



# ZAMFARA STATE BASIC EDUCATION HOPE-GOV RECRUITMENT PLAN

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## PREAMBLE

**Executive Summary** The Zamfara State Basic Education Recruitment Plan is a strategic initiative aimed at addressing the persistent shortage of qualified teachers in primary and junior secondary schools across the state. The lack of adequate teachers has led to overcrowded classrooms, reduced learning effectiveness, and disparities in teacher distribution, particularly in rural areas.

This plan provides a phased recruitment approach that prioritizes LGAs with the highest shortages, ensuring a sustainable absorption of new teachers into the workforce. The recruitment will be conducted in multiple phases, beginning with 30% of the required workforce, followed by subsequent phases covering varying percentages (e.g., 45%, 35%, 20%) until all gaps are filled. Additionally, the plan accounts for attrition factors such as retirements, deaths, and resignations to ensure proactive recruitment and long-term sustainability.

By implementing this recruitment plan, Zamfara State will enhance the quality of education, improve the pupil-to-teacher ratio, and ensure equitable access to learning opportunities for all students. The document outlines the recruitment process, deployment strategy, training, and payroll integration to ensure an efficient and transparent hiring process.

**Introduction** The Zamfara State recruitment plan aims to address teacher shortages and improve the quality of education across primary and junior secondary schools. The shortage of qualified teachers has been a persistent challenge, negatively impacting student learning outcomes and overall educational performance. This report provides an in-depth analysis of current enrollment, teacher availability, and gaps across the state, followed by strategic recommendations for recruitment and deployment.

The goal of this recruitment plan is to ensure that every child in Zamfara State has access to quality education delivered by well-trained and adequately deployed teachers. A structured and well-implemented recruitment process will not only address current gaps but also create a sustainable framework for future recruitment and professional development within the state's basic education sector.

**1. Overview of Enrollment and Teacher Distribution** To ensure effective planning for basic education, understanding the distribution of students and teachers across various LGAs is crucial. By assessing the enrollment figures and available teachers, we can identify areas with the most pressing needs and prioritize recruitment accordingly. The following table presents the enrollment and teacher distribution across different LGAs in Zamfara State:

LGA	Enrollment (JSS + Primary)	Teachers (JSS + Primary)	Teacher Gaps	PTR
ANKA	22,567	296	549	76:1
BAKURA	25,414	478	432	53:1
BIRNIN MAGAJI	19,362	420	235	46:1
BUKKUYUM	21,422	404	402	53:1
BUNGUDU	41,387	821	672	50:1

SOURCE: 2022/2023 ANNUAL SCHOOL CENSUS (ASC)

These figures highlight the critical need for additional teachers in many LGAs. The recommended pupil-to-teacher ratio (PTR) is 40:1, but several areas exceed this significantly, emphasizing the urgency of addressing recruitment challenges.

**2. Key Challenges** Identifying the challenges in basic education is essential to developing an effective recruitment plan. Key issues include:

**High Teacher Shortages:** The demand for teachers is significantly higher than the current supply, leading to overcrowded classrooms and reduced learning effectiveness.

**Disparities in Teacher Distribution:** Some LGAs have significantly lower teacher-to-student ratios than others, causing inequitable learning conditions across the state.

**Recruitment and Retention Issues:** Many qualified teachers prefer to work in urban areas, leaving rural schools severely understaffed. Additionally, delays in salary payments and lack of incentives discourage teachers from remaining in service.

**Teacher Attrition Factors:** Many teachers are nearing retirement, while others leave due to health issues, death, or career transitions, further exacerbating the shortages.

**Lack of Professional Development:** Many teachers do not receive adequate training or continuous professional development opportunities, which affects the quality of instruction delivered to students.

**3. Recruitment Strategy** A well-structured recruitment strategy ensures that qualified teachers are hired and deployed efficiently. This section outlines steps to bridge the teacher gap and improve the learning environment for students in Zamfara State.

### 3.1. Gap Identification and Target Setting

Understanding where teacher shortages exist allows for targeted recruitment efforts. This involves:

- ❖ Conducting a thorough assessment of teacher gaps per LGA.
- ❖ Setting clear targets for achieving a 40:1 pupil-to-teacher ratio.
- ❖ Implementing a **phased percentage-based recruitment approach** to gradually close the teacher gap in multiple recruitment phases.
- ❖ Considering attrition factors such as retirements, deaths, and resignations to ensure proactive and sustainable recruitment.
- ❖ Adjusting recruitment percentages dynamically based on real-time assessments, ensuring flexibility in meeting evolving workforce demands.

### 3.2. Job Description and Advertisement

- ❖ Ensure transparency in the hiring process.
- ❖ Advertise through multiple channels, including media, digital platforms, and community engagement.
- ❖ Clearly define qualifications, expectations, and career growth opportunities.

### 3.3. Screening and Selection Process

- ❖ Strict merit-based selection criteria.
- ❖ Written tests, interviews, and qualification verification.
- ❖ Inclusion of subject-matter assessments to ensure candidates are proficient in their teaching disciplines.

### 3.4. Deployment Strategy

- ❖ Prioritization of rural and underserved LGAs.
- ❖ Incentives for teachers willing to work in difficult-to-reach areas.
- ❖ Equitable distribution of teachers based on the severity of shortages in specific LGAs.

### 3.5. Training and Induction

- ❖ Pre-deployment induction programs.
- ❖ Continuous professional development workshops.
- ❖ Mentorship programs pairing new recruits with experienced educators.

### 3.6. Integration into Payroll

- ❖ Ensure timely salary payments.

- ❖ Implement an **exit tracking system** for effective workforce planning.
- ❖ Establish a digital payroll management system to prevent payment delays and errors.

#### 4. Implementation Timeline

Activity	Timeline
Recruitment Announcement	Jan-March
Application Screening	April-July
Written Test & Interviews	August-Nov
Deployment & Induction	December
Payroll Integration	January

#### 5. Expected Outcomes

**Improved teacher-to-student ratios:** The recruitment plan will significantly reduce overcrowding in classrooms, leading to better student engagement and learning outcomes.

**A phased, percentage-based hiring system:** The strategic allocation of teachers will ensure that the most critical gaps are addressed first, promoting balanced teacher distribution.

**Proactive teacher replacement strategies:** By accounting for retirements, resignations, and deaths, the plan ensures sustainability in staffing levels.

**Increased retention and motivation of teachers:** Fair deployment, professional development, and timely salary payments will encourage teachers to remain in service.

**Better deployment efficiency and workforce planning:** Regular assessments will enable proper alignment of recruitment efforts with evolving educational needs.

**Stronger educational outcomes due to improved teacher presence:** Schools will see higher student performance, reduced dropout rates, and better foundational learning for pupils.