



TARABA STATE MINISTRY OF BASIC AND SECONDARY EDUCATION

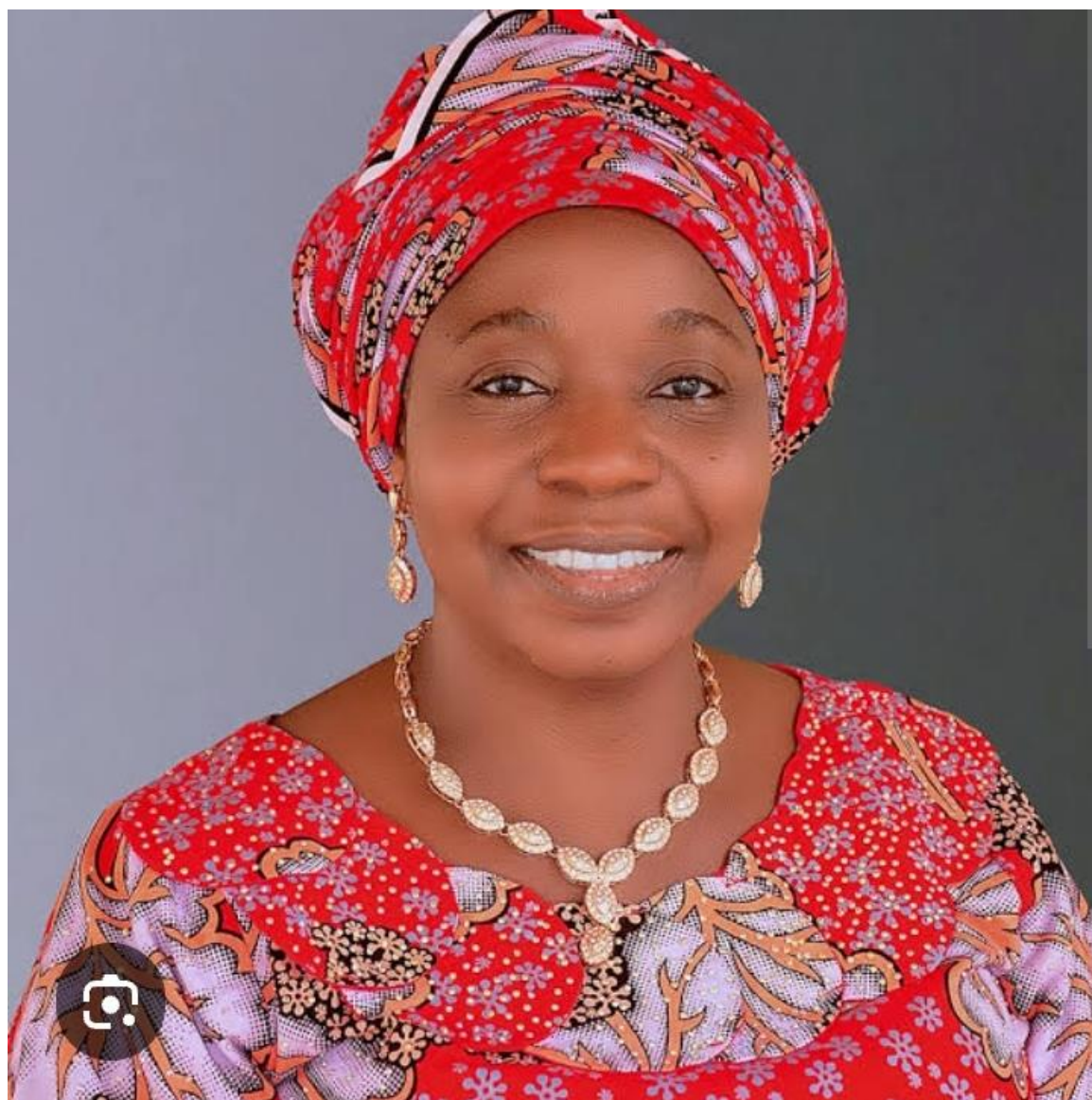
**Human Resources for Basic Education Recruitment Plan Implementation
Report**

**FOR
Year One (2025)**

Published: March, 2026



HIS EXCELLENCY DR. AGBU KEFAS
THE EXECUTIVE GOVERNOR, TARABA STATE



DR. AUGUSTINA GODWIN
HONOURABLE COMMISSIONER
TARABA STATE MINISTRY OF BASIC AND SECONDARY EDUCATION

1.0 FOREWORD

The Taraba State Government is firmly committed to strengthening the education sector and improving access to quality educational services for all citizens of the state. A critical component of achieving this goal is ensuring the availability of a skilled, motivated, and adequately distributed education workforce across all levels, particularly at the basic education level.

The Human Resources for basic education Mapping Exercise and the development of the Five-Year Multi-Year Recruitment Plan (2025–2029) were undertaken to provide a strategic framework for addressing the significant shortages in education personnel across LGAs facilities in Taraba State. The findings of the mapping exercise clearly highlighted the urgent need to strengthen the frontline education workforce in order to improve service delivery and advance our progress toward Universal Basic Education coverage.

I am pleased to note that the Government of Taraba State has successfully commenced the implementation of this recruitment plan. In the first year of implementation, a total of 4,321 staff were recruited and deployed across the sixteen Local Government Areas of the state. This important step demonstrates the government's strong commitment to improving educational access, especially in rural and underserved communities.

The recruitment of qualified teachers, and other critical cadres will significantly enhance the capacity of education infrastructure to deliver essential education services.

This report provides an overview of the progress made in the first year of implementing the Recruitment Plan and highlights key achievements, lessons learned, and priorities for subsequent phases. It is my hope that the continued implementation of this plan will further strengthen our education workforce and ultimately improve education outcomes for the people of Taraba State.



Dr. AUGUSTINA GODWIN

Honourable Commissioner

Taraba State Ministry of Basic and Secondary Education

2.0 ACKNOWLEDGEMENTS

Special thanks go to His Excellency, Dr. Agbu Kefas, the Executive Governor of Taraba State, for his unwavering support in granting the team the opportunity to undertake this important task. We also extend our deep appreciation to the Honourable Commissioner of Education, Dr. Augustina Godwin, for her guidance and leadership in ensuring the successful development of this document.

Worthy of mention are the supports received from The Permanent Secretary, Idris Goje as well as The Executive Secretary, Taraba State Universal Basic Education (SUBEB) and the Executive Secretary Post Primary Schools Management Board (PPSMB) towards the success of this exercise. We sincerely appreciate the unquantifiable supports you gave us.

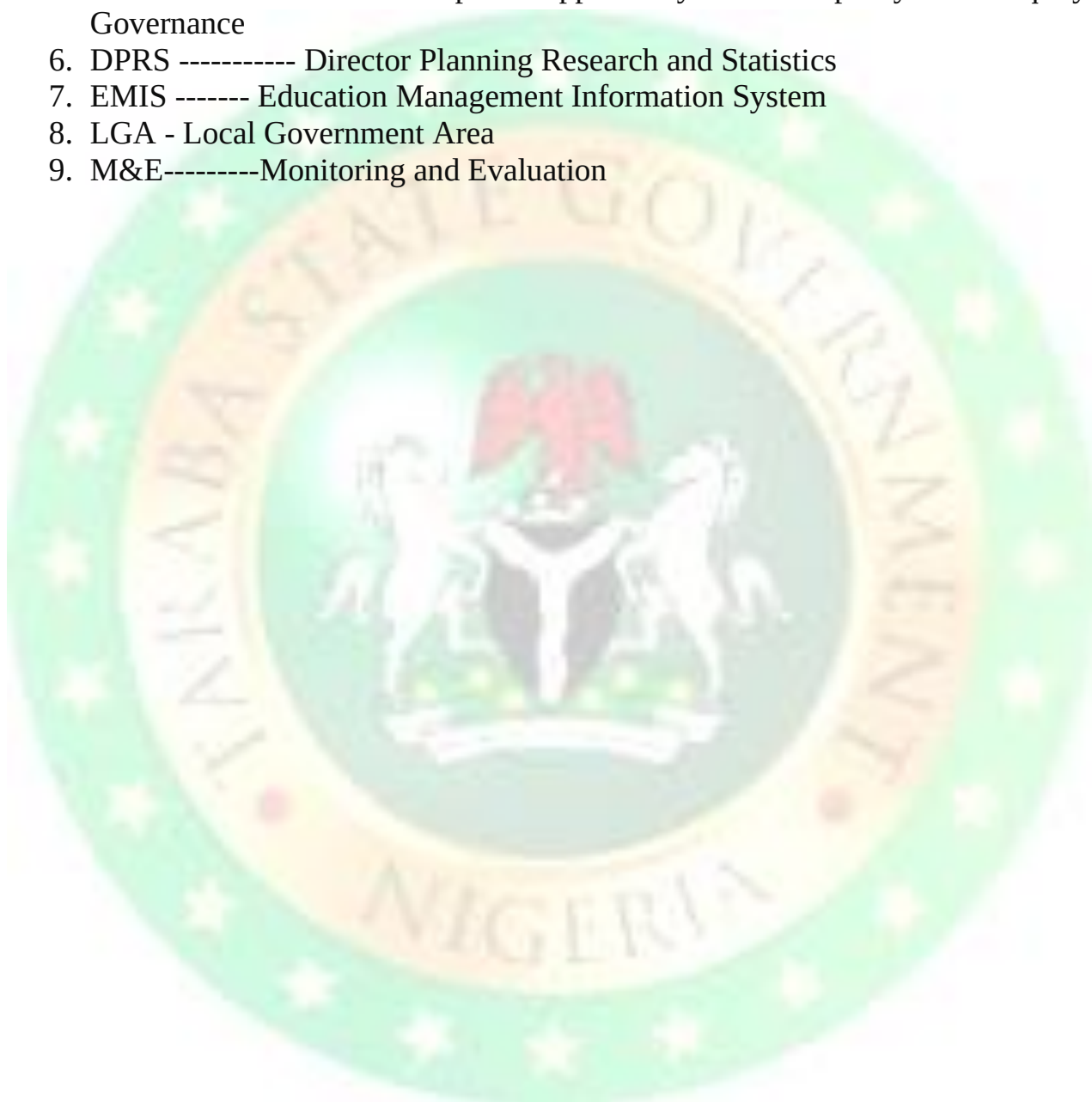
Our heartfelt appreciation also goes to the Taraba State HOPE-Gov Focal Person and the entire HOPE-Gov team, whose tireless efforts in coordinating the development of this document ensured its timely and efficient completion.

We firmly believe that this document which highlights the steps taken so far in closing the gaps will be followed as it contains recommendations for implementing the yearly recruitment plans as proposed in the Basic Education Mapping and Multi-Year Recruitment Plan published in March 2025.

Once again, thank you all for your contributions.

3.0 ACRONYMS

1. MOE ----- Ministry of Education
2. BED----- Basic Education
3. PPSMB----- Post Primary Schools Management Board
4. SUBED ----- State Universal Basic Education Board
5. HOPE-Gov-----Human Capital Opportunity for Prosperity and Equity-Governance
6. DPRS ----- Director Planning Research and Statistics
7. EMIS ----- Education Management Information System
8. LGA - Local Government Area
9. M&E-----Monitoring and Evaluation



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6.0 EXECUTIVE SUMMARY

The Taraba State Government commenced implementation of the Human Resources for Basic Education Recruitment Plan in 2025 following a comprehensive mapping exercise that identified critical workforce shortages across basic education facilities.

In the first year of implementation, 4,921 Teachers were recruited and deployed across the sixteen LGAs. These excluded the absorption of supported initiative and other volunteer workers into the education workforce.

The distribution comprised:

- 4900 Academic staff
- 21 Non-Academic staff

This recruitment significantly strengthened frontline service delivery, with approximately 75% being academic staff. The analysis of the total teaching workforce across Basic Education supported facilities across the 16 LGAs revealed significant impact of this recruitment towards addressing mapping gaps in the state, although inequalities still exist in their distribution, especially as we move from urban to rural hard-to-reach communities.

To consolidate the gains recorded and ensure sustained improvement in service delivery, the Government should continue and institutionalize the implementation of Recruitment Plan. Particular emphasis should be placed on the recruitment and equitable deployment of cadres currently in critical shortage especially teaching staff while prioritizing underserved and hard-to-reach communities to reduce inequities in workforce distribution across the state.

7.0 INTRODUCTION

Human Resources for Basic Education are critical for the effective functioning of any academic system. In Taraba State, the delivery of educational institutions services has been significantly constrained by shortages in key basic education cadres across the state.

To address these gaps, the Taraba State Government conducted a **comprehensive BED mapping exercise** and subsequently developed a **five-year multi-year recruitment plan (2025–2029)** aimed at progressively closing the workforce gaps identified across the state.

The implementation of this plan commenced in **2025**, with the recruitment and engagement of BED teachers to strengthen service delivery in BED facilities across the sixteen (16) Local Government Areas of the state.

This report documents the **first-year implementation of the BED recruitment plan**, highlighting the number of personnel recruited, their distribution based on cadre and LGA; and implications for addressing BED gaps in Taraba State.

8.0 PROFILE OF TARABA STATE & BASIC EDUCATION SECTOR CONTEXT

Overview

Taraba State was created out of the former Gongola State on 27 August 1991 Jalingo with Jalingo as its capital. It is known as "Nature's Gift to the Nation". Situated in the Northeastern part of Nigeria, the State occupies 54,473 square kilometres. Taraba State is bordered in the west by Nasarawa State and Benue State and northwest by plateau. The State is bordered in the north by Bauchi and Gombe States, northeast by Adamawa State and south by Northwest Region of Cameroon.

Geography and Administrative Structure

Taraba State consists of sixteen (16) Local Government Areas: Ardo-Kola, Lau, Bali, Donga, Gashaka, Gassol, Ibbi, Jalingo, Kurmi, Karim Lamido, Sardauna, Ussa, Takum, Wukari, Yorro and Zing. The Population is estimated to be 3.7 million people. Geographically, the state lies largely within the middle of Nigeria and consists of undulating landscape dotted with a few mountainous features. These include the scenic and prominent Mambilla Plateau and mountainous areas of the Mumuye Communities which lie to the East of the state.

The state lies largely within the tropical zone and has a vegetation of low forest in the southern part and grassland in the northern part. The Mambilla Plateau with an altitude of 1,800 meters (6000 ft) above sea level has a temperate climate all the year round. Rivers Benue, Donga, and Taraba are the main rivers and rise from the Cameroon Mountains, straining almost the entire length of the state in the North and South direction to link up with the River Niger.

Economy

The major occupation of the people of Taraba State is agriculture. Cash crops produced in the state include coffee, tea, groundnuts and cotton. Crops such as maize, rice, sorghum, millet, cassava, and yam are also produced in commercial quantities. In addition, cattle, sheep and goats are reared in large numbers, especially on the Mambilla Plateau, and along the Benue and Taraba valleys.

Similarly, the people undertake other livestock production activities like, poultry production, rabbit breeding and pig farming in large scale. Taraba State is among the leading states in the production of livestock with its dairy farms at Jalingo, Gembu and Nguorje. Communities living on the banks of River Benue, River Taraba, River Donga and Ibi engage in fishing all year round. Other occupational activities such as pottery, cloth-weaving, dyeing, mat-making, carving, embroidery and blacksmithing are also carried out in various parts of the state. Taraba State is richly endowed with potentials for the development of tourism, and mineral resources and that include recent discovery of uranium in huge quantities in the state.

In recognition of this, the government has made concerted efforts to improve areas of tourist attractions like Mambilla Tourist Center, Gashaka-Gumti Park and game reserve in Gashaka, the Nwunyo Fishing festival in Ibi which usually holds in April of each year.

Taraba State has major ethnic groups such as the Mumuye, Jukun, Yandang, Chamba, Mambila, Wurkun, Jenjo, Kuteb, Ichen, Tiv, Fulani and Ndoro among others.

Education Sector in Taraba State

The education sector in Taraba State is a crucial part of the State's overall development plan, and improving academic service delivery is a top priority. However, like many other states in Nigeria, Taraba faces a number of challenges in the education sector, including limited education infrastructure, workforce shortages, and financial constraint

Education Infrastructure

Taraba State has a mix of public and private education facilities, with the government being the major provider of education services. The education infrastructure is primarily organized, elementary /primary school level, secondary education level and a good number of private schools in the state.

- **Elementary/Primary education level:** These facilities are located across the 16 LGAs and serve as the first point of contact for most citizens. However, many suffer from under-staffing, lack of essential teaching facilities supplies, and inadequate infrastructure.

- **Secondary education:** The state has more than 14 secondary schools in each of her 16 LGAs which provide secondary education services to people.
- **Private school sector:** There are good number of private schools in the state that add educational value performances in Taraba State, but these facilities are often overwhelmed and understaffed. Private school services are available in urban centers, though they are often out of reach for most of the population due to high costs.

Education Workforce Challenges

- **Shortage of education Personnel:** Taraba faces a significant gap in the number of professionals, including **teaching staff and non-teaching staff**, and **community initiative workers**. The shortage is exacerbated by the retirement of personnel, especially in remote areas which are often not replaced through employment of redeployment.
- **Training and Recruitment:** The State Government is working to improve educational personnel recruitment and training, but the overall number of trained teachers is still insufficient to meet the needs of the of student's ratio.

Administrative Map of Taraba State

Below is the administrative map of Taraba State, which highlights the 16 Local Government Areas (LGAs) that make up the state:

Map of Taraba State showing the LGAs



The state's diverse population and varying geographic and cultural characteristics demand targeted educational interventions that consider both urban and rural needs.

By addressing infrastructure deficits, increasing the number of education professionals, and improving access to quality education, the state can make significant strides toward improving the education sector and well-being of its citizens.

This profile has provided a snapshot of the state's education system and highlighted the key demographic and education sector data necessary to understand the context and challenges facing Taraba.

9.0 BACKGROUND AND RATIONALE FOR THE BED RECRUITMENT PLAN

Taraba State, like many states in Nigeria, has historically faced significant shortages and maldistribution of skilled qualified teachers, particularly at the Primary level. These shortages have affected the ability of education facilities to deliver essential academic services.

In response to these challenges, the Taraba State Ministry of basic and secondary education, in collaboration with its MDAs, conducted a **comprehensive Human Resources for education Mapping Exercise** across BED facilities in the state which was published in **March, 2025**. The mapping exercise assessed the availability, distribution, and skill mix of teachers across all Local Government Areas.

The assessment also highlighted inequitable distribution of available staff, with many rural and hard-to-reach communities experiencing severe shortages of skilled educational personnel.

To address these challenges in a structured and sustainable manner, the Taraba State Government developed a **Five-Year Multi-Year BED Recruitment Plan (2025–2029)** aimed at progressively filling critical workforce gaps across facilities.

The objectives of the recruitment plan include:

- Strengthening the availability of qualified teachers
- Improving equitable distribution of Teachers across LGAs and communities
- Enhancing the quality of education service delivery
- Supporting the achievement of **Universal** Basic Education and improved Education outcomes in Taraba State.

The year **2025 marked the first year of implementation** of this multi-year recruitment plan.

10.0 OVERVIEW OF BED GAPS IDENTIFIED IN THE MAPPING EXERCISE

The BED mapping exercise revealed **significant workforce shortages** across several critical cadres required for effective BED service delivery.

Key gaps identified include:

These findings justified the need for a **phased recruitment plan** to progressively close the BED gaps over five years.

11.0 IMPLEMENTATION OF THE RECRUITMENT PLAN IN 2025

The implementation of the **BED** recruitment plan commenced in **2025**, marking the first phase of the five-year strategy.

A. PPSMB Distribution of recruited staff by LGA

S/No	LGA	Number OF recruited TEACHERS
1	ARDO -KOLA	32
2	BALI	28
3	DONGA	36
4	GASSOL	29
5	GASHAKA	21
6	IBI	28
7	JALINGO	54
8	K/LAMIDO	110
9	KURMI	22
10	LAU	50
11	SARDAUNA	69
12	TAKUM	38
13	USSA	28
14	WUKARI	46
15	YORRO	38
		31
16	ZING	
	TOTAL	3,432

The analysis of recruitment data indicates that:

- **Takum LGA received the highest number of recruited staff (647),** reflecting significant workforce gaps identified during the BED mapping exercise.
- **Sardauna and Jalingo LGA received 514, 510 staff,** further strengthening service delivery in these areas.
- **Donga LGA received 420 staff** enhancing the capacity of BED facilities in these populous areas.
- **Karim lamido, Kurmi and Ussa LGA received 374,359,326 staff respectively,** contributing to improved access to educational services.
- Other LGAs such as **Wukari, Bali, Gassol, Lau, Ard kola, zing** also received 290, 201, 200, 279, 279, 238 significant numbers of newly recruited teachers

The majority of the recruited staff were Community Academic teaching Staff, who play a central role in BED service delivery, and management of common goals.

Overall, the recruitment exercise has significantly improved the availability and distribution of teaching staff across LGAs in the state to improve education facilities

12.0. B TSUBEB Distribution of recruited teachers by LGA

S/No	LGA	Number OF Recruited Teachers
1	ARDO -KOLA	15
2	BALI	12
3	DONGA	20
4	GASSOL	18
5	GASHAKA	17
6	IBI	12
7	JALINGO	24
8	K/LAMIDO	24
9	KURMI	14
10	LAU	15
11	SARDAUNA	41
12	TAKUM	19
13	USSA	19
14	WUKARI	22
15	YORRO	15
16	ZING	14
	TOTAL	1,489

The analysis of recruitment data indicates that:

- **Sardauna LGA received the highest number of recruited staff (600),** reflecting significant workforce gaps identified during the BED mapping exercise.
- **Karim Lamido, Takum and Jalingo LGAs received 390, 360, 310 staff,** further strengthening service delivery in these areas.
- **Zing, Wukari, Ussa, Gassol LGAs received 230, 230, 210, 210 staff respectively,** enhancing the capacity of BED facilities in these populous areas.
- **Lau, Bali, Kurmi, Yorro, Gashaka, Ibi LGAs received 190, 180, 160, 150, 120, 110 staff respectively,** contributing to improved access to educational services.

The majority of the recruited staff were Community Academic teaching Staff, who play a central role in BED service delivery, and management of common goals.

Overall, the recruitment exercise has significantly improved the **availability and distribution of teaching staff across LGAs in the state to improve education facilities**

During this first year, a total of 5,158 **teachers** were recruited to teach secondary level and deployed to support educational institution services across the state.

This recruitment represents a **major milestone in strengthening the frontline of education workforce**, particularly at the primary education level where shortages are most pronounced.

Academic teaching staff constituted the **largest share of the recruited workforce** while non-Teaching staff is the lowest recruited.

- This aligns with the recruitment strategy which prioritized **the need of manpower in education sector in improving the quality service delivery**, thereby ensuring continuity of services.
- Their deployment is expected to contribute to reducing the out-of-school children in the state.
- To Strengthen educational development across the 16 LGAs in the State.

Although these numbers are modest relative to the existing gaps, their recruitment and deployment reveal an attempt in the right direction.

The distribution of recruited teachers across Local Government Areas was guided by the findings of the BED mapping exercise, which identified varying levels of workforce gaps across the state.

Efforts were made to ensure that the recruitment exercise prioritized LGAs and BED facilities with the most critical staffing shortages while also ensuring that all sixteen LGAs benefited from the recruitment process in Taraba State.

13.0 Costed action plan for teacher recruitment

During the dispensation of the last government, primary and secondary schools in the State was faced with acute shortage of staff due to retirement, death, coupled with the rate of insurgency in some part of the State, many teachers and learners were displaced and some were killed which affected the learning outcome of pupils and students across the State.

A. PPSMB COSTED RECRUITMENT PLAN 2025

S/No	LGA	NO OF TEACHERS	CUMULATIVEE MONTHLY	ANNUAL SALARY
1	ARDO -KOLA	32	2,195,683.84	26,348,206.08
2	BALI	28	1,921,223.36	23,054,680.32
3	DONGA	36	2,470,144.32	26,641,731.84
4	GASSOL	29	1,989,838.48	23,878,061.76
5	GASHAKA	21	1,440,917.52	17,291,010.24
6	IBI	28	1,921,223.36	23,054,680.32
7	JALINGO	54	3,705,216.48	44,462,597.76
8	K/LAMIDO	110	7,547,663.2	90,571,958.4
9	KURMI	22	18,114,391.68	217,372,700.16
10	LAU	50	3,430,756	41,169,072
11	SARDAUNA	69	4,734,443.28	58,813,319.36
12	TAKUM	38	2,607,374.56	31,288,494.72
13	USSA	28	1,921,223.36	23,054,680.32
14	WUKARI	46	3,156,295.52	37,875,546.24
15	YORRO	38	2,607,374.56	31,288,494.72
16	ZING	31	2,127,068.72	25,524,824.64
	TOTAL	5,158	59,969,614,841.84	741,690,058.88

In order to provide quality education at the Basic and post-Basic levels and ensuring more participation in line with the government education policy to be all inclusive, His Excellency

approved the recruitment of about five thousand one hundred and fifty-eight (5158) teachers in both basic and post-basic schools across the State were recruited to fill the gap. There is still the need for more teacher recruitment in both primary and Secondary Schools in the State

14.0 B. TSUBEB Costed Recruitment list of 2025

S/No	LGA	NO OF TEACHERS	CUMULATIVEE MONTHLY (N)	ANNUAL SALARY
1	ARDO -KOLA	15	954,226.95	11,450,723.4
2	BALI	12	763,381,.56	9,160,578.72
3	DONGA	20	1,272,302.6	15,267,631.2
4	GASSOL	18	11,145,072.34	13,740,868.08
5	GASHAKA	18	1,145,072.34	13,740,868.08
6	IBI	17	1,081,457.21	12,977,486.52
7	JALINGO	12	763,381.56	9,160,578.72
8	K/LAMIDO	24	1,526,763.12	18,321,157.44
9	KURMI	24	1,526,763.12	18,321,157.44
10	LAU	14	1,890,611.82	10,687,341.84
11	SARDAUNA	15	954,226.95	11,450,723.4
12	TAKUM	19	1,208,687.47	14,504,249.64
13	USSA	19	1,208,687.47	14,504,249.64
14	WUKARI	22	1,399,532.86	16,794,394.32
15	YORRO	15	954,226.95	11,450,723.4
16	ZING	14	890,611.82	10,687,341.84
	TOTAL		211,324,049.37	1,672,567,919.52

15.0 REMAINING BED CHALLENGES AND RECOMMENDATIONS

Despite the progress achieved, substantial BED gaps remain.

Key challenges include:

- Large deficits in both PPSMB and SUBEB staffing against teacher–student ratio
- Very low numbers of teachers in the rural areas have been another constraint.
- Lack of qualified or professional teachers is another sickness in educational sectors.

These challenges highlight the importance of sustained implementation of the five-year recruitment plan.

16.0. Recommendations

To strengthen future implementation of the BED recruitment plan, the following actions are recommended:

1. Prioritize recruitment of professional teachers

Future recruitment cycles should place greater emphasis on:

- Science (subjects) teachers
- Focus on the increase of non-teaching staff should also be given priority
- Construction of laboratory and library in respective schools must gain mandate.

2. Ensure equitable distribution of staff

Newly recruited teachers should be strategically deployed to **underserved and hard-to-reach LGAs in the state.**

3. Sustain the phased recruitment plan

The State Government should maintain commitment to the multi-year recruitment strategy to progressively close workforce gaps.

4. Strengthen retention strategies

Retention strategies such as rural posting incentives, training opportunities, and career development should be implemented to keep education personnel in underserved areas.

17.0. KEY ACHIEVEMENTS

The implementation of the Human Resources for BED Recruitment Plan in 2025 has yielded measurable progress in strengthening educational development and service delivery across Taraba State. The following highlights key achievements recorded within the first year of implementation:

1. Recruitment of Teachers

A major milestone of the BED Recruitment Plan was the successful recruitment and deployment of 4,921 various schools across all sixteen LGAs of the state. The recruitment process also facilitated the formal absorption of previously engaged volunteer and those supported under donor initiatives, thereby improving job security, motivation, and workforce stability within the BED system. This significant increase in workforce numbers represents a deliberate and strategic effort by the government to address longstanding human resource gaps.

2. Strengthened Education Workforce

The influx of newly recruited personnel has substantially enhanced the capacity of BED facilities to deliver essential teaching services. With approximately 95% of the recruited workforce being teaching staff, there has been a marked improvement in the availability of the staffing frontline. This has reduced workload pressure on existing staff, improved teacher - students' ratios, and enhanced the overall efficiency and responsiveness of BED services. Facilities that previously operated with minimal or no skilled personnel are now better positioned to provide basic and lifesaving interventions.

3. Improved Rural Service Coverage

A key focus of the recruitment exercise was the deployment of teachers to underserved and hard-to-reach communities. This has resulted in expanded access to education services in rural areas, where shortages were previously most severe. The increased presence of trained personnel in these locations has improved outreach services. While some distribution gaps remain, particularly between urban and rural areas, the recruitment has significantly reduced inequities in service availability and brought essential education closer to vulnerable populations.

4. Integration of Donor-Supported Workforce

The implementation of the Recruitment Plan successfully integrated teachers previously supported through donor-funded programs—such as those under the PTA initiative—into the state's formal workforce. This transition has ensured sustainability of investments made by development partners, reduced dependency on external funding, and strengthened government ownership of education workforce.

18.0. IMPLEMENTATION LESSONS LEARNED (2025)

The first year of implementing the Human Resources for Teachers Recruitment Plan in Taraba State provided valuable insights that will guide the execution of subsequent recruitment phases. Several key lessons emerged from the 2025 recruitment exercise.

1. Importance of Accurate BED Data for Planning

The BED mapping exercise provided reliable evidence base for decision-making on workforce recruitment and deployment. The availability of verified data on staff numbers, cadre distribution, and retirement projections enabled the government to prioritize the most critical workforce needs.

2. Phased Recruitment is a Practical Approach

Given the magnitude of mapping gaps identified across BED facilities, it is not feasible to address all shortages within a single recruitment cycle. The phased recruitment approach adopted by the State Government allows gradual filling of critical gaps while taking into consideration available financial resources.

3. Absorption of Donor-Supported Teachers Enhances Sustainability

The integration of Community/PTA previously supported staff into the state workforce proved to be a strategic decision. This ensured continuity of services and reduced the risk of losing trained frontline teachers due to the expiration of donor support.

4. Need for Balanced Recruitment Across sectors

While the recruitment of trained teachers significantly strengthened frontline BED services, the exercise also highlighted the need to maintain a balanced mix of BED worker. Future recruitment phases will need to place greater emphasis on specialized subjects such as sciences.

5. Importance of Equitable Deployment

Ensuring equitable deployment of newly recruited staff across the sixteen LGAs was essential to addressing disparities in BED distribution. Strategic deployment remains critical to ensuring that underserved and rural communities' benefit from the recruitment efforts.

19.0 STRATEGIC PRIORITIES FOR THE 2026 RECRUITMENT PHASE

To sustain the progress made in the first year of implementation, the following strategic priorities should guide the next phase of the BED recruitment plan.

Strengthening these cadres will improve education planning, supervision, workforce management, and learning outcomes.

1. Strengthen Workforce Distribution to Underserved Areas

Greater attention should be given to deploying newly recruited staff to **hard-to-reach and underserved communities** where BED facilities currently operate with minimal personnel.

2. Improve Retention of teachers in Rural Areas

Retention strategies should be developed to encourage teachers to remain in rural postings.

3. Strengthen BED Monitoring and Evaluation

A structured monitoring framework should be established to track:

- Annual recruitment targets
- Staff distribution across LGAs
- Workforce attrition and retirement trends
- Impact of recruitment on BED service delivery

Regular monitoring will help ensure that the BED recruitment plan remains aligned with the state's education system priorities.

4. Mobilize Sustainable Financing for BED Recruitment

The successful implementation of the five-year recruitment plan will require sustained financial commitment. The State Government may consider exploring additional funding sources, including:

- State budget allocations
- Federal education sector support programs
- Development partner support
- Educational sector reform initiatives

20.0 POST-RECRUITMENT WORKFORCE ASSESSMENT OF THE TEACHING STAFF IN BASIC EDUCATION ACROSS TARABA STATE

The Basic education facilities, also referred to as universal basic education board, SUBEB. They receive regular funding from the UBEC and are expected to operate very working hours day by day and therefore, there is need for adequate staffing of this category of facilities for uninterrupted service delivery.

Following the implementation of the 2025 Human Resources for recruitment plan, an updated assessment of technical workforce distribution across these facilities was conducted.

This section presents the current staff strength by fields of study across the 16 LGAs, highlighting improvements achieved and persisting gaps in workforce availability and distribution.

21.0 Objective of the Analysis

The objective of this analysis is to:

- Determine the current number of teaching staff per LGA
- Assess the impact of the 2025 recruitment exercise

- Identify gaps in workforce distribution and skill mix
- Provide evidence for policy and planning decisions

21.0 Key Findings

21.1. Overall Workforce Distribution

The total number of teaching staff varies across LGAs, with higher concentrations observed in:

- Sardauna (110)
- Jalingo (78)
- Takum (57)
- Karim Lamido (134)
- Wukari (68)

Conversely, LGAs such as Donga (40), Ibi (40) Bali (40) Gassol (47) Kurmi (36) Lau (64) Ussa (47) Yorro (53) Zing (45) have relatively low workforce numbers, indicating disparities in staffing levels.

21.2. Impact of the 2025 BED Recruitment

The recruitment of additional teaching staff in 2025 has resulted in:

- Increased availability of academic staff across all LGAs
- Improved presence of various subject teachers in LGAs
- Enhanced overall workforce coverage in BED sector

However, the recruitment has had limited impact on:

- Non-Academic staff across LGAs

21.3. Identified Gaps

Despite the gains recorded, the following gaps persist:

1. Inadequate number of science subjects across LGAs
2. Limited availability of Laboratory in schools in LGAs
3. Critical shortage of library in schools
4. Inequitable distribution of staff across LGAs

22.0 Recommendations

To strengthen workforce capacity in BED facilities:

22.1. Immediate Actions

- Deploy both teaching and non-teaching staff in LGAs (Kurmi, Lau, Gashaka)
- Redistribute available staff to address imbalances

Short-Term Actions

- Recruit additional:
 - Laboratory Technicians
 - Library staff officers

23.0. CONCLUSION

The implementation of the first phase of the Human Resources for Education (BED) Recruitment Plan in 2025 marks a significant milestone in strengthening basic education services across Taraba State. The recruitment and deployment of 4,921 for basic education workforce across the sixteen Local Government Areas have substantially improved the availability of frontline staffing personnel, particularly within Basic Education service delivery, thereby enhancing their capacity to deliver essential services.

This expansion in teaching capacity—especially among Community and other frontline has contributed to improved service coverage, increased access to education in underserved communities, and strengthened the overall functionality of Primary and secondary Education. The current staff strength reflects measurable progress in addressing previously identified human resource gaps.

However, despite these gains, critical challenges remain. Notably, there are still significant shortages in subject areas such as sciences, laboratory technicians, library officers. In addition, inequities in the distribution of academic staff across LGAs and facilities continue to affect the uniformity and quality of service delivery. These gaps underscore the need for more strategic deployment, targeted recruitment, and effective retention mechanisms, particularly for hard-to-reach and underserved areas.

The progress recorded in this first year demonstrates the strong commitment of the Taraba State Government to addressing BED shortages and improving education service delivery access for its population. Moving forward, sustained implementation of the five-year BED Recruitment Plan—supported by data-driven planning, equitable distribution strategies, and robust workforce retention policies—will be critical to achieving a well-balanced, adequately staffed, and resilient education system.

Ultimately, closing the remaining workforce gaps and ensuring equitable distribution of skilled education personnel will be essential for delivering quality, accessible, and people-centered services across all communities in Taraba State.

