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EDITORIAL MESSAGE

We publish Volume 21, No. 1, Lagos Education Review June 2026 Issue, amid rapid change, new opportunities, and urgent responsibilities for education in Lagos, across Nigeria, and on the continent. This edition presents research and reflection that address classroom needs, shifting policy, and the growing role of technology. Our contributors use empirical study, critical analysis, and practical recommendations to inform educators, administrators, policymakers, and researchers who are committed to equitable and resilient systems.

Lagos has become a testing ground for innovations like public–private partnerships, community initiatives, and digital experiments which have expanded access and introduced new pedagogies. At the same time, persistent inequities—resource gaps between schools, uneven teacher preparation, and infrastructural constraints, continue to limit progress. This Issue highlights works that both celebrate successful innovations and interrogate structural barriers.

Three themes run through this Issue. First, student-centred pedagogy and teacher agency: several papers show that targeted professional development, sustained mentorship, and collaborative professional spaces lead to deeper classroom engagement and better learning outcomes. Case studies from Lagos public schools illustrate scalable practices such as peer observation and reflective practice. Second, technology and inclusion: authors treat digital tools cautiously, showing gains where reliable connectivity, local content adaptation, and teacher training accompany deployments. Other studies remind us that low-tech approaches—SMS support, radio lessons, and printed materials—remain essential for equitable learning during disruptions. Third, policy, assessment, and measurement: rigorous assessment and formative practices help teachers personalise instruction and close learning gaps. Policy commentary urges alignment of curriculum, assessment, and professional learning so that reforms can produce real improvements rather than merely administrative compliance.

I thank the scholars, teachers, and students whose methodologically rigorous and practice-oriented research enriched this Issue, and the reviewers and editorial staff at the Faculty of Education, University of Lagos, whose careful work improved each manuscript.

Looking forward, Lagos and Nigerian education must decide how to prepare teachers for rapidly changing classrooms, design resilient systems that withstand shocks, and ensure technology narrows—and does not deepen—inequality. Lagos Education Review remains committed to publishing accessible, actionable research that is attentive to equity. We invite practitioners and policymakers to engage with this Review and with subsequent Reviews.

Finally, I encourage readers to ask critical questions such as: which interventions merit scale, why do some pilots fail in expansion, and how should meaningful learning be measured across diverse contexts? Your classroom trials, policy dialogues, and research responses are essential as we work together to equip every learner for full participation in society.

Professor Simeon Adebayo Oladipo
Dean, Faculty of Education
Editor-in-Chief, Lagos Education Review

MANUSCRIPT SUBMISSION TO LER

The Lagos Education Review (LER) is a double–blind peer-reviewed biannual journal of the Faculty of Education, University of Lagos, Nigeria. The publications of LER have been in print up to Volume 19 Numbers 1 and 2. Keeping with the era and pace of digitalisation, LER is transitioning from print publication to online publication. The Volume 20, No. 1, June, 2025 edition of the Journal is an open access, double blinded, peer reviewed e-journal that is still domicile in the Faculty of Education, University of Lagos. It is a biannual journal of a high quality that accepts original empirical and theoretical research reports from education and its related disciplines. Emphasis is placed on articles' policy advocacy and implications for development.

The LER double –blind peer review policy is strictly rigorous and not compromised. The submitted manuscripts are first reviewed by the members of the editorial board and those that meet the journal's standards and the established guidelines are sent out for double-blind review. The reviewers' comments and decisions are objectively studied and adhered strictly to. Manuscripts with minor corrections are sent back to authors for necessary corrections. The corrected versions of the manuscripts are sent out for language editing. The edited manuscripts are then sent to authors for final corrections before the commencement of publication process.

We invite thought-provoking and original articles for publication in the Volume 20, No.1, June, 2025 edition of the journal. Submissions could also be case studies or reviews. This edition seeks contributions from researchers, practitioners and stakeholders in education and related areas.

GUIDELINES TO AUTHORS FOR SUBMISSION OF MANUSCRIPTS

Articles for submission must be original, and of good quality, and must not be under consideration for publication in another journal or previously published elsewhere

- The manuscript must be written in English Language, using MS-Word 1.5 line spacing and Times New Roman 12 font type and size.
- The front page should contain the title, name(s) of author(s), institutional affiliations, and current address (es), telephone number(s) and e-mails.
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- The approved referencing style is the 7th edition, APA referencing style.
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- All charts, diagram, figures, pictures and tables must be numbered serially, with a title above for each table and below for charts, diagrams, figures and pictures.
- All articles must be subjected to plagiarism check and only articles with similarity index of not more than 20% will be considered as appropriate for acceptance.
- The journal's editorial board will base its decisions on reviewers' comments on submitted articles regarding acceptance or rejection.
- All reviewed and accepted articles will be further subjected to English language editing and sent back to authors for further corrections.
- Vetting and publication fees are five (5) thousand and twenty (20) thousand naira respectively.

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