1–6) and Junior Secondary Schools (JSS 1–3).

**School Administrators:** Headteachers (Primary) and Principals (JSS), along with their deputies.

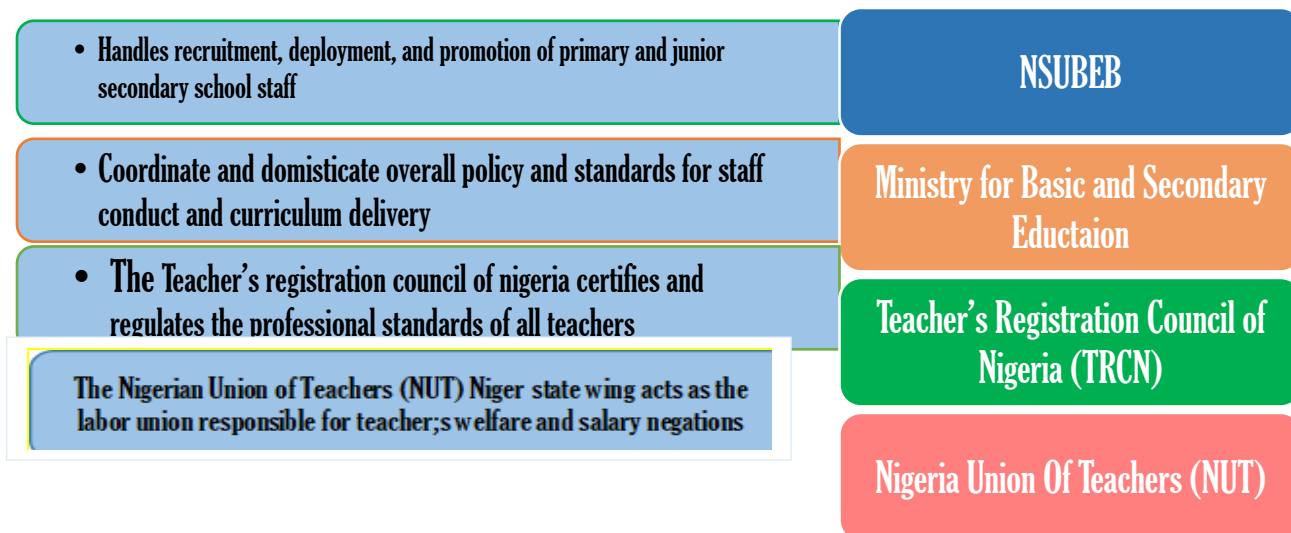
**Education Secretaries:** Officials appointed at the Local Government Education Authority (LGEA) level to oversee grassroots administration.

**Support Staff:** Includes bursars, librarians, laboratory assistants, cleaners, and security personnel.

#### 2. Institutional Oversight

Human resources are managed through a hierarchy of state and federal bodies:

**Figure 7: Organization Role in Human Resources**



### 3. Current Workforce Status

Based on recent government efforts and recruitment drives:

**Table 10: Niger State Current Education Workforce Status**

S/N	State	Category	Qualification	Difference	Remarks
1	Qualify rate approximately 82%	Teaching staff teachers in the state are considered "qualified"	NCE, B.Ed, PGDE	While the remaining is 18% are Unqualified	Are often required to undergo retraining or face replacement
2	Recruitment Trends	The state has periodically recruited thousands of teachers	NCE, B.Ed, PGDE	A major drive for 2,500 teachers	To address shortages in rural areas.
3	Distribution	There is a significant disparity in human resource distribution, Minna, Bida, and Suleja) often being overstaffed with urban centers		Semi-Urban Rural LGAs	face a "dearth of competent teachers."
4	Retirement Extension	The retirement age for teachers was officially moved to 65 years (or 40 years of service)		Before officially moved from 60 years (or 35 years of service)	Effective January 1, 2026
5	Welfare Incentives	A ₦20,000 monthly wage award		Was added to teacher salaries in late 2025	To curb the exit of experienced staff to the private sector

### 4. Key Workforce Statistics

The table below shows the current budgetary and personnel trends based on the Approved 2024/2025 Niger State Budget.

**Table 11: Budgetary Trend**

S/N	Personnel Category	Estimated Status/Data Point
1	Total Basic Education Budget (2024/2025)	₦58.6 Billion (Combined Recurrent & Capital)

2	NSUBEB Recurrent (Salaries/Overhead)	₦7.58 Billion
3	Teacher Retirement Age	65 Years (Effective Jan 2026)
4	Teacher-to-Pupil Ratio (Primary)	1:36 (Source: UNESCO/World Bank historical average)
5	Minimum Qualification	NCE (Nigeria Certificate in Education)

## 5. Major Challenges

Managing baseline mapping in Niger State education faces several hurdles:

**Table 12: Challenges in Baseline Mapping of Teachers**

S/N	Challenges	Category	Level	Remarks
1	Salary Issues	Teachers have faced "percentage salary payments" or delays, leading to strikes and low morale"	Basic Education (Pre-primary & Primary)	Loss of Learners valuable learning times
2	Rural-Urban Migration	Many teachers resist postings to remote or security-compromised areas,	Pre-primary, Primary, JSS	Leading to teacher shortages in rural schools
3	Aging Workforce	A significant portion of the senior teaching staff is approaching retirement	Pre-primary, Primary, JSS	Necessitating continuous fresh recruitment.
4	Inadequate Digital Skills	While infrastructure is improving, many staff members lack the ICT training required for modern "Smart School" initiatives.	Pre-primary, Primary, JSS	Training needs
5	Security Postings	Difficulty in deploying human resources to areas affected by banditry	Pre-primary, Primary, JSS	Dearth of competent teachers
6	Digital Literacy	A gap exists between the "Smart School" infrastructure being built and the ICT proficiency of the existing workforce	Pre-primary, Primary, JSS	Training needs

### 3.7.1 Key Observations

#### 1. Subject Specialization Imbalance

There is a notable shortage of teachers in core subject areas such as:

**Mathematic**

• Shortage

**Basic Sciences**

• Shortage

**English studies**

This imbalance affects learning outcomes, especially in junior secondary schools.

#### 2. Urban–Rural Disparity

Teacher distribution remains uneven:

- Urban LGAs have relatively higher teacher concentration.
- Rural LGAs experience under staffing and difficulty attracting qualified teachers.

### 3. Rural Schools Below Recommended Staffing Levels



### 4. Teacher Attrition

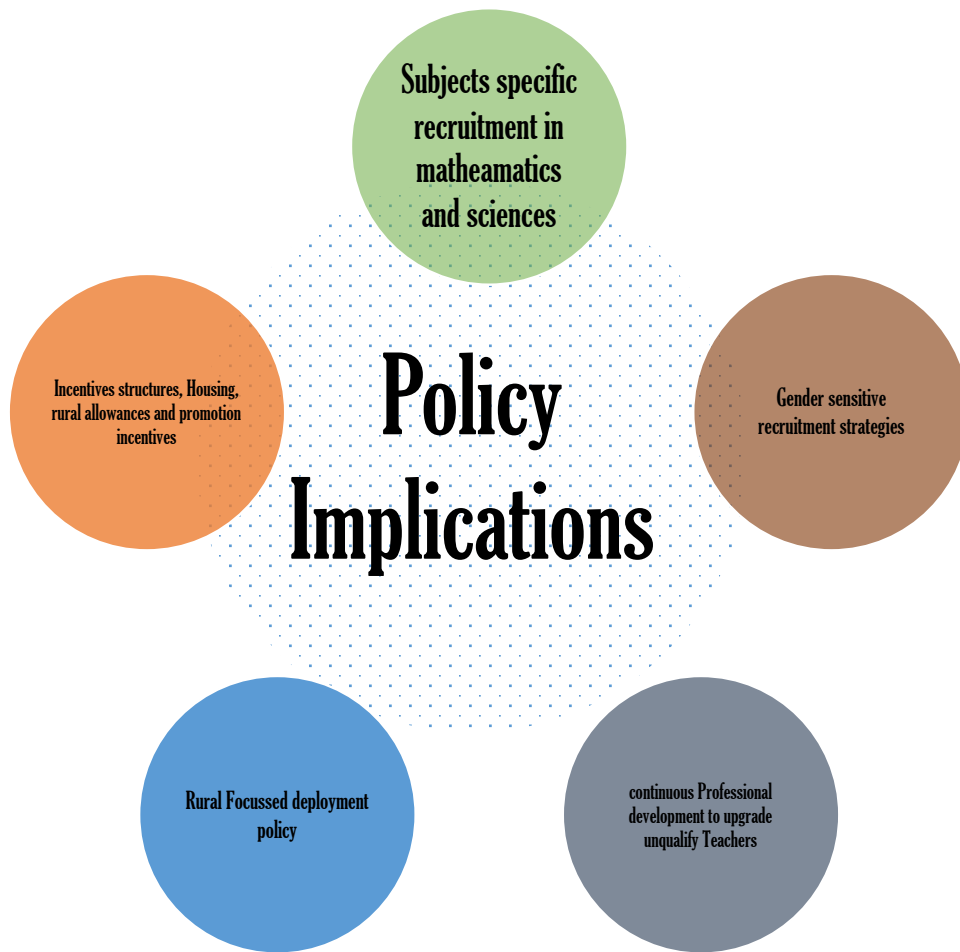
There is increasing teacher exit due to:



Without structured replacement planning, this creates long-term staffing instability.

### 3.7.2 Policy Implications

The current workforce status underscores the need for:



# 4.0 STATE TEACHER RECRUITMENT PLAN (2025 – 2030)

## 4.1 Background

Niger State faces significant challenges in teacher availability, equitable deployment, and workforce sustainability within the Basic Education Sub-sector. Attrition, enrolment growth, and rural–urban disparities have widened staffing gaps, particularly in under-served communities.

To address these challenges, the Niger State Universal Basic Education Board (NSUBEB) has developed a comprehensive Five-Year Strategic Teacher Recruitment and Deployment Plan aligned with the Universal Basic Education Commission (UBEC) policy framework and national education reform priorities.

## 4.2 Strategic Recruitment Goal

To strengthen the basic education system by ensuring equitable recruitment, deployment, and retention of qualified and motivated teachers across all public primary and junior secondary schools within five years, thereby improving teaching quality and learner outcomes.

**Table 13: Strategic Objective, Activities, Stakeholders and Timelines**

S/N	Strategic Objective	Key Activities	Responsible Stakeholders	Timeline
1	<b>Identify and address critical teacher shortages</b>	<ul style="list-style-type: none"> <li>• Conduct statewide teacher gap analysis using EMIS data</li> <li>• Map subject-specific shortages</li> <li>• Prioritize rural and hard-to-reach schools</li> </ul>	NSUBEB Planning Dept. EMIS Unit LGEAs	Year 1 (Q1–Q2)
2	<b>Implement phased and costed recruitment plan</b>	<ul style="list-style-type: none"> <li>• Develop recruitment projections</li> <li>• Secure budget approval</li> <li>• Conduct transparent recruitment exercise</li> </ul>	NSUBEB State Ministry of Education State Civil Service Commission Ministry of Finance	Years 1–5
3	<b>Ensure equitable teacher deployment</b>	<ul style="list-style-type: none"> <li>• Develop deployment policy guidelines</li> <li>• Enforce rural posting quotas</li> <li>• Monitor LGA compliance</li> </ul>	NSUBEB LGEAs School Heads	Continuous (Start Year 1)
4	<b>Introduce rural incentive mechanisms</b>	<ul style="list-style-type: none"> <li>• Approve rural hardship allowance</li> <li>• Provide accommodation support where possible</li> <li>• Recognize outstanding rural teachers</li> </ul>	State Government Ministry of Finance NSUBEB	Year 1–5
5	<b>Strengthen partnerships with teacher training institutions</b>	<ul style="list-style-type: none"> <li>• Sign MoUs with Colleges of Education &amp; Universities</li> <li>• Facilitate teaching practice placements</li> </ul>	NSUBEB Teacher Training Institutions	Years 2–3

		<ul style="list-style-type: none"> <li>• Establish recruitment pipeline for graduates</li> </ul>		
6	<b>Establish robust Monitoring &amp; Evaluation framework</b>	<ul style="list-style-type: none"> <li>• Develop teacher performance tracking tools</li> <li>• Conduct annual workforce audits</li> <li>• Publish recruitment progress reports</li> </ul>	NSUBEB M&E Unit UBEC	Continuous
7	<b>Strengthen EMIS for workforce management</b>	<ul style="list-style-type: none"> <li>• Update teacher database annually</li> <li>• Integrate biometric verification</li> <li>• Digitize deployment records</li> </ul>	EMIS Unit ICT Department	Year 1 onward
8	<b>Ensure sustainability through budgeting integration</b>	<ul style="list-style-type: none"> <li>• Integrate recruitment projections into MTBSP</li> <li>• Secure annual recruitment budget lines</li> <li>• Review policy every two years</li> </ul>	Ministry of Education Ministry of Finance NSUBEB	Continuous

### 4.3 Five-Year Phased Recruitment Framework

#### Phase 1: Immediate Action (Year 1)

**Focus:** Stabilization and urgent gap reduction

**Key Activities:**

**Target Outcome:**

Rapid recruitment in priority subjects (STEM)

Redistribution of surplus teachers

Strengthening EMIS teacher adatabase

Introduction of rural posting incentives

Orientation and induction training

Rapid recruitment in priority subjects (STEM)

20% reduction in teacher gaps

#### Phase 2: Mid-Term Expansion (Years 2–3)

**Focus:** Expansion and system strengthening

**Key Activities:**

**Target Outcome (Cumulative 60% gap reduction):**

- Recruit at least 40% of identified teachers gaps
- Review salary and welfare structure
- Expand continuous Professional development (CPD)
- Strengthen partnerships with training institute
- expand rural retention incentives

- Improved rural teacher retention
- Strengthened professional capacity
- Better subjects coverage across LGEAs

### Phase 3: Long Term Sustainability (Years 4-5)

**Focus:** Full gap closure and institutionalization

**Key Activities:**

- Achieve 100% closure of identified teacher gaps
- Institutionalize workforce planning
- Routine annual Teacher database updates
- Strengthen quality assurance evaluation and monitoring activities
- Develop long-term teacher management policy

**Target Outcome:**

- Equitable teacher distribution across all LGEAs
- Sustainable workforce planning
- Measureable improvement in learners achievement indicators

## 4.4. Monitoring & Performance Indicators

**Table 14: Monitoring and Performance Indicators**

S/N	Indicator	Year 1	Year 2-3	Year 4- 5
1	% Reduction in Teacher Gaps	20%	60%	100%
2	Rural Teacher Retention Rate	+10%	+30%	+50%
3	Updated EMIS Records	100% verified	Annual updates	Fully institutionalized
4	Learner Achievement (Core Subjects)	Baseline established	+10% improvement	+25% improvement

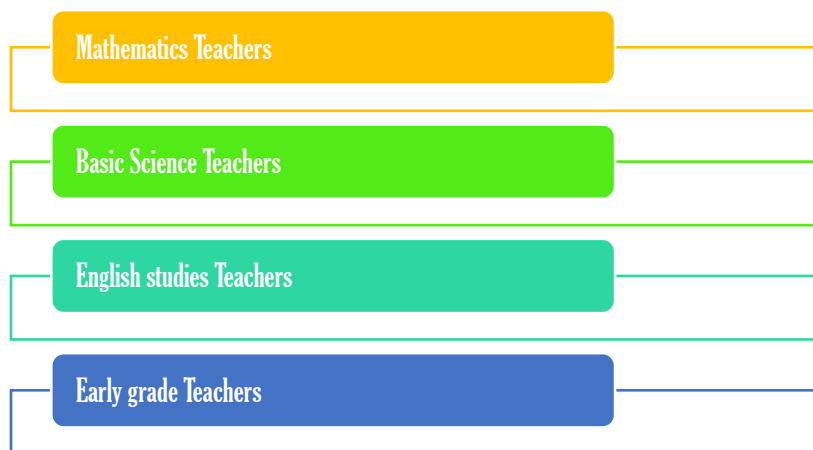
This Five-Year Teacher Workforce Mapping and Recruitment Plan provides a structured, data-driven pathway for strengthening the Basic Education Sub-sector in Niger State. Through phased recruitment, equitable deployment, improved incentives, and strengthened EMIS systems, Niger State will progressively achieve a sustainable and high-quality teacher workforce capable of delivering improved learning outcomes across all public schools.

## 5.0. RECRUITMENT/DEPLOYMENT PLAN AND COSTING

Niger State faces significant challenges in teacher availability, equitable deployment, and workforce sustainability within the Basic Education Sub-sector. Attrition, population growth, and rural-urban disparities have widened staffing gaps, particularly in under-served communities.

To address these challenges, the State Government, through SUBEB, has developed a comprehensive Five-Year Strategic Teacher Recruitment and Deployment Plan aligned with national education policies, state development frameworks and is drawn from the population projection of the State.

The plan provides a strategic framework for **phased recruitment, deployment, and training of teachers** to meet national standards for **Teacher–Pupil Ratio and subject specialization** in public primary and junior secondary schools. Priority recruitment will focus on **critical shortage areas**, including:



The plan also prioritizes **rural and under-served schools**, while promoting teacher retention through incentives, equitable deployment, and continuous professional development.

Implementation will occur **gradually over five years**, with recruitment increasing in the early years and peaking in **Year Three**. Overall, the plan aims to build a **sustainable and qualified teaching workforce** that improves learning outcomes and ensures equitable access to quality basic education across Niger State.

### 5.1 Recruitment Plan

Niger State developed a comprehensive recruitment and deployment strategy for basic education teachers over the next five years (2026-2030) in order to address the obstacles in the education sector. The proposed strategy is to recruit a total of 7,487 additional teachers, which comprises 6,554 pre-primary/primary and 933 junior secondary school teachers. However, these teachers will be redistributed to ensure equity across schools and LGAs.

**Table 15: Basic Education Recruitment by School Type**

School Level	Total	2026	2027	2028	2029	2030
Pre-Primary/Primary	6554	1311	1966	1966	655	655
JSS	933	187	280	280	93	93
<b>Total</b>	7487	1497	2246	2246	749	749

Source: Baseline Survey Analysis.

The recruitment is intended to address the immediate shortage of teaching personnel and the more profound structural imbalances in the distribution of teachers across schools. The approach prioritises a more rational and needs-based distribution of teachers, which alleviates pressure in congested urban centers and directs capacity to underserved rural communities where learning conditions are most constrained, in addition to merely increasing the number of teachers. The strategy aims to reduce persistent inequalities in learning outcomes by rectifying these disparities, thereby ensuring that the quality of education a child receives is no longer influenced by their location. It also fosters community engagement and accountability in the delivery of fundamental education services, thereby promoting stronger local ownership of schools.

The plan's fundamental objective is to promote equity and inclusion by increasing the availability of high-quality instruction and intentionally establishing opportunities for under-represented groups, such as women, individuals with disabilities, and marginalised communities, to engage in the education sector. In the long term, it is anticipated that these combined endeavours will fortify foundational learning, enhance the transition from primary to secondary education, and provide learners with the practical skills required for long-term socio-economic contribution and productive livelihoods.

## 5.2 Deployment Plan

To address the teacher deficit in Niger State over the 2025–2029 period, a deliberate and data-driven recruitment and deployment plan is required, that goes beyond headcount expansion to tackle spatial inequities in teacher availability. Annual recruitment cycles should be guided by clear workload and pupil–teacher ratio benchmarks, ensuring that new hires are strategically assigned to areas with the greatest instructional pressure.

In the near term, priority attention should be given to high-density urban and rural schools where enrolment growth has significantly outpaced teacher supply, resulting in overcrowded classrooms and diminished learning quality. At the same time, a complementary redistribution mechanism must ensure that hard-to-reach and rural communities are not left behind, using targeted incentives and retention strategies to attract and keep qualified teachers in these locations.

This balanced approach will not only stabilize classroom conditions across the state but also create a more predictable and equitable learning environment. As teacher availability improves and instructional

quality becomes more consistent, it is expected that parental confidence and community participation in basic education will strengthen. Ultimately, this will support better learner progression, particularly the transition from primary to junior secondary education, while laying a stronger foundation for long-term human capital development in the state.

**Table 16: Basic Education Deployment Plan by Classification of Duty Station**

Teachers Deployment by Classification of Duty Station	Total	2026	2027	2028	2029	2030
<b>Rural</b>	5016	1003	1505	1505	502	502
Urban	2471	494	741	741	247	247
<b>Total</b>	7487	1497	2246	2246	749	749

Source: Baseline Survey Analysis.

The distribution of teachers in Niger State is highly uneven, with a strong concentration in urban centres such while rural schools face significant shortages. Although the overall number of teachers in the state is considerable, poor deployment practices mean that rural areas remain understaffed and struggle to meet basic educational needs. This imbalance is largely driven by better living conditions, infrastructure, and professional opportunities in urban areas, which attract more teachers and leave rural communities under-served.

In extreme cases, some rural schools operate with only one teacher who handles all classes from Primary 1 to Primary 6, while also serving as headteacher and administrator. This creates a multi-grade teaching system that limits instructional time and reduces learning quality. Contributing factors include poor infrastructure, professional isolation, and weak enforcement of deployment policies. As a result, pupils in rural areas experience poor learning outcomes, higher dropout rates, and increased educational inequality, highlighting the urgent need for improved teacher distribution and targeted interventions.

### 5.2.1 Basic Education Teachers Deployment by LGA

Niger State will implement a targeted teacher recruitment and deployment plan between 2025 and 2029 in order to systematically reduce shortages in basic education. The equitable distribution of newly recruited teachers will be guided by granular LGA-level analysis, which will be employed to identify specific personnel gaps. The state endeavours to enhance classroom conditions and learning outcomes by ensuring that deployment is in accordance with the actual requirements of each locality. Table 9 provides a comprehensive LGA-by-LGA projection of teacher requirements for the five-year period.

**Table 17: Basic Education Teachers Deployment by LGA**

LGA	2026	2027	2028	2029	2030
<b>Agai</b>	4	5	5	2	2
<b>Agwara</b>	96	143	143	48	48

<b>Bida</b>	143	215	215	72	72
<b>Borgu</b>	34	51	51	17	17
<b>Bosso</b>	2	4	4	1	1
<b>Chanchaga</b>	33	49	49	16	16
<b>Edati</b>	-	-	-	-	-
<b>Gbako</b>	32	47	47	16	16
<b>Gurara</b>	56	83	83	28	28
<b>Katcha</b>	111	167	167	56	56
<b>Kontagora</b>	58	88	88	29	29
<b>Lapai</b>	86	129	129	43	43
<b>Lavun</b>	-	-	-	-	-
<b>Magama</b>	72	109	109	36	36
<b>Mariga</b>	101	152	152	51	51
<b>Mashegu</b>	173	260	260	87	87
<b>Mokwa</b>	111	166	166	55	55
<b>Munya</b>	73	109	109	36	36
<b>Paikoro</b>	-	-	-	-	-
<b>Rafi</b>	133	200	200	67	67
<b>Rijau</b>	102	154	154	51	51
<b>Shiroro</b>	-	-	-	-	-
<b>Suleja</b>	192	287	287	96	96
<b>Tafa</b>	128	192	192	64	64
<b>Wushishi</b>	96	143	143	48	48

Source: Baseline Survey Analysis.

### 5.3 Framework for Equitable Workers Deployment

To ensure equitable deployment of teachers, Niger State has prioritised under-served schools, communities, and LGAs. The state hope to allocate 67% of new teachers to be recruited henceforth to rural areas in 2026, the initiative aims to address the significant teacher gaps and shortages that have hindered educational progress in these regions. This targeted approach not only bridges the disparity between urban and rural educational standards but also fosters community support for basic education, thereby enhancing transitions from primary to secondary schooling.

Furthermore, the recruitment process is designed to promote inclusion and diversity. Prioritizing the hiring of women, persons with disabilities, minorities, and other previously disadvantaged groups ensures a teaching workforce that reflects the diverse population it serves. This strategy is expected to

yield better educational outcomes by leveraging the varied perspectives and experiences of a diverse teaching body, ultimately contributing to the holistic development of students.

## **5.4 Strategy for Sourcing and Recruiting New Teachers.**

To effectively address the current gap in the teaching workforce, the following comprehensive strategies will be implemented:

### **Combination of Internal and External Recruitment.**

- I. **Internal Recruitment:** Identify and promote qualified candidates from within the existing workforce to fill vacant teaching positions. This includes leveraging the skills and experience of current staff members who can take on new roles and responsibilities.
- II. **External Recruitment:** Conduct targeted recruitment campaigns to attract new talent from outside the organization. This will involve advertising job openings through various channels, including online job portals, social media, and professional networks, to reach a wider pool of potential candidates.

### **Upgrading Educational Institutions**

- I. **Enhancement of Colleges of Education and Tertiary Institutions:** Invest in the infrastructure and resources of state colleges of education and other tertiary institutions to improve their capacity to train and produce high-quality teachers. This includes modernizing facilities, updating curricula, and providing professional development opportunities for faculty members.
- II. **Partnerships with Educational Institutions:** Establish partnerships with reputable educational institutions to create pathways for students to transition into teaching roles within the state. This can include internship programs, mentorship opportunities, and collaborative research projects.

### **Provision of Scholarships and Incentives**

- I. **Scholarships for Aspiring Teachers:** Offer scholarships to students pursuing degrees in education to alleviate the financial burden and encourage more young people to enter the teaching profession. These scholarships can cover tuition fees, textbooks, and other educational expenses.
- II. **Incentives for Teaching in State-Owned Schools:** Provide additional incentives, such as signing bonuses, housing allowances, and transportation stipends, to attract and retain teachers in state-owned schools, particularly in under-served areas.

## **Improved Working Conditions and Allowances**

- I. **Enhanced Working Conditions:** Improve the overall working environment for teachers by ensuring that schools are well-equipped with necessary teaching materials, technology, and support staff. This includes maintaining safe and conducive learning spaces for both teachers and students.
- II. **Rural Area Incentives:** Offer special allowances and incentives for teachers working in rural areas to compensate for the challenges associated with these locations. This can include higher salaries, rural hardship allowances, and opportunities for professional growth and development.

## **Support for Academic Advancement**

- I. **Professional Development Programs:** Provide ongoing professional development opportunities for existing teachers to enhance their skills and knowledge. This can include workshops, seminars, and online courses focused on the latest teaching methodologies and educational technologies.
- II. **Scholarships for Further Education:** Offer scholarships for teachers with secondary school certificates (SSCE) to pursue higher qualifications, such as the National Certificate in Education (NCE) or Grade II certification. This will help build a more qualified and competent teaching workforce.

## **Recruitment for Special Needs Education**

- I. **Specialized Recruitment Initiatives:** Implement targeted recruitment initiatives to hire teachers with expertise in special needs education. This includes identifying candidates with specialized training and experience in teaching students with disabilities and other special needs.
- II. **Training Programs for Special Needs Education:** Develop and offer training programs for current and prospective teachers to equip them with the skills and knowledge required to effectively support students with special needs. This can include certification courses, workshops, and hands-on training sessions.

By implementing these strategies, we aim to build a robust and capable teaching workforce that can meet the diverse educational needs of students across the state. This comprehensive approach will ensure that we attract, retain, and develop high-quality teachers who are committed to providing excellent education for all students.

**Table 18: Targets Prioritize NSUBEB Teaching and Non-Teaching Staffing**

S/N	Year	% of Gap	Focus Areas	Categories
1	2026	20%	Teaching & non-teaching staff	Classroom teachers, STEM and Early grade, security and Health
2	2027	30%	Teaching & non-teaching staff	Classroom teachers, STEM and Early grade, security and Health
3	2028	30%	Teaching & non-teaching staff	Classroom teachers, STEM and Early grade, security and Health
4	2029	10%	Teaching & non-teaching staff	Classroom teachers, STEM and Early grade, security and Health
5	2030	10%	Teaching & non-teaching staff	Classroom teachers, STEM and Early grade, security and Health

To achieve the PTR standards, the state aims to recruit a total of 7,487 teaching and non-teaching staff over the 5-year period.

**Table 19: Deployment Across All levels of Basic Education**

Description	Year 1	Year 2	Year 3	Year 4	Year 5
English teachers	145	218	217	73	73
Maths Teachers	290	435	435	145	145
Basic science teachers	290	435	435	145	145
Early Grade Teachers	145	218	217	73	73
Classroom Teachers	97	145	145	48	48
<b>Total Teaching Staff</b>	<b>966</b>	<b>1451</b>	<b>1448</b>	<b>483</b>	<b>483</b>
Security	212	319	321	106	106
Nanny	212	319	319	106	106
Nurse	107	157	158	53	53
<b>Total Non-Teaching Staff</b>	<b>531</b>	<b>795</b>	<b>798</b>	<b>266</b>	<b>266</b>

Source: Baseline Survey Analysis.

Table 8 shows a five-year phased deployment plan for teaching and non-teaching staff at all levels of basic education, with the biggest recruiting and deployment taking place in Years 1–3, followed by a tapering in Years 4 and 5. Teaching staff to be deployed in Year 2 is (1,451) and Year 3 (1,448). Core subject areas—Mathematics and Basic Science—consistently account for the majority of teachers, emphasising their importance in improving basic learning. Early grade and English instructors are particularly well represented, reflecting the emphasis on reading and early learning results. A similar pattern is shown among non-teaching personnel, with totals increasing from 531 in Year 1 to 795 in Year 2.

## 5.5. Multi Year Costed Recruitment and Deployment Plan

**Table 20: Multi-Year Costed Recruitment and Deployment Plan**

Description	Total recruitment cost	Year 1	Year 2	Year 3	Year 4	Year 5
English teachers	52,320,000.00	15,520,000.00	12,480,000.00	9,920,000.00	8,000,000.00	6,400,000.00
Maths Teachers	104,560,000.00	31,120,000.00	24,880,000.00	19,920,000.00	15,920,000.00	12,720,000.00
Basic science teachers	104,560,000.00	31,120,000.00	24,880,000.00	19,920,000.00	15,920,000.00	12,720,000.00
Early Grade Teachers	52,320,000.00	15,520,000.00	12,480,000.00	9,920,000.00	8,000,000.00	6,400,000.00
Classroom Teachers	34,880,000.00	10,400,000.00	8,320,000.00	6,640,000.00	5,280,000.00	4,240,000.00
<b>Teaching Staff Total</b>	<b>348,640,000.00</b>	<b>103,680,000.00</b>	<b>83,040,000.00</b>	<b>66,320,000.00</b>	<b>53,120,000.00</b>	<b>42,480,000.00</b>
Security	76,640,000.00	22,800,000.00	18,240,000.00	14,560,000.00	11,680,000.00	9,360,000.00
Nanny	76,640,000.00	22,800,000.00	18,240,000.00	14,560,000.00	11,680,000.00	9,360,000.00
Nurse	38,320,000.00	11,440,000.00	9,120,000.00	7,280,000.00	5,840,000.00	4,640,000.00
<b>Non-Teaching Staff Total</b>	<b>191,600,000.00</b>	<b>57,040,000.00</b>	<b>45,600,000.00</b>	<b>36,400,000.00</b>	<b>29,200,000.00</b>	<b>23,360,000.00</b>
<b>Grand Total</b>	<b>540,240,000.00</b>	<b>160,720,000.00</b>	<b>128,640,000.00</b>	<b>102,720,000.00</b>	<b>82,320,000.00</b>	<b>65,840,000.00</b>

The total financial cost required for this 5-year recruitment drive is estimated at ₦540,240,000.00

The costing is intentional and strategic. They represent:

### 1. Cost Efficiency and Sustainability

Lower recruitment numbers reduce the financial burden on the government, allowing for **budget stabilization** and transition from expansion to maintenance of the workforce.

### 2. System Stabilization

By Year 5, the education system is expected to have achieved near-optimal staffing levels. The budget therefore focuses on **fine-tuning distribution rather than large-scale hiring**.

### 3. Targeted Deployment and Equity

Remaining funds are directed toward **equitable placement**, ensuring that no school especially in rural areas remains critically understaffed.

### 4. Integration of Support Services

The inclusion of **security personnel, nannies, and nurses** in the budget ensures that schools are not only staffed academically but also supported in terms of safety, welfare, and health services.

## 5.6. Special Needs Teachers Recruitment Plan

Niger State is currently experiencing a significant shortage of qualified Special Needs Education (SNE) teachers required to adequately support learners with disabilities, including those with visual-impairment, hearing impairment, physical, and learning challenges. This gap poses a major constraint to the effective implementation of inclusive education, thereby impacting access, retention, and overall learning outcomes across the State. In response, the State Government is committed to strengthening inclusive education by recruiting, training, and deploying qualified SNE teachers across all 25 Local Government Areas (LGAs). This initiative aligns with the objectives of key education programmes such as HOPE, AGILE, and the New Niger Agenda, with the aim of ensuring equitable access to quality basic education. The State targets the annual recruitment of 10 to 20 SNE teachers per LGA, with priority given to high-population LGAs such as Chanchaga, Bosso, and Bida, and full statewide coverage expected by 2030.

The implementation strategy will commence with a comprehensive statewide needs assessment to identify children with disabilities, determine existing teacher gaps, and map schools requiring specialized support. This will be followed by structured annual recruitment coordinated by the Niger State Universal Basic Education Board and Ministry of Basic and Secondary Education in collaboration with relevant agencies, including the State Civil Service Commission and Teacher Professional Development Institutes. Newly recruited teachers will undergo induction programmes and continuous professional development focusing on inclusive teaching methodologies, Braille literacy, sign language, and adaptive classroom practices. Deployment will be carried out equitably, with particular emphasis on rural and under-served communities, supported by targeted incentives such as rural allowances, career progression opportunities, and special duty benefits. Although conventional schools in the State practice inclusive education and accommodate learners with conditions such as albinism, autism, hearing and visual impairments, physical disabilities, and mild intellectual disabilities, there are only a limited number of dedicated special needs schools at the basic education level. These include Niger State School for the Handicapped, Bosso; Musa Bello Special School, Bida; and the Rimaye Special School section in Kontagora.

**Table 21:** List Of Special Needs Schools and Enrolment in Niger State

Sl. No.	NAME SCHOOL	Enrolment	Male	Female	Total Teachers
1	NIGER STATE SCHOOL FOR SPECIAL EDUCATION MINNA	184	122	62	20
2	RIMAYE PRIMARY SCHOOL KONTAGORA	2642	1348	1294	55
3	MUSA BELLO SPECIAL SCHOOL BIDA	610	326	284	7

Source: Baseline Survey Analysis.

**Table 22: 5 years activities work plan and cost for special needs recruitment and deployment**

S/N	Activity	Year 2026	Year 2027	Year 2028	Year 2029	Year 2030	Total	Explanation
1	Baseline assessment, advertising, screening, initial deployment	3,000,000	-	-	-	-	3,000,000	Data collection, media adverts, screening logistics, deployment of 16 teachers
2	Recruitment continuation, induction training, deployment monitoring	-	5,000,000	-	-	-	5,000,000	Recruitment of 36 teachers, induction training, monitoring
3	Expand recruitment to under-served LGAs, mentorship programs, CPD	-	-	3,000,000	-	-	3,000,000	Remote LGAs recruitment, mentorship, CPD, 60 teachers
4	Focus on retention, refresher training, incentives	-	-	-	10,000,000	-	10,000,000	Retention strategies, refresher training, incentives of 88
5	Final recruitment phase, evaluation, full integration	-	-	-	-	100,000,000	100,000,000	Final recruitment of 122 teachers, evaluation, full integration
<b>Total</b>		3,000,000	5,000,000	3,000,000	10,000,000	100,000,000	121,000,000	

## 6.0 CONCLUSION

Baseline mapping of Basic Education Teachers are critical components for strengthening the **Basic Education sub-sector in Niger State**. In a rapidly evolving education environment, the ability to assess the current workforce, identify gaps, and strategically plan recruitment ensures that the education system maintains a competent, balanced, and well-distributed teaching workforce. Through systematic analysis of teacher availability, subject specialization, geographic distribution, and future staffing needs, Niger State can ensure that schools are adequately staffed with qualified personnel capable of delivering quality education.

The **Baseline Mapping Process** provides a structured framework for assessing and visualizing the availability, distribution, and capacity of teachers and education personnel across public primary and junior secondary schools in the State. This process enables evidence-based decision-making in teacher deployment, recruitment, training, and resource allocation, thereby supporting improved planning and management of the education workforce.

The **Five-Year Strategic Recruitment Plan** serves as a comprehensive roadmap for addressing the identified teacher shortages and workforce imbalances across the 25 Local Government Areas of Niger State. Through targeted recruitment of qualified teachers, improved deployment mechanisms, strengthening of teacher management systems, and collaboration with key stakeholders, the State can progressively build a sustainable, equitable, and motivated teaching workforce capable of delivering effective basic education services.

This **Five-Year Costed Recruitment Plan** marks a significant transition from reactive teacher recruitment to a structured and strategic workforce development approach. The plan recognizes the scale of teacher shortages and responds with a phased, data-driven, and financially realistic solution. Instead of pursuing rapid but unsustainable recruitment, the State has adopted a deliberate strategy that aligns teacher recruitment with available fiscal resources, teacher training capacity, and the long-term needs of the education sector.

By prioritizing critical subject areas, addressing rural-urban teacher distribution disparities, and projecting recruitment costs over the implementation period, the State positions itself to gradually close existing staffing gaps in public primary and junior secondary schools. The success of this investment will not only be reflected in increased teacher numbers but also in improved teacher-pupil ratios, better subject coverage, enhanced learning outcomes, and increased community confidence in the public basic education system.

Ultimately, this plan represents a trans-formative step toward building a **strong, resilient, and learner-centered basic education system in Niger State**. Through sustained commitment to strategic human resource planning, the State will ensure that every child—regardless of location—has access to qualified, motivated, and adequately supported teachers. Continuous monitoring, evaluation, and adaptive

implementation will remain essential to ensuring that the objectives of the plan are achieved and that the education system continues to respond effectively to emerging challenges and opportunities.

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