



BORNO STATE GOVERNMENT

REPORT OF BASELINE MAPPING FOR BASIC EDUCATION TEACHERS IN BORNO STATE.

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**BORNO STATE MINISTRY OF EDUCATION, SCIENCE,
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AND

**BORNO STATE UNIVERSAL BASIC EDUCATION BOARD
(BOSUBEB)**

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Foreword

Education plays a vital role in national progress, and Borno State is dedicated to providing every child with access to quality basic education. The Baseline Mapping Exercise for Basic Education Teachers in Borno State is an essential initiative aimed at tackling key challenges in the sector, especially those related to recruiting, deploying, and retaining teachers. This report, created as part of the Human Capital Opportunities for Prosperity and Equity: Governance (HOPE-GOV) programme, offers an in-depth evaluation of basic education in the state, identifies gaps among teachers, and suggests practical measures to enhance both the quantity and quality of educators.

The results underscore an urgent need for targeted strategies to resolve widespread teacher shortages, particularly in rural communities, ensuring all students benefit from qualified and dedicated instructors. By adopting and implementing the recruitment and deployment recommendations provided here, Borno State can advance toward Universal Basic Education (UBE) goals and give every child the chance to succeed.

I recognize the hard work and commitment shown by the team from the Borno State Ministry of Education, Science, Technology and Innovation, the Borno State Universal Basic Education Board (BOSUBEB), and all stakeholders involved. Their efforts to strengthen the education system are admirable. It is my hope that this report proves valuable to policymakers, educators, and development partners as we collaborate to secure a brighter future for Borno State's children.



Engr. Lawan Abba Wakilbe

Honorable Commissioner

Borno State Ministry of Education, Science, Technology and Innovation

Acknowledgments

The Baseline Mapping Exercise for Basic Education Teachers in Borno State was successfully completed thanks to the combined efforts of many individuals and organizations. We sincerely thank everyone who contributed to this important project.

First, our deepest appreciation goes to His Excellency, Prof. Babagana Umara Zulum, Executive Governor of Borno State, whose strong support and dedication to enhancing education have been vital to the initiative's progress.

We are also grateful to the leadership and staff of the Borno State Ministry of Education, Science, Technology and Innovation, the State Universal Basic Education Board (BOSUBEB), especially the Honourable Commissioner, Engr. Lawan Abba Wakilbe, and the Executive Chairman of BOSUBEB, Prof. Bulama Kagu. Their partnership and commitment throughout the exercise are invaluable in advancing basic education.

Special recognition is due to the Baseline Exercise Technical Working Group, whose diligent work in gathering, analyzing, and reporting data ensured that this report is accurate and reliable. We acknowledge the contributions from local government education authorities, school administrators, and teachers who shared essential data and insights. Our thanks also go to the Borno State Education Management Information System (EMIS) team for providing important data and analysis.

Lastly, we appreciate the cooperation and support of communities and stakeholders across Borno State. Their involvement highlights how crucial collective action is in addressing educational challenges.

This report demonstrates what can be achieved through collaboration and shared commitment to improving education for every child in Borno State. We eagerly anticipate continuing this mission to ensure all children have access to quality basic education.



Hajiya Yakaru Mustapha

Permanent Secretary

Borno State Ministry of Education, Science, Technology and Innovation

Executive Summary

HOPE-GOV, a World Bank-funded Programme for Results (PforR), is designed to strengthen financial and human resource management in Nigeria's basic education and primary healthcare sectors. In Borno State, the programme supports flagship initiatives such as Universal Basic Education (UBE) and the Basic Healthcare Provision Fund by mapping teacher distribution and developing a multi-year recruitment and deployment plan. This effort aligns with Disbursement-Linked Result 5.1, which emphasizes increasing the number of teachers and healthcare workers deployed, thereby advancing UBE's 2021–2030 agenda and healthcare reforms for 2024–2028.

The baseline mapping exercise highlights critical challenges in Borno's education sector. Teacher shortages remain acute, driven by rising enrolment and impending retirements, with rural and underserved areas most affected. Qualification gaps persist, as most teachers hold only basic credentials, underscoring the need for candidates with advanced academic training and stronger professional development. Deployment inequities further widen the urban-rural divide, while limited funding and insecurity compound the crisis. Displacement, school destruction, and safety concerns demand a holistic response that integrates rebuilding, safe school initiatives, reintegration, and livelihood support to restore education standards.

To address these challenges, the report proposes a five-year recruitment and deployment strategy. Between 2025 and 2029, 5,656 teachers will be hired, this consist of 1,131 for pre-primary and 4,525 for primary schools, with priority given to rural areas affected by insecurity. Gender equity will be promoted through targeted recruitment of female teachers, providing role models and correcting imbalances. Recruitment will also emphasize advanced qualifications, complemented by continuous professional development for new and existing staff. Equitable deployment is central, with 67% of teachers recruited in 2025 assigned to rural schools, directly tackling disparities in access and outcomes.

The financing model underpinning this plan combines 60% government budget appropriation, 25% donor and grant funding, and 15% private sector and community contributions, ensuring sustainability and flexibility. If implemented effectively, the strategy will significantly advance UBE objectives, enabling all children in Borno, regardless of background or location, to access quality education. The report provides a clear roadmap for government agencies, policymakers, and partners, calling for collaborative commitment and strategic investment to transform Borno's educational landscape and lay the foundation for long-term social and economic development.

1.0 INTRODUCTION

HOPE-GOV is a World Bank-funded Programme for Results (PforR) initiative aimed at strengthening financial and human resource management in Nigeria's basic education and primary healthcare sectors, supporting government programmes like the Universal Basic Education (UBE) and Basic Healthcare Provision. This baseline exercise mapping on the current number and duty stations of basic education teachers across Borno State and preparation of a multi-year costed recruitment and deployment plan to address the human resource gaps identified is a requirement of the Disbursement-Linked Result 5.1 of the Human Capital Opportunities for Prosperity and Equity: Governance (HOPE-GOV) programme.

The development objective of the HOPE-GOV for Nigeria is to support the Federal Republic of Nigeria in strengthening financial and human resource management in basic education and primary healthcare sectors. The HOPE-GOV PforR will support government programmes that focus on improving service delivery in the basic education and primary healthcare sectors. These government programs are:

- (i) the universal basic education (UBE) program established by the Universal Basic Education Act of 2004 (UBE Act), now being refocused through the new universal basic education roadmap (UBER), 2021 - 2030; and
- (ii) the basic healthcare provision programme established by the National Health Act of 2014, now being implemented through the National Health Sector Renewal Investment Initiative (NHSRII), 2024 - 2028.

The programme focuses on three result areas (RA):

- RA 1: increased availability and effectiveness of financing for basic education and primary healthcare service delivery;
- RA 2: enhanced transparency and accountability for basic education and primary healthcare financing; and
- RA 3: improved recruitment, deployment, and performance management of basic education teachers and primary healthcare workers by federal, state, and local governments.

This exercise is in fulfilment of the Disbursement-Linked Indicator (DLI) 5 (Increased number of teachers and health workers deployed), specifically result 5.1; baseline exercise mapping the number and duty stations of basic education teachers across Borno State and preparation of a multi-year costed recruitment and deployment plan to address staffing gaps.

1.1 Background

Borno State is situated in the North-East geopolitical zone of Nigeria. It is bordered by Yobe State to the west, Gombe State to the southwest, and Adamawa State to the south while its eastern border forms part of the national border with Cameroon. Its northern border forms part of the national border with Niger and its northeastern border forms all the national border with Chad. It is the only Nigerian state to border up to three countries. Borno State is

one of the country's most historically rich and culturally significant regions and its history is deeply intertwined with the Kanem-Bornu Empire, one of Africa's longest-lasting empires.

It takes its name from the historic emirate of Borno, with the emirate's old capital of Maiduguri serving as the capital city of Borno State. The state was established in 1976 out of the defunct North-Eastern State. It originally included the area that is now Yobe State, which became a distinct state in 1991. Borno is the second largest in area of the 36 states, only behind Niger State. It has an estimated population of 6.11 million in 2022. It consists of twenty-seven (27) Local Government Areas (LGAs), grouped into three Senatorial Districts.

Borno State is the worst-affected state after the emergence of Boko Haram's insurgency in 2009. In July 2014, the state's governor Kashim Shettima reported that 176 teachers had been killed, and 900 schools destroyed between 2009 and 2011. Also, after the Chibok schoolgirls kidnapping in April 2014, most schools in Borno State were closed, affecting the delivery of basic education services in the state.¹ The Internal Displacement Monitoring Centre (IDMC) estimated the number of internally displaced persons in the state to be 1,434,149 in 2017, the highest in Northern Nigeria². The insecurity and conflict exposure of the state is a key factor significantly affecting basic education services the state.

The Borno State Ministry of Education, Science, Technology and Innovation (MOESTI) and the Borno State Universal Basic Education Board are primarily responsible for basic education in the state. Like in other states in Nigeria, Borno's education system follows a 6-3-3-4 structure (6 years for primary education, 3 years for junior secondary, 3 years for senior secondary, and 4 years for tertiary education). In 2024, the state government announced a significant reduction in the number of out-of-school children in the state from over 2.2 million to fewer than 700,000, a 70% decrease.³ Efforts made by the government to improve enrolment and the quality of education include the construction of 104 new schools, rehabilitation of 2,931 classrooms across the state, and distribution of millions of educational materials such as 20 million exercise books, 2 million textbooks, 15 million school uniforms, 700,000 school bags, and many other learning tools. Each year, 50,000 pupils benefit from the state's school feeding programme while 10,000 bicycles were provided to help rural students overcome access and mobility challenges.

The state government provides Technical and Vocational Education and Training (TVET) to address the educational needs of older out-of-school youths. It established five vocational enterprise institutes, and two second-chance schools for women and girls while nine existing vocational training centres were reactivated to train 5,000 artisans annually, equipping them with skills for self-reliance and reducing unemployment.

According to the UBEC 2022/2023 National Personnel Audit (NPA), Borno has a total enrolment of 118,688 in ECCDE learners comprising 59,170 males (49.85%) and 59,518 females (50.15%). Out of these, 52,973 (44.63%) are enrolled in public schools while 65,715 (55.37%)

¹ ['900 schools burnt, 176 teachers killed in Borno' | TheCable](#)

² [State of IDP camps in Nigeria](#)

³ [We've Reduced Out-of-school Children In Borno To 700,000 – Zulum - Daily Trust](#)

are enrolled in private schools. The greater share of these learners are in urban areas (91,694, 77.26%) compared to 26,994 (22.74%) in rural areas.

The state has a total of 666,960 learners in its public primary schools, consisting of 335,722 (50.34%) males and 331,238 (49.66%) females. On the other hand, 118,460 learners are enrolled in private primary schools out of which 59,146 (49.93%) are males and 59,314 (50.07%) are females. More than half (52.65%) of all public primary school students are in urban areas,

There are 166,310 learners enrolled in the state's public junior secondary schools comprising 78,919 (47.45%) males and 87,391 (52.55%) females. Among these, 113,368 or 68.17% are in urban areas while 52,942 or 31.83% are in rural areas. In private Junior Secondary (JS) schools, there are 36,148 learners split into 17,014 (47.07%) males and 19,134 (52.93%) females.

Borno State is home to several higher institutions including the University of Maiduguri, Nigerian Army University Biu, Federal Polytechnic Monguno and Maiduguri College of Nursing and Midwifery.

1.2 Objectives of the Baseline Mapping Exercise

The objectives of the Baseline Mapping Exercise include:

- i. To identify and document the current number and location of basic education teachers across all the basic education institutions in Borno State.
- ii. To assess the existing teachers gaps as well as the recruitment and deployment needs in the state.
- iii. To develop a multi-year costed teacher recruitment and deployment plan to address the staffing gaps identified.
- iv. To inform strategies for improving teacher performance management by the state and local governments.

1.3 Scope of the Baseline Mapping Exercise

The baseline mapping exercise encompasses all the basic education institutions within Borno State, including pre-primary, primary and junior secondary schools. It captured comprehensive data on the teaching workforce, existing gaps, future gaps, and strategies to achieve effective teacher deployment and performance management. The scope of the exercise also includes distribution of teachers across LGAs, and urban-rural mix to ensure an equitable assessment and to address the diverse educational needs across the state.

1.4 Methodology

1.4.1 Approach

Under the HOPE-GOV PforR, DLI 5 focuses on "Increased numbers of teachers and health workers deployed." It has 2 DLRs. For DLR 5.1, states are required to conduct a "Baseline exercise mapping the number and duty stations of basic education teachers across the state and a multi-year costed teacher recruitment and deployment plan to address the staffing gap completed and published by March 31, 2025,"

Borno State employed a mixed approach including extensive stakeholder mapping, sensitization, and engagements on the HOPE-GOV programme, desk research, enumeration/data collection, and analysis. The state conducted a baseline mapping exercise to collect and analyse data on:

- Names, types, and locations of basic education schools across the state.
- Total number of teachers per school.
- Gender of teachers.
- Academic qualification of teachers.
- Expected retirement date of teachers to identify the number of teachers expected to retire within the next 5 years.
- Student enrolment rate from 2022-2024.
- Number of teachers per subject taught in schools.
- Existing teachers' gap in schools.
- Teacher-Pupil ratios in schools.
- Types of special education provided and student enrolled.

1.4.2 Data Collection and Analysis Method

A combination of primary and secondary data was collected for the exercise. Secondary data was collected from the database of Borno State's Education Management Information System (EMIS) housed at the Ministry of Education, Science, Technology and Innovation (MOESTI) and the State Universal Basic Education Board (BOSUBEB). The data was complemented with primary data collection using a structured data collection form (see Annex 2). Other sources include the state's payroll and personnel/HR records, state-owned websites, credible online reports, and research publications. The exercise was led by an 8-person Technical Working Group (TWG) led by the Permanent Secretary MOESTI and Executive Chairman BOSUBEB.

The current pupil-teacher ratio was calculated, and the teacher's gap was estimated by comparing the current pupil-teacher ratio in each school with the recommended benchmark in the National Policy on Education (1:25 for pre-primary schools, 1:35 for primary schools, and 1:40 for junior secondary schools). The current pupil-teacher ratio was calculated by dividing the total number of pupils by the total number of teachers at each level of education. The current ratio was subtracted from the recommended benchmark to arrive at the teacher's gap per school.

The teachers' gap per school was aggregated at the LGA level and summed up to arrive at the state-level teachers' gap.

1.4.3 Validation

To ensure the accuracy and reliability of the baseline mapping report, several validation measures were undertaken. Field checks were carried out in selected schools to confirm data conformity, while the collected information was cross-referenced with the state's payroll records and Education Management Information System (EMIS). Additional comparisons were made with the UBEC 2022/2023 National Personnel Audit (NPA), as well as Borno State's Cycle 4 Medium-Term Basic Education Strategic Plan (SMTBESP) 2024–2027 and other relevant state plans. These

steps provided a comprehensive framework for verifying the consistency and credibility of the data.

The validation process culminated in a two-day stakeholder meeting that brought together representatives from School Based Management Committees (SBMCs), civil society organizations (CSOs), school administrators, Local Government Education Authorities (LGEAs), development and technical partners, and officials from SUBEB and MOESTI. This inclusive forum allowed stakeholders to review findings, share insights, and provide additional information, resulting in practical recommendations to address identified gaps. Their collective input strengthened the report's conclusions and reinforced its role as a roadmap for improving the quality of basic education in Borno State.

1.4.4 Methodological Assumption and Limitations

During this exercise, some assumptions were made. One of them is that due to ongoing efforts by government and other stakeholders, basic education school enrolments will increase consistently between 2025 and 2029 despite fluctuations recorded between 2020 and 2024. Another is that as the security situation in the state improves, some students will return to rural schools and there will be need to deploy more teachers to those areas around 2028-2029.

Limitations include difficulty obtaining credible data for student enrolment rates for the past three (3) to five (5) years to understudy the trend in enrolment and use the data to accurately estimate future teachers' needs when more students are enrolled in the basic education system. Also, due to the large volume and data privacy reasons (data contains personal identifiable information), details such as names, qualifications, experience, position/functions, duty stations and dates of first posting for each teacher are not explicitly listed in this report. However, this data is available on Borno State's Education Management Information System (EMIS) in the archive of BOSUBEB.

2.0 SITUATIONAL ANALYSIS

2.1 Overview of Borno State's Basic Education System and Human Resources

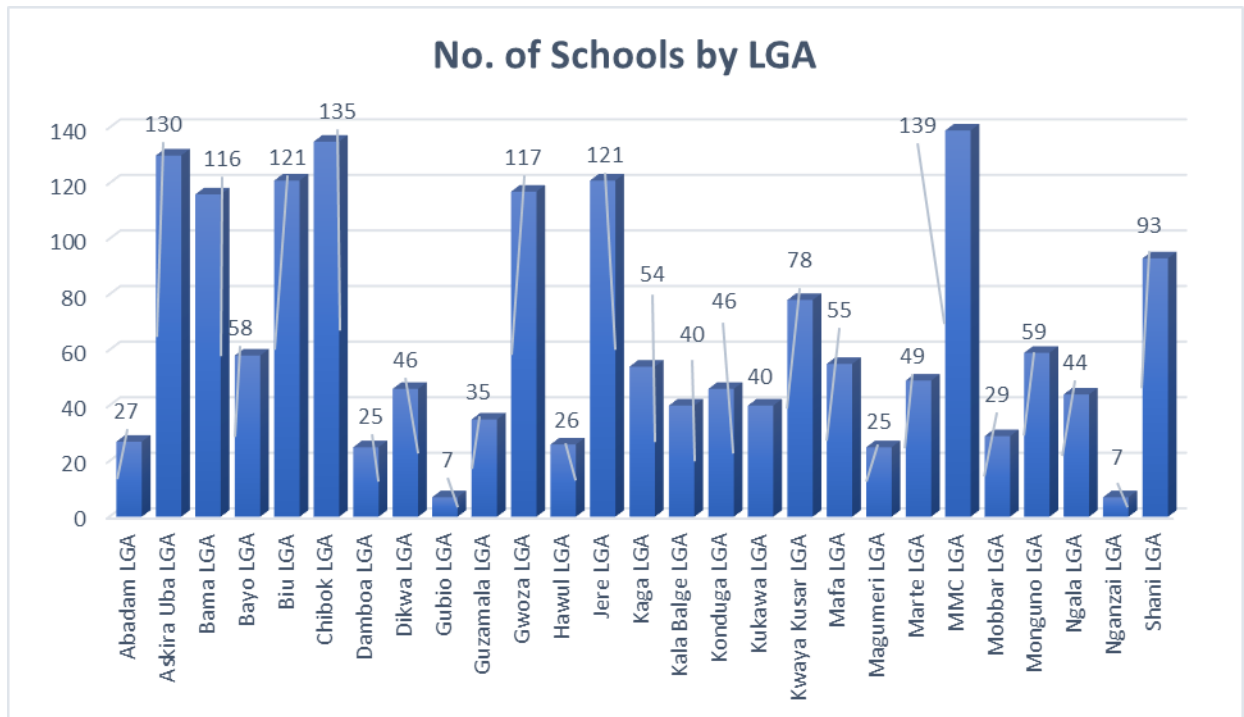
2.1.1 Number of Government-owned basic education facilities in the State

The educational infrastructure in Borno State is extensive, encompassing a total of 1,722 basic education schools across the state. These institutions are classified into 274 pre-primary schools, 1118 primary schools and 3300 junior secondary schools. As depicted in Figure 1, Maiduguri Metropolitan Council (MMC) exhibits the highest number of schools, totalling 139, followed by Chibok LGA with 135, and Askira Uba with 130. Conversely, Gubio and Nganzai LGAs have the fewest schools of 7, following by Damboa and Magumeri LGAs both with 25, followed closely by Hawul LGA with 26 schools and Abadam LGA with 27. On average, each LGA hosts approximately 64 schools, reflecting a significant effort to ensure equitable access to education throughout the state. This distribution demonstrates a committed endeavour to provide educational facilities to students across various districts, which is imperative for sustaining and enhancing the overall educational standards.

In addition to the urban-rural divide, the low number of schools in Gubio, Nganzai, Damboa, Magumeri, Hawul and Abadam is consistent with low enrolment numbers in these LGAs. This could be attributed to the years on insecurity witnessed in Borno State that drove residents from the fringes to major towns in the centre.

Figure I below depicts the disparate distribution of educational facilities across the different LGAs in the state, highlighting areas where additional resources may be necessary to balance and address disparities.

Figure I: Distribution of government-owned basic education school



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

According to BOSUBEB, at least 2,246 classrooms in 500 public schools were attacked by Boko Haram insurgents between 2009 and 2021. The group also destroyed various perimeter wall fences, laboratories, staff quarters, libraries, and water points. In addition to the infrastructure deficit brought about by the Boko Haram insurgency, the education sector in the state is also challenged by a lack of qualified teachers, as over 500 teachers have either been killed, maimed, or forced to flee for their lives.⁴ All of these have further contributed to the disparities between the presence and availability of basic education schools and facilities among various communities and LGAs in the state. Clearly, education is one of the public sectors most severely affected by the Boko Haram insurgency in the state. The effects of the insurgency on education infrastructure, enrolment, teacher retention and deployment are further discussed below.

⁴ [Boko Haram Destroys 2,246 Classrooms In 512 Attacked Schools — Borno Official - HumAngle](#)

2.1.2 Basic Education Facility Density in Borno State

Figure 2 provides a detailed overview of the distribution of basic education facilities across the LGAs in Borno State. The distribution of pre-primary and primary education institutions across the state shows marked variability among the LGAs as shown in Figure 2 below. Chibok LGA stands out with the highest number of pre-primary and primary schools, totalling 121. This is followed by Askira Uba with 109 pre-primary and primary schools. MMC has 102 schools while Bama and Gwoza both have 101 primary schools. These LGAs represent areas with significant infrastructure dedicated to primary education, likely reflecting a higher population density or a strategic focus on education access.

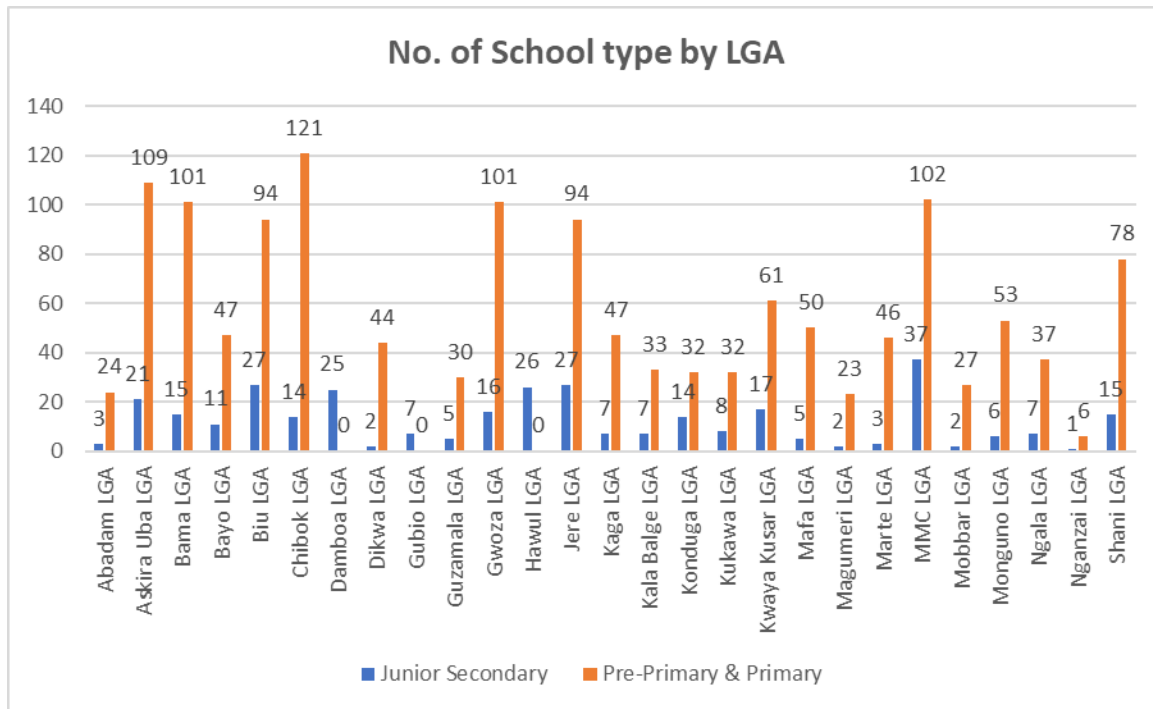
In contrast, LGAs such as Nganzai, Magumari and Abadam have the fewest pre-primary and primary schools, with counts of 6, 23, and 24 schools respectively. No records are available for Damboa, Gubio and Hawul LGAs. This suggests potential challenges in these regions to meet the educational demands of the population. The lower number of schools in the above LGAs indicate a need for increased investment in educational infrastructure to ensure equitable access to pre-primary and primary education.

The distribution of junior secondary schools also reveals important disparities. MMC LGA leads with 37 junior secondary schools, indicating a robust infrastructure for secondary education. Biu and Jere LGAs both follow with 27 junior secondary schools, closely followed by Hawul with 26. This distribution highlights the presence of focal LGAs for secondary education, which may correlate with higher student enrolment numbers in those LGAs.

On the other end of the spectrum, LGAs such as Dikwa, Magumeri, Abadam and Marte have significantly fewer junior secondary schools, with counts ranging from 2 to 3. These figures suggest a need for enhanced support and development of secondary education facilities in these regions to balance the educational opportunities across the state.

The disparities in the distribution of primary and junior secondary schools necessitate a strategic approach to resource allocation. LGAs with fewer educational facilities might benefit from targeted investments to build new schools where necessary and refurbish existing ones. Additionally, ensuring that these regions receive adequate teaching staff and educational materials will be crucial to improving the overall educational standards.

Figure 2: Basic Education Facility Density in Borno State



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

2.1.3 Students Enrolment in Basic Education Facilities in Borno State

As shown in Table I below, Borno State boasts a total enrolment of 688,028 students in its pre-primary, primary, and junior secondary schools across 27 LGAs. Among these, the highest combined student enrolment is found in MMC LGA with 175,699, Jere 97,619, Biu 74,396 and Gwoza 50,775. On the other hand, the lowest enrolments are found in Gubio with 188, Magumeri with 516, Abadam with 2789 and Kukawa with 3644.

The total number of pre-primary school students is 49,587; 500,526 are enrolled in primary schools, while junior secondary school enrolments stand at 137,915. The wide gap between primary and junior secondary enrolments may also imply low transitions between both schools. Thus, The government and education stakeholders intends to investigate the causes and take necessary actions to increase primary to secondary transitions. The wide gap between pre-primary and primary enrolments also indicates that few parents are enrolling their children in pre-primary schools. So, measures will be put in place to improve pre-primary enrolments across the state.

Table 1: Student Enrolment in Basic Education Facilities in Borno State

LGA	Pre-Primary	Primary	JSS	Total
Abadam LGA	918	1,871	0	2,789
Askira Uba LGA	1,062	23,939	9,010	34,011
Bama LGA	2,643	18,887	3,858	25,388
Bayo LGA	1,557	15,358	1,993	18,908
Biu LGA	5,080	56,973	12,343	74,396
Chibok LGA	4,863	14,706	3,655	23,224
Damboa LGA	0	0	9,716	9,716
Dikwa LGA	1,624	9,105	1,026	11,755
Gubio LGA	0	0	188	188
Guzamala LGA	386	2,800	628	3,814
Gwoza LGA	3,067	38,657	9,051	50,775
Hawul LGA	0	0	0	0
Jere LGA	7,530	66,409	23,680	97,619
Kaga LGA	132	4,287	1,392	5,811
Kala Balge LGA	0	7,192	1,490	8,682
Konduga LGA	2,136	30,127	2,337	34,600
Kukawa LGA	0	2,668	976	3,644
Kwaya Kusar LGA	1,243	15,462	5,855	22,560
Mafa LGA	519	11,121	1,490	13,130
Magumeri LGA	0	44	472	516
Marte LGA	366	6,075	721	7,162
MMC LGA	11,047	123,619	41,033	175,699
Mobbar LGA	628	2,480	570	3,678
Monguno LGA	1,433	11,959	1,861	15,253
Ngala LGA	393	6,781	1,263	8,437
Nganzai LGA	146	4,360	390	4,896
Shani LGA	2,814	25,646	2,917	31,377
GRAND TOTAL	49,587	500,526	137,915	688,028

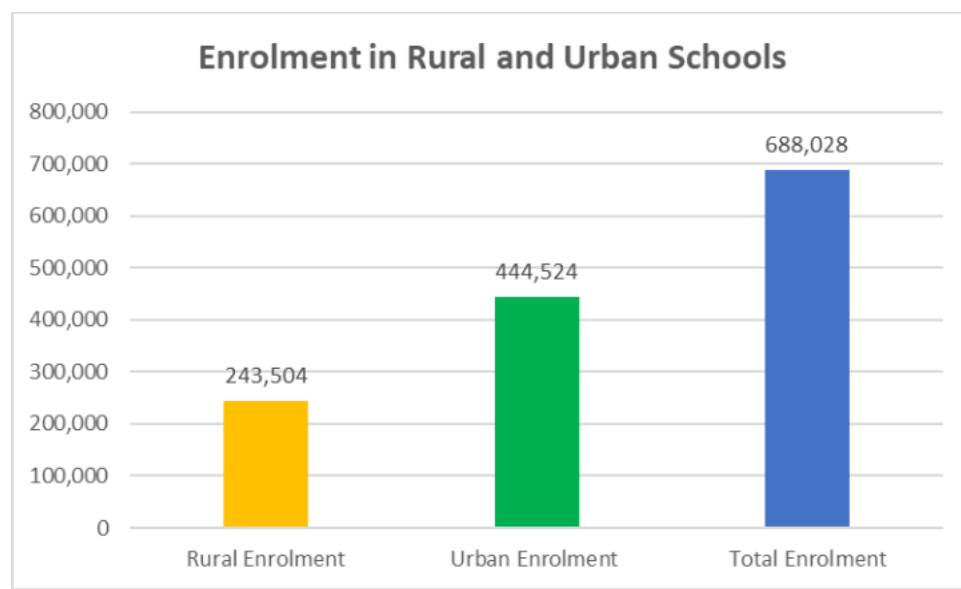
Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

The LGAs with the highest pre-primary school enrolment is MMC (11,047 students), Jere (7,530 students), Biu (5,080 students), Chibok (4,863 students) and Gwoza (3,067 students). Conversely, the lowest pre-primary school enrolments are found in Kaga (132 students), Nganzai (146 students), Marte (366), Guzamala (386 students) and Ngala (393 students).

Great disparities also exist in primary school enrolments ranging from the highest of 123,619 in MMC, followed by 66,409 in Jere, 56,973 in Biu, 38,657 in Gwoza and 30,127 in Kondunga LGA. On the other end are Magumeri with 44, Abadam with 1,871, Mobbar with 2,480, Kukawa with 2,668 and Guzamala with 2,800.

For junior secondary schools, MMC maintains the lead with 41,033 students, followed by Jere (23,680 students), Biu (12,343), and Askira Uba (9,010 students). The lowest enrolments are in Gubio (188), Nganzai (390 students), Magumeri (472 students), Mobbar (570 students) and Guzamala (628 students). This data and analysis highlight the need for targeted educational development in regions with lower student numbers to ensure equitable access to education throughout Borno State.

Figure 3: Enrolment in Rural and Urban Schools in Borno State



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

The greater concentration of students in major cities and urban LGAs (see figure 3 above) is another reflection of the impact that insecurity has had on basic education as the residents of Borno flee from the worse affected communities to locations deemed safer. As a result, enrolments in these affected LGAs have declined significantly, resulting in wide gaps between rural-urban enrolments. The insecurity has also contributed to the number of out-of-school children in the state, leading to overall lower enrolment numbers across the state. Thus, the state, local governments, and development partners must sustain efforts to return vulnerable children to school.

2.1.4 Current Basic Education Workforce in Borno State and their Locations

2.1.4.1 Total Basic Education Workforce in Borno State by Location

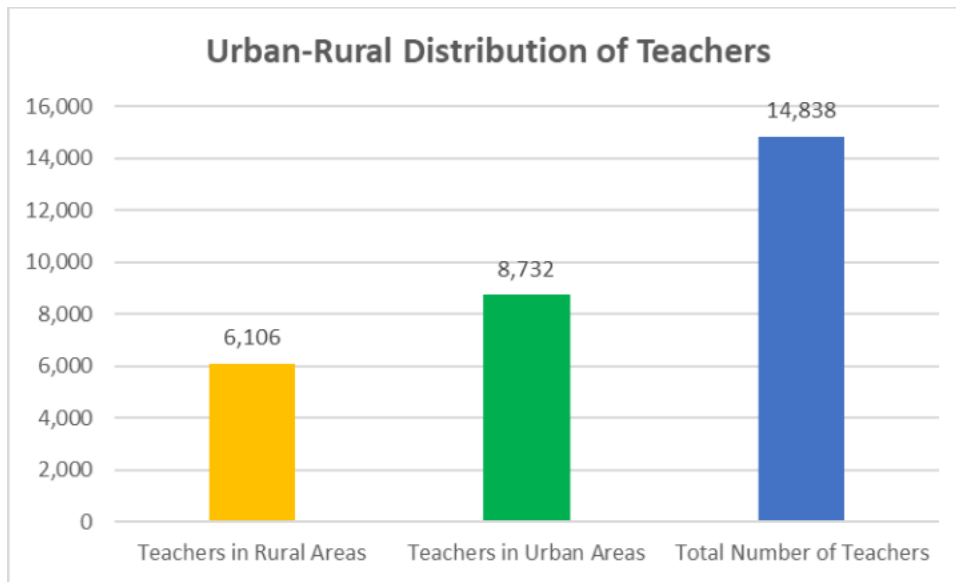
Borno’s current total teacher workforce for basic education is 14,838, comprising 7,485 male teachers and 7,353 female teachers. This distribution reflects a notable gender balance, with male teachers slightly exceeding their female counterparts. MMC LGA leads with the highest number of teachers at 2,593, followed by Jere with 1,992 and Biu with 1,157. Others with significant teachers’ population are Konduga and Askira Uba with 1,107 and 1,033, respectively. These

figures suggest a concentration of educational resources in more populated and urban areas, potentially leading to disparities in teacher's workload and educational quality across different regions. The spread of the workforce by LGA is shown in Figure 4 below.

Due to the large volume and data privacy reasons (the data contains personal identifiable information), details such as names, qualifications, experience, position/functions, duty stations and dates of commencement for each teacher are not explicitly listed in the document. However, this data is available on Borno State's Education Management Information System (EMIS) and the archive of BOSUBEB.

Conversely, the LGAs with the fewest teachers are Gubio with 12, Magumeri with 53, and Guzamala with 96. This paucity of educators in these regions indicates a pressing need for strategic recruitment and deployment of teaching staff to ensure all students receive adequate educational support.

Figure 4: Urban-Rural Distribution of Teachers in Borno State

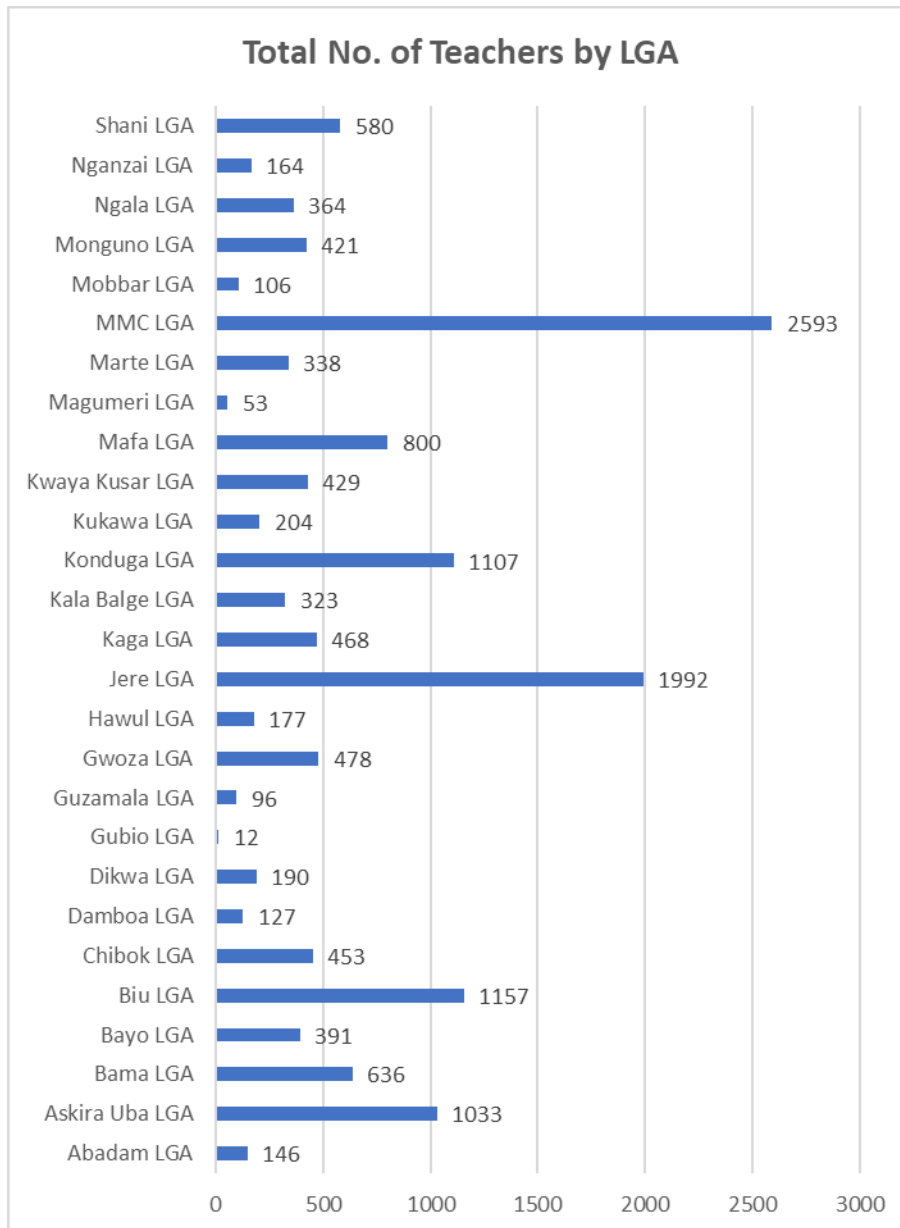


Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

Furthermore, an analysis of the urban-rural distribution of teachers reveals that 8,732 educators are employed in 486 urban schools, whereas 6,106 teachers work across 1,210 rural schools (see figure 4 above). Thus, the number of urban teachers far exceeds those in rural areas even though there are more rural schools. However, this is consistent with the greater urban enrolment of 444,524 compared to rural enrolment of 243,504 (refer to figure 3 above). Thus, although there are far more rural schools, the insecurity has driven teachers and students to relatively safer urban areas, leading to pressure on urban schools and under-utilization of those in the rural areas. Consequently, this will pose significant strain on human resources at the urban level and justifies

the necessity for policies aimed at balancing the teacher-pupil ratio more effectively in these regions.

Figure 5: Total Basic Education Workforce (Teachers) in Borno State by Location (LGA)



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

2.1.4.2 Distribution of Basic Education Workforce by School Type

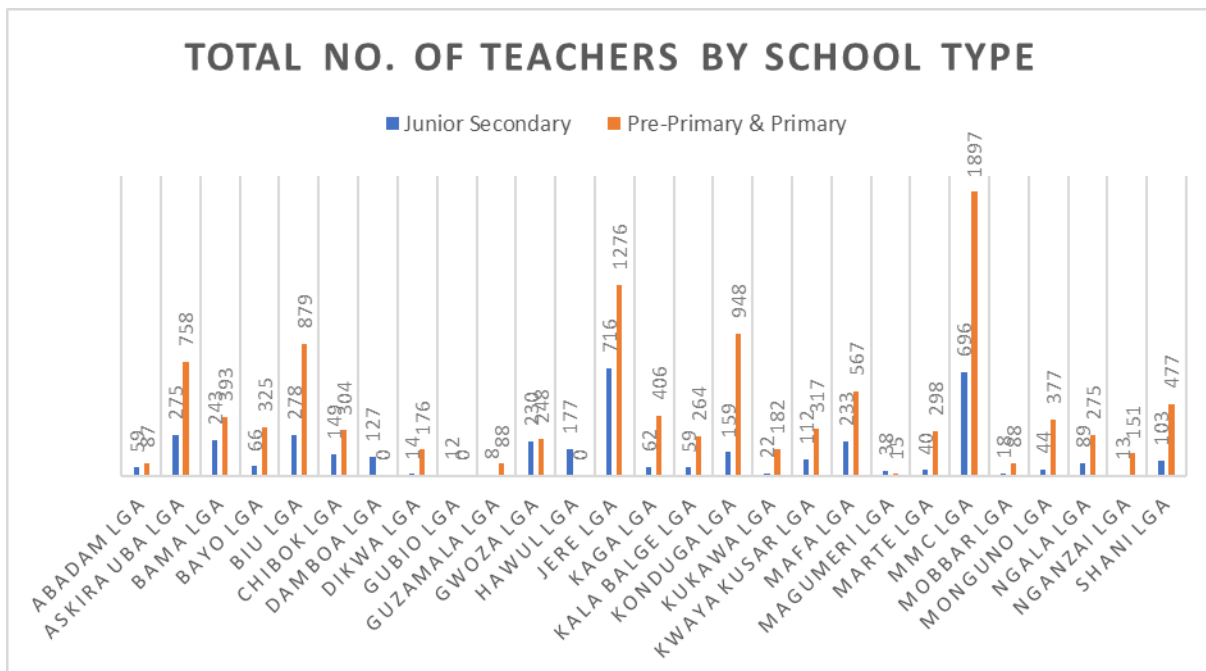
Out of its 14,838 basic education teachers, Borno State has allocated 10,796 teachers to primary schools and 4,042 to junior secondary schools. This distribution highlights a strategic focus on foundational education. However, it also indicates shortage of JSS teachers who are expected to

absorb the increasing number of students who transition from primary to secondary schools each year.

As shown in Figure 6, the LGAs with the highest number of pre-primary and primary school teachers are MMC with 1,897, Jere with 1,276, Konduga with 948 and Biu with 879, reflecting a prioritization of regions with higher student enrolments with the exception of Gwoza which has a mere 248 teachers. Magumeri has 15 teachers, Abadam has 87, Guzamala and Mobbar both have 88 representing the areas with the least number of primary school educators, indicating a potential imbalance that may affect the quality of education in these areas.

For junior secondary schools, MMC maintains its lead with 696 teachers, followed by Biu and Askira Uba with 278 and 275 teachers, respectively. This concentration of educators in more urbanized LGAs suggests a focus on maintaining educational standards where student numbers are high. In contrast, Guzamala, Gubio, Nganzai and Dikwa with 8, 12, 13 and 14 teachers, respectively, indicate a significant shortfall in these regions, underscoring the need for targeted recruitment and resource allocation to enhance educational support for junior secondary students in these areas.

Figure 6: Distribution of Basic Education Workforce by School Type



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

2.1.4.3 Distribution of Basic Education Workforce by Subjects Taught

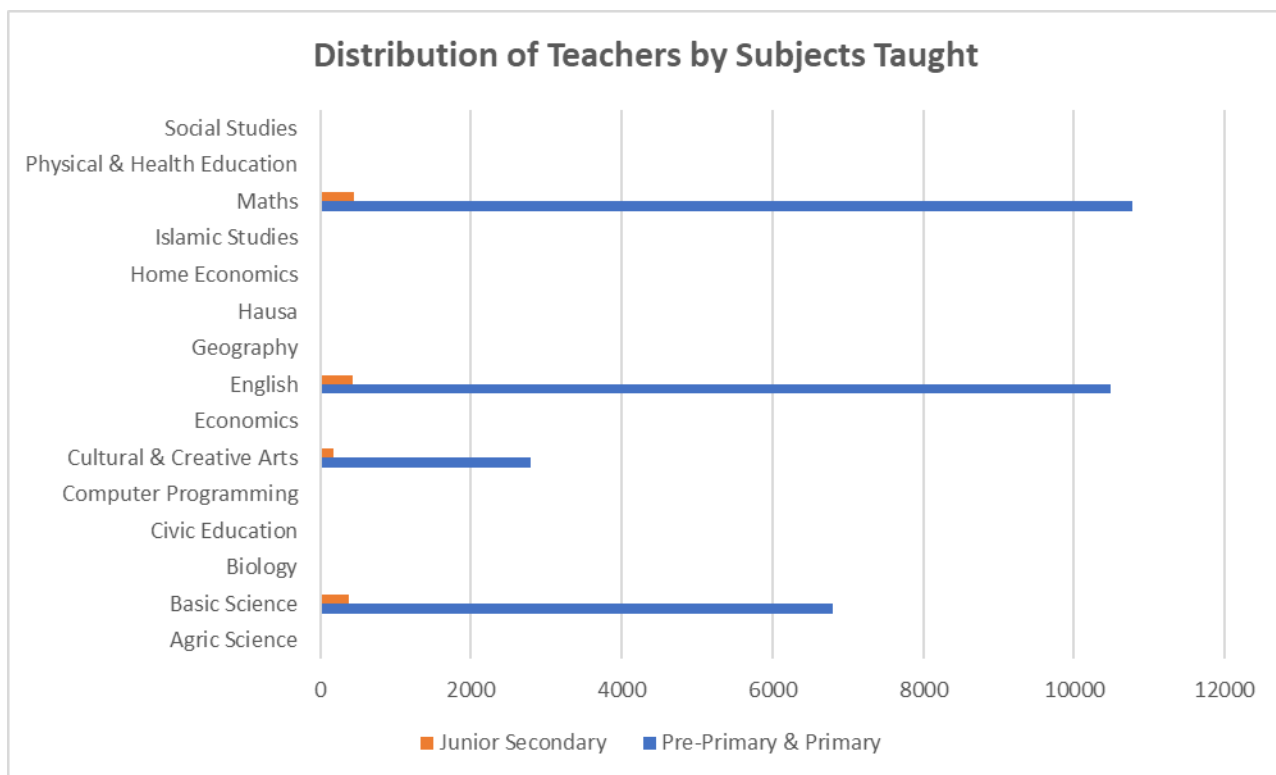
In terms of subject areas, Borno State has a heavy concentration of teachers in a few subjects and severe shortage in many others as depicted in Figure 5. There are 10,782 teachers dedicated

to mathematics instruction and 10,491 teachers for English in pre-primary and primary schools, highlighting the emphasis on core subjects in basic education. Other subjects with significant numbers of teachers are Basic Science with 6,800 and Cultural and Creative Arts with 2789. There are no recorded teachers for Agric Science, Civic Education, Social Studies and other areas which could result in significant knowledge and skills gaps.

In junior secondary schools, mathematics dominates with 447 teachers followed by 434 for English. Basic Science has 383 while Cultural and Creative Arts has 180.

The distribution of teachers by subjects taught highlights the need to recruit and re-assign existing teachers to subjects that are considered more critical by providing students with foundational literacy and numeracy skills, appreciation of science and technology, and practical skills for innovation and development.

Figure 7: Distribution of Basic Education Workforce (Teachers) by Subjects Taught



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

2.1.4.4 Teacher-Pupil Ratios in Borno State

The average Gross Pupil-Teacher ratio in Borno State is 1:47 for pre-primary, 1:51 for primary school and 1:34 for Junior Secondary schools against the recommendations/benchmark of 1:25 for pre-primary, 1:35 for primary, and 1:40 for secondary schools according to the National Policy on Education. Therefore, Borno significantly exceeds the benchmark in both its pre-primary and

primary schools signifying class overcrowding as defined by the National Centre for Education Statistics (NCES). However, its pupil-teacher ratio is within the benchmark for junior secondary schools. See Annex 4 for a detailed breakdown of the current Teacher-pupil ratio per school.

Table 2: Borno State enrolments, teachers' population, teacher-pupil ratio and teachers' gap

	2024 ENROLMENT	2024 TEACHERS' POPULATION	2024 TEACHER TO PUPIL RATIO	2024 TEACHERS' GAP
PRE-PRIMARY	49,587	1,059	01:47	924
PRIMARY	500,526	9,737	01:51	4,564
JSS	137,915	4,042	01:34	-594

Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

2.1.4.5 Distribution of Teacher by Academic Qualifications in Borno State

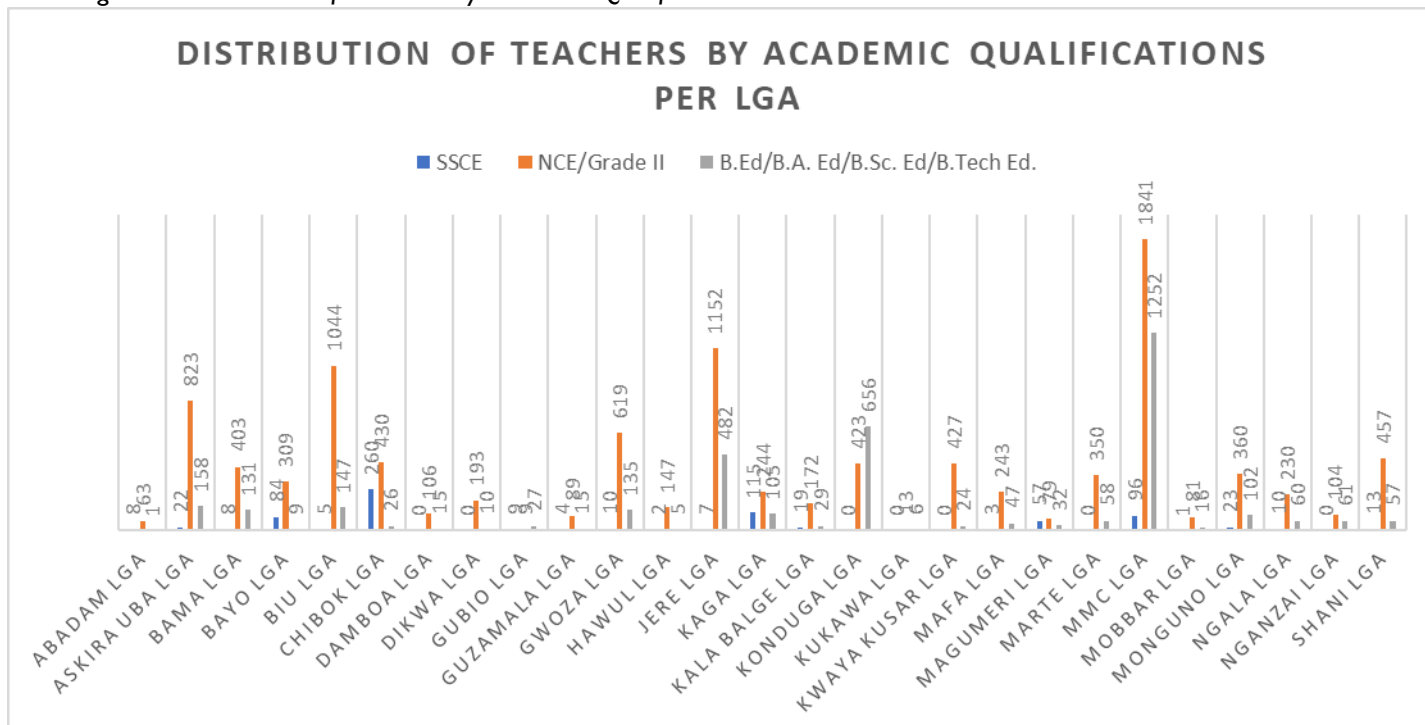
Out of the 14,838 basic education teachers working in Borno State, 755 hold SSCE/WASC academic qualifications, 10,511 have NCE or Grade II qualifications, while 3,667 possess a degree (B.Ed/B.A. Ed/B.Sc. Ed/B.Tech Ed.) or higher. This demonstrates that the NCE or Grade II qualification is the most prevalent among teachers in the state.

As shown in Figure 6, MMC is the LGA with the highest number of teachers holding both degrees (1,252) and NCE/Grade II qualifications (1,841). Kondunga LGA has the second-highest number of teachers with degrees (656) and 423 NCE/Grade II. Jere has 482 degree-holders and 1152 with NCE or Grade II.

The LGAs with the fewest number of teachers holding degrees are Abadam with 1, Hawul with 5, Kukawa with 6 and Bayo with 9. Those with the fewest NCE/Grade II holders are Gubio with 9, Kukawa with 13, Abadam with 63 and Magumeri with 79. These disparities highlight areas that may benefit from targeted educational interventions and professional development opportunities to ensure a more balanced distribution of qualified teachers across the state.

Accordingly, the state government and other stakeholders need to provide and increase opportunities for teacher training, regularized placements and educational advancement to enable more teachers with SSCE acquire an NCE/Grade II, while those with NCE/Grade II acquire their degrees and advance degrees.

Figure 8: Distribution of Teachers by Academic Qualifications in Borno State



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

2.1.4.6 Distribution of Teachers by Gender in Borno State

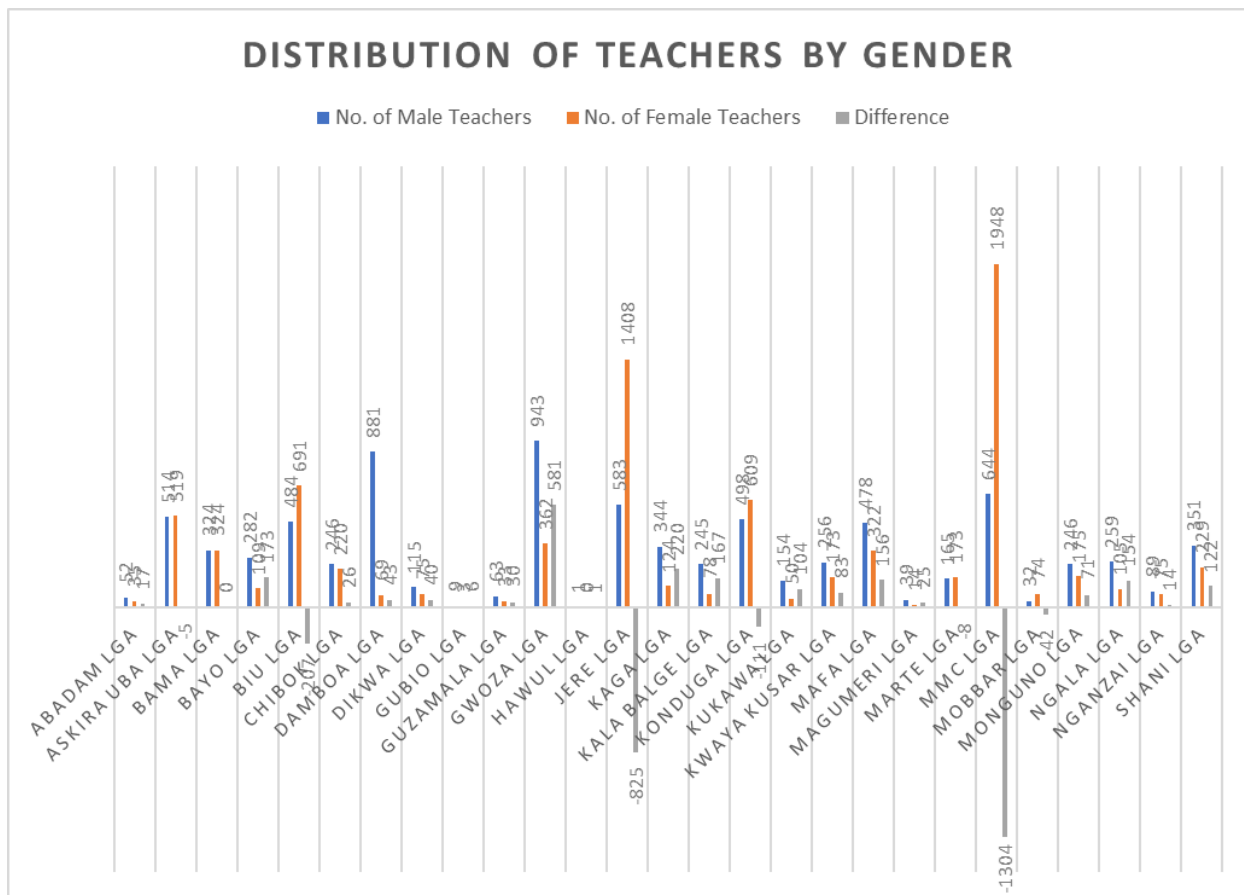
In Borno’s basic education schools, there are 7,485 male teachers and 7,353 female teachers, revealing a notable gender balance. Female teachers significantly outnumber their peers in MMC (by 1,304), Jere (by 825) and Biu (by 207). Conversely, male teachers dominate in Gwoza (by 581), Kaga (by 220), and Bayo (by 173). The largest disparities are in MMC (1,304), Jere (825), Gwoza (581) and Kaga (220) while the smallest disparities are in Bama (0), Hawul (1), Askira Uba (5), Gubio (6) and Marte (8).

This gender disparity in some LGAs underscores the necessity of promoting gender equality in the teaching workforce. Initiatives such as implementing supportive policies, fostering an inclusive environment, and encouraging female recruitment can help address these imbalances and improve educational outcomes for all students in Borno State. However, these disparities may have also been exacerbated by the conflicts and insecurity that forced many teachers to flee from affected LGAs to the state capital and major cities in the state. As peace and security improves in the state, we expect the government to address gender imbalances where they exist.

Gender dynamics are integral to the social context of Borno State, reflecting traditional roles and expectations. While strides have been made in recent years to promote gender equality in education, challenges persist. The social context recognizes the importance of addressing these challenges, ensuring that both boys and girls have equal access to educational opportunities and that more female teachers are employed in schools across the state. Strategies include fostering

a supportive environment that challenges gender stereotypes, encouraging female recruitment, and implementing policies that promote gender-sensitive teaching practices.

Figure 9: Distribution of Teachers by Gender in Borno State



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

2.1.4.7 Student Enrolment/Population Projection

According to the National Bureau of Statistics, Borno’s population of 4,171,104 in the 2006 census is projected to have grown to 5,860,200 by 2025.⁵ The Nigeria population pyramid reveals that majority of the country’s population lies between ages 0–14, requiring basic education. These growths are also reflected in the year-on-year increase in basic education student enrolment in 2020-2021, 2021-2022 and 2022-2023 as shown in Table 2a below. Thus, as the state’s population grows, student enrolment for basic education is equally expected to grow annually. Therefore, the government, planners, policymakers, and other actors in basic education must ensure adequate planning and budgeting to accommodate increased student enrolment, especially in basic education.

⁵ [Borno State Government | Official website](#)

Below (Table 3a) is the historical basic education student enrolment data between 2020 and 2023. Analysis of enrolment data and results of the student population projection are presented in Table 3b and 3c below.

Table 3a: Basic Education Student Enrolment 2020-2022

S/N	Level	Year	Male	Female	Total
1	Pre-Primary	2020/2021	25,683	26,991	52,674
		2021/2022	32,738	32,831	65,569
		2022/2023	35,384	35,675	71,059
2	Primary	2020/2021	294,556	302,794	597,350
		2021/2022	283,359	292,265	575,624
		2022/2023	305,689	320,760	626,449
3	JSS	2020/2021	82,977	83,836	166,813
		2021/2022	80,040	84,828	164,868
		2022/2023	97,981	103,593	201,574

Source: Analysis based on data from Borno State Education Management Information System (EMIS) and Baseline Survey.

According to the enrolment data shown above, the percentage enrolment in pre-primary is the least but is growing. It moved from 52,674 in the 2020/2021 academic year to 65,569 (24.48% increase) in 2021/2022 and 71,059 (8.37%) in 2022/2023. This followed by enrolments for junior secondary which declined slightly from 166,813 in 2020/2021 to 164,868 (-1.17% decrease) in 2021/2022. This may be due to disruptions caused by adjustments to the COVID-19 pandemic in addition to security challenges being managed by the state. It revamped in 2022/2023 moving up to 201,574 equivalents to an 22.26% increase.

The highest enrolments are found in primary schools. Enrolment also witnessed a decline, moving from 597,350 in 2020/2021 to 575,624 in 2021/2022 (reduced by 3.64%) before recovering to 626,449 (8.83% increase) in 2022/2023. Therefore, there is need for government and other stakeholders to investigate and address causes of this decline and take measures to boost enrolments into pre-primary schools and greater primary to secondary transitions.

Table 3b: Analysis of Enrolment Data (2020-2024)

	2020/2021 ENROLMENT	2021/2022 ENROLMENT	2022/2023 ENROLMENT	2024/2025 ENROLMENT	AVERAGE
PRE-PRIMARY	52,674	65,569	71,059	49,587	59,722
ANNUAL DIFFERENCE (+/-)		12,895	5,490	-21,472	-1,029
PRIMARY	597,350	575,624	626,449	500,526	574,987
ANNUAL DIFFERENCE (+/-)		-21,726	50,825	-125,923	-32,275
JSS	166,813	164,868	201,574	137,915	167,793

ANNUAL DIFFERENCE (+/-)		-1,945	36,706	-63,659	-9,633
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Source: Analysis based on data from Borno State Education Management Information System (EMIS) and Baseline Survey. *Data is missing for 2023/2024.

As shown in Tables 2a and 2b above, historical enrolment figures from 2020 show fluctuating basic education enrolments in the state. Overall, enrolments have dropped in the state across all levels. Pre-primary, primary and junior secondary enrolments have declined by an average of 1,029, 32,275 and 9,633.

However, the Borno State government is taking several measures to arrest this trend and ramp up enrolment across the state. They include cash support for parents and students, construction and renovation of schools, as well as the provision of free meals, to encourage school enrolment and retention across the state. Accordingly, for the purpose of this analysis, we project the average student enrolment to grow by 2% each year for the next 5 years.⁶

As outlined in Table 2c, the population of basic education students in the state is projected to increase from the current 688,028 students to 701,789 students by the end of 2025, grow to 730,141 students in 2027, and peak at 759,639 students in 2029.

Table 3c: Projection of Student Population (2025-2029)

Student Population Projection	Number
Current Student Population 2024	688,028
Projected Student Population 2025	701,789
Projected Student Population 2026	715,824
Projected Student Population 2027	730,141
Projected Student Population 2028	744,744
Projected Student Population 2029	759,639

Source: Analysis based on data from Borno State Education Management Information System (EMIS), Borno State Annual School Census 2024-2025 and Baseline Survey.

2.1.4.8 Forecasting - Assessment of Future Workforce Requirements

As discussed in 2.1.4.8 above, as the student population in Borno State grows, the workforce (number of teachers) is equally expected to grow if we are to achieve and maintain adherence to benchmarks such as the maximum permissible pupil-to-teacher ratios, urban vs rural ratio targets, gender distribution, and special needs teaching requirements.

Currently, the state has a total of 7,485 male and 7,353 female teachers. Thus, overall, the state has relatively balanced spread of teachers by gender. However, when we look at LGA and individual school levels, there is need for some alignment and adjustments to ensure effective male-female teacher ratios in each school.

⁶ [Zulum Offers Cash Support, Free Meals to Boost School Enrollment in Borno](#)

Therefore, this data and information presented above are used to design the teacher recruitment and deployment plan shown in section 3 below. The plan is also carefully designed to ensure that Borno achieves and sustains adherence to benchmarks such as the maximum permissible pupil-to-teacher ratios, urban vs rural ratio targets, gender distribution, and special needs teaching requirements, ensuring quality teaching and learning in all schools in the state. Based on the projected student population discussed above, as teachers retire, the student population in basic education schools is expected to grow. In other words, the rate at which the number of students in basic education schools grows necessitates the need for the government to ensure timely recruitment and deployment of teachers to not only replace those who will retire but to cater to the growing number of students in the state.

2.2 Teachers Gap Analysis and Findings

2.2.1 Total Basic Education Teachers Gap by Location in Borno State

The various LGAs in Borno State exhibit varying degrees of teacher shortages. Table 4 below provides a detailed analysis of the current deficit in each LGA. The analysis revealed an existing gap of 4,526 teachers.

Table 4: Total Basic Education Teachers Gap by Location in Borno State

LGAs	Current Teachers Gap
Abadam LGA	0
Askira Uba LGA	18
Bama LGA	155
Bayo LGA	10
Biu LGA	485
Chibok LGA	2
Damboa LGA	0
Dikwa LGA	121
Gubio LGA	0
Guzamala LGA	0
Gwoza LGA	349
Hawul LGA	0
Jere LGA	897
Kaga LGA	0
Kala Balge LGA	153
Konduga LGA	348

Kukawa LGA	0
Kwaya Kusar LGA	0
Mafa LGA	41
Magumeri LGA	0
Marte LGA	0
MMC LGA	1,845
Mobbar LGA	0
Monguno LGA	70
Ngala LGA	3
Nganzai LGA	26
Shani LGA	3
Grand Total	4,526

Source: Baseline Survey Analysis from Data Collected

2.2.2 Summary of Basic Education Teachers Gap by School Type

Across pre-primary and primary schools, the teacher gaps vary significantly by LGAs. MMC has the highest gap with 1,845 teachers, followed by Jere with 897 teachers and Biu with 485 teachers. The smallest gaps are found in Chibok with 2, Shani and Ngala with 3 each.

These gaps are presented in Table 5 below.

Table 5: Summary of Basic Education Teachers Gap by School Type

LGAs	Junior Secondary Teachers Gap (2025-2029)	Pre-Primary/Primary Teachers Gap (2025-2029)	Total Teachers Gap (2025-2029)
Abadam LGA	0	0	0
Askira Uba LGA	0	18	18
Bama LGA	0	155	155
Bayo LGA	0	10	10
Biu LGA	0	485	485
Chibok LGA	0	2	2
Damboa LGA	0	0	0
Dikwa LGA	0	121	121
Gubio LGA	0	0	0
Guzamala LGA	0	0	0
Gwoza LGA	0	349	349
Hawul LGA	0	0	0
Jere LGA	0	897	897
Kaga LGA	0	0	0
Kala Balge LGA	0	153	153
Konduga LGA	0	348	348
Kukawa LGA	0	0	0
Kwaya Kusar LGA	0	0	0

Mafa LGA	0	41	41
Magumeri LGA	0	0	0
Marte LGA	0	0	0
MMC LGA	0	1845	1845
Mobbar LGA	0	0	0
Monguno LGA	0	70	70
Ngala LGA	0	3	3
Nganzai LGA	0	26	26
Shani LGA	0	3	3

Source: Baseline Survey Analysis from Data Collected

2.2.3 Current Staffing Position and Gaps, Required Skills, and Teachers in Each School

Annexes 5 and 6 below show the current staff position in each school, i.e., name of school, number of teachers, academic qualifications of teachers, subject taught and subjects without assigned teachers i.e., gaps.

The situation varies by school and LGAs. While some schools have teachers assigned to core subjects such as Mathematics, English and Basic Science, some schools do not. While some schools have a spread of teachers across various subjects, some have concentration of teachers in certain subjects and shortages in others. For instance, across all schools, there are 11,229 Mathematics teachers, 10,925, 7183 for Basic Science and 2,969 for Cultural & Creative Arts.

This means that under the current arrangement, the ratio of total students to total Mathematics teachers is 1:61, and 1:63 for English teachers. This depicts a shortage of Mathematics and English teachers in many schools, while the existing ones are overworked and overstretched.

In terms of academic qualifications, NCE/Grade II is the most prevalent academic qualification and is held by 70.19% of teachers in the state (see figure 6 above). Teachers with degrees or higher constitute 24.72% while the balance of 5.1% are SSCE holders.

Therefore, this information is used in the recruitment and deployment plan in section 3.0 below to determine appropriate recruitment and deployment of teachers to address the gaps in terms of number of teachers, academic qualifications, and subject areas.

2.2.4 Identifying Skills and Number of Teachers Needed

For each school, the skills and teacher gaps are identified using data obtain from the state's EMIS and based on findings discussed above. Kindly refer to Annex 5 and 6 to see current number of teachers per school, their academic qualifications, subjects with teachers assigned and those without assigned teachers (gaps).

Based on the analysis, recommendations are made in section 3 below on the number and distribution of teachers to be recruited and deployed for pre-primary and primary vs junior secondary schools, rural vs urban schools, by subject area, and for each LGA, based on the needs of individual schools.

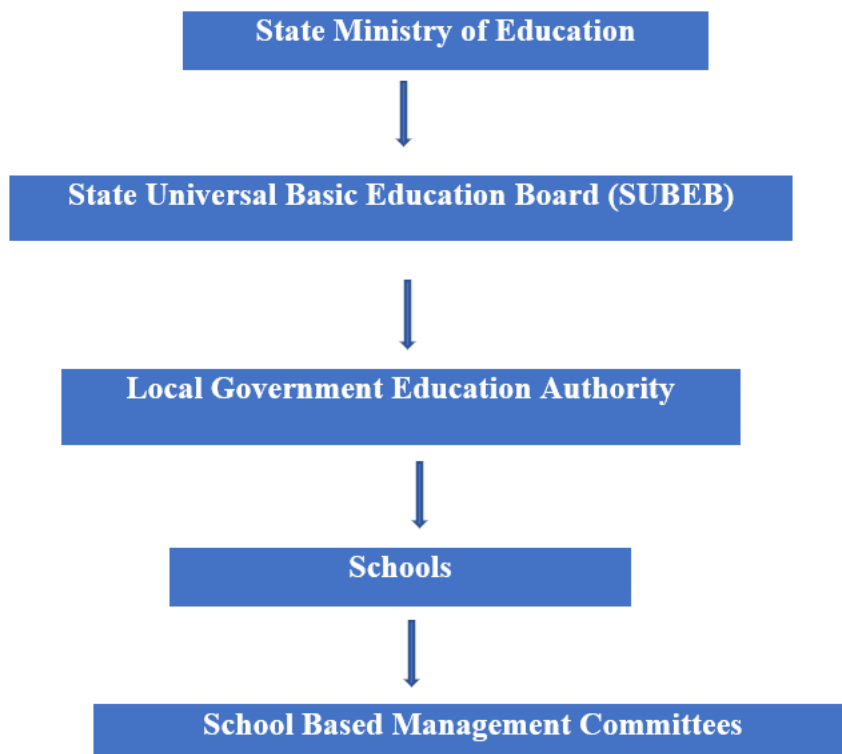
In this way, teachers that are recruited are not arbitrarily or randomly deployed. Rather, they are efficiently and effectively deployed to the specific schools where their skills are required, to teach subjects where teachers are shortages.

Table 9 in section 3.2.2 below shows the teacher gaps per LGA, derived from teachers gaps in individual schools in each LGA. Based on these gaps, recommendations are made to recruit and deploy additional teachers between 2025 and 2029 to totally close these gaps and ensure that schools meet benchmarks such as the teacher-to-pupil ratio that enhance teaching and learning.

2.3 Institutional Structure for Basic Education Human Resource Management in Borno State

Basic Education in Borno State is managed by various stakeholders at different levels as presented in Figure 10 and Table 5 below. The development and implementation of the state’s Basic Education Policy is informed by the state and local government needs. The responsibility for human resource management in basic education cuts across various MDAs and stakeholders.

Figure 10: Governance Structure of Basic Education in Borno State



Source: Borno State Cycle 4 State Medium-Term Basic Education Strategic Plan (SMTBESP) 2024–2027

The Borno State Ministry of Education, Science, Technology and Innovation (MOESTI) is responsible for formulating and implementing education policies in the state. The Ministry is led by a Commissioner while a Permanent Secretary is its chief accounting officer. Its mandate aligns with state development goals, particularly in rebuilding the educational sector and promoting innovation after years of conflict and underdevelopment. Its key responsibilities include:

1. Education Development

- Formulating and implementing policies for basic, secondary, and tertiary education.
- Overseeing the management of schools and colleges across the state.
- Promoting access to quality and inclusive education, especially for displaced children.
- Coordinating teacher recruitment, training, and professional development.

2. Science and Technology

- Advancing the use of science and technology in education and governance.
- Encouraging STEM (Science, Technology, Engineering, and Mathematics) education in schools.
- Supporting technical and vocational education and training (TVET).

3. Innovation and ICT

- Promoting digital literacy and ICT integration in schools.
- Supporting innovation hubs, startups, and research.
- Encouraging the use of technology-driven teaching tools in classrooms.
- Partnering with organizations to support digital transformation and youth empowerment through innovation.

The agencies and departments under MOESTI include:

1. State Universal Basic Education Board (SUBEB) – Oversees basic education.
2. Teaching Service Board (TSB) – Manages secondary school teachers.
3. Borno State Library Board
4. Borno State Science, Technical and Vocational Schools Board
5. Examinations Board
6. Department of Innovation and ICT
7. Planning, Research and Statistics Department

The table below defines the roles and responsibilities of the various stakeholders.

Table 6: Institutional Structure for Basic Education Human Resource Management in Borno State

MDA/ STAKEHOLDER	MANDATE	FUNDING SOURCES
Ministry of Education, Science, Technology and Innovation	<ul style="list-style-type: none"> i. Education policy development, standards setting, monitoring, and implementation ii. Quality assurance and enforcement of compliance with policies and standards iii. Supervision of the activities of its departments and agencies iv. Liaison with federal education agencies and development partners 	State Government
SUBEB	<ul style="list-style-type: none"> i. Management of public primary schools. ii. Recruitment, Deployment, Promotion, and discipline of teachers/personnel iii. Training/retraining of teachers and other personnel iv. Monitoring and supervision of Basic Education schools for quality assurance v. Payment of salaries and other entitlements to LGEA Staff vi. Provision of infrastructure and instructional materials vii. Provision of Basic Education to children of the Nomads viii. Mobilization and sensitization of nomadic communities. 	Federal, State, and Local Governments.
Local Government Education Authority (LGEA)	<ul style="list-style-type: none"> i. Coordination of schools i.e. area education offices, school support visits, supervision, and mentoring of schools 	LGEAs/SUBEB
Other Stakeholders	<ul style="list-style-type: none"> i. This includes SBMCs, CBMCs, PTAs, and MAs have the oversight function for school support, supervision as well as mobilization for effective management of the schools. 	STATE, LGEAs, UNICEF & WORLD BANK

Source: Adapted from Borno State Medium Term Basic Education Strategic Plan (MTBESP) 2024-2027

To ensure effective basic education human resource management in the state, education managers are subjected to a series of training and re-training regularly, aimed at enhancing their capacity and capability to deliver.

Borno State recognizes the significance of community and civil society organizations' involvement in education management and school governance. Accordingly, the state has reactivated its SBMCs and CBMCs, and facilitates ongoing training on their roles, responsibilities, and resource mobilization to enhance school safety and governance. These initiatives have yielded positive outcomes, particularly as reflected in independent monitoring reports and the mentoring of local community structures.

2.3.1 Permissible Teacher-to-Pupil Ratio in Borno State

In Nigeria, the National Policy on Education recommends a teacher-to-pupil ratio of 1:25 for pre-primary, 1:35 for primary schools and 1:40 for junior secondary schools to ensure effective teaching and learning.⁷ The policy emphasizes the importance of basic education and the need for a manageable teacher-to-pupil ratio to ensure qualitative education and meaningful learning.

Despite the recommendations, many pre-primary and primary school classrooms in Borno State are overcrowded, highlighting challenges in implementing the policy. As shown in the sections above, the average teacher-pupil ratio in Borno State is 1:47 for pre-primary, 1:51 for primary school and 1:34 for Junior Secondary schools. Thus, significant efforts are required to bring these ratios within the benchmarks especially for pre-primary and primary schools in both urban and rural areas.

The State is working towards meeting the National Policy on Education benchmark in the long run, however, in the short run, the State Government is targeting a maximum average Teacher-to-Pupil ratio of 1:30 for pre-primary schools and 1:40 for primary schools in both urban and rural areas pending the achievement of the National Policy on Education recommended ratio. It will also sustain and improve its good ratio of 1:34 for Junior Secondary schools.

2.3.2 Special Education in Borno State

In Borno State, there are provisions to cater to the needs of non-conventional students. These include Special Needs Schools, Nomadic/Fulani Schools, Islamiyya Schools, and Tsangaya/Almajiri Schools. These are considered special education/curriculum schools. These schools cater to students with learning disabilities and provide remedial education for students with or without special needs. Thus, in this way, the state is providing reasonable accommodation to address individual differences, disabilities, and special needs of children in the state.

The levels of basic education that are covered include Early Childhood Care Development and Education (ECCDE), primary and junior secondary schools, for male and female students in urban and rural areas. Thus, through these special education programmes, the state is ensuring inclusion and expanding access to basic education to children across the state irrespective of their peculiar situations and circumstances.

The Borno Special School for blind and deaf students is located in Maiduguri. The state also established the 'Fulani' school in Maiduguri called Aisha Buhari Integrated Secondary in 2018. It exclusively admits children from Borno's Fulani community and aims to break the cycle of intergenerational poverty and illiteracy among the Fulani community in the state. The school also provides breakfast and lunch.

In February 2024, the state government unveiled a unified curriculum for Islamic schools. The state governor affirmed that by aligning the new curriculum with the policies of the National Board for Arabic and Islamic Studies, the government aims to ensure that students receive a

⁷ <https://education.gov.ng/national-policy-on-education/>

standardized education that prepares them for higher learning opportunities. The focus on the Maliki school of thought in the curriculum, covering subjects such as Arabic, Quran, Hadith, Tauhid, and jurisprudence, highlights the comprehensive nature of the educational framework.⁸ Previously in 2022, the state governor directed the Governing Council of Arabic and Tsangaya Education Board to integrate vocational skills in the 2,775 almajiri schools and 451 Qur’anic schools in the state.⁹

Table 7: Special Education Programmes for Basic Education in Borno State

S/N	NO OF SCH	VISUAL IMPAIRMENT		HEARING IMPAIRMENT		PHYSICALLY CHALLENGED		MENTALLY CHALLENGED		GIFTED/ TALENTED		OTHERS		GRAND TOTAL	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ECCDE	61	44	11	7	9	15	15	12	61	44	11	7	9	129	116
PRIMARY	346	156	98	219	205	291	223	170	848	766	152	308	293	1,910	1,819
JSS	135	49	59	135	71	121	99	45	33	407	405	38	42	795	709

Source: Borno State Medium Term Basic Education Strategic Plan (MTBESP) 2024-2027

The data (table 6) above and below (figure 9) on special needs programmes and enrolment in Borno State schools provides some insights. The greatest number of students with special needs in the state are enrolled at the primary level. There are 3,729 students with special needs at primary level, split into 1,910 males and 1,819 females, cut across the visual impaired, hearing impaired, physically challenged, mentally challenged, gifted and others. Thus, primary schools catering to these students face the largest demand for human and material resources to support diverse needs and provide inclusive education. Also, male students consistently outnumber their female counterparts across pre-primary, primary and junior secondary levels.

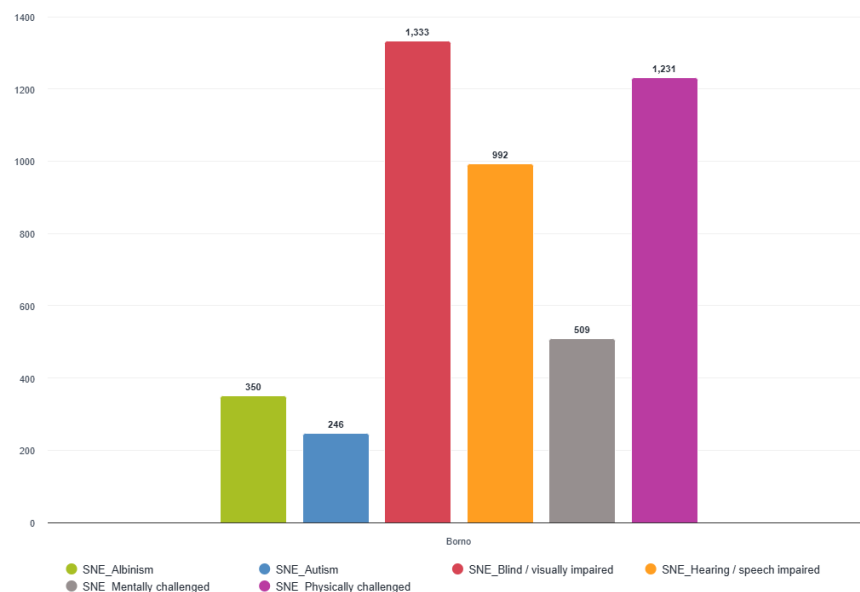
Relatively low number of students with special needs are enrolled in pre-primary schools with 129 males and 116 females. This highlights the need for greater advocacy for the enrolment of such students in pre-primary schools. Transition to junior secondary also appears low as there are only 1,504 comprising 795 males and 709 females. Thus, there is need to ensure adequate provision of special needs schools, teachers and materials to encourage greater retention and completion of basic education by students with special needs.

Currently, Borno State caters to the needs of students with various special needs such as the physical challenged, visually impaired, speech impaired, autistic, etc. as shown in figure 11 below.

⁸ [Borno State Unveils Unified Curriculum for Islamic Schools – Progressive News](#)

⁹ [Borno to integrate vocational skills in 3,226 almajiri, Qur’anic schools - Peoples Gazette Nigeria](#)

Figure 11: Categories of students with special needs enrolled in Borno State 2024



Source: Borno State Education Management Information System (EMIS) and Borno State Annual School Census 2024-2025.

The Borno State 2024-2027 MTBESP shows that there are 4 Special Needs schools in the state with **XX** teachers (see table 8 below).

In addition to the Special Needs Schools, Borno also has 7 Islamiyah Integrated, 14 Nomadic, 2,775 Tsangaya and 451 Islamiyah & Tahafiz schools. Together, these schools have a combined student population of 328,047 comprising 120,984 girls and 207,063 boys.

Table 8: Special Education Schools and Enrolment in Borno State

	Number of Schools	Total	Boys	Girls	% girls
Islamiyya Integrated	7	3,363	1,598	1,765	52
Nomadic	14	2,860	1,427	1,433	50
Special Needs	4	1104	607	497	45
Tsangaya	2,775	258,844	176,501	82,343	32
Islamiyah & Tahafiz	451	61,876	26,930	34,946	56
Total	3,251	328,047	207,063	120,984	

Source: Borno State Medium Term Basic Education Strategic Plan (MTBESP) 2024-2027

2.4 Challenges of Basic Education Workers Recruitment, Deployment and Retention in Borno State

The teaching workforce in its basic education system faces significant challenges. According to the 2024-2027 Borno State MTBESP, the state still has a significant number of unqualified teachers

at the BED level. Major challenges confronting teachers' recruitment, deployment, and retention include:

- Inadequate financing and resourcing of the basic education sub-sector for the recruitment, deployment, and retention of teachers.
- Shortage of qualified teachers especially in rural areas.
- Inadequate teacher recruitment and deployment, especially in rural areas. Due to more favourable conditions in urban areas, more teachers prefer to work in schools situated in urban areas where they have access to modern facilities.
- Insecurity in many LGAs and this discourages deployment and retention especially in the most affected areas.
- Inadequate targeted professional development programs, mentorship opportunities, and incentives to encourage further education and training.
- Lack of attractive salaries and other packages to encourage more young people to join the teaching profession.
- Insufficient teaching/learning materials to be used by teachers in schools such as textbooks, blackboards, computers, tablets, etc.
- Inadequate infrastructural facilities including potable water, electricity, and water, sanitation, and hygiene (WASH) facilities in schools.
- Skewed deployment in favour of schools in urban areas.
- Inadequate teachers' professional development and training.
- Insufficient or delayed replacement of teachers that retire or withdraw from service, resulting in shortage of teachers.
- Inadequate monitoring and mentoring by relevant MDAs and administrators.
- Political interference in hiring practices and processes.
- Absent and ghost teachers particularly in hard to reach and conflict-prone areas.
- Low community participation to complement government efforts in monitoring and inspection of schools, and demand for improved teacher recruitment, deployment, and training.

These challenges may have contributed to and amounted to poor educational outcomes at the basic education level resulting in many pupils/students leaving primary and junior secondary schools without the requisite skills and competencies for them to be self-reliant.

3.0 RECRUITMENT/DEPLOYMENT PLAN AND COSTING

3.1 Recruitment Plan

3.1.1 Basic Education Teachers Recruitment by School Level (5-year Projection)

To address the challenges affecting the education sector, Borno State has developed a comprehensive recruitment and deployment plan for basic education teachers over the next five years (2025-2029). The plan aims to recruit a total of 5,656 additional teachers, comprising 1,131

pre-primary and 4,525 primary school teachers. The state has sufficient junior secondary school teachers, but they will be re-distributed to ensure equity across schools and LGAs.

As presented in Table 9, the plan is to recruit 5,656 teachers over five (5) years; 2,489 teachers in 2025, 1,131 teachers in 2026, and 679 teachers each in 2027, 2028, and 2029. The recruitment plan focuses on recruiting more teachers in 2025 and 2026 to quickly reduce the strain on the existing teachers and improve teachers' service delivery in the short run.

Table 9: Basic Education Teachers Recruitment by School Level (5-year Projection)

Teachers Recruitment by School Level	Total	2025	2026	2027	2028	2029
Pre-Primary	1,131	226	226	226	226	226
Primary	4,525	2,263	905	453	453	453
Junior Secondary	0	0	0	0	0	0
Total	5,656	2,489	1,131	679	679	679

Source: Baseline Survey Analysis from Data Collected

This strategic approach not only aims to close the current and projected teacher gap but also to enhance teacher distribution, particularly in overstretched urban areas where shortages are more acute. The implementation of this plan will help bridge learning disparities between urban and rural schools and encourage greater community support for basic education.

The plan emphasizes equitable access to quality education and improving educational outcomes to foster primary to secondary-transitions and enhance the overall quality of learning in these communities. Additionally, the recruitment process will emphasize inclusion by prioritizing the hiring of women, persons with disabilities, minorities, and other disadvantaged groups.

Such initiatives are expected to result in better educational outcomes at the basic education level, ensuring that students acquire the requisite skills and competencies to be self-reliant and successful in their future endeavours.

3.1.2 Recruitment Strategy

In view of the anticipated increase in student population, focus will be placed on new recruitments and redistributions to fill the identified gaps. However, qualified volunteers or ad-hoc staff engaged by the schools will be given the opportunity to be naturalized into the service. In addition, existing civil servants in the State or Secondary Education sub-sector who have the requisite academic and teaching qualifications will be permitted to apply for transfer into the BED teaching cadre for immediate redeployment. After mopping up all existing internal recruitment potentials, an external recruitment drive be launched for external (qualified) candidates to apply to fill the remaining gaps not filled by internal candidates.

The recruitment will be very competitive and open to all qualified candidates; however, a reasonable degree of allowance will be given to qualified female applicants and applicants with disability in line with the gender and social inclusion objectives of the state as set out by the State Executive Council.

3.2 Deployment Plan

3.2.1 Basic Education Teachers Deployment Plan by Classification of Duty Station

To effectively close the current and projected teacher gap between 2025 and 2029, Borno State should recruit and deploy teachers using a detailed and strategic framework. In 2025 recruitment, more teachers should be allocated/deployed to urban schools where the impact of shortages is most severe due to the security challenges in the state. This approach, presented in Table 10, will help address this gross teacher shortage in rural schools while ensuring that students in underserved regions also receive quality education. As educational standards improve, it is anticipated that community support for basic education will grow, fostering smoother transitions from primary to secondary education.

Table 10: Basic Education Teachers Deployment Plan by Classification of Duty Station

Teachers Deployment by Classification of Duty Station	Total	2025	2026	2027	2028	2029
Rural	1,696	747	340	203	203	203
Urban	3,960	1,742	791	476	476	475

Source: Baseline Survey Analysis from Data Collected

A detailed breakdown of teachers' deployment to each basic education school in the state is presented in Annex 3 of this report.

3.2.2 Basic Education Teachers Deployment by LGA

Between 2025 and 2029, Borno State is poised to address the significant teacher shortages in its basic education system by strategically recruiting and deploying teachers. The deployment strategy will be based on an in-depth analysis of the existing teacher gaps across the Local Government Areas (LGAs). This will ensure that the allocation of teachers is aligned with the specific needs of each LGA, thereby optimizing educational outcomes. The detailed breakdown of the required teacher deployment per LGA over the next five years is presented in Table 9 below:

Table 11: Basic Education Teachers Deployment by LGA

Teachers Deployment by LGA	2025	2026	2027	2028	2029
ABADAM	-	-	10	15	37
ASKIRA UBA	18	-	10	15	25
BAMA	50	35	30	20	
BAYO	10	-	-	20	39
BIU	200	100	85	50	
CHIBOK	2	-	10	15	43
DAMBOA	-	-	-	25	42
DIKWA	50	50	21	-	
GUBIO	-	-	13	-	42
GUZAMALA	-	-	-	15	26
GWOZA	200	50	50	49	-
HAWUL	-	-	-	20	25
JERE	500	200	100	97	-
KAGA	-	-	10	-	44
KALA BALGE	100	53	-	20	-
KONDUGA	150	100	50	48	-
KUKAWA	-	-	-	25	25
KWAYA KUSAR	-	-	10	15	-
MAFA	41	-	-	20	-
MAGUMERI	-	-	10	10	25
MARTE	-	-	-	25	42
MMC	1,086	523	250	150	111
MOBBAR	-	-	10	-	45
MONGUNO	50	20	-	-	12
NGALA	3	-	-	25	25
NGANZAI	26	-	-	-	31
SHANI	3	-	10	-	40

Source: Baseline Survey Analysis from Data Collected

3.2.3 Teachers Deployment by Subject Taught

The proposed teacher deployment plan by subject area shown in Table 8 below has been carefully designed to ensure adequate and strategic deployment of teachers for core subjects especially Mathematics and English and subjects with the greatest teacher gaps. This will ensure that schools have adequate teachers to cover all subjects irrespective of location. It will also contribute towards ensuring that students develop adequate literacy, numeracy, and other skills.

Table 12: Teachers Deployment by Subject Taught

Teachers Deployment by Subject Area	Total	2,025	2,026	2,027	2,028	2,029
Agric Science	422	84	84	84	84	84
Basic Science	491	98	98	98	98	98
Biology	418	84	84	84	84	84
Civic Education	372	74	74	74	74	74
Computer Programming	460	92	92	92	92	92
Cultural & Creative Arts	245	49	49	49	49	49
Economics	289	58	58	58	58	58
English	579	116	116	116	116	116
Geography	371	74	74	74	74	74
Hausa	250	50	50	50	50	50
Home Economics	312	62	62	62	62	62
Islamic Studies	260	52	52	52	52	52
Maths	656	131	131	131	131	131
Physical & Health Education	198	40	40	40	40	40
Social Studies	333	67	67	67	67	67

Source: Baseline Survey Analysis from Data Collected

3.2.4 Special Education Teacher Needs

Borno State plans to recruit additional 25 special needs teachers for primary and 25 for junior secondary between 2025 and 2029. It also plans to create awareness among parents of children with special needs to enroll their children in these schools and train special needs teachers.

Table 13: Special Needs Teachers Recruitment Plan

ACTIVITIES	2025	2026	2027	2028	2029	COST (NGN)					TOTAL COST
						2025	2026	2027	2028	2029	
Recruit 25 Special Needs teachers (5 per Year) for Primary	5	5	5	5	5	1,903,824	2,151,321	2,430,993	2,747,022	3,101,134.86	12,334,299.86
Recruit 25 Special Needs teachers (5 per Year) for JSS	5	5	5	5	5	1,903,824	2,151,321	2,430,993	2,747,022	3,101,134.86	12,334,299.86
Train 150 Special Needs Teachers	30	30	30	30	30	2,974,725	3,361,439	3,798,426	4,292,222	4,850,210.86	19,277,052.86

3.2.4 Framework for Equitable Workers Deployment

To ensure equitable deployment of teachers, Borno State has prioritized underserved schools, communities, and LGAs. By allocating 67% of new teachers to rural areas in 2025, 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.

3.2.4.1 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 are capable of taking 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 underserved 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.

3.3 Multi-Year Costed Basic Education Teachers Recruitment and Deployment Plan

3.3.1 Financing the Costed Recruitment and Deployment Plan

As presented in Table 9 below, Borno State will require about N647m to finance its teacher recruitment and deployment plan for basic education in 2025, N309m in 2026, N195m in 2027, 204m in 2028, and 214m in 2029, including training them and providing necessary allowances, instructional materials supply, and work tools/equipment to enable them to do their jobs effectively. To achieve this, a shift from heavy reliance on government and budgetary funding is necessary, moving towards partnerships and collaboration among various stakeholders and partners.

A proposed funding mix includes 60% from the government/budget, 25% from grants/donor funds, and 15% from private sectors and community participation. This strategy will incorporate partnerships with training institutions and leverage technology to reach teachers across the state. Enhancing non-government funding of basic education will involve attracting resources through partnerships, coordinating and synergizing with partner activities, and increasing private sector and community involvement in education, thus encouraging diversification of funding efforts.

This approach fosters shared responsibility and accountability in resource allocation and utilization. It emphasizes collaboration and partnerships among all basic education stakeholders, shared responsibility, community involvement in education, and democratic processes in the delivery of basic education. These practices have the potential to establish a solid foundation for achieving effective and sustainable education for all children, regardless of their physical, social, economic, or geographical circumstances.

Table 11: Multi-Year Costed Basic Education Teachers Recruitment and Deployment Plan

Cost Items	Description	Amount (N)				
		2025	2026	2027	2028	2029
Total Teachers to be recruited/Deployed		2489	1131	679	679	679
Recruitment Exercise	<i>Adverts, examination, selection interview, etc.</i>	49,775,714.29	23,755,920.00	14,965,713.00	15,713,998.65	16,499,698.58
Onboarding Exercise	<i>Orientation and pre-deployment training.</i>	37,331,785.71	17,816,940.00	11,224,284.75	11,785,498.99	12,374,773.94
Personnel Cost	<i>Salary, allowances, incentives for rural posting, etc.</i>	248,878,571.43	118,779,600.00	74,828,565.00	78,569,993.25	82,498,492.91
Overhead Cost	<i>Off-the-job Training, instructional materials & stationery, etc.</i>	74,663,571.43	35,633,880.00	22,448,569.50	23,570,997.98	24,749,547.87
Capital Cost	<i>Office space, furniture, etc.</i>	199,102,857.14	95,023,680.00	59,862,852.00	62,855,994.60	65,998,794.33
Allowances & Incentives	<i>Rural posting allowance, e</i>	24,887,857.14	11,877,960.00	7,482,856.50	7,856,999.33	8,249,849.29
Other Costs	<i>Contingency, etc.</i>	12,443,928.57	5,938,980.00	3,741,428.25	3,928,499.66	4,124,924.65
Total Cost		647,084,285.71	308,826,960.00	194,554,269.00	204,281,982.45	214,496,081.57

Source: Baseline Survey Estimation from Data Collected

3.3.2 Recruitment Calendar

In line with the multi-year costed basic education teachers recruitment and deployment plan shown above, the state will implement the following recruitment calendar:

Table 15: Basic Education Teachers Recruitment Calendar

ACTIVITIES	2025	2026	2027	2028	2029
Finalize and obtain approval for the recruitment and deployment plan					
Constitute a recruitment and deployment committee in collaboration with Civil Service Commission and Local Government Service Commission					
Place adverts for recruitment in newspapers, on website, notice boards and social media					
Screen and streamline applications					
Conduct recruitment examination					
Shortlist successful candidates					
Conduct oral interviews and verification of certificates					
Publish list of successful candidates with duty stations					
Conduct orientation, placements and pre-deployment training					
Conduct annual monitoring of attendance and service delivery quality, as well as performance appraisal exercise					

4.0 RECOMMENDATIONS

From the findings of this baseline exercise on the status of basic education in Borno State, a lot needs to be done toward defining a clear path for improving teaching and learning experiences and outcomes for all children. These pathways must involve all basic education stakeholders and

be consistent with the multi-year teacher recruitment and deployment plan. Key recommendations include:

- Develop and sustain a system in which demand for qualified teachers is matched by a supply of well-trained and highly professional teaching force evenly distributed, and move from the system dominated by inexperienced, underqualified, and unskilled teachers unevenly deployed. A system with improved teacher management that promotes innovative approaches for attracting, developing, and retaining effective and motivated teachers.
- Improve working conditions, make the teaching profession more attractive by creating and offering capacity development programmes, retraining teachers and providing other incentives.
- Collaborate with the private sector to provide and upgrade educational infrastructure, especially in underserved communities.
- Replicate UBEC's Smart School models in the state and local government areas, facilitating easy access (connectivity) and sustenance of smart learning using digital technology and ICT.
- Implement policies to recruit and retain qualified teachers in underserved regions.
- Depart from the heavy reliance on government funding and financing of education to partnerships, funding, and collaboration with development partners/donors, the private sector, and the community.
- A shift from an elitist and discriminatory system that tends to perpetuate the existing social inequalities in society to a more egalitarian, inclusive, and equitable system that guarantees every child's right to basic education through well-funded and sustainable access. Achieving greater inclusion and promoting diversity in basic education is a strong social justice imperative, an objective reflected in SDG 4 ***“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”***
- The transition from a weak data management system characterized by data whose reliability and accuracy cannot always be assured, to a strengthened EMIS that insists on the collection of accurate and reliable data for evidence-based decision-making and effective planning.
- A shift from institutionally weak implementation structures to improved and robust education intervention agencies to meet contemporary demands of basic education in Nigeria.
- Increase investment in primary and junior secondary educational infrastructure, especially in LGAs with fewer schools.
- Enhance monitoring and evaluation mechanisms to ensure equitable distribution of resources.
- Engage local communities to support educational initiatives and foster a culture of learning.

5.0 CONCLUSION

As Borno State implements that HOPE-GOV Programme to address challenges in basic education, it is vital to fully leverage this opportunity to deliver quality education to all basic education students. Achieving meaningful transformation requires a strategic focus on teacher recruitment, deployment, and retention, as well as targeted investment in infrastructure, high-impact programs, funding diversification, and capacity building for educators and managers.

Sustained commitment from all stakeholders is essential to realise an inclusive, equitable, and effective basic education system. The success of these initiatives will be evident in improved enrolment, learning outcomes, and the overall development of the state.

Annex 5: Current Workforce and Academic Qualifications per School

Annex 6: Skills Gap for Each School in Borno State