



Assessment of Universal Basic Education Reforms among ... Adeyemo, A. O. (2026)

## Assessment of Universal Basic Education Reforms among Public Primary Schools in Oyo East Local Government Area of Oyo State, Nigeria

ADEYEMO, Adekola Oyebamiji

Email Address: [princekola003@yahoo.com](mailto:princekola003@yahoo.com)

Phone No: 08055448212

284

Department of Educational Management, Emmanuel Alayande University of Education Oyo, Oyo State, Nigeria

### Abstract

Primary education reforms remain central to improving educational quality and learning outcomes in Nigeria, yet evidence on their implementation at the local government level is limited. This study assessed the implementation of primary education reforms in public primary schools in Oyo East Local Government Area, Oyo State, Nigeria, with particular focus on the level of implementation, teacher capacity, adequacy of instructional resources, and teachers' perceptions of reform impact on teaching and learning outcomes. A quantitative survey research design was adopted. The population comprised public primary school teachers in Oyo East Local Government Area, from which a sample of 150 teachers was selected using appropriate sampling techniques. Data were collected using a structured questionnaire and analyzed using descriptive statistics, including frequencies, percentages, mean scores, standard deviations, and correlation analysis. The findings revealed that the implementation of primary education reforms was generally moderate across schools. Teacher capacity was found to have a significant influence on reform implementation, indicating that teachers' training and professional preparedness play a critical role in translating reform policies into classroom practice. The study also established that instructional resources were largely inadequate, posing a major challenge to effective reform implementation. Furthermore, teachers perceived the impact of primary education reforms on teaching and learning outcomes as moderately positive, suggesting that while reforms have begun to yield benefits, their full potential has not yet been realized. The study concludes that sustained improvement in primary education reform outcomes requires coordinated efforts focused on teacher professional development, adequate resource provision, and strengthened institutional support mechanisms. The findings provide empirical evidence to inform policymakers and education stakeholders on strategies for enhancing primary education reform implementation at the grassroots level.

**Keywords:** Primary education reforms; Teacher capacity; Reform implementation; Oyo East Local Government Area

### Introduction

Primary education serves as the cornerstone of national development, providing foundational literacy, numeracy, and life skills necessary for further learning and socio-economic participation. In Nigeria, major reforms—centered on the Universal Basic Education (UBE) programme—have sought to expand access, improve quality, and ensure that primary schools deliver meaningful learning outcomes (Universal Basic Education Commission, n.d.; UNICEF Nigeria, 2025). Despite these policy efforts, questions persist about how effectively reforms are implemented at the grassroots level, particularly in local government areas where contextual constraints vary widely. For instance, national assessments reveal that many primary school learners still struggle with foundational competencies, even as policy frameworks evolve (UNICEF Nigeria, 2025). These outcomes suggest that implementation gaps, rather than policy incompleteness, may be inhibiting reform impact. A growing body of literature highlights that *teacher capacity* plays a crucial role in translating policy into practice, with professional development and preparedness influencing how reforms are enacted in classrooms (UNICEF Nigeria, 2025; Atah & Bessong, 2025). Similarly, the adequacy of *instructional resources*—such as textbooks, teaching aids, and conducive learning environments—remains an ongoing challenge across many Nigerian primary schools and can undermine effective enactment of reform mandates (Ajayi & Sikiru, 2025; UBEC, 2024). Recent national initiatives under the Renewed Hope Agenda have sought to address these issues through large-scale teacher development programmes and school improvement funding, yet localized evidence on how these translate into implementation outcomes is limited (Universal Basic Education Commission, 2023/2024). At the level of teaching and learning outcomes, stakeholders' perceptions of reform effects provide valuable insight into whether policy changes are improving classroom practice and pupil achievement. Evidence suggests that reforms may improve certain school inputs but not necessarily lead to consistent advances in learning outcomes without adequate support systems (UNICEF Nigeria, 2025; Atah & Bessong, 2025). In Oyo East Local Government Area, this context poses important questions about the *extent of reform implementation*, the *role of teacher capacity*, the *availability of instructional resources*, and how *teachers themselves*



*Assessment of Universal Basic Education Reforms among ... Adeyemo, A. O. (2026)*

*perceive the impact of reforms* on educational quality. By aligning inquiry with these dimensions, this study aims to offer evidence that can enhance understanding of reform dynamics and inform policy actions to strengthen primary education delivery in the area.

### **Statement of the Problem**

Despite numerous reform initiatives aimed at improving primary education in Nigeria, significant challenges persist in ensuring that children acquire foundational skills and benefit fully from the educational system. In Oyo East Local Government Area, questions remain about the effectiveness of these reforms, particularly regarding teacher preparedness, availability of instructional resources, and the actual impact on teaching and learning outcomes. Many schools continue to face constraints that hinder the translation of policy into practice, leaving gaps between reform intentions and classroom realities. This situation raises concerns about whether the objectives of primary education reforms are being achieved and highlights the need for an empirical assessment to identify successes, shortcomings, and areas for improvement within the local context.

### **Research Objectives**

The study is guided by the following objectives:

- 1) To examine the extent of implementation of primary education reforms in public primary schools in Oyo East Local Government Area.
- 2) To determine the influence of teacher capacity on the implementation of primary education reforms.
- 3) To assess the adequacy of instructional resources for the effective implementation of primary education reforms.
- 4) To examine teachers' perceptions of the impact of primary education reforms on teaching and learning outcomes.

### **Research Questions**

The study seeks to answer the following questions:

- 1) What is the level of implementation of primary education reforms in public primary schools in Oyo East Local Government Area?
- 2) To what extent does teacher capacity influence the implementation of primary education reforms?
- 3) How adequate are instructional resources for the implementation of primary education reforms in public primary schools?
- 4) What are teachers' perceptions of the impact of primary education reforms on teaching and learning outcomes?

### **Literature Review**

#### **Primary Education**

Primary education refers to the first stage of formal schooling designed to equip children with foundational knowledge, skills, values, and attitudes necessary for lifelong learning and effective participation in society. In Nigeria, primary education spans six years and targets children aged six to eleven, forming a central component of the Universal Basic Education (UBE) programme (Federal Republic of Nigeria [FRN], 2004). At this level, emphasis is placed on literacy, numeracy, basic science, social studies, and moral instruction, which are critical for children's cognitive, emotional, and social development. International evidence indicates that quality primary education is strongly associated with improved educational trajectories and socio-economic outcomes, particularly in developing countries (UNESCO, 2023; UNICEF Nigeria, 2024).

#### **Educational Reforms**

Educational reforms are deliberate and systematic efforts introduced to improve the effectiveness, equity, and relevance of education systems. These reforms often involve curriculum restructuring, changes in instructional methods, teacher professional development, governance adjustments, and accountability mechanisms (Fullan, 2007). In the Nigerian primary education context, reforms have been driven largely by the need to expand access and enhance quality through initiatives such as curriculum reviews and capacity-building programmes for teachers. However, empirical studies indicate that the success of such reforms depends heavily on implementation fidelity, stakeholder engagement, and sustained institutional support, rather than policy formulation alone (Fullan, 2007; UNICEF Nigeria, 2024).

#### **Universal Basic Education (UBE)**

Universal Basic Education (UBE) is a national education reform initiative introduced in 1999 and given legal backing by the Universal Basic Education Act of 2004, with the objective of providing free, compulsory, and quality basic education



*Assessment of Universal Basic Education Reforms among ... Adeyemo, A. O. (2026)*

for all Nigerian children. The programme encompasses early childhood care, primary education, and junior secondary education, aiming to reduce illiteracy, inequality, and school dropout rates (FRN, 2004; Universal Basic Education Commission [UBEC], n.d.). Although UBE has recorded achievements in increased enrolment and policy coordination, recent evidence reveals persistent challenges such as inadequate funding, teacher shortages, poor infrastructure, and low foundational learning outcomes in literacy and numeracy (UNESCO, 2023; UNICEF Nigeria, 2025). These challenges underscore the need for continuous evaluation and strengthening of UBE implementation strategies.

### **Primary Education Reforms in Nigeria**

Primary education reforms in Nigeria have been largely driven by the need to improve access, equity, and quality in basic education. The introduction of the Universal Basic Education (UBE) programme marked a significant policy shift aimed at addressing chronic issues such as illiteracy, school dropout, and unequal access to education (Federal Republic of Nigeria [FRN], 2004). Several studies indicate that reforms have contributed to increased enrolment at the primary school level, particularly in the early years of UBE implementation (UNESCO, 2023). However, increased access has not consistently translated into improved learning outcomes, as many pupils complete primary education without acquiring foundational literacy and numeracy skills (UNICEF Nigeria, 2024). Empirical evidence suggests that reform implementation varies widely across states and local government areas due to differences in administrative capacity, funding, and school management practices (Bala et al., 2024). Scholars argue that while national policies provide a uniform framework, local contexts significantly shape how reforms are enacted and experienced in schools (Fullan, 2007). Consequently, assessing reforms at the local government level, such as Oyo East Local Government Area, is essential for understanding the practical realities of policy implementation and identifying context-specific challenges.

### **Teacher Capacity and Professional Development in Reform Implementation**

Teachers play a central role in the success of primary education reforms, as they are responsible for translating policy directives into classroom practice. Research consistently shows that teacher quality is one of the most significant determinants of student learning outcomes at the primary level (UNESCO, 2023). In Nigeria, reform initiatives have emphasized teacher training, curriculum familiarity, and pedagogical improvement; however, the effectiveness of these initiatives has been uneven (Bala et al., 2024). Studies indicate that many primary school teachers receive limited or irregular professional development, which undermines their ability to implement revised curricula and learner-centered instructional strategies effectively (UNICEF Nigeria, 2024). Fullan (2007) argues that sustainable educational change requires continuous professional learning rather than one-off training workshops. Without adequate teacher support, reforms risk becoming symbolic rather than transformative. This highlights the importance of examining teacher capacity as a key variable in assessing the effectiveness of primary education reforms.

### **Instructional Resources and Learning Environment**

The availability and quality of instructional resources significantly influence the implementation and outcomes of primary education reforms. Adequate textbooks, teaching aids, classroom facilities, and learning materials are essential for effective teaching and learning, particularly at the foundational level (UNESCO, 2023). In Nigeria, resource provision remains a persistent challenge, especially in public primary schools located in semi-urban and rural areas (UNICEF Nigeria, 2024). Empirical studies reveal that many schools operate with insufficient instructional materials, overcrowded classrooms, and poor infrastructure, which limit the potential impact of curriculum reforms (Bala et al., 2024). These constraints affect teachers' instructional practices and pupils' engagement with learning activities. The literature suggests that reforms focused solely on policy and curriculum changes, without corresponding investment in learning resources, are unlikely to yield significant improvements in educational outcomes (Fullan, 2007). Therefore, instructional resources constitute a critical dimension in evaluating primary education reforms.

### **Perceived Impact of Reforms on Teaching and Learning Outcomes**

Assessing stakeholders' perceptions provides valuable insight into the effectiveness of education reforms, particularly in contexts where standardized learning data may be limited. Research indicates that teachers' and headteachers' perceptions of reform initiatives are often shaped by the extent of support, resources, and training they receive (UNICEF Nigeria, 2024). Positive perceptions are generally associated with higher levels of reform implementation and instructional improvement. However, several studies report a disconnect between reform intentions and perceived learning outcomes in Nigerian primary schools. While stakeholders may acknowledge improvements in policy clarity or school administration,



*Assessment of Universal Basic Education Reforms among ... Adeyemo, A. O. (2026)*

they often report limited progress in pupils' academic achievement and skill acquisition (UNESCO, 2023). This perception gap underscores the need for empirical assessments that link reform implementation levels with observed or perceived learning outcomes. Understanding these dynamics is crucial for refining reform strategies and ensuring that policy changes result in meaningful improvements in teaching and learning.

### **Theoretical Framework**

This study is anchored on Fullan's Theory of Educational Change (Fullan, 2007), which emphasizes that successful educational reforms depend not only on policy design but also on effective implementation, teacher engagement, and supportive organizational structures. Fullan posits that for reforms to produce meaningful improvements in teaching and learning, change must occur simultaneously at multiple levels: the policy level, the school level, and the individual teacher level. The theory highlights the importance of teacher capacity, professional development, and the provision of adequate resources as critical factors that influence the translation of reforms into classroom practice. In the context of primary education reforms in Oyo East Local Government Area, Fullan's theory provides a conceptual lens to examine how reforms such as the Universal Basic Education programme are implemented at the school level. It helps explain why gaps may exist between policy intentions and actual outcomes, particularly in areas such as teacher preparedness, instructional resource availability, and perceived impact on learning. By applying this theory, the study can systematically assess the factors that facilitate or hinder the effective implementation of primary education reforms, offering insights for strengthening policy execution and improving teaching and learning outcomes.

### **Methodology**

The study adopted a quantitative survey research design to assess primary education reforms in Oyo East Local Government Area. This design was appropriate because it allowed the collection of structured data from a large sample of respondents, providing measurable insights into teacher capacity, availability of instructional resources, and perceptions of reform impact, while also aligning with Fullan's Theory of Educational Change by examining how teachers and headteachers interacted with reforms and organizational conditions to influence implementation outcomes. The population of the study comprised all primary school teachers and headteachers in public primary schools within the local government area, as they were directly involved in implementing Universal Basic Education (UBE) reforms and could provide relevant data on the effectiveness of these initiatives. Using a stratified random sampling technique, a sample of 150 teachers was selected from different schools to ensure representation across school size, location, and teaching experience. Data were collected using a structured questionnaire developed by the researcher, divided into four sections corresponding to the study objectives: implementation of reforms, teacher capacity, availability of instructional resources, and perceived impact on teaching and learning outcomes. Respondents rated items on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), enabling quantitative analysis of perceptions and experiences. The questionnaire was reviewed by experts in early childhood and primary education to ensure content validity, and a pilot study was conducted to assess reliability, yielding high internal consistency. Questionnaires were administered in person with clear instructions and assurances of confidentiality and voluntary participation, and completed questionnaires were collected promptly to ensure a high response rate. Data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, to summarize findings, and inferential statistics, specifically Pearson's correlation coefficient, to examine relationships between teacher capacity, resource availability, and perceived reform impact. All analyses were performed using SPSS, and results were interpreted in relation to the study objectives and Fullan's Theory of Educational Change.

### **Empirical Review**

Regarding the level of implementation of primary education reforms, Onoyima and Aka (2024) investigated teachers' perceptions of UBE policy implementation in Enugu State using a descriptive survey. Their findings indicated that while the policy was broadly implemented, actual classroom practices varied significantly due to contextual factors such as school location and funding adequacy. This study highlights that national reforms often encounter gaps between policy intent and practical execution, suggesting the importance of assessing local implementation levels in Oyo East Local Government Area to determine whether similar challenges exist in this context. In terms of teacher capacity and its influence on reform implementation, Atah and Bessong (2025) examined primary school teachers' perceptions of the revised Basic Education Curriculum. Their survey revealed that teachers' professional competence and training strongly influenced their ability to



*Assessment of Universal Basic Education Reforms among ... Adeyemo, A. O. (2026)*

implement reforms effectively. Inadequate professional development limited the extent to which teachers could apply curriculum innovations in classrooms, demonstrating that teacher capacity is a critical determinant of reform success. This finding underscores the need to evaluate how teacher preparedness in Oyo East LGA affects the translation of policy into practice. With regard to the adequacy of instructional resources, Ajayi and Sikiru (2021) conducted an evaluation of UBE implementation in Lagos East Senatorial District. They found that although some basic resources were available, gaps in teaching materials and infrastructure significantly hindered reform execution. Their study illustrates the persistent resource constraints in Nigerian primary schools, emphasizing that the availability of instructional resources is central to assessing reform outcomes. Examining resource adequacy in Oyo East LGA can therefore provide insights into the practical challenges schools face in implementing education reforms. Finally, in exploring teachers' perceptions of the impact of reforms on teaching and learning outcomes, Duguryil, Katniyon, and Yoksina (2025) surveyed primary and early childhood care education teachers in Plateau State. Their findings suggested that teachers' perceptions of reforms were shaped by both their teaching capacity and the level of institutional support, with many reporting that resource shortages and weak monitoring systems limited the effectiveness of reform measures. This demonstrates that understanding teachers' perspectives is crucial for evaluating the impact of reforms on educational outcomes and validates the importance of including teachers' perceptions in studies of primary education reform in Oyo East LGA.

### Presentation of Results

**Table 1: Level of Implementation of Primary Education Reforms**

Level of Implementation	Frequency (f)	Percentage (%)	Mean	SD
Poorly Implemented	26	17		
Moderately Implemented	87	58	3.42	0.78
Well Implemented	37	25		
<b>Total</b>	<b>150</b>	<b>100</b>	<b>3.42</b>	<b>0.78</b>

**Interpretation:** Out of 150 teachers surveyed, 87 teachers (58%) reported that primary education reforms were *moderately implemented*, 37 teachers (25%) perceived them as *well implemented*, while 26 teachers (17%) considered implementation to be *poor*. The mean score of 3.42 indicates a moderate overall level of reform implementation across schools in Oyo East LGA.

**Table 2: Teacher Capacity and Its Influence on Reform Implementation**

Teacher Capacity Indicators	Frequency (f)	Percentage (%)	Mean	SD
Low Capacity / Inadequate Training	57	38		
Moderate Capacity / Some Training	58	39		
High Capacity / Well-Trained	35	23	3.65	0.71
<b>Total</b>	<b>150</b>	<b>100</b>	<b>3.65</b>	<b>0.71</b>

**Pearson Correlation:**  $r = 0.57, p < 0.01$

**Interpretation:** Among the respondents, 35 teachers (23%) were highly trained and felt confident implementing reforms, 58 teachers (39%) had moderate capacity, while 57 teachers (38%) reported low capacity due to inadequate training. The positive correlation ( $r = 0.57, p < 0.01$ ) indicates that higher teacher capacity is associated with more effective implementation of reforms.

**Table 3: Adequacy of Instructional Resources**

Resource Adequacy	Frequency (f)	Percentage (%)	Mean	SD
Inadequate Resources	89	59		
Moderately Adequate	46	31		
Fully Adequate	15	10	2.94	0.82
<b>Total</b>	<b>150</b>	<b>100</b>	<b>2.94</b>	<b>0.82</b>

**Interpretation:** Findings revealed that 89 teachers (59%) reported *inadequate instructional resources*, 46 teachers (31%) indicated resources were *moderately adequate*, and only 15 teachers (10%) confirmed that resources were *fully adequate*. The mean score of 2.94 demonstrates that instructional resources are generally insufficient to support effective reform implementation in most schools.



*Assessment of Universal Basic Education Reforms among ... Adeyemo, A. O. (2026)*

**Table 4: Teachers' Perceptions of the Impact of Reforms on Teaching and Learning Outcomes**

Perception of Impact	Frequency (f)	Percentage (%)	Mean	SD
Minimal Impact	44	29		
Moderate Impact	81	54		
Substantial Impact	25	17	3.31	0.77
<b>Total</b>	<b>150</b>	<b>100</b>	<b>3.31</b>	<b>0.77</b>

**Interpretation:** Regarding the perceived impact of reforms, 81 teachers (54%) indicated that reforms had a *moderate positive impact*, 25 teachers (17%) observed a *substantial impact*, while 44 teachers (29%) reported *minimal impact*. The mean score of 3.31 suggests that, overall, teachers recognize some positive effects of reforms on teaching and learning, though challenges such as limited resources and teacher capacity hinder maximum impact.

### Discussions of Findings

The findings of this study show that while primary education reforms in Oyo East Local Government Area are recognized at the school level, their implementation remains inconsistent, reflecting broader national patterns where reform intentions often outpace practical execution; for instance, evaluations of Universal Basic Education (UBE) in other Nigerian contexts have reported that key inputs such as trained teachers and instructional materials are frequently inadequate, hindering meaningful reform outcomes (Researchwap, 2025). Similarly, studies of curriculum reforms elsewhere in Nigeria indicate that teachers generally view reforms as conceptually beneficial but encounter systemic constraints—especially limited training and insufficient instructional resources—that reduce their capacity to deliver intended changes (Atah & Bessong, 2025). This aligns with the present study's finding that a substantial number of teachers reported moderate levels of capacity and insufficient resources, suggesting that gaps in professional development and material support continue to limit effective reform enactment. Additionally, research on teacher effectiveness and monitoring in primary education has identified chronic challenges in supervision and support, with constrained monitoring systems correlating with lower instructional quality and mixed perceptions of reform impact (Duguryil et al., 2025; Osiesi et al., 2024). Together, these studies underscore that although reforms are underway and partially beneficial, the continued prevalence of resource and capacity constraints significantly shapes teachers' perceptions of reform impact on teaching and learning outcomes, highlighting the need for strengthened support structures and targeted resource investment at the school level.

### Conclusion

In conclusion, the study established that the implementation of primary education reforms in public primary schools in Oyo East Local Government Area is generally moderate, reflecting partial success in translating policy intentions into classroom practice. Although teachers acknowledged that the reforms have contributed positively to teaching and learning processes, their effectiveness is constrained by limited teacher capacity, inadequate instructional resources, and uneven institutional support, challenges that mirror broader national experiences in primary education reform implementation in Nigeria (Atah & Bessong, 2025; Duguryil et al., 2025; UNICEF Nigeria, 2025). The findings affirm that sustainable improvement in primary education requires more than policy formulation, as effective implementation depends on continuous teacher professional development, adequate resource provision, and supportive school systems, consistent with established perspectives on educational change (Fullan, 2016).

### Recommendations

Based on the findings of this study, the following recommendations are made:

- 1) Regular and well-structured in-service training, workshops, and professional development programmes should be organized to equip primary school teachers with the skills and knowledge required to effectively implement ongoing education reforms.
- 2) Government and relevant education stakeholders should ensure the adequate and equitable supply of instructional materials, teaching aids, and learning resources to public primary schools to support effective teaching and learning.
- 3) School supervision and quality assurance systems should be strengthened to provide continuous guidance, feedback, and support to teachers during the implementation of primary education reforms.
- 4) Adequate and timely funding should be allocated to primary education to support reform-related activities, including teacher training, infrastructure improvement, and instructional resource provision.



*Assessment of Universal Basic Education Reforms among ... Adeyemo, A. O. (2026)*

- 5) Stronger collaboration among government agencies, school administrators, teachers, parents, and community stakeholders should be encouraged to foster shared ownership, accountability, and sustainability of primary education reforms.

## References

- Amuche, C. I., & Kukwi, I. J. (2024). Stakeholders' perception of Universal Basic Education policy implementation in Nigeria. *International Journal of Educational Research and Policy Making*, 6(1), 45–58.
- Atah, C., & Bessong, E. B. (2025). Primary school teachers' perceptions of the revised Nigerian Basic Education Curriculum [Conference paper]. *Mediterranean Journal of Social Sciences*. <https://doi.org/10.36941/mjss20250058>
- Ataphia, J. A., Okiemute, G. A., & Obro, S. (2026). Challenges of implementing Universal Basic Education programme in Nigeria. *International Journal of Educational Administration and Policy Studies*, 18(2), 31–41.
- Ajayi, O. A., & Sikiru, D. K. (2025). Evaluation of the primary school component of Universal Basic Education in Lagos East Senatorial District of Nigeria. *Interdisciplinary Journal of Education*, 4(1). <https://doi.org/10.53449/ije.v4i1.145>
- Bala, Y., Ibrahim, F., & Danjuma Ado, M. (2024). Primary education and educational reforms in Nigeria: Problems and prospects. *Journal of Educational Studies Trends and Practice*, 6(8), 1–12. <https://ssaapublications.com/index.php/sjestp/article/view/364>
- BusinessDay Nigeria. (2025, March 18). Nigeria's basic education crisis persists despite increased enrolment. <https://businessday.ng/education/article/nigerias-basic-education-crisis-persists/>
- Duguryil, A., Katniyon, B., & Yoksina, L. (2025). Teachers' perceptions of primary and early childhood care education reforms in Plateau State [Unpublished manuscript].
- Federal Republic of Nigeria. (2004). *Universal Basic Education Act*. Government Press.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Oando Foundation. (2025). Improving foundational literacy and numeracy outcomes in Nigerian primary schools. <https://oandofoundation.org/publications/>
- Osiesi, P., Akinsanya, O., & Eze, L. (2024). Teacher effectiveness and monitoring in Nigerian primary education [Journal article].
- UNESCO. (2023). *Global education monitoring report*. <https://www.unesco.org>
- UNICEF Nigeria. (2024). *Foundational learning and education reform in Nigeria*. <https://www.unicef.org/nigeria>
- UNICEF Nigeria. (2025). *Enabling teachers, educating children*. <https://www.unicef.org/nigeria/stories/enabling-teachers-educating-children>
- UNICEF Nigeria. (2025). *UNICEF Nigeria country programme 2023–2027*. <https://www.unicef.org/nigeria>
- Universal Basic Education Commission. (n.d.). *About UBEC: Mandate and responsibilities*. <https://ubec.gov.ng>