



**Kano State Government**  
**Basic Education Teachers Mapping**  
**and Recruitment Plan**

**Year**  
**2025-2028**

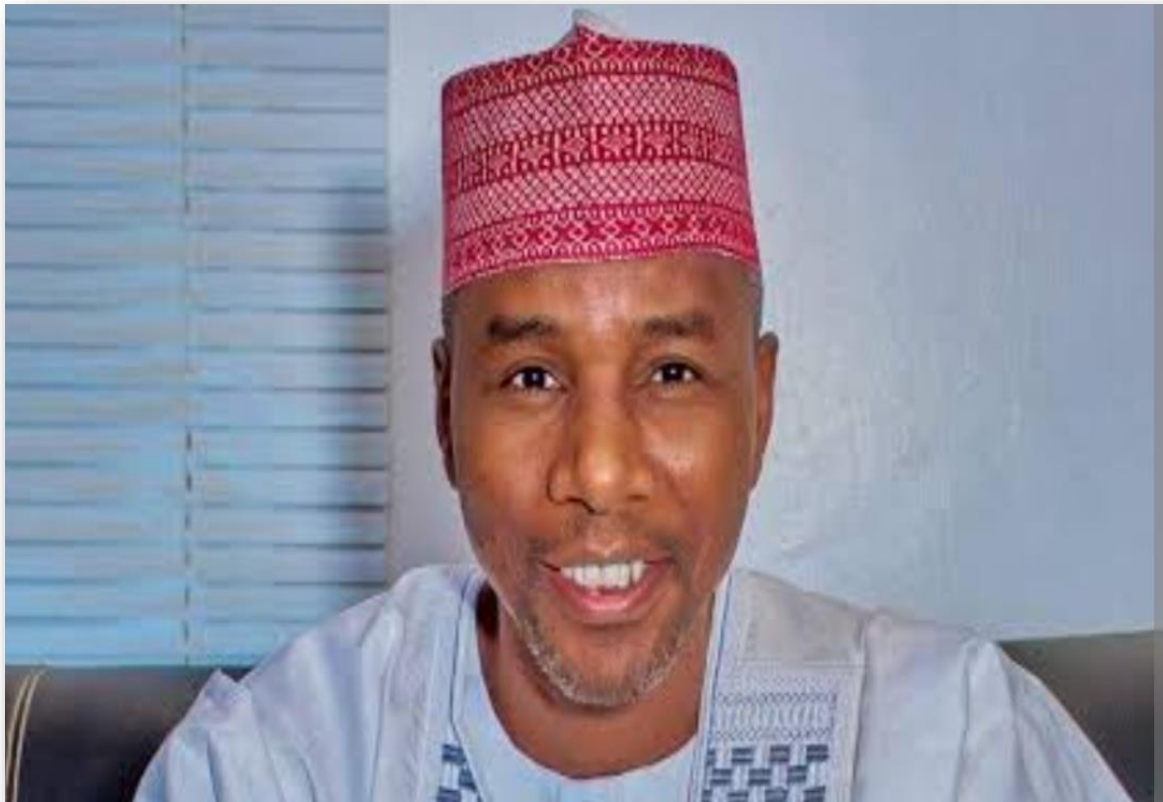
## **DECLARATION OF STATE OF EMERGENCY ON EDUCATION IN KANO STATE**

### **BENEFITS**

- \* Renovation/Building of Schools and Classrooms
- \* Provision of instructional materials
- \* Increase in pupils/students enrollment
- \* Increase in number and quality of school/college/university graduates
- \* Equality in access to education for all
- \* Qualitative education
- \* Sustainable growth and development in Kano State

**SATURDAY** **MAY 25 2024** **10:00AM**  
CONVOCAATION ARENA, BUK NEW SITE

*His Excellency  
Engr. Abba Kabir Yusuf (Abba Gida-Gida)  
Executive Governor of Kano State*



***Hon. Dr. Gwani Ali H. Abubakar Makoda***

## **Commissioner of Education, Kano State**

### **FORWARD**

The Ministry of Education Kano State, is committed to strengthening the foundation of its basic education, to ensure quality learning outcomes for all children. A key aspect of this commitment is addressing the problems of teacher shortage that have been identified through data-driven analysis.

The recently concluded Annual School Census 2023/2024 has provided clear insights into the current teacher gaps within the basic education sector, necessitating for an urgent need of recruitment, for a better teacher system, teaching quality and learning efficiency.

According to the Census report, Kano State faces measure shortfall of qualified teachers across its primary and junior secondary schools, with thousands of teaching positions currently unfilled.

The report further projects that, if the current trend is not urgently addressed, the teacher-pupil ratio will continue to widen, which will negatively impact the states learning outcomes. However, strategic recruitment and deployment of teachers can reverse this trend, so that children of school age, can receive the much-needed attention and instruction necessary for academic success.

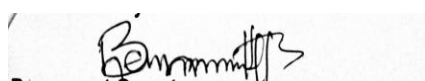
To address these pressing issues, the Ministry has developed a four-year projection plan (2024-2028) targeting progressive attempts to bridge the existing teacher gap in line with enrolment trends and policy reforms in the state as follows,

**Year 1 (2024/2025):** An immediate recruitment of at least 4,891 teachers is required to stabilize the current shortfall and improve teacher-pupil ratios in the most affected areas.

**Year 2 (2025/2026):** An additional 3,917 teachers will be needed to meet projected enrolment increases and mitigate attrition.

**Year 3 (2026/2027):** A further 3,155 teachers will be recruited to sustain and consolidate the progress made, making sure of a sustainable system for quality education delivery.

**Year 4 (2027/2028):** For this period a total of 2,529 teachers will be recruited to further sustain a consolidated mapping on the progress made so far.



The Ministry is therefore extending an invitation to its esteemed support partners, soliciting for a collaboration in actualizing this plan. The recruitment of qualified and well-

trained teachers is not just an investment in the basic education sector but a strategic intervention to the socioeconomic development of the State.

***Bashir Baffa Muhammad.***

***Permanent Secretary***

***Ministry of Education, Kano State.***

## **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**

In Kano State, the context of basic education involves significant challenges, including high numbers of out-of-school children, inadequate funding, poor infrastructure, and inadequate training of teachers, despite government efforts to implement universal basic education.

### ***Challenges:***

- **High Number of Out-of-School Children:** Kano State has a large number of children not enrolled in school, with some reports indicating that Kano has the highest number of out-of-school children in Nigeria.
- **Poor Infrastructure:** Lack of basic infrastructure, such as classrooms, learning materials, and adequate facilities, hinders the quality of education.
- **Inadequate Training of Teachers:** Insufficient numbers of trained and competent teachers, coupled with poor teacher welfare, contribute to the challenges in delivering quality education.

### ***Government Initiatives and Efforts:***

- **Universal Basic Education (UBE):** The achievement of Universal Basic Education (UBE) is a high priority, as outlined in the Federal Universal Basic Education Act and the Kano State UBE Board law.
- **Free and Compulsory Education:** Kano State has implemented a law mandating free and compulsory universal basic education up to secondary school level.
- **Declaration of State of Emergency on Education:** The objective of declaring state of emergency on education is encapsulated in our overall vision for the education delivery in the State as articulated in the following vision statement:

- ✓ Every School, a good school;
  - ✓ Every Child, enrolled in school;
  - ✓ Every Student, an engaged learner;
  - ✓ Every Teacher, a caring educator;
  - ✓ Every Parent, a supportive partner; and
  - ✓ Your government, a committed investor in Human Capital Development.
- **Education Emergency Recovery Plan:** A conference was designed to bring together stakeholders to identify gaps in Kano's education sector and develop a roadmap to address them.
  - **Annual School Enrolment Campaign:** The state has conducted a massive school enrolment drive and distributed instructional materials to schools.

***Key Issues and Recommendations:***

- **Quality Education:** Efforts to improve the quality of education are crucial, focusing on factors like teacher-pupil ratio, student academic achievement, and completion rates.
- **Funding and Management:** Adequate funding and judicious management of funds are essential to ensure the provision of essential teaching and learning facilities.
- **Teacher Welfare and Training:** Investing in the welfare and training of teachers is vital for improving the quality of education.
- **Infrastructure Development:** Addressing the infrastructure gap, including providing adequate classrooms and learning materials, is crucial.
- **Addressing the Needs of Girls:** Focusing on the specific needs of girls, including addressing issues of access and completion, is essential.

## 1. Current Student Numbers and Staffing Levels

SN	Local Government	Number of Primary and Junior Secoadry Schools	YEAR 2025	
			Total Number of Students	Number of Teachers
1	AJINGI	124	55,743	723
2	ALBASU	143	83,952	1,025
3	BAGWAI	104	69,816	643
4	BEBEJI	148	74,496	1,003
5	BICHI	206	127,366	1,253
6	BUNKURE	184	123,626	1,099
7	DALA	318	137,079	2,322
8	DAMBATTA	201	92,811	1,272
9	DAWAKIN KUDU	200	115,721	1,348
10	DAWAKIN TOFA	125	86,473	755
11	DOGUWA	246	127,437	1,594
12	FAGGE	154	87,953	1,086
13	GABASAWA	176	104,196	1,157
14	GARKO	131	64,796	873
15	GARUN MALAM	110	77,802	706
16	GAYA	190	107,760	1,284
17	GEZAWA	208	122,790	1,391
18	GHARI	154	86,100	923
19	GWALE	344	185,667	2,611
20	GWARZO	229	117,840	1,554
21	KABO	247	142,685	1,635
22	KANO MUNICIPAL	219	79,767	1,812
23	KARAYE	173	80,713	1,120
24	KIBIYA	120	53,816	734
25	KIRU	195	99,117	1,215
26	KUMBOTSO	240	177,960	1,883
27	KURA	141	117,173	958
28	MADOBI	195	96,966	1,227
29	MAKODA	98	59,875	759
30	MINJIBIR	214	128,021	1,261
31	NASSARAWA	310	165,974	2,184
32	RANO	156	96,547	1,054
33	RIMIN GADO	132	71,854	924
34	ROGO	231	135,788	1,515
35	SHANONO	177	88,962	1,189
36	SUMAILA	123	79,956	764
37	TAKAI	195	106,378	1,105
38	TARAUNI	211	99,798	1,694
39	TOFA	147	113,408	956
40	TSANYAWA	206	143,062	1,238
41	TUDUN WADA	244	123,774	1,645
42	UNGOGO	311	245,676	2,220
43	WARAWA	193	94,867	1,193
44	WUDIL	165	87,511	1,152
<b>TOTAL</b>		<b>8,338</b>	<b>4,739,072</b>	<b>56,058</b>

## 2. Staffing Gaps and Skills Requirements

### 3.A Current Staffing Gaps

SN	Local Government	Number of Primary and Junior Secondary Schools	YEAR 2025				
			Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
1	AJINGI	124	55,743	723	77	208	42
2	ALBASU	143	83,952	1,025	82	374	75
3	BAGWAI	104	69,816	643	109	523	105
4	BEBEJI	148	74,496	1,003	74	237	47
5	BICHI	206	127,366	1,253	102	867	173
6	BUNKURE	184	123,626	1,099	112	961	192
7	DALA	318	137,079	2,322	59	43	55
8	DAMBATTA	201	92,811	1,272	73	271	54
9	DAWAKIN KUDU	200	115,721	1,348	86	577	115
10	DAWAKIN TOFA	125	86,473	755	115	682	136
11	DOGUWA	246	127,437	1,594	80	536	107
12	FAGGE	154	87,953	1,086	81	377	75
13	GABASAWA	176	104,196	1,157	90	588	118
14	GARKO	131	64,796	873	74	204	41
15	GARUN MALAM	110	77,802	706	110	593	119
16	GAYA	190	107,760	1,284	84	507	101
17	GEZAWA	208	122,790	1,391	88	659	132
18	GHARI	154	86,100	923	93	515	103
19	GWALE	344	185,667	2,611	71	478	96
20	GWARZO	229	117,840	1,554	76	420	84
21	KABO	247	142,685	1,635	87	754	151
22	KANO MUNICIPAL	219	79,767	1,812	44	481	80
23	KARAYE	173	80,713	1,120	72	228	46
24	KIBIYA	120	53,816	734	73	154	31
25	KIRU	195	99,117	1,215	82	431	86
26	KUMBOTSO	240	177,960	1,883	95	1,085	217
27	KURA	141	117,173	958	122	996	199
28	MADObI	195	96,966	1,227	79	386	77
29	MAKODA	98	59,875	759	79	240	48
30	MINJIBIR	214	128,021	1,261	102	879	176
31	NASSARAWA	310	165,974	2,184	76	583	117
32	RANO	156	96,547	1,054	92	553	111
33	RIMIN GADO	132	71,854	924	78	273	55
34	ROGO	231	135,788	1,515	90	750	150
35	SHANONO	177	88,962	1,189	75	298	60
36	SUMAILA	123	79,956	764	105	561	112
37	TAKAI	195	106,378	1,105	96	673	135
38	TARAUNI	211	99,798	1,694	59	31	60
39	TOFA	147	113,408	956	119	933	187
40	TSANYAWA	206	143,062	1,238	116	1,146	229
41	TUDUN WADA	244	123,774	1,645	75	418	84
42	UNGOGO	311	245,676	2,220	111	1,875	375
43	WARAWA	193	94,867	1,193	80	385	77
44	WUDIL	165	87,511	1,152	76	302	60
<b>TOTAL</b>		<b>8,338</b>	<b>4,739,072</b>	<b>56,058</b>		<b>22,925</b>	<b>4,891</b>



### 3.B Forecasting 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 two per cent (**2%**) 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 **2.5** 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 **60** student per teacher.

### 3.C Skills Requirements

The recruitment of teachers for basic education schools, comprising primary and junior secondary levels, requires specific qualifications and competencies to ensure the delivery of quality education. To be eligible for recruitment as a teacher in primary or junior secondary schools, candidates must meet the following academic qualifications:

Nigeria Certificate in Education (NCE): This is the minimum requirement for primary school teachers and junior secondary school teachers.

Bachelor of Science in Education (B.Sc. Ed.) or Bachelor of Arts in Education (B.A. Ed.): Candidates with these qualifications are eligible for junior secondary school teaching positions. However, Possession of a Postgraduate Diploma in Education (PGDE) is an added advantage for candidates with non-education degrees who wish to teach at the junior secondary school level.

All teachers must be registered with the Teachers Registration Council of Nigeria (TRCN) as a prerequisite for employment. This ensures that only qualified and licensed individuals are engaged in teaching, thereby maintaining high standards in the education sector.

### **3. 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.

Figure 1, Figure 2, Figure 3 and Figure 4 below present the recruitment plans by Local Government Area for 2025, 2026, 2027 and 2028 respectively.

Figure 1 2025 Recruitment Plan

SN	Local Government	Number of Primary and Junior Secondary Schools	YEAR 2025				
			Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
1	AJINGI	124	55,743	723	77	208	42
2	ALBASU	143	83,952	1,025	82	374	75
3	BAGWAI	104	69,816	643	109	523	105
4	BEBEJI	148	74,496	1,003	74	237	47
5	BICHI	206	127,366	1,253	102	867	173
6	BUNKURE	184	123,626	1,099	112	961	192
7	DALA	318	137,079	2,322	59	43	55
8	DAMBATTA	201	92,811	1,272	73	271	54
9	DAWAKIN KUDU	200	115,721	1,348	86	577	115
10	DAWAKIN TOFA	125	86,473	755	115	682	136
11	DOGUWA	246	127,437	1,594	80	536	107
12	FAGGE	154	87,953	1,086	81	377	75
13	GABASAWA	176	104,196	1,157	90	588	118
14	GARKO	131	64,796	873	74	204	41
15	GARUN MALAM	110	77,802	706	110	593	119
16	GAYA	190	107,760	1,284	84	507	101
17	GEZAWA	208	122,790	1,391	88	659	132
18	GHARI	154	86,100	923	93	515	103
19	GWALE	344	185,667	2,611	71	478	96
20	GWARZO	229	117,840	1,554	76	420	84
21	KABO	247	142,685	1,635	87	754	151
22	KANO MUNICIPAL	219	79,767	1,812	44	481	80
23	KARAYE	173	80,713	1,120	72	228	46
24	KIBIYA	120	53,816	734	73	154	31
25	KIRU	195	99,117	1,215	82	431	86
26	KUMBOTSO	240	177,960	1,883	95	1,085	217
27	KURA	141	117,173	958	122	996	199
28	MADOBI	195	96,966	1,227	79	386	77
29	MAKODA	98	59,875	759	79	240	48
30	MINJIBIR	214	128,021	1,261	102	879	176
31	NASSARAWA	310	165,974	2,184	76	583	117
32	RANO	156	96,547	1,054	92	553	111
33	RIMIN GADO	132	71,854	924	78	273	55
34	ROGO	231	135,788	1,515	90	750	150
35	SHANONO	177	88,962	1,189	75	298	60
36	SUMAILA	123	79,956	764	105	561	112
37	TAKAI	195	106,378	1,105	96	673	135
38	TARAUNI	211	99,798	1,694	59	31	60
39	TOFA	147	113,408	956	119	933	187
40	TSANYAWA	206	143,062	1,238	116	1,146	229
41	TUDUN WADA	244	123,774	1,645	75	418	84
42	UNGOGO	311	245,676	2,220	111	1,875	375
43	WARAWA	193	94,867	1,193	80	385	77
44	WUDIL	165	87,511	1,152	76	302	60
<b>TOTAL</b>		<b>8,338</b>	<b>4,739,072</b>	<b>56,058</b>		<b>22,925</b>	<b>4,891</b>

Figure 2 2026 Recruitment Plan

SN	Local Government	Number of Primary and Junior Secondary Schools	YEAR 2026				
			Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
1	AJINGI	124	56,858	747	76	166	33
2	ALBASU	143	85,631	1,074	80	299	60
3	BAGWAI	104	71,212	732	97	418	84
4	BEBEJI	148	75,986	1,025	74	190	38
5	BICHI	206	129,913	1,395	93	694	139
6	BUNKURE	184	126,099	1,264	100	769	154
7	DALA	318	139,821	2,319	60	(98)	40
8	DAMBATTA	201	94,667	1,294	73	217	43
9	DAWAKIN KUDU	200	118,035	1,430	83	462	92
10	DAWAKIN TOFA	125	88,202	873	101	546	109
11	DOGUWA	246	129,986	1,661	78	429	86
12	FAGGE	154	89,712	1,134	79	302	60
13	GABASAWA	176	106,280	1,246	85	470	94
14	GARKO	131	66,092	892	74	163	33
15	GARUN MALAM	110	79,358	807	98	474	95
16	GAYA	190	109,915	1,353	81	406	81
17	GEZAWA	208	125,246	1,488	84	527	105
18	GHARI	154	87,822	1,003	88	412	82
19	GWALE	344	189,380	2,641	72	382	76
20	GWARZO	229	120,197	1,599	75	336	67
21	KABO	247	145,539	1,745	83	603	121
22	KANO MUNICIPAL	219	81,362	1,847	44	(561)	70
23	KARAYE	173	82,327	1,138	72	182	36
24	KIBIYA	120	54,892	746	74	123	25
25	KIRU	195	101,099	1,271	80	345	69
26	KUMBOTSO	240	181,519	2,053	88	868	174
27	KURA	141	119,516	1,133	105	797	159
28	MADObI	195	98,905	1,274	78	309	62
29	MAKODA	98	61,073	788	78	192	38
30	MINJIBIR	214	130,581	1,405	93	703	141
31	NASSARAWA	310	169,293	2,246	75	466	93
32	RANO	156	98,478	1,138	87	442	88
33	RIMIN GADO	132	73,291	956	77	218	44
34	ROGO	231	138,504	1,627	85	600	120
35	SHANONO	177	90,741	1,219	74	238	48
36	SUMAILA	123	81,555	857	95	449	90
37	TAKAI	195	108,506	1,212	90	538	108
38	TARAUNI	211	101,794	1,712	59	(91)	50
39	TOFA	147	115,676	1,119	103	746	149
40	TSANYAWA	206	145,923	1,436	102	917	183
41	TUDUN WADA	244	126,249	1,687	75	334	67
42	UNGOGO	311	250,590	2,540	99	1,500	300
43	WARAWA	193	96,764	1,240	78	308	62
44	WUDIL	165	89,261	1,184	75	242	48
<b>TOTAL</b>		<b>8,338</b>	<b>4,833,853</b>	<b>59,548</b>		<b>18,034</b>	<b>3,917</b>

Figure 3 2027 Recruitment Plan

SN	Local Government	Number of Primary and Junior Secondary Schools	YEAR 2027				
			Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
1	AJINGI	124	57,995	761	76	133	27
2	ALBASU	143	87,344	1,107	79	239	48
3	BAGWAI	104	72,637	797	91	335	67
4	BEBEJI	148	77,506	1,037	75	152	30
5	BICHI	206	132,512	1,499	88	555	111
6	BUNKURE	184	128,620	1,386	93	615	123
7	DALA	318	142,617	2,301	62	(138)	50
8	DAMBATTA	201	96,561	1,305	74	173	35
9	DAWAKIN KUDU	200	120,396	1,486	81	369	74
10	DAWAKIN TOFA	125	89,967	960	94	436	87
11	DOGUWA	246	132,585	1,706	78	343	69
12	FAGGE	154	91,506	1,166	78	241	48
13	GABASAWA	176	108,406	1,309	83	376	75
14	GARKO	131	67,414	902	75	131	26
15	GARUN MALAM	110	80,945	882	92	380	76
16	GAYA	190	112,114	1,401	80	324	65
17	GEZAWA	208	127,751	1,556	82	422	84
18	GHARI	154	89,578	1,060	84	330	66
19	GWALE	344	193,168	2,652	73	306	61
20	GWARZO	229	122,601	1,626	75	269	54
21	KABO	247	148,449	1,822	81	483	97
22	KANO MUNICIPAL	219	82,990	1,871	44	(631)	60
23	KARAYE	173	83,974	1,146	73	146	29
24	KIBIYA	120	55,990	752	74	99	20
25	KIRU	195	103,121	1,308	79	276	55
26	KUMBOTSO	240	185,150	2,175	85	694	139
27	KURA	141	121,907	1,264	96	637	127
28	MADOBI	195	100,883	1,303	77	247	49
29	MAKODA	98	62,294	807	77	154	31
30	MINJIBIR	214	133,193	1,511	88	563	113
31	NASSARAWA	310	172,679	2,283	76	373	75
32	RANO	156	100,447	1,198	84	354	71
33	RIMIN GADO	132	74,757	975	77	175	35
34	ROGO	231	141,274	1,706	83	480	96
35	SHANONO	177	92,556	1,236	75	191	38
36	SUMAILA	123	83,186	925	90	359	72
37	TAKAI	195	110,676	1,289	86	431	86
38	TARAUNI	211	103,830	1,719	60	(141)	40
39	TOFA	147	117,990	1,240	95	597	119
40	TSANYAWA	206	148,842	1,584	94	733	147
41	TUDUN WADA	244	128,774	1,712	75	268	54
42	UNGOGO	311	255,601	2,776	92	1,200	240
43	WARAWA	193	98,700	1,271	78	246	49
44	WUDIL	165	91,046	1,202	76	193	39
<b>TOTAL</b>		<b>8,338</b>	<b>4,930,531</b>	<b>61,976</b>		<b>14,117</b>	<b>3,155</b>

Figure 4 2028 Recruitment Plan

SN	Local Government	Number of Primary and Junior Secondary Schools	YEAR 2028				
			Total Number of Students	Number of Teachers	Student Teacher Ratio	Net Teachers needed to be recruited	Net Planned Recruitment
1	AJINGI	124	59,155	769	77	106	21
2	ALBASU	143	89,091	1,127	79	191	38
3	BAGWAI	104	74,089	844	88	268	54
4	BEBEJI	148	79,056	1,042	76	121	24
5	BICHI	206	135,162	1,572	86	444	89
6	BUNKURE	184	131,193	1,474	89	492	98
7	DALA	318	145,469	2,293	63	(188)	40
8	DAMBATTA	201	98,492	1,307	75	139	28
9	DAWAKIN KUDU	200	122,804	1,523	81	295	59
10	DAWAKIN TOFA	125	91,766	1,023	90	349	70
11	DOGUWA	246	135,237	1,732	78	274	55
12	FAGGE	154	93,336	1,185	79	193	39
13	GABASAWA	176	110,574	1,351	82	301	60
14	GARKO	131	68,762	906	76	104	21
15	GARUN MALAM	110	82,564	936	88	304	61
16	GAYA	190	114,356	1,430	80	260	52
17	GEZAWA	208	130,306	1,602	81	337	67
18	GHARI	154	91,370	1,100	83	264	53
19	GWALE	344	197,031	2,647	74	245	49
20	GWARZO	229	125,053	1,639	76	215	43
21	KABO	247	151,418	1,873	81	386	77
22	KANO MUNICIPAL	219	84,649	1,884	45	(691)	50
23	KARAYE	173	85,653	1,146	75	117	23
24	KIBIYA	120	57,110	753	76	79	16
25	KIRU	195	105,184	1,330	79	221	44
26	KUMBOTSO	240	188,853	2,260	84	556	111
27	KURA	141	124,345	1,360	91	510	102
28	MADOBI	195	102,901	1,320	78	198	40
29	MAKODA	98	63,540	817	78	123	25
30	MINJIBIR	214	135,857	1,586	86	450	90
31	NASSARAWA	310	176,133	2,300	77	298	60
32	RANO	156	102,456	1,239	83	283	57
33	RIMIN GADO	132	76,252	986	77	140	28
34	ROGO	231	144,099	1,760	82	384	77
35	SHANONO	177	94,407	1,243	76	153	31
36	SUMAILA	123	84,850	974	87	287	57
37	TAKAI	195	112,889	1,343	84	345	69
38	TARAUNI	211	105,906	1,716	62	(181)	35
39	TOFA	147	120,349	1,328	91	478	96
40	TSANYAWA	206	151,819	1,691	90	587	117
41	TUDUN WADA	244	131,350	1,723	76	214	43
42	UNGOGO	311	260,713	2,947	88	960	192
43	WARAWA	193	100,674	1,288	78	197	39
44	WUDIL	165	92,867	1,211	77	155	31
<b>TOTAL</b>		<b>8,338</b>	<b>5,029,141</b>	<b>63,582</b>		<b>10,962</b>	<b>2,529</b>

## 4.B Recruitment Costings

Based on the above-planned recruitments over the period 2025-2028, a forecast of the marginal costs is presented in Figure 5 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 **N103,785**
- The above employment cost will increase by **9%** per annum through until 2028.
- The cost of recruiting a teacher will on average be **N10,000.00** per teacher and will be subject to the same above percentage increase per year through until 2028.
- New teachers will, on average, start in **7<sup>th</sup>** month.

Based on the above assumptions and parameters, the recruitment cost for 2025-2028 per Local Government Area is presented in Figure 5 below.





## **4.C Recruitment Strategy**

The Kano State Ministry of Education has outlined a comprehensive recruitment plan to address teacher shortages and improve the quality of education in public schools. The plan involves two key strategies of redeployment of existing teachers and recruitment of new ones.

The ministry will redeploy current teachers to schools experiencing shortages, to balance distribution across the state.

However newly recruited teachers will fill gaps in core subjects and other essential teaching areas in several schools where they are lacking.

The recruitment process will follow a structured approach, including:

- ✓ Publicizing vacancies to attract qualified candidates.
- ✓ screening applicants based on eligibility criteria.
- ✓ Assessing candidates' subject knowledge and teaching skills through written tests
- ✓ Evaluating suitability and professional competence through interview.

To ensure quality teaching, only professionally qualified candidates with a Nigeria Certificate in Education (NCE) or a Bachelor's degree in Education will be considered for employment at all levels. This is to enhance the standard of basic education in Kano state.

**Annex 1 – Current Student and Staffing levels by School – Pls refer to DLI 5.1 for details**