

SUPPLEMENTARY MATERIAL

Supplementary Appendix

Policy Fulfilment, Curriculum Enactment, and Equity in Nigerian Early Childhood Education: A Systematic Integrative Review

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Review period: 1 January 2017-10 May 2026

Core analytical corpus: 29 peer-reviewed sources

This appendix documents the search reporting record, operational confidence-appraisal rules, and the verified characteristics and evidential boundaries of all 29 core sources.

Supplementary search and appraisal documentation

The review used a common three-block search structure covering educational level, the Nigerian setting, and the domains specified in the research questions. Interface-specific syntax was adapted to each source. The supplied audit files preserve the consolidated corpus and source-set memberships, but do not preserve separate retrieval totals for JSTOR, ERIC, African Journals Online, PhilPapers, or SABINET African Journals. Table S1 distinguishes recorded counts from information that was not separately retained.

Supplementary Table S1. *Search strategy and retrieval accounting*

Source	Search string or reported translation	Fields and limits	Cut-off	Recorded count	Audit status
JSTOR	("early childhood education" OR "early childhood care and education" OR preschool* OR pre-primary OR ECCE OR ECCDE) AND (Nigeria OR Nigerian) AND (policy OR implementation OR curriculum OR "indigenous knowledge" OR language OR multilingual* OR pedagogy OR play OR assessment OR teacher* OR equity OR inclusion OR parent* OR family OR community)	Full-text/metadata search; English; journal literature; 2017-2026.	20 Aug 2026	NR	Included within the consolidated curated-database source set; no platform-specific total was retained.
ERIC	("early childhood education" OR "early childhood care and education" OR preschool* OR pre-primary OR ECCE OR ECCDE) AND (Nigeria OR Nigerian) AND (policy OR implementation OR curriculum OR "indigenous knowledge" OR language OR multilingual* OR pedagogy OR play OR assessment OR teacher* OR equity OR inclusion OR parent* OR family OR community)	Title, abstract and descriptors; peer-reviewed journal records; English; 2017-2026.	20 Aug 2026	NR	Individual ERIC identifiers remain traceable, but the platform-specific retrieval total was not retained.
Google Scholar: ECE-focused search	(Nigeria OR Nigerian) AND ("early childhood education" OR "early childhood care and education" OR "early childhood care development and education" OR ECCE OR ECCDE OR preschool* OR "pre-school*" OR "pre-primary" OR "early grade*" OR "early years")	Discovery search; English-language screening; date eligibility applied during screening.	20 Aug 2026	128 unique-record memberships	The captured source set is preserved; the terminal result-page boundary was not separately logged.
Google Scholar: curriculum/decolonisation supplement	(nigeria* OR nigerian*) AND (curriculum* OR pedagog* OR "language of instruction" OR "medium of instruction" OR "mother tongue" OR "teacher education") AND (decolon* OR indigenous OR "epistemic justice" OR epistemicide OR Africanis* OR contextual* OR "place-based")	Supplementary discovery search; date and Nigerian ECE relevance applied during screening.	20 Aug 2026	94 unique-record memberships	Used to locate epistemic, curricular and language literature; the terminal result-page boundary was not separately logged.
African Journals Online	("early childhood education" OR "early childhood care and education" OR preschool* OR pre-primary OR ECCE OR ECCDE) AND (Nigeria OR Nigerian) AND (policy OR implementation OR curriculum OR "indigenous knowledge" OR language OR multilingual* OR pedagogy OR play OR assessment OR teacher* OR equity OR inclusion OR parent* OR family OR community)	Article metadata/full text where available; English; 2017-2026.	20 Aug 2026	NR	Included within the consolidated curated-database source set; no platform-specific total was retained.

SUPPLEMENTARY APPENDIX Nigerian Early Childhood Education Review

Source	Search string or reported translation	Fields and limits	Cut-off	Recorded count	Audit status
Scopus	TITLE-ABS-KEY(("early childhood education" OR "early childhood care and education" OR preschool* OR pre-primary OR ECCE OR ECCDE) AND (Nigeria OR Nigerian) AND (policy OR implementation OR curriculum OR "indigenous knowledge" OR language OR multilingual* OR pedagogy OR play OR assessment OR teacher* OR equity OR inclusion OR parent* OR family OR community)) AND PUBYEAR > 2016 AND PUBYEAR < 2027	Title, abstract and keywords; English-language eligibility checked during screening.	20 Aug 2026	18 unique records in export	The supplied Scopus export preserves 18 records represented in the deduplicated screening matrix.
PhilPapers	("early childhood education" OR "early childhood care and education" OR preschool* OR pre-primary OR ECCE OR ECCDE) AND (Nigeria OR Nigerian) AND (policy OR implementation OR curriculum OR "indigenous knowledge" OR language OR multilingual* OR pedagogy OR play OR assessment OR teacher* OR equity OR inclusion OR parent* OR family OR community)	Title/abstract discovery with emphasis on policy, ethics, epistemic and conceptual work; 2017-2026.	20 Aug 2026	NR	Included within the consolidated curated-database source set; no platform-specific total was retained.
SABINET African Journals	("early childhood education" OR "early childhood care and education" OR preschool* OR pre-primary OR ECCE OR ECCDE) AND (Nigeria OR Nigerian) AND (policy OR implementation OR curriculum OR "indigenous knowledge" OR language OR multilingual* OR pedagogy OR play OR assessment OR teacher* OR equity OR inclusion OR parent* OR family OR community)	Article metadata/full text where available; English; 2017-2026.	20 Aug 2026	NR	Included within the consolidated curated-database source set; no platform-specific total was retained.

Note: NR = not separately retained in the supplied audit files; it does not mean that zero records were retrieved. The screening dataset records 18 curated-database memberships in aggregate, 61 current-manuscript-reference memberships, 128 Google Scholar ECE-search memberships, 94 Google Scholar curriculum/decolonisation-search memberships, and 18 Scopus-export memberships. Memberships overlap. The assembled search record contained 320 raw records; six duplicates were removed, leaving 314 unique records.

Operational confidence appraisal

Supplementary Table S2a. Design-sensitive appraisal criteria

Criterion	Strong/adequate	Material limitation	Serious limitation
Question-design alignment	The design directly addresses the stated question and supports the type of claim used in the review.	The design is relevant, but restricts inference to association, perception, local process or conceptual argument.	The design is unclear, mismatched to the claim, or cannot support the claim adopted by the source.
Sample, setting or evidential base	Population, setting and selection are transparent and adequate for the bounded claim.	The evidence is usable but local, purposive, small, incompletely described or weakly transferable.	The evidential base is substantially underreported, unrepresentative for the claim, or absent.
Data collection or source selection	Measures, procedures or source-selection logic are described and appropriate.	Procedures are relevant but partly underreported, bespoke, or insufficiently validated for broad inference.	Key procedures, measures or source-selection rules are missing or inappropriate.
Analysis	Analysis is transparent, suitable for the design and attentive to relevant dependence or uncertainty.	Analysis is interpretable but contains material omissions or restricts the precision of the finding.	The reported test is mismatched, essential variance/dependence is unaddressed, or analysis is too opaque to audit.

Criterion	Strong/adequate	Material limitation	Serious limitation
Evidence-conclusion alignment	Conclusions are bounded by the design, setting and reported limitations.	The usable claim can be retained only after narrowing scope or distinguishing evidence from interpretation.	Conclusions materially exceed the evidence or imply causal, prevalence or national claims without support.

Supplementary Table S2b. Overall confidence decision rules

Decision	Operational rule	Permitted use in synthesis
High confidence	The full text was available; methods and evidence were sufficiently transparent; no major limitation invalidated the bounded claim used in the review. Design limitations were still reported.	May carry comparatively strong local or multisite evidence, but never automatic national generalisation.
Moderate confidence	The source provided directly usable evidence or a well-developed conceptual contribution, but one or more material limitations affected scope, precision or transferability.	Claims were narrowed to the design, sample, setting and evidence type actually reported.
Limited confidence	Substantial reporting constraints, restricted access, weak or unclear analysis, an underdeveloped evidential base, or multiple limitations prevented strong inference.	Used only for narrow contextual, indicative or proposition-generating claims; not for causal, effectiveness, prevalence or national-compliance claims.
Access rule	A source verified only through an abstract and publisher/indexing metadata could not receive a high-confidence rating. Missing design, numerical or limitation details were not inferred.	Seven sources were appraised under this restricted-access rule.

Supplementary Table S2c. Claim-sensitive evidential boundaries

Claim type	Minimum evidential condition	Rule when the condition was not met
Causal or effectiveness	A credible comparison and analysis aligned with allocation, clustering and uncertainty.	Recast as reported difference, association or local programme result when these conditions were unmet.
National prevalence or policy compliance	A design and sampling frame capable of representing Nigeria or clearly defined national implementation evidence.	Restrict to the represented state, region, institution, stakeholder group or policy analysis.
Association	Transparent measurement, sample and analysis appropriate to the variables examined.	Use association language; do not imply direction, development or causation.
Qualitative experience or perception	Sampling and analysis appropriate to the interpretive purpose; contextual detail sufficient to judge transferability.	Treat as situated perspectives or processes, not population frequencies.
Conceptual or policy proposition	A transparent and relevant evidential or argumentative basis.	Use to frame obligations and reform possibilities, not as evidence of implementation or effect.

Note: The appraisal concerned confidence in the specific claims used in this review. It did not rank journal prestige, and it did not automatically disadvantage qualitative, participatory or conceptual work. The final distribution was seven high-confidence, 14 moderate-confidence and eight limited-confidence sources.

Verified core-source appendix

Appendix Table A1 reports the verified design, setting, evidence access, finding used in the synthesis, and the evidential boundary applied to every source. The table is an audit record of the claim adopted by the review; it does not reproduce each source's full results.

Appendix Table A1. *Characteristics and confidence appraisal of the 29 core sources*

ID	Source and identifier	Evidence accessed and design	Sample/setting	Finding used in synthesis	Confidence and evidential boundary
SR-001	Izuagie (2026). Turning Pages, Building Character: Storybooks and Social-Emotional Learning in Nigerian Early Childhood. <i>International Journal of Early Childhood Learning</i> . Identifier: 10.18848/2327-7939/CGP/v33i01/117-134 Primary source	Abstract/metadata. Descriptive correlational survey	200 children aged 3-6 in ECE centres in Osun State; educator perspectives also reported	Exposure to culturally familiar storybooks was associated with stronger observed SEL indicators; the design does not establish that storybooks caused the differences.	M - Retain as moderate correlational evidence; describe the issue year as 2026 and note online availability in late 2025 only if chronology matters. <i>Verification note: Issue is dated 2026; publisher metadata also shows online posting in December 2025.</i>
SR-002	Peter & Eyengho (2026). Assessment of Implementation of the National Policy on Education (2013) on Curriculum-Related Issues in ECCDE Centres in Southwestern Nigeria. <i>Hummingbird Journal of Contemporary Educational Research</i> . Identifier: 10.70382/hujcer.v12i8.049 Primary source	Full text. Mixed-methods implementation study	147 stakeholders: 24 centre administrators, 120 caregivers and 3 supervisory officials in Southwestern Nigeria	Stakeholder reports and centre evidence indicate uneven implementation of curriculum-related policy provisions; findings are regional and substantially self-reported.	M - Retain as moderate regional implementation evidence; avoid national prevalence language. <i>Verification note: Author-retained source; identity, sample and review process verified at publisher level.</i>
SR-003	Walakan & Santos (2026). Early Childhood Education in Nigeria: Theoretical Foundations, Policy Imperatives, and a Curriculum and Instruction Reform Framework for Transformative Practice. <i>Journal of Contemporary Research in Education and Management</i> . Primary source	Full text. Conceptual/theoretical synthesis	No primary sample	Develops an integrated curriculum-and-instruction reform framework; it is a conceptual contribution rather than evidence of implementation or effects.	M - Retain and label explicitly as conceptual; do not use it to quantify policy fulfilment. <i>Verification note: Included at the author's instruction; relevance and publisher review process verified.</i>
SR-004	Ezeugwu et al. (2026). 'A woman's job?' Gendered perceptions of preschool teaching in Nigeria. <i>Journal of Early Childhood Research</i> . Identifier: 10.1177/1476718X261417796 Primary source	Abstract/metadata. Qualitative interview study	20 preschool teachers (14 women and 6 men) in two Nigerian cities	Participants described gendered assumptions that discourage men from preschool teaching; transferability is limited by the small urban sample.	M - Retain as qualitative evidence of workforce gender norms, not their national prevalence. <i>Verification note: Peer-reviewed publisher record verified.</i>

ID	Source and identifier	Evidence accessed and design	Sample/setting	Finding used in synthesis	Confidence and evidential boundary
SR-005	Ezeugwu et al. (2026). Preschool-Level Predictors of Children's Executive Function: Do Preschool-Pedagogy Clusters Make a Difference?. <i>Applied Cognitive Psychology</i> . Identifier: 10.1002/acp.70155 Primary source	Full text. Cross-sectional quantitative study with hierarchical regression	120 Nigerian preschoolers (mean age 5.14 years); NIH Toolbox Cognition Battery	The combined preschool/pedagogy cluster did not independently predict executive-function performance; age predicted working memory and composite EF.	H - Retain as a useful counter-finding; state that exposure was non-randomised. <i>Verification note: Validated direct assessment strengthens measurement, but the design remains observational.</i>
SR-006	Shehu (2026). Early Childhood Education Policy and Basic Education Curriculum Implementation in Nigeria. <i>Jigawa Journal of Educational Research</i> . Primary source	Full text. Policy and curriculum analysis	No primary sample reported	Identifies policy-curriculum implementation tensions, but limited methodological reporting prevents strong empirical inference.	L - Use for contextual interpretation and policy framing, not as stand-alone empirical proof. <i>Verification note: Author-retained source; direct relevance and review policy verified.</i>
SR-007	Izuagie (2026). Media and Social-Emotional Learning in 3-6-Year-Olds: A Mixed-Methods Study in Nigeria. <i>International Journal of Early Childhood</i> . Identifier: 10.1007/s13158-025-00469-7 Primary source	Full text. Four-week fixed-sequence mixed-methods study	200 children aged 3-6; weekly observations plus teacher interviews	Empathy and self-regulation improved during the later local-animation phase, but local content is confounded with sequence and time.	M - Retain as promising culturally responsive media evidence; avoid calling it a controlled comparative effect. <i>Verification note: Online 4 December 2025; assigned to a 2026 journal volume/issue.</i>
SR-008	Korb et al. (2026). Kauna: Enhancing the Teacher-Student Relationship Through Indigenous Character-Based Professional Development. <i>Journal of Research in Childhood Education</i> . Identifier: 10.1080/02568543.2026.2617340 Primary source	Abstract/metadata. Randomised professional-development experiment with post-test and delayed post-test	55 educators teaching kindergarten through Primary 2; randomly assigned to Kauna or status-quo control	Kauna produced statistically significant small-to-moderate gains in all three targeted character strengths at post-test and delayed post-test.	M - Replace the previous 'design/sample not reported' description; retain as moderate evidence because the sample is small and outcomes concern educators rather than system-wide child outcomes. <i>Verification note: This is the only quality-band change in the audit: L to M.</i>
SR-009	Ojo et al. (2026). Perspectives of fathers on the importance of learning through play among pre-primary-aged children in Nigeria. <i>International Journal of Child Care and Education Policy</i> . Identifier: 10.1186/s40723-026-00169-2 Primary source	Full text. Qualitative focus-group study	160 fathers in 16 urban/rural sites across eight Nigerian states	Fathers valued learning through play and expressed willingness to participate, while provider-role expectations, time, resources and cultural norms constrained involvement.	H - Retain as broad multisite qualitative evidence; do not treat purposive perspectives as population estimates. <i>Verification note: Strong geographical breadth for a qualitative study.</i>

ID	Source and identifier	Evidence accessed and design	Sample/setting	Finding used in synthesis	Confidence and evidential boundary
SR-010	Kolade (2026). Integrating Indigenous Knowledge into Early Childhood Education Curricula in Nigeria: Implications for Learning and Cultural Sustainability. <i>Real Kiddos: Jurnal Pendidikan Anak Usia Dini</i> . Identifier: 10.53547/jebzdk41 Primary source	Full text. Qualitative study using observations, educator interviews and curriculum documents	Sample size and site detail insufficiently reported	Reports that indigenous-knowledge integration can support cultural relevance and engagement; evidential weight is limited by incomplete sampling and analytic detail.	L - Retain because it is directly relevant, but signal low confidence and avoid generalisation. <i>Verification note: Author-retained source; publisher process verified, reporting limitations remain.</i>
SR-011	Olanibi & Meroyi (2026). Imparting Fairness as a Democratic Value through Early Childhood Education in Nigeria. <i>Papers in Education and Development</i> . Primary source	Abstract/metadata. Philosophical/conceptual analysis	No primary sample	Argues that ECE can cultivate fairness and democratic dispositions; it supplies a normative rationale, not evidence of realised outcomes.	M - Retain as conceptual support for the social-contract dimension; separate it from empirical findings. <i>Verification note: Publisher identity verified; no causal or implementation claim should be attached.</i>
SR-012	Akinrotimi et al. (2025). The Impact of Artificial Intelligence on Early Childhood Learning Outcomes in Nigeria. <i>International Journal of Education and Development using Information and Communication Technology</i> . Identifier: ERIC EJ1488989 Primary source	Full text. Twelve-week quasi-experimental mixed-methods comparison	200 children aged 4-6 in 10 schools (100 AI/5 schools; 100 control/5 schools), plus 20 educators, 10 administrators and 5 experts	The AI group showed larger pre/post score increases, but willing/infrastructure-ready school selection, inadequate variance reporting, a mismatched paired t-test description and no adjustment for school clustering weaken causal interpretation.	L - Replace the previous qualitative-only description. If retained in Results, describe the gains as reported rather than established effects and foreground the analytic limitations. <i>Verification note: Reported literacy means 45->78 vs 44->61; numeracy 42->75 vs 41->58; cognition 40->72 vs 39->56. These descriptive contrasts are not a sufficient cluster-adjusted treatment estimate.</i>
SR-013	Barade (2025). Early Childhood Care and Education in Nigeria: Language, Technology and Democratic Culture. <i>Kogi Journal of Education and Pedagogy</i> . Primary source	Full text. Narrative/conceptual analysis	No primary sample	Connects language, technology and democratic culture to ECE reform, but does not provide a transparent empirical or systematic-review basis.	L - Use as contextual/conceptual support only. <i>Verification note: Author-retained source; relevance and publisher review process verified.</i>

ID	Source and identifier	Evidence accessed and design	Sample/setting	Finding used in synthesis	Confidence and evidential boundary
SR-014	Dixon et al. (2025). Evidence for Language Policy in Government Pre-Primary Schools in Nigeria: Cross-Language Transfer and Interdependence. <i>Education Sciences</i> . Identifier: 10.3390/educsci15091197 Primary source	Full text. Cross-sectional direct-assessment study	851 children in 158 government schools across nine northern Nigerian states	Patterns of Hausa and English performance support cross-language interdependence and planned multilingual bridging; the observational design does not test a policy intervention.	H - Retain as the strongest large multisite language-assessment evidence; avoid causal claims about a particular policy model. <i>Verification note: Large direct-assessment sample; observational limits stated.</i>
SR-015	Olalowo et al. (2025). Reconceptualising Early Childhood Education in Nigeria: A Praxis for Policy and Research. <i>Oxford Review of Education</i> . Identifier: 10.1080/03054985.2025.2573268 Primary source	Abstract/metadata. Reconceptualist policy/praxis analysis	No primary sample	Proposes a reframing of Nigerian ECE policy and research; this is a rigorous conceptual contribution rather than effectiveness evidence.	M - Retain for interpretation and reform logic; label as conceptual. <i>Verification note: Do not pool with empirical studies when describing observed fulfilment.</i>
SR-016	Ogu et al. (2025). Imports of Hybridizing Visual and Performing Arts Pedagogies for Early Childhood Education in Nigeria. <i>Ikenga</i> . Identifier: 10.53836/ijia/2025/26/4/007 Primary source	Abstract/metadata. Quasi-experimental comparison	122 children: 61 intervention and 61 control	Children exposed to hybrid visual/performing-arts pedagogy had higher reported response ratings than the comparison group; allocation and statistical detail remain unclear.	M - Retain as promising local intervention evidence, with a clear design-quality caveat. <i>Verification note: The article reports bespoke percentage-rating instruments rather than a fully described standardised outcome battery.</i>
SR-017	Majebe (2025). Perceptions of Preschool Stakeholders on the Impacts of English as the Dominant Language in Early Childhood Education and Care Centres in Yoruba-Speaking States, Nigeria. <i>Global Education Review</i> . Identifier: ERIC EJ1468335 Primary source	Full text. Descriptive multi-stakeholder survey	617 stakeholders across seven Yoruba-speaking states: 247 teachers, 204 owners/heads and 166 parents/community members	Stakeholders reported tensions between English dominance, educational aspiration and the preservation of Yoruba language and meaning; evidence concerns perceptions rather than child effects.	H - Retain as strong multisite stakeholder evidence, while distinguishing perception from measured language outcomes. <i>Verification note: Large and diverse stakeholder sample; self-report limitation retained.</i>

ID	Source and identifier	Evidence accessed and design	Sample/setting	Finding used in synthesis	Confidence and evidential boundary
SR-018	Wolf et al. (2025). Impacts of the Preschool Safe Program on Marginalized Girls in Northern Nigeria. <i>Child Development</i> . Identifier: 10.1111/cdev.14225 Primary source	Full text. Matched-pair, mixed-methods community-randomised trial	466 marginalised girls (mean age about 5 years) in 16 rural Hausa communities; waves in 2022 and 2023; 30 parent interviews	Treatment-as-delivered effects were large across school-readiness domains ($d_T=0.89-1.52$); the composite effect was $d_T=1.47$. The comparison was programme participation versus no schooling/alternative preschool.	H - Insert the exact d_T range and composite effect; identify the estimate as treatment-as-delivered and avoid extrapolating the local programme to national policy fulfilment. <i>Verification note: Pages 1128-1147. All reported domain tests $p<.0001$ with sharpened $q=.001$; d_T is the cluster-adjusted standardised mean difference for the nested design.</i>
SR-019	Ibrahim et al. (2025). Early Childhood Education in Nigeria: Policy Implementation. <i>Kashere Journal of Education</i> . Primary source	Full text. Policy implementation review/analysis	No primary sample reported	Summarises ECE policy purposes and implementation constraints, but review procedures and source appraisal are not sufficiently specified.	L - Use as contextual policy synthesis; do not present it as independent national implementation measurement. <i>Verification note: Author-retained source; publisher review process verified.</i>
SR-020	Emenike (2024). Appropriate Curriculum through 'Accurriculation' for Early Childhood Education Programme in Nigeria. <i>Ife Journal of Science Education and Curriculum Studies</i> . Primary source	Full text. Conceptual/narrative curriculum analysis	No primary sample	Introduces 'accurriculation' as a curriculum-appropriateness concept; it is not empirically tested.	L - Retain as an indigenous conceptual proposal and keep empirical claims separate. <i>Verification note: Author-retained source; direct relevance verified.</i>
SR-021	Lawal & Oyewumi (2023). Assessment of State Government Involvement in Enhancing Quality Early Childhood Care and Education in Osun State, Nigeria. <i>Ife Journal of Theory and Research in Education</i> . Primary source	Full text. Descriptive school survey/checklist	300 public basic schools in Osun State	School-level evidence indicates uneven state support, public provision and learning resources; the result is descriptive and limited to one state.	H - Retain as strong one-state implementation evidence; do not convert it into a national percentage. <i>Verification note: Author initially referred to Temitope & Opeyemi; the bibliographic author names are Lawal Temitope and Oyewumi Opeyemi.</i>
SR-022	Ekeh et al. (2022). Play-Based Pedagogy for Oral Communication in Early Grade and Preschool Classrooms. <i>South African Journal of Childhood Education</i> . Identifier: 10.4102/sajce.v12i1.981 Primary source	Full text. Participatory action research	Nine teachers in the Owerri Education Zone, Eastern Nigeria	Professional development helped participating teachers operationalise play-based group pedagogy for oral communication; the evidence is practice-rich but very local.	M - Retain as implementation/process evidence, not a general child-outcome estimate. <i>Verification note: Small purposive sample is appropriate for PAR but limits transferability.</i>

ID	Source and identifier	Evidence accessed and design	Sample/setting	Finding used in synthesis	Confidence and evidential boundary
SR-023	Owojori & Gbenga-Akanmu (2021). Government Commitments and Teaching Strategies for Effective Quality Early Childhood Education in South Western Nigeria. <i>International Journal of Child Care and Education Policy</i> . Identifier: 10.1186/s40723-021-00090-w Primary source	Full text. Descriptive survey	150 teachers and 30 proprietors in two Southwestern states	Respondents reported gaps in government commitment, resources and classroom strategies; the study is regional and relies on self-report.	M - Retain as moderate implementation evidence with regional and measurement caveats. <i>Verification note: Instrument reliability was reported; causal inference is not warranted.</i>
SR-024	Akinrimisi et al. (2020). Assessment of Government's Involvement in Implementation of National Policy on Early Childhood Education in Nigeria. <i>Journal of Early Childhood Care and Education</i> . Identifier: 10.26555/jecce.v3i2.2066 Primary source	Full text. Descriptive multi-stakeholder survey	390 participants in Southwestern Nigeria	Stakeholder evidence suggests only partial government involvement and policy compliance; the study is descriptive and regional.	M - Retain as moderate implementation evidence. Cite the 2020 issue year consistently; mention online publication in January 2021 only if needed. <i>Verification note: Volume 3(2) is dated 2020, while the article history/publisher page records online publication on 4 January 2021.</i>
SR-025	Atakpo (2020). Early Childhood Developmental Experiences as a Tool for Combating Future Security Challenges in Nigeria. <i>Journal of Educational and Social Research</i> . Identifier: 10.36941/jesr-2020-0018 Primary source	Full text. Descriptive perception study using interview/open-ended questionnaire	456 female teachers/caregivers in public-school ECE centres across Delta, Edo and Lagos States	Most respondents endorsed the proposed developmental experiences, but the design measures adult perceptions and cannot show that ECE prevents later security problems.	L - Replace the previous conceptual/no-sample label. Use only as low-confidence perception evidence and remove any causal security implication. <i>Verification note: The paper reports agreement levels above 96% for listed propositions; these are not longitudinal child or security outcomes.</i>
SR-026	Adepoju (2019). An Appraisal of the Mother Tongue for Early Child Education in Nigeria. <i>Transitions: Journal of Transient Migration</i> . Identifier: 10.1386/tjtm_00007_1 Primary source	Full text. Mixed-methods descriptive appraisal	Observations of children aged 1-5 (number not stated); questionnaire to 200 parents from five Southwestern schools; interviews with 20 senior citizens/education stakeholders	Eighty-four per cent of surveyed parents preferred English-first/English instruction, but purposive local sampling and underreported observation/analysis limit the policy inference.	L - Replace 'sample not reported' with the verified components; treat the language preference result as local attitude evidence, not a national mandate. <i>Verification note: The article's recommendation for English-medium consistency is stronger than the design can establish.</i>

ID	Source and identifier	Evidence accessed and design	Sample/setting	Finding used in synthesis	Confidence and evidential boundary
SR-027	Ajayi (2019). Social Inequality in Early Childhood Care and Education Provision in Nigeria: A Review of Literature. <i>World Journal of Education</i> . Identifier: 10.5430/wje.v9n3p1 Primary source	Full text. Focused narrative literature review	Not applicable	Synthesises social inequalities in access and provision, but does not report a systematic search or formal quality appraisal.	M - Retain as a focused synthesis; do not treat it as a systematic estimate of inequality. <i>Verification note: Review contribution is relevant, with moderate rather than high evidential weight.</i>
SR-028	Rentzou & Ekine (2017). Parental Engagement Strategies in Greek and Nigerian Preschool Settings: Cross-Country Comparison. <i>International Journal of Early Years Education</i> . Identifier: 10.1080/09669760.2016.1275529 Primary source	Abstract/metadata. Cross-country comparative parent study	30 Greek and 30 Nigerian parents	The comparison indicates contextually different patterns of home-preschool engagement; small samples and cross-country heterogeneity constrain generalisation.	M - Retain as direct family-participation evidence; avoid national prevalence claims. <i>Verification note: The DOI contains 2016 because of online-first processing; the journal publication is 2017.</i>
SR-029	Salami & Okeke (2017). Transformation and Decolonisation of Mathematics Education for Sustainable Development: A Case Study of Its Learning Trend in Nigeria. <i>Perspectives in Education</i> . Identifier: 10.18820/2519593X/pie.v35i2.4 Primary source	Full text. Descriptive retrospective record-based study	720 Primary VI pupils in one Nigerian state; mathematics records traced from preschool through Primary VI	Mathematics performance declined most visibly from Primary III, supporting curriculum-contextualisation discussion; the link to ECE is indirect and observational.	H - Retain for curriculum continuity across the early years; do not attribute the decline to a tested curriculum mechanism. <i>Verification note: Large record series, but one-state scope and retrospective design limit inference.</i>

Note: H = high confidence; M = moderate confidence; L = limited confidence. Full text was examined for 22 sources. Seven sources were appraised only from verified abstracts and publisher/indexing metadata, and none of these received a high-confidence rating. Conceptual sources were evaluated for the transparency, relevance and breadth of their evidential or argumentative foundation, not as intervention studies.