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## **Exploring Impact of the Universal Basic Education Commission Interventions on Educational Outcomes of public primary school pupils in Oyo State**

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### **Abstract**

*The poor condition of infrastructural facilities and inconsistent teacher development prompted the UBEC to put in place a series of intervention programs aimed at checkmating the observed decadence in Basic Education. These interventions seemed to have addressed some issues, such as the provision of modern buildings and toilets, the provision of functional libraries and other educational materials. A descriptive research design of ex-post facto type was adopted for this study using quantitative data collection methods to examine the impacts of the provision of infrastructure to Basic Education. The population of the study comprised all public primary school pupils in Oyo State. A multi-stage sampling technique was used. Simple random sampling was used to select 12 Local Government Areas (LGAs), 185 Basic schools, and 1440 Basic 5 pupils from 12 Local Government Areas. One structured questionnaire titled Basic School Pupils Questionnaire (BSPQ  $r = 0.79$ ) was used for data collection from the respondents. A research question was raised and answered using frequency counts, percentages, mean and standard deviation. Findings revealed that UBEC intervention facilities are present in most schools captured and that UBEC intervention had a positive impact ( $M = 2.70$ ,  $S.D = 0.91$ ) on the basic pupils' education, as it improved their attendance ( $M = 3.19$ ,  $S.D = 0.70$ ) and enhanced their academic performance ( $M = 3.11$ ,  $S.D = 0.77$ ). Based on the findings, it is recommended that the government should increase its commitment to improving infrastructural facilities among others.*

**Keywords:** Educational Outcomes, Exploring, Infrastructure, Intervention, Teachers' Development, Universal Basic Education.

### **Introduction**

In Nigeria the basic education always being a thing of concern to almost every government in power as it is a foundation to other educational system. The efforts put into it either make it a failure or successful one. It began to witness series of challenges

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ranging from overcrowding of the classrooms, shortage of qualified teachers, insufficient furniture, and shortage of instructional materials, to mention but a few rights from early 1950s. In order to find solutions to these challenges, Nigerian education sector started witnessing various educational reforms, which include Universal Primary Education of 1955, Universal Primary Education of 1977-1978, National Primary Education Commission of 1988, re-establishment of National Primary Education Commission of 1993, Universal Basic Education of 1999, Education for All of 2015 and Better Education Service Delivery for All of 2017. By year 1999 Universal Basic Education was launched to intervene on the high level of illiteracy, reduction on pupils/student's enrollment in school, poor infrastructural facilities, inadequate instructional materials, poor funding, insufficient quality and trained teacher etc. within the shortest possible time to access universality of basic education by enhancing the learning environment. The Nigerian government is responsible for basic education projects and funding. The self-help project and adopt-a-school programme, communities' participation (in cash and kind), corporate organization assistance, and international development partners were allowed by government to assist in provision of series of intervention projects or programmes to promote access to basic education (UBEC Annual Report, 2013).

The UBE intervene was to covered structural facilities, instructional materials and human resources development such as; provision of instructional/play materials, teacher professional development (Re-training of teachers), assorted library resource materials for JSS, deliverables for special education (physically challenged children fund), provision of Primaries four and five textbooks in Mathematics, English Language and Activity-Based Science and equipment- Wheelchairs, Braille machines, TV sets, Radio sets, Computer/ICT Equipment. Educational intervention is used to transform education for the better through intervention policy embarked on a programme. These intervention programmes provided by UBEC and SUBEB have contributed meaningfully to Basic Education.

Intervention programmes are classified by UBEC into categories for constant and easy monitoring. Functional and quality basic education calls for the intervention to cut across the Early Childhood Care Development Education (ECCDE), Primary Section and Junior secondary Schools. ECCDE are to be provided with child playing materials (toys, cartoons, TV sets e. t. c) while Primary Schools needs ranges from furniture, textbooks, teaching materials, wall charts etc. Therefore, the intervention programmes of UBEC are grouped thus:

1. Infrastructural development- This includes, construction of classrooms, renovation of classrooms, construction of toilets, construction of libraries for primary schools, sinking of bore-holes, provision of furniture
2. Provision of infrastructural/play materials
3. Assorted library resources materials for JSS
4. Provision of text-books for primary schools
5. Provision of equipment
6. Teacher professional developments: training and re-training

Education intervention is used to transform education for better through intervention policy embarked on a programme. In 2016, Better Education Service Delivery for All (BESDA) was launched in Nigeria as an educational intervention programme to cater

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for out-of-school children. BESDA is a World Bank programme anchored by the Federal Ministry of Education (MOE), Universal Basic Education Commission (UBEC) and Oyo State Universal Basic Education Board (SUBEB). The aims and objectives of BESDA are to increase equitable access to education for out-of-school children, improving illiteracy in focus States and strengthen accountability for result in Basic Education in Nigeria. The focus States are Adamawa, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, Taraba, Yobe, Zamfara. Others are Ebonyi, Niger, Oyo and Rivers (punchng.com-17states). Oyo SUBEB seized the opportunity of the programme designed by BESDA for 1200 public basic schools in 21 selected LGUBEAs to; bring back out of school children (OOSC) to school, improve literacy, that is reading and writing ability of the learners, eliminate child abuse and child labour, and to promote self-reliance and increase economic sustainability in the society (Oyo SUBEB, Standard Quality Assurance Dept., 2020). These intervention programmes provided by UBEC and SUBEB have contributed meaningfully to Basic Educations.

UNESCO and other educational stakeholders intervened on supply side interventions, in 2013/2014 SUBEB-UBEC project made available for schools in Oyo State furniture, sport equipment and teaching materials (UNESCO, 2014). Within 2015 to 2019, SUBEB-UBEC intervention projects in Oyo State were based on renovation and construction of classrooms, sinking of boreholes and construction of modern toilets for pupils and teachers. Whereas, in 2020/2021 under FGN-UBEC-SUBEB the intervention projects covered construction of ECCDE pilot centers, procurement of furniture, supply of sport equipment, digging of well and construction of 3 and 4 classroom blocks in various schools across the three senatorial districts in Oyo State. All the interventions projects were made possible as a result of the prompt payment of counterpart fund by Oyo State government. The quality of human and material resources cannot be over emphasized towards quality education attainment and development of the pupils/students, but are these resources available in Nigeria? And if available, in what quality and quantity? The increase in enrollment of school age children is a threat. Enrollment was 25,701,113, 23,476,939, and 56,362,108 in 2010, 2012, 2013 respectively (UBEC, 2014). Haruna (2012) and Yushau (2014) observed poor educational and infrastructural facilities in most of the primary schools in Nigeria. Poor funding of education, poor remuneration of teachers, inadequate training and retraining of teachers, inaccessibility to good water, inadequate toilet facilities, lack of electricity in schools were constraints raised by Obi and Obi (2014) and Ijaduola 2016a. Hence, more intervention programmes to cater for some of the constraints have to come on board.

Meanwhile, Lynch (2019) discussed classrooms intervention as a teacher's ways of identifying students' areas of weakness and methods of assisting them to improve academically. He discussed further areas of classroom intervention as proactive intervention that is areas where students need attention before they become serious problems on students' education. The underdeveloped nation has to improve her infrastructure through adequate funding of capital budget in order to develop her education sector (Salisu, 2016). Woyike-Iheanyi (2022) ascertained that for any nation to developed her basic education adequate and quality educational resources such as school buildings, workshops, laboratories, libraries, furniture, textbooks and ICT facilities should be provided. He explained further that all these would promotes

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effective teaching and learning activities. Governments do expect children to advance further in their education careers and the teachers also to be discharging their duties efficiently. Budiwali (2019) buttressed the efficient performance of teachers` on the ground that training and re-training of teachers whether through online mentoring, workshops, webinars or seminars would improve both literacy and professionalism of teachers.

Having known that educational interventions are intentional actions aimed at enhancing educational outcomes, addressing learning gaps, and improving the overall quality of education. This study-based interventions on UBEC reforms that transform the Basic education landscape as a whole, especially that of infrastructural and teachers' development of. Meanwhile, effective educational interventions share a common objective, which is to create a nurturing learning environment that promotes academic excellence, social development, and emotional well-being. They often incorporate evidence-based strategies, including personalized learning, technology integration, and ongoing professional development for educators. Also, by acknowledging the distinct needs of diverse learners; educational interventions can help level the playing field, ensuring that all students have equitable opportunities to succeed. Additionally, they can work to alleviate the impacts of systemic barriers such as poverty, inequality, and social injustice that impede educational achievement. Ultimately, the effectiveness of educational interventions hinges on a thorough understanding of the intricate relationship between teaching, learning, and context.

### **Statement of the Problem**

The seriousness of a nation can often be traced back to its unwavering commitment to education, particularly basic education. Negligence in this area can severely undermine the entire education system. In Nigeria, a significant number of resources is allocated to basic education; however, the system continues to face substantial challenges, largely due to the country's population explosion. The presence of highly experienced teachers in classrooms is lacking, and many schools often rely on Parent-Teacher Association (PTA) teachers while awaiting the recruitment of replacements for retired educators. Fortunately, the infrastructure in our schools is gradually improving, due to the commitment of Universal Basic Education Commission (UBEC). They are implementing a series of intervention programmes that include renovations, the construction of modern classrooms, the provision of furniture, the recruitment of federal scheme teachers, the supply of textbooks for both teachers and students and the installation of boreholes, among other initiatives. These efforts aim to address the observed decline in quality and to provide a robust basic education for Nigerians. It is on this basis that this study was initiated to assess whether these intervention programmes benefit basic school pupils in any way.

### **Objectives of the Study**

The main objective of this study was to assess the UBEC intervention provision on the Basic school pupils. Specifically, the study:

Ascertained the impact of UBEC interventions on educational outcomes of the basic school pupils.

### **Research Question**

This research question was answered to fulfill the purpose of this study;

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Are the UBEC intervention provisions has impact on the educational outcomes of basic school pupils?

### **Significance of the Study**

For the fact that education is paramount to the economic, social and political development of the society, no sacrifice would be too enormous to make for it. The findings of this study would serve as feedback to those saddled with the responsibilities of provisions and monitoring of intervention for basic education. The education planners (LIEs, ZIEs, SUBEB and MOE) would benefit from this study, as it would reveal the efficiency and deficiencies of intervention programmes and assist them in decision making. More so, the findings would be a source of literature and contribute to the body of knowledge on basic education intervention provision. It would create awareness and recognition of acceptable values for pupils. In addition, patriotic citizens of the society would see the importance of Universal Basic Education as an investment to enhance national development.

### **Scope of the Study**

The study focused on assessment of the intervention provision of the Universal Basic Education on educational outcomes of basic school pupils. The study covered public primary schools in the State, involving selected number of Local Governments in the three Senatorial Districts. The study was limited to four (4) Local Governments areas from each of the three (3) Senatorial Districts making 12 Local Governments in the State. Emphasis was on the intervention provision of infrastructure and teachers` development being carried out in schools from the selected Senatorial Districts of the study area.

### **Methodology**

The study adopted ex-post facto form of descriptive Survey research design. This design was appropriate for the conditions/events already present and data collected were used to investigate the independent variables and dependent variable. Therefore, data collected from groups were analyzed to make inferences and generalizations on the entire population at the same time.

The target population for this study comprised of all Pupils in public basic schools under Oyo State Universal Basic Education. Oyo State has three Senatorial districts namely Oyo South, Oyo Central and Oyo North with 9 LGAs, 11 LGAs and 13 LGAs respectively. The number of Basic schools in each Senatorial district are; Oyo South 611; Oyo Central 884 and Oyo North 959, totaling 2454. The Oyo State Basic Schools has Pupils population estimated at 1,937,900 (Oyo SUBEB, Planning, Research and Statistics, August, 2021). The Basic five (5) pupils were considered appropriate as respondents for the study, for the fact that they were free from any external examinations.

The researcher used multi stage random sampling technique in the selection of sample for this study. The first stage involved the selection of four (4) Local Government Areas from each of the three (3) Senatorial Districts by simple random sampling which produced a total of twelve (12) Local Government Areas using the hat and draw method. Each of the names of the Local Government in each Senatorial District was written on a piece of paper, folded and put in a tray. After shuffling and reshuffling, four Local Governments (Egbeda, Lagelu, Oluyole and Oyo west) were picked by the researcher from the Oyo Central Senatorial Districts. The same sampling technique was

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repeated to select Irepo, Iseyin, Itesiwaju and Olorunsogo Local Government Areas from Oyo North Senatorial Districts, while Ibadan North, Ibadan South East, Ibadan South West and Ibarapa Central were selected from Oyo South Senatorial District.

For second stage, stratified random sampling technique was used to select schools, schools selected were from villages, hamlets, remote areas, towns and cities and for final stage, simple random technique was used to select 0.2% (1,440) basic five pupils as respondents for the study. Basic five pupils were appropriate for this because they were free from the encumbrances of external examinations.

The researcher used self-developed questionnaire called Basic School Pupils' Questionnaire (BSPQ) to collect relevant information from the pupils on the educational and intervention facilities that are provided to support their learning. The section A of BSPQ is based on bio-data of the pupils while Section B consisted 16 items structured in both positive and negative forms that pupils were easily picked best options from format of four points Likert scale type of Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA).

The content validity method was adopted as it is most suitable to review, critique and adjust questionnaire items. Two experts in items construction from the Evaluation Department of Tai Solarin University of Education, Ijagun assisted in reviewing the items, as they thoroughly read through the items of the instruments and relate them carefully to the research objectives and research questions. Their comments and suggestion were used for the refinement of the Instrument.

A pilot study was conducted on independent respondents in Afijio Local Government Area of Oyo State to test the reliability of the instrument. A total of thirty (30) copies of the Basic School Pupils Questionnaire (BSPQ) were administered on 30 Pupils in Basic Schools. The completed and returned questionnaire were analysed using Cronbach Alpha to determine the reliability of the instrument. The result of the reliability coefficient of Basic School Pupils Questionnaire (BSPQ) was 0.79. The obtained reliability coefficient was high and there by the instrument was suitable and reliable for the study. The researcher sought the permission of the Oyo State Universal Basic Education Commission (SUBEB) Chairman, to collect data from Department of Planning, Research and Statistics. Sampled Local Government Universal Basic Education Authorities (LGUBEAs) were visited and obtained permission from their Education Secretaries to used schools, teachers and pupils under their supervision for the study. The researcher sought the permission of the Head teachers of the sampled Public Basic Schools in the selected Local Governments to assist in, used their teachers and basic five (5) pupils. The basic five (5) teachers and their pupils were contacted and pleaded with to assist the researcher in filling the pupils' questionnaire. The instruments were personally administered to the respondents in the field. They were briefed on the content and that the data collected would be used for research purpose only. The researcher promptly retrieved the copies of the questionnaire to ensure security of the documents. The state SUBEB Chairman, concerns Education Secretaries and all respondents were appreciated for their cooperation. The data collected from the respondents were subjected with descriptive statistics such as frequency counts, percentage, mean and standard deviation

### **Result Presentation**

**Research Question:** Are the UBEC intervention provisions has impact on the educational outcomes of basic school pupils?

**Table 1:**

*Impacts of Intervention Provision on the Basic School Pupils*

S/N	Impacts of Intervention	SD	D	A	SA	Mean	S.D
Remark							
1	There are enough classrooms for pupils use in my school	231 16.0%	187 13.0%	586 40.7%	436 30.3%	2.85 1.03	High Benefit
2	There are functional male and female pupils' toilets in my school	239 16.6%	322 22.3%	626 43.5%	253 17.6%	2.62 0.96	High Benefit
3	Textbook are available for pupils use in my school	156 10.8%	270 18.8%	682 47.4%	323 23.0%	2.83 0.91	High Benefit
4.	Availability of first aid box for pupils' use	294 23.3%	547 38.0%	387 26.9%	212 14.7%	2.36 0.97	Low Benefit
5.	Functional library is available for pupils use in my school	336 23.3%	673 46.7%	263 18.3%	168 11.7%	2.18 0.92	Low Benefit
6.	Availability of playground / field	152 10.6%	173 12.0%	632 43.9%	483 33.5%	3.00 0.94	High Benefit
7.	Waste disposal facilities are available in the school premises	313 21.7%	555 38.5%	299 20.8%	273 19.0%	2.37 1.02	Low Benefit
8.	There are adequate furniture items for pupils use in my school	160 11.1%	308 21.4%	761 52.8%	211 14.7%	2.71 0.85	High Benefit
9.	There are functional computer/ICT facilities in my school	378 26.3%	632 43.9%	255 17.7%	175 12.1%	2.16 0.95	Low Benefit
10.	Availability of regular electricity	443 30.8%	506 35.1%	271 18.8%	220 15.3%	2.19 1.04	Low Benefit
11.	My classroom is spacious and comfortable for learning	91 6.3%	290 20.1%	640 44.4%	419 29.1%	2.96 0.86	High Benefit
12.	Educational facilities provided encourage me to study very well	109 7.6%	263 18.3%	659 45.8%	409 28.4%	2.95 0.88	High Benefit
13.	I understand better when my teachers used instructional materials while teaching	55 3.8%	85 5.9%	733 50.9%	567 39.4%	3.26 0.73	High Benefit
14.	I am doing better in my academics now than before	88 6.1%	95 6.6%	832 57.8%	425 29.5%	3.11 0.77	High Benefit

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15.	Sporting facilities provided encourage me to study very well	268 18.6%	413 28.7%	552 38.3%	207 14.4%	2.48	0.95	Low Benefit
16.	My school environment encourages me to come to school regularly	61 4.2%	60 4.2%	860 59.7%	459 31.9%	3.19	0.70	High Benefit
<b>Weighted Mean = 2.70</b>						<b>Std. Dev. = 0.91</b>		

**Note:** Weighted mean of less than 2.50 indicate low benefits, while 2.50 and above indicate high benefits

Table 1 showed the impacts of intervention provision on the pupils in Oyo State. From the table above, ten items suggests positive impacts, those items are; enough classroom for pupils (Agree = 1022 (71.0%), M = 2.85, S.D = 1.03), functional toilets for pupils (Agree = 879 (61.0), M = 2.62, S.D = 0.96), textbooks for pupils (Agree = 1014 (70.4%), M = 2.83, S.D = 0.91), availability of playground (Agree = 1115 (77.4%), M = 3.00, S.D = 0.94), adequate furniture items for pupils (Agree = 972 (67.5%), M = 2.71, S.D = 0.85), spacious and comfortable classrooms (Agree = 1059 (73.5%), M = 2.96, S.D = 0.86). Other items which are rated positive impacts of intervention to the pupils are; educational facilities encourage me a lot (Agree = 1068 (74.2%), M = 2.95, S.D = 0.88), instructional materials aid my understanding (Agree = 1300 (90.3%), M = 3.26, S.D = 0.73), am doing better than before in my studies (Agree = 1257 (87.3%), M = 3.11, S.D = 0.77) and my school environment encourage me to attend school regularly (Agree = 1319 (91.6%), M = 3.19, S.D = 0.70).

It could be deducted from pupils' perception that they were positively impacted through the intervention provision by the UBEC (M = 2.70, S.D = 0.91). The S.D of 0.91 implies high level of agreement among the pupils.

### Discussion of Findings

The major findings from the data analysed and interpreted in this research are discussed below

The study reveals that the intervention provision has direct impacts on the pupils in the States. The finding corroborates that of Katamei and Omwono (2015), Goldberg et al. (2019) and Pegram et al (2020) when they found out that timely intervention provision assisted students to acquire quality education, improved social and emotional adjustment of the students, promote positive outcome of learning activities and foster future students' success by becoming responsible citizens in future. CAF (2016) pointed out that quality school intervention provision such as structure, teaching materials, playing grounds, qualified and experienced teachers mean a lot to pupils who are from rural areas as they tend to improve their attendance and motivate them to learn better. This is however at variance with the impacts of intervention provision, Lima, et al (2020) reported in their work the ineffective of intervention provisions to the students' academic performance, that rather teachers' pedagogical skill was approached, improved and impacted from it. Meanwhile, Manigba, et al (2019) stressed the learners' benefits from various intervention provisions as they improved their academic performance. Intervention provision often promotes effective learning, enrolment, attendance and reduce the dropout rate, hence it should not be overlooked to provide quality education (Snilstvelt, et al. (2017).

### Conclusion

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It could be concluded that UBEC/SUBEB had done a very good job as they provided educational interventions for Basic schools in Nigeria, even at the expense of gross misconduct and sharp practices of contractors and concern carrier officers. The timely intervention on infrastructural provision had positively impacted the pupils on their academic pursuit and performance.

### **Recommendation**

In line with the findings and conclusion of this study, it is recommendation that NGOs, international agencies and philanthropists should be encouraged to further intervene on provision of infrastructural facilities, teachers' development and other educational facilities for schools as government cannot do it alone.

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