



**USAID** | **NIGERIA**  
FROM THE AMERICAN PEOPLE



# DEVELOPING A SUSTAINABLE EDUCATIONAL STRATEGY FOR ORPHANS AND VULNERABLE CHILDREN IN NIGERIA



Printed August 2011 by the Community-Based Support (CUBS) Project for Orphans and Vulnerable Children in Nigeria, which is funded by the US Agency for International Development (USAID) and implemented by Management Sciences for Health under Contract No. GHH-I-00-07-0058-00. The views expressed in this publication do not necessarily reflect the views of USAID or the US government.

Management Sciences for Health (MSH) is a global nonprofit organization based in the US.



## Foreword

In Nigeria, as in many parts of the developing world, the problems of the orphans and vulnerable children (OVC) are numerous. Despite concerted efforts by government and development partners, a large proportion of these children are still out of school. Without a doubt, education is one avenue that will lift this group out of the poverty trap and empower them to be better able to meet their own needs, live a fruitful and productive life, and become contributors to the wealth of their nation.

Despite these benefits, and many more, that having an education provides OVC, huge barriers remain to their attending, performing, and successfully completed basic education. Although a number of promising models through projects have contributed to the children going to school, most of the models are not context-specific, and a one-size-fits-all approach has been found wanting. To ensure that remedies to keep OVC in school are well thought out, we must determine what specific barriers school-age children face and, in particular, what barriers keep OVC out of school. School fees, for example, represent one such obstacle, but for OVC, we must also address state- and community-specific barriers. This study was meant to provide the Community-Based Support (CUBS) for OVC project, funded by the United States Agency for International Development (USAID), with such information, on the basis of which tailor-made remedies can be offered and tested. The study has done exactly that, and we are now ready to implement some of the recommended strategies in specific locations.

While the study was going on, and as a stop-gap measure, the project has been supporting some OVC with basic education inputs to enable them remain in school, while tracking their attendance and performance. As a start, the findings from the study will be shared with state and non-state partners for buy-in, and data will accompany these sessions to indicate where the OVC who have been supported by the project are, what their performance and attendance has been in the year of support, and the implications as well as cost-effectiveness of government funding for these OVC to remain in school. This report provides details of the process we took to develop a more responsive and context-specific education support strategy for OVC in 11 states in Nigeria.

—Audu Liman, Chief of Party

## Acknowledgments

Words are not enough to express my gratitude to God for the opportunity to be part of the great move toward empowering our most vulnerable children who constitute a “significant other” in the affairs of the future of the giant of Africa called Nigeria through the provision of quality services with education as a critical component of the services.

I do hereby acknowledge the support received from the wonderful CUBS team. Mention must be made of Dr. Liman, Ms. Ugboga, Ms. Amahson, Ms. Oby, and a wonderful helper, Safiyah Mahdi, who was with me throughout the period of the fieldwork for their immense contributions. The efforts of all the field staff are appreciated, especially Messrs Ojiakor and Abubakar and Mrs. Anayor.

Mention must also be made of all the five civil society organizations (CSOs) and their leadership with regard to the wonderful work they are doing in their respective communities. The work is indeed enormous, but the passion displayed is also contagious. The contributions of the children, their caregivers, and other stakeholders in making their opinions known and letting us into the actual situations in their various communities and states are greatly appreciated. Finally, the support provided by members of Management Sciences for Health (MSH)/Africare during the duration of the assignment is also appreciated.

I sincerely believe that the findings documented in this report will go a long way in informing the development of favorable policies and framework for a sustainable educational strategy for OVC.

—Dr. Bisayo B. Odetoyinbo

## Contents

Foreword.....	i
Acknowledgments.....	ii
Definition of Terms.....	v
Acronyms and Abbreviations .....	ix
Section 1. Executive Summary .....	1
The CUBS Mandate.....	1
The Findings .....	2
Recommendations.....	4
Section 2. Background Information.....	7
The Concept of OVC and National Response .....	7
Policy Background and Education of OVC .....	9
General Policies on Children’s Right to Education .....	10
The Nigerian Constitution.....	11
Convention on the Right of the Child (CRC)/Child Rights Act (CRA) .....	11
National Policy on Education (NPE) .....	12
UNIVERSAL BASIC EDUCATION (UBE) .....	12
National Economic Empowerment and Development Strategy (NEEDS).....	13
Sectoral Policies on Education of OVC.....	13
National Education Sector HIV/AIDS Strategic Plan (2006–10) (NESP) .....	13
National HIV/AIDS Policy for Education Sector .....	14
Documentation of Studies on Education of OVC.....	14
On Access .....	14
On Gender.....	15
On Homeless Children.....	15
Section 3. Documentation on Best Practices of Education of OVC.....	18
Preamble .....	18
Top-Bottom Approach to Education of OVC.....	18
Complementary Basic Education–Tanzania .....	19
Kenya Education Sector Support Program .....	21
Adaptive Features to the Nigerian Situation.....	21
Bottom-up Approach to Education of OVC .....	24
Zambia Open Community Schools.....	24

All Children Safe in School (Swaziland).....	26
Adaptive Features to the Nigerian Situation.....	27
Section 4. Methodology.....	30
Rationale for the Study.....	30
Objectives of the Study.....	30
Study Design.....	31
Study Population.....	31
Sampling Procedure and Samples.....	31
Instruments.....	32
Data Analysis.....	33
Section 5. Findings.....	35
Quantitative Analysis.....	35
Qualitative Analysis.....	46
Section 6. Discussions and Recommendations.....	51
Objective 1.....	51
Objective 2.....	52
Objective 3.....	54
State Partners.....	54
Non-state Partners—CUBS and CSOs.....	56
Objective 4.....	57
Objective 5.....	58
References.....	60

## Definition of Terms

For the purpose of this work, some definitions are stated here as used, majority of which are from the National Guidelines and Standards of Practice on OVC.

**Act:** According to the 1999 Constitution, an “act” of the National Assembly is a law that takes effect under the provisions of the Constitution.

**Basic:** The elementary or starting point in the education ladder.

**Caregiver:** The individual who takes primary responsibility for the physical, mental, and emotional needs and well-being of a child.

**Child labor:** Children working in contravention of standards (see “Child work” below). “Child labor” refers to all children younger than age 12 who are working in any economic activities, those ages 12 to 14 years engaged in harmful work, and all children engaged in the worst forms of labor (i.e., being enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities, and exposed to hazardous work).

**Child work:** Children’s participation in economic activity that does not negatively affect their health and development or interfere with their education. Work that does not interfere with their education (light work) is permitted from the age of 12 under the International Labour Organisation (ILO) Convention 138.

**Child:** A person who is younger than 18 years.

**Community Development Committee (responsible for child welfare):** A group comprising men, women, girls, and boys, which should be established or strengthened in communities and which will be responsible for identifying OVC, implementing, and monitoring OVC programs in communities. It could be an existing village or community committee, age grade, or other group that can effectively take on the added responsibility of ensuring child welfare.

**Community:** A group of people, usually living in an identifiable geographical area, who share a common culture and are arranged in a social structure that allows them to exhibit some awareness of a common identity as a group.

**Disability:** The state in which a person has a visual, hearing, speech, physical, mental, emotional, or intellectual impairment that may be present singly or in combination. Disability may be mild, moderate, or severe.

**Duty bearers:** Individuals or institutions that are responsible for the progressive realization of specific rights. Duty bearers acquire duties

through designation, position, or election. They include the family, the community, and national, state, and local governments.

**Economically active children:** A broad concept that encompasses most productive activities undertaken by children, whether for the market or not, paid or unpaid, for a few hours or full time, on a casual or regular basis, legal or illegal. It excludes chores undertaken in the child's own household or schooling. To be counted as economically active, a child must have worked for at least 1 hour on any day during a 7-day reference period.

**Education:** A process of developing the cognitive, affective, and psychomotor domains of the child so that the child can have a positive outlook and be useful to him- or herself and the society of which he or she is a part.

**Extended family:** A collection of a number of households or families of individuals who are related by blood or marriage and with social ties and responsibilities toward one another. Most communities especially in rural areas depend on extended families for nutrition, care, and support.

**Extreme poverty:** The state in which a person is living at a subsistence level that is below the minimum requirements for physical well-being, usually based on a quantitative proxy indicator such as income (less than 1 dollar a day) or calorie intake, but sometimes taking into account a broader, qualitative package of goods and services.

**Family:** A group consisting of one or more parents and their offspring and close relations that provides a setting for social and economic security, transmission of values, protection, and affection for the group members.

**Field officer:** A generic term that refers to the program staff or community volunteer, paid or unpaid, full time or part time who has direct, everyday contact with OVC and their households (i.e., program beneficiaries).

**Field supervisor:** A generic term for program staff or community volunteer, paid or unpaid, full time or part time, who has less frequent contact with OVC and their households (i.e., program beneficiaries). He or she supervises a number of field officers and often has oversight for the program.

**Gender mainstreaming:** A strategy to ensure that an analysis of the relationship between males and females is used to incorporate the needs of women and men, as well as their constraints and potentials, into all development policies and strategies and into all stages of planning, implementation, and evaluation of development interventions.

**Gender sensitivity:** The ability to recognize issues related to the relationship between males and females, especially the ability to recognize differences in perceptions and interests between males and females arising from their different social positions and gender roles.

**Gender:** The socially constructed roles and responsibilities of women and men in a given culture and location. These roles are influenced by



perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviors are learned, and they can be changed.

**Guardian:** Any person caring for a non-biological child.

**Hazardous work:** Any activity or occupation that, by its nature or type, has or leads to adverse effects on the child's safety, physical or mental health, and moral development. Hazards could also derive from excessive workload, physical conditions of work, and/or work intensity in terms of duration or hours of work, even where the activity or occupation is known to be non-hazardous or safe (ILO 2006). Hazardous work is a subcategory of "Child work," which in turn is a subcategory of "Economically active children."

**Household:** A group of people who normally live and eat together in one spatial unit and share domestic functions and activities. Although a household is similar to a family, the two are not identical. A household may be a family living in the same house or compound. A household may consist of one or more parents, children, and often includes extended family and friends.

**Human rights:** Human rights are the rights people have simply because they are human beings, regardless of their nationality, ethnicity, gender, language, race, or other status. They are the basic standards without which people cannot live in dignity. They are held by all persons equally, and forever. Human rights are universal, interdependent, inalienable, and indivisible and are based on equality, human dignity, non-discrimination, and responsibility.

**Law:** Statute enacted by the House of Assembly of a State.

**Marginalized:** The state of being deprived of opportunities for living a respectable and reasonable life that is regarded as normal by the community.

**Minimum package of services and rights:** Proposed priority interventions that have been selected through a national consultative process that should provide a supportive environment for OVC to live to their full potential.

**Orphan:** A child who has lost one parent (i.e., a maternal or paternal orphan) or both parents (i.e., a double orphan). In some parts of Nigeria, however, a child is not regarded as an orphan if the father is alive. In other parts, a child is regarded as an orphan only if both parents are dead. Most Nigerian languages do not have an equivalent for the term "orphan."

**Poor or in need:** The segment of the population that is defined, using a set of accepted criteria by the community, as belonging to the lowest socioeconomic strata in terms of access to opportunities, social services, and wealth.

**Poverty:** The inability of an individual, family or community to attain a minimum standard of living, as defined in the Millennium Development Goals (MDGs). Poverty is evidenced by the lack of basic needs and services such as food, clothing, bedding, shelter, basic health care, roads, markets, and education, information, and communication.

**Preschooler:** A young child who is below the age at which compulsory schooling begins. (In Nigeria, primary school starts at age six.)

**Resilience:** The human capacity to face, overcome, and be strengthened by or even transformed by the adversities of life, and the ability to bounce back after stressful and potentially traumatizing events. A child's ability to cope depends a lot on his or her resilience. Resilient children generally cope better with life's adversities.

**School:** An institution for educating learners; includes early childhood care, primary, secondary, and non-formal education centers.

**Universal:** The whole people without exception.

**Vulnerability:** A state of being in or likely to be in a risky situation, where a person may suffer significant physical, emotional, or mental harm that could result in their human rights not being fulfilled. Many factors can make a child vulnerable.

**Vulnerable child:** A child who, because of circumstances of birth or immediate environment, is prone to abuse or deprivation of basic needs, care and protection, and thus disadvantaged relative to his or her peers.

## Acronyms and Abbreviations

- AIDS** acquired immune deficiency syndrome
- ANFE** adult and non-formal education
- AONN** Association of OVC NGOs
- CBO** community-based organization
- COBET** Complementary Basic Education [Tanzania]
- CRA** Child's Right Act
- CRC** Convention on the Rights of the Child
- CSI** Child Status Index
- CSO** civil society organization
- CUBS** Community-Based Support for OVC [in Nigeria]
- EFA** education for all
- FBO** faith-based organization
- FGD** focus group discussion
- FMOE** Federal Ministry of Education
- FMOH** Federal Ministry of Health
- FMWASD** Federal Ministry of Women Affairs and Social Development
- GGC** Government Girls College
- HIV** human immunodeficiency virus
- IGA** income-generating activity
- ILO** International Labour Organisation
- KESSP** Kenya Education Sector Support Programme
- KII** Key Informant Interviews
- LGA** Local Government Area
- M&E** monitoring and evaluation
- MDA** ministry, department, and agency
- MDG** Millennium Development Goal
- MSH** Management Sciences for Health
- NACO** Nigeria AIDS Counseling Organization
- NCE** Nigerian Council on Education
- NCNE** National Commission for Nomadic Education
- NECO** National Examinations Council

**NEEDS** National Economic Empowerment and Development Strategy  
**NESP** National Education Sector HIV/AIDS Strategic Plan  
**NFE** non-formal education  
**NGO** nongovernmental organization  
**NMEC** National Mass Education Commission  
**NPA** National Plan of Action on OVC  
**NPE** National Policy on Education  
**NUT** Nigeria Union of Teachers  
**OVC** orphans and vulnerable children  
**OSHSTH** Oshimili South  
**PEIQ** Perception of Education Issues Questionnaire  
**PEPFAR** US President's Emergency Plan for AIDS Relief  
**PTA** Parent Teacher Association  
**RAAAP** Rapid Country Assessment, Analysis, and Action Planning  
**SAA** situation assessment and analysis  
**SMOE** State Ministry of Education  
**SOP** standard operating procedure *or* standards of practice  
**SSA** Sub-Saharan Africa  
**UBE** universal basic education  
**UBEC** Universal Basic Education Commission  
**UNICEF** United Nations Children's Fund  
**USAID** US Agency for International Development  
**USG** United States Government  
**ZOCS** Zambia Open Community Schools

## Section 1. Executive Summary

### The CUBS Mandate

CUBS, an acronym for Community-Based Support for OVC in Nigeria, is a 5-year contract project jointly implemented by MSH and Africare and funded by the United States Government (USG) through the US President's Emergency Plan for AIDS Relief (PEPFAR). CUBS, in close collaboration with the Federal Ministry of Women Affairs and Social Development (FMWASD) and other government agencies, has the mandate of fostering and scaling up innovative approaches to service delivery for OVC using a bottom-to-top strategy to deliver the essential services they need. Specifically, by 2014, CUBS intends to reach 50,000 OVC and 12,500 caregivers in 11 focal states, namely Akwa Ibom, Bayelsa, Delta, Gombe, Rivers, and Taraba in the first year and the other five states (Ekiti, Enugu, Imo, Kebbi, and Sokoto) in the second year.

To get the ball rolling, CUBS commissioned a major project as part of an initial design to enhance programming with a specific emphasis on OVC female adolescents and female heads of households considering the fact that in the continuum of vulnerability, the girl child has always been on the receiving end. A major finding of that report in analyzing the platforms for intervention is the role of education in reducing vulnerability.

Education is the most potent social vaccine of empowerment for reducing all forms of vulnerability; hence, in the six

#### CUBS Project Goal

- Improve the well-being of OVC by scaling up and improving service delivery, offering new approaches for enhancing service outreach, building community ownership, addressing gender discrimination, and increasing OVC involvement and advocacy.

#### CUBS Project Objectives

- Provide support for coordination and scale-up of HIV activities.
- Mobilize and support community-based responses that identify, locate, and protect OVC.
- Deliver a holistic service package focusing on the multifaceted needs of OVC.
- Address gender-related issues in OVC programming.
- Document and disseminate successful innovative approaches, sustainable models, and evidence-based best practices.

#### CUBS Project Components

- *Capacity-building and technical assistance:* Building capacity and providing technical support to national and state-level agencies, CSOs, and faith-based organizations (FBOs).
- *Community mobilization and coordination:* Fostering coordination, ensuring the quality of OVC services, and developing policy and advocacy by establishing OVC forums.
- *Systems strengthening:* Strengthening OVC systems to enhance the effectiveness of the national OVC program.
- *Service outreach expansion:* Extending coverage and access to services.
- *Resource leveraging and linking:* Making better use of resources, including clinical and community-based partners.
- *Small innovation grants to CSOs:* Identifying new approaches to expand OVC services and build the technical capacity of CBOs and FBOs.

states focused on in the year 1 of the project, education was given high-priority attention as a service area to OVC. Under the educational intervention provided by CUBS, a child is expected to receive scholastic materials such as uniforms, sandals, school bags, notebooks, pens, pencils, erasers, and probably textbooks channeled through the CSOs. As laudable as the effort is, lack of adequate funding has made reaching all OVC impossible, and many are still shut out of school. Therefore, we recognized the need to audit the factors that keep OVC out of school, develop a sustainable framework, and fine-tune the existing strategy.

The objectives of the work are as follows:

- Review promising practices in the provision of educational support that have been successful in keeping OVC in school both globally and within the African context.
- Conduct an audit of the various factors that keep OVC out of school across the six states focused on in year 1: Akwa Ibom, Bayelsa, Delta, Gombe, Rivers, and Taraba.
- Synthesize the findings of the factors and make recommendations for state and non-state partners.
- Propose interventions that could help address some of the factors hindering OVC and, in particular, female OVC attendance at school.
- Develop a time line of activities aimed at ensuring that OVC who have received educational support in a year remain in school and determining what interventions are needed, including a cost analysis.

An in-depth review of the literature on global best practices for education of OVC was carried out as well as reviews of relevant national policies on OVC and education. A field study was also conducted in the six states focused on in year 1 of the CUBS project, using Delta and Gombe States as the rallying points. In all, quantitative data were generated from 226 OVC in secondary schools, and these data are made up of 117 females and 109 males. Seventeen focus group discussions (FGDs) and eight key informant interviews (KII) were conducted to generate qualitative data. Round table discussions were also organized for key stakeholders in relevant ministries and CSOs.

## **The Findings**

A. Factors that keep OVC out of school are the following:

- Poverty
- Hawking or farming
- Distance to school

- Taking care of siblings, old or sick parents, or both
- Heavy responsibility for physically taxing household chores
- Cultural or misguided values
- Cultism in which a few children constitute themselves as threat to other children due to the possession of dangerous weapons
- The almajiri phenomenon represents an exploited and thwarted system that renders children as beggars and keep them out of the formal school system
- Harsh corporal punishment
- Early marriage among girls
- Quality imperative of schooling, including infrastructure and teacher issues

B. With regard to the girl child, the factors are the following:

- Early marriage
- Responsibilities of taking care of siblings and household chores, which usually fall to girls
- Greater involvement in hawking than boys
- Sexual molestation from male teachers
- Lack of amenities such as separate toilets for girls
- Harsh corporal punishment, which affects girls more than boys

C. Other findings are the following:

- OVC are involved in various trades either for their caregivers or for themselves, and these activities affect their education.
- OVC shoulder a lot of responsibility at a young age because many come from large families that have little or no source of income.
- The responsibility of caring for these children still lies more on the shoulders of women than men.
- Child-headed households are still very much alive. Many of these households have no mentor because of stigmatization.



## Recommendations

### A. For state and non-state partners:

- If any meaningful gain is to be achieved in educating OVC, approaches different from the “norm” may have to be investigated.
- As good as the bottom-up strategy is, a great deal of political might is needed. Hence, advocacy is needed for a strong commitment from the government, and advocacy requires a top-bottom strategy that will complement the existing structures to deliver effective education to the rapidly growing number of OVC.
- The gap in information flow between the two major ministries involved with the education of OVC is wide. A desk in the Federal Ministry of Education (FMOE) to liaise with FMWASD is needed. In sum, synergy is important.
- An ombudsman is needed to anchor OVC affairs so they are not subsumed under a ministry.
- More sensitization and popularization of CSO activities are needed as is capacity-building.
- Educational policies must be reviewed in favor of OVC, and existing policies, such as provision of mid-day meals, must be enforced.
- Formal schooling in a non formal system in which all the benefits of a formal school will be accorded the system with regards to policy but flexible in such a way as to accommodate the specifics of OVC who may not be able to access formal education (the system is described on page 22, Box 3:1)
- Funds or separate budget must be allocated for OVC at all levels.
- A vulnerability program must be included in teacher education for pre-service teachers as well as in-service training for working teachers to be able to identify and respond to signs of vulnerability.
- Advocacy for social responsibility of private organizations and wealthy individuals is needed.
- Systems in the community to identify and respond to OVC needs must be built.
- Income-generating activities (IGA) are needed for caregivers.
- Scholastic materials are still relevant while a long-term strategy is pursued.



B. For the girl child interventions:

- Sensitization on the importance of educating the girl child is needed.
- Gender issues must be mainstreamed in all policies, and provisions for enforcement are needed. For instance, an excerpt from the National HIV/AIDS Policy on Education submitted that “physical and/or verbal abuse and harassment of female staff and learners shall attract strict disciplinary measures as stipulated by the policy implementation team at all levels” and yet some girls in this study complained of sexual harassment by male teachers.

C. Time line activities to keep OVC who have received educational support:

- Financial change is needed to take care of school levies and indirect expenses, and this change can be provided either by empowering the caregivers through IGA or advancing advocacy to exclude all OVC from all levies as stipulated in all relevant policies reviewed in this study.
- Regular monitoring of the child in school and at home is needed to ensure that the child attends school regularly and does homework at home. This monitoring can be done through volunteers either working with CSOs or even OVC community structures at the local level. A community leader in Shongom shared the experience of the community which has a seven-member committee for OVC, including two OVC, plus 10 volunteer teachers and others. When a child is not in school, the teacher notifies the community leader who follows up to determine what the problem is. A lot of problems are identified and solved through this method.
- Holistic services must be provided through referral and synergy. There was a situation of a child-headed household in Oshimili South which had been provided with scholastic material but had serious shelter problems. If these issues were not addressed, the child might drop out of school. The child was eventually taken in by a good Samaritan.
- Strong advocacy at the community and government levels is needed to take responsibility for the education of the children.



## Section 2. Background Information

*The OVC population in Nigeria is 17.5 million out of about 69 million Nigerian children. This accounts for 25%; the implication is that 1 out of every 4 Nigerian children is either an orphan or vulnerable due to various causes, chief among which are poverty and the scourge of HIV/AIDS (FMWASD, 2008).*

### The Concept of OVC and National Response

OVC has become a term of global significance that attracts the attention of both national and international governments who care for the future of their nations and the world at large. The issue of vulnerability is not new in Africa. In some parlance, being an African makes one automatically vulnerable, for many reasons, thus leading to a citizenry wallowing in poverty and illiteracy as well as some terrible cultural practices that have refused to evolve with the changing times.

The increasing scale of the HIV/AIDS pandemic, especially in Sub-Saharan Africa (SSA) as documented by many studies and reports, has also brought to the fore its horrible effect on children rendering them as orphans and more vulnerable than before. What could be regarded as a first major global initiative to examine the devastating effect of the HIV/AIDS pandemic on children as well as the myriad of responses to the plight of these children on this side of the globe was the Rapid Country Assessment, Analysis, and Action Planning (RAAAP) Initiative carried out in 17 countries, including Nigeria (Policy Project, 2005). A major feature of the report, however, is that the family and community systems, which provide safety nets, are gradually being weakened thus causing multiple burdens of grief, economic insecurity, and caregiver overload and burnout.

Nigeria took a decisive step toward responding to the plight of OVC by creating the OVC Division under the Child Development Department of the FMWASD as well as OVC desks in all states and local governments.

Some of the notable national level OVC responses are listed in table 2.1.

**Table 2.1. National Response to OVC Issues**

National Response	Dates
National OVC Conference	February 2004
RAAAP process and development of draft action plan	June–August 2004
Establishment of the OVC unit in the FMWASD	September 2004
Inauguration of the National Steering Committee on OVC	March 2005
Inauguration of the National OVC Stakeholders Forum	April 2005
Inauguration of the National OVC Plan of Action Task Team	September 2005
Zonal consultation workshops to develop the National OVC Plan of Action (2006–10)	October to November 2005
Development of the National Monitoring and Evaluation (M&E) Framework for the National OVC Plan of Action	November 2005
Costing workshop for the National OVC Plan of Action (2006–10)	January to February 2006
Situation assessment and analysis of OVC in Nigeria	March 2008

Although the FMWASD is in the driver's seat of all OVC activities in Nigeria, the USG through PEPFAR is a major contributor and player in OVC programming in Nigeria through its implementing partners, of which CUBS is one. These implementing partners provide services ranging from (1) capacity-building of federal and state government agencies as well as CSOs to enhance effective planning and implementation of OVC policies to (2) programs to provide seed grants to CSOs to foster innovative approaches to service delivery for OVC especially at the community level. CUBS as an implementing partner in collaboration with FMWASD uses a bottom-up approach to mobilize families and communities to raise awareness, reduce stigmatization and discrimination, and enhance service delivery system to OVC among others.

The situation assessment and analysis (SAA) on OVC in Nigeria is a milestone aimed at documenting important parameters on OVC in Nigeria. Some of the major findings are documented in box 2.1.

**Box 2.1. Key Findings of SAA on OVC in Nigeria**

- There are 17.5 million OVC, including 7.3 million orphans.
- 2.39 million OVC are orphans because of AIDS (FMOH, 2008).
- 10.7% of the 69 million children are vulnerable (UNICEF, 2007).
- 10% of children are orphaned (7% in North-West to 17% in South-East); 10% in rural, 11% in urban.
- Benue State has the highest prevalence of orphans (25%), followed by Akwa Ibom (approx 22%); while Niger has the lowest (2.7%).
- Benue State has the highest prevalence of OVC ages 6–17 years (49%), followed by Imo (45%) and Rivers (41%); with Kwara State having the lowest (9%).
- In all states, paternal orphanhood was more prevalent than maternal orphanhood with highest rates in South-South and South-East.
- 47% of OVC are engaged in labor for money or compensation; 54% females hawk goods compared to 28% males.
- 62% of OVC work to purchase food and clothes; 43% OVC work to finance education; 24.6% OVC work to support relatives.
- Reasons given by OVC in households for stopping school were finances (45.1%); death of parents (14.3%); to get married (4.7%); don't like school (3.6%). *Culled from OVC Care Project, 2009*

The minimum package of services and rights of OVC include psychosocial support, education, food and nutrition, health, shelter, protection, and household economic strengthening. This package is popularly referred to as 6+1 services for OVC. With poverty identified as a major factor and the scourge of HIV/AIDS as its accomplice in increasing orphaning and vulnerability, education as a social service provided to OVC is the greatest antidote with which to fight ignorance and poverty and a powerful tool by which these economically and socially disadvantaged children can lift themselves out of poverty and participate fully as citizens in the society. For children, functional and quality basic education cannot be compromised.

Many governments excelled at signing commitments to such international agreements as the CRC, the Convention on the Elimination of All Forms of Discrimination Against Women, the International Labor Union's Convention on Child Labor, and the African Union's Charter on the Welfare and Rights of the Child. Glaring gaps, however, remain in the area of enforcement of these laws (Policy Project, 2005).

**Policy Background and Education of OVC**

Many enabling policies, both national and international, define the rights of all children and include the right to education for all irrespective of the socioeconomic background—and they do not exclude OVC. The National Plan of Action (NPA), Standards of Practice (SOP), and the M&E Plan are major documents that contain policies on care and support for OVC, including education. Other international, national, and sectoral policies are contained in documents such as the Convention on the Rights of the Child

(CRC), the Child's Rights Act (CRA), and the National Economic Empowerment and Development Strategy (NEEDS), all of which are cognizant of child protection measures targeting vulnerability among others. The MDGs emphasize basic education for all by 2015. The National Policy on Education (NPE) and Universal Basic Education (UBE) are two additional, notable policy statements. Although these documents are in place and policies have been formulated, the problem with laws in Nigeria is that they are made but the political will to enforce is not just there. As of this writing, not all states in Nigeria have passed the CRA into law and the actualization of MDG2 is still a mirage.

### **General Policies on Children's Right to Education**

Some national documents are reviewed in boxes 2.2 through 2.7 with major highlights on the right of children to education including OVC.

## ***The Nigerian Constitution***

### **Box 2.2. Submission on Education in the 1999 Constitution**

Sections 18(1) and (3) state that

- “Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.”
- “Government shall strive to eradicate illiteracy; and to this end, Government shall as at when practicable provide:
  - (a) free, compulsory and universal primary education;
  - (b) free secondary education;
  - (c) free university education; and
  - (d) free adult – literacy programme.”

## ***Convention on the Right of the Child (CRC)/Child Rights Act (CRA)***

### **Box 2.3. Submission on Education in CRC/CRA**

CRC (1989)

- Article 23: Right to special care education and training (if disabled) in order to help the child enjoy a full life in conditions which ensure dignity, promote self-reliance and a full and active life in society.
- Article 28: The child has the right to education and it is the State’s duty to ensure that primary education is free and compulsory, encourage different forms of secondary education to be accessible to every child and make higher education available to all based on capacity.
- Article 29: Education is expected to prepare the child for an active, responsible life as an adult in a free society which respects others and the environment

CRA (2003)

- The rights of a child recognized in the act include right to life, right against cruelty, right to education, right to health, right to shelter, food and clothing and any other rights that are found to be due to the child.
- Section 15:5: Female students should be given the opportunity to complete school even if they become pregnant.
- Section 15:6: Actions to be taken against defaulting parents and guardians who fail to send their children to school.

**National Policy on Education (NPE)****Box 2.4. Excerpts from NPE (2004)**

- Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability (section 1, pg 1)
- ...the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system (section 1:5C, pg 2)
- Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender (section 6:32i, pg 19)
- Provide functional and remedial education for those young people who did not complete their secondary education (section 6:32ii, pg 19)
- Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied (section 9:92a, pg 39)
- Provide adequate education for all people with special needs in order that they may fully contribute their own quota to the development of the nation (section 10:95ii, pg 42)

**MILLENNIUM DEVELOPMENT GOALS (MDGs)****Box 2.5. MDG Goal 2**

- Achieve universal primary education; by 2015, *all* children can complete a full course of primary schooling, girls and boys via ...
- Enrollment in primary education
- Completion of primary education
- Literacy of 15–24 year olds, female and male

**UNIVERSAL BASIC EDUCATION (UBE)****Box 2.6. UBE Commission, 2004 Provisions**

- Ensure an uninterrupted access to 9-year formal education by providing free, compulsory UBE for *every child* of school going age
- Reduce school drop-out rate and improve relevance, quality, and efficiency
- Acquire literacy, numeracy, life skills, and values for lifelong education and useful living
- Provide mid-day meals to enhance children's access, retention, and completion of the school cycle
- Emphasize curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations
- Disarticulate junior secondary schools from senior secondary schools
- Realign/integrate junior secondary education with primary education
- Individualize teaching methods
- Introduce rudiments of computer literacy
- Ensure appropriate continuous teacher professional development
- Encourage community ownership of schools including participation in decision-making process in schools
- Institute sanctions for collection of fees of any sort
- Institute sanctions for parents who refuse to send their children to school



***National Economic Empowerment and Development Strategy (NEEDS)*****Box 2.7. Excerpts from NEEDS**

Instruments and interventions for the children include the following:

- Children's parliament
- Juvenile justice administration
- UBE
- Education for girls
- Care of OVC (children affected by HIV/AIDS)
- Prevention and treatment of childhood diseases

**Sectoral Policies on Education of OVC**

The pandemic of HIV/AIDS is noted worldwide with an increasing number of OVC especially in SSA. The effect is felt like a wildfire in virtually all sectors of a nation's life—hence the need for sectoral policies. Nigeria is said to be facing an OVC crisis of potentially catastrophic proportions, and the education sector is likely to be the most severely hit; therefore, policies must be formulated to tackle effect of HIV/AIDS on the education sector as well as to provide care and support for OVC infected and affected by AIDS and other factors. Highlights from two documents are presented below

***National Education Sector HIV/AIDS Strategic Plan (2006–10) (NESP)*****Box 2.8. Excerpts from NESP**

- Objective 3: To increase access of at least 50% of identified infected and affected staff and learners to HIV/AIDS education support services by 2010
- Strategy is to strengthen capacity for education support to OVC in the sector
- In 2005, the National Council on Education (NCE) approved the provision of holistic scholarships for OVC at basic and secondary education levels. The scholarships seek to complement the provision of UBE on free and compulsory education by supporting all other aspects of the education of learners such as school uniforms, textbooks, levies, etc.
- While education support for OVC is a core component of the NPA on OVC, there is limited capacity to effectively facilitate education access for OVC and other disadvantaged children

**National HIV/AIDS Policy for Education Sector****Box 2.9. Excerpts from National Policy on HIV/AIDS for the Education Sector (2005)**

- Orphans and children made vulnerable as a result of HIV/AIDS are at risk of poor educational attainment due to lack of affordable schooling, increased family responsibility, and stigma and discrimination.
- The education sector shall work to create linkages with the Child Development Units of Ministries of Women Affairs and other organizations and support groups working on OVC to ensure that OVC access their services.
- The education sector shall ensure that the HIV status of a child or parents is not used as a criterion for admission or exclusion from school activities.
- The sector shall ensure that OVC have free access to education and advocate for the removal of all barriers that prevent OVC from obtaining quality education.
- It shall sensitize all staff and learners to the special physical and psychosocial needs of OVC and provide medical, psychosocial support, and counseling services for OVC.
- Heads of educational institutions shall as far as possible accommodate the peculiar needs of OVC by way of flexible school hours to enable them access treatment or attend counseling sessions when necessary.
- The sector shall ensure that OVC have access to bursaries, loans, and scholarships for higher education.
- It shall enforce the principles of nondiscrimination and non-stigmatization of OVC within the sector.
- Physical and/or verbal abuse and harassment of female staff and learners shall attract strict disciplinary measures as stipulated by the policy implementation team at all levels.
- The HIV/AIDS coordinating units of FMOE and SMOE and their parastatals have the primary responsibility for the implementation of this policy.

**Documentation of Studies on Education of OVC**

Inadequate financing has always been the main constraint, and the fact that funding is mostly done by international donors signifies the need to seriously explore long-term sustainable strategies for the education of OVC. Another dimension to the education of OVC is to look into practices that do not align with the norms but still serve the interest of these children.

Although laudable policies are in place to ensure that OVC access quality education, studies abound in literature pointing to the contrary. Some of those reports are quoted below.

**On Access**

*Most OVC are currently not attending school and have no hope of accessing education in the nearest future. With a Universal Basic Education Law emphasizing nine years of free and compulsory schooling for Nigerian children, the achievability of significant access for all children in the context of EFA [Education for All] and MDGs can hardly be met if special access interventions for OVC is not embarked upon and pursued vigorously with immediate effect (FMWASD, 2008).*

*Despite the fact that the Nigerian Government, through the Ministry of Education, operates the policy of free basic education, OVC reported that the main reason for dropping out of school was due to financial constraint. Although by policy, no tuition fee is paid in government owned schools, the imposition of various levies and fees (such as examination, Parents Teachers Association (PTA) levies, development, sports fees) by the school authorities has made education unaffordable for many parents and their children, especially OVC (FMWASD, 2008).*

*In Nigeria, millions of children are still out of school. In addition, a poor learning environment does not provide the quality education that would allow students to achieve their full potential. Many children of primary school age also continue to experience physical and psychological violence both in schools and within the family environment while child labour continues to be a real source of concern, depriving many children of opportunities for schooling and development (UNICEF, 2007a).*

*Deprivation rates for education and knowledge is as high as 44.4% while approximately 40% of children do not attend primary school (FMWASD, 2006).*

### **On Gender**

*There was an observed gender difference in school attendance (more boys are in school than girls) and this may be as a result of the need to ration schooling among children due to the high cost and cultural practices (FMWASD, 2008).*

*Various researches have shown that there are gender disparities in access to education, economic opportunities and health care. There is bias in favor of education for boys. This is so because the ultimate choice of schooling rests on the parents and rightly or wrongly, such extremely impoverished parents often feel they need their girls' labor for extra income or, more frequently, just to help with the grueling requirements of life, such as the long hours spent collecting water or firewood or caring for the younger children in the family (Sperling, 2005).*

### **On Homeless Children**

*The situation presented among the homeless children calls for urgent interventions as less than a tenth of them were currently schooling. In many instances homeless children engage in economic activities in order to fend for themselves, and they have neither the time nor resources to attend school (FMWASD, 2008).*

*Another phenomenon of grave concern in Nigeria is that of children living on the streets. These children are involved in different types of work without any clear pattern and live under bridges, in motor parks, in market stalls, or with families. The ages of these children can range from 5 to 17. Those children are more prone to illnesses, malnourishment,*

*drug abuse, crime, accidents, arrest and harassment by law enforcement agents, and are also at risk of being trafficked ...among these particular groups living on the street are the Almajirai who are found in the Northern part of the country. The original idea was for these young children to be sent out from their homes to learn Qu'ranic education in traditional way under the care of a mallam. However, the system has been diverted from its original objective and the children have become a means to financial gain by their substitute caregivers who send them to beg in the streets and to carry out other menial jobs. This makes them vulnerable to different kinds of health, physical and psychological hazards (UNICEF, 2007b).*

From the quotations above, it is evident that OVC's access to education is still far from being achieved. Although great strides have certainly been made to ensure OVC's access to education with national and sectoral policies in place, evidence shows that the current scale of services on education to OVC is far from reaching a significant number of the millions of OVC in need. Inadequate financing has always been the main constraint, and the fact that funding comes primarily from international donors reinforces the need to seriously explore long-term sustainable strategies for the education of OVC. Another dimension to the education of OVC is to look into practices that do not align with the norms but still serve the interest of these children.



## Section 3. Documentation on Best Practices of Education of OVC

### Preamble

Because of the peculiar circumstances of OVC, they are likely to be late enrolling for school, late coming to school, irregular or poor in attendance, frequently absent, and they may have a high repetition rate leading to low transition rate from one level of education to the next. As a result, OVC are more likely to become disenchanted with the system and drop out of school. If OVC are to access high-quality education, however, responses to these behaviors must be varied to accommodate OVC's diverse circumstances and demands. Radical interventions that are different from the norm are needed if some categories of OVC are to be accommodated; we need a radical approach in terms of scope and medium of delivery.

If OVC indeed constitute 20% of SSA children, and assuming that they on average have one-third the enrollment rate of non-OVC (20%), OVC would represent 40% of the 120 million children who are not currently enrolled. In addition, OVC are likely to have higher drop-out rates than average due to poverty, heavy workloads, or lack of parental follow-up. Because educational programs often overlook the particular needs of OVC, specific interventions targeted to OVC are required if universal public education is to be achieved by 2015 (World Bank, 2005).

Peculiar issues need to be addressed with regard to the education of OVC—issues of access, enrollment and re-enrollment, curriculum flexibility and adaptability, and the quality imperative of education in terms of instructions because once an OVC no longer has much to look forward to in school coupled with the myriads of problems of being an OVC, that student's interest in schooling soon wanes.

Two approaches are always advocated for programming: the top-bottom approach and the bottom-up approach. Although the bottom-up strategy, in which the children, families, and eventually communities are mobilized to participate in decisions to achieve significant and permanent gains is always advocated, the top-bottom approach is also important especially in the Nigerian setting. Although the right step has been taken by beginning with upstream policies and setting benchmarks for operations, a lot of advocacy is still needed at the top for government might, and a strong will is needed to give stamina to what is obtained at the community level. To this end, best practices of bottom-up and top-bottom shall be shared in this document. The adaptive features to the Nigerian situation will also be discussed.

### Top-Bottom Approach to Education of OVC

The top-bottom approach begins at the government level and works downward. Two examples are the Complementary Basic Education (COBET) program in Tanzania and the Kenya Education Sector Support Program (KESSP) in Kenya.

### ***Complementary Basic Education–Tanzania***

COBET is an example of a top-bottom approach that demands a lot of government involvement and will. The program offers out-of-school and older-for-grade children a rare second chance to attain an education. Children and adolescents who have dropped out of school or who did not start school at the right age can often find it difficult to gain access to other quality basic education opportunities, and once they have failed to access the formal system, it can be difficult for them to get back into education at all. Some of the factors identified as militating against reentry into the formal school system include the following:

- Inability of many out-of-school children to commit themselves to attending formal school, which meets for 6 hours a day, 5 days a week.
- Many also were unable to afford school uniforms or materials.
- Existing school environments do not attract out-of-school children into or back into the school system. The general state of buildings and infrastructures were often found to be poor.
- The syllabi, textbooks, and pedagogy are designed for age-appropriate teaching to children in younger grades. Just as in Nigeria, the materials designed for primary 1 is expected to be for a 6-year-old child and may be unsuitable for teaching older children taking earlier classes (e.g., a 17-year-old in primary 6).
- Many students lived far away from available schools.

The specific features of the program are itemized below:

- It operates a condensed, 3-year, child-friendly, competency-based curriculum that helps children return to the formal education system or access secondary or other post-primary education opportunities.
- Students are divided into two age cohorts: Cohort I includes children ages 8–13, and cohort II includes adolescents ages 14–18.
- The curriculum is specifically tailored to children's ages and is responsive to their learning needs. Delivery is flexible, so children can attend lessons when they are free to learn, and they do not have to wear uniforms.
- The curriculum is set up so that students attend classes for 3½ hours per day, 5 days a week, in two 15-week terms, for 3 years.
- Students take national examinations accredited by the National Examinations Council of Tanzania.



- The cohort I curriculum is designed to enable children to take the National Standard IV Examination, allowing entry into Standard V or VI. The cohort II curriculum is designed to enable learners to take the National Primary School Leaving Examination, which is the gateway to secondary school or vocational education and training.
- The curriculum calls for participatory teaching and learning methodologies and materials that are responsive to children's needs.
- In addition to receiving basic academic education, children in the program can learn vocational skills that can help them earn a living.
- The involvement of people from the local community is critical to the establishment of the program. Many children learning through the program are brought by their parents or caregivers, or they come on their own.
- The program calls for the establishment of learning centers in a wide variety of venues, such as community halls, spare classrooms in schools, and warehouses.
- Responsibility for running the centers rests with district education authorities, in collaboration with local communities, and in addition to identifying venues, districts and local communities work together to furnish and equip centers.
- There are two types of facilitators: (1) teachers recently graduated from teacher-training colleges and (2) paraprofessionals—community members who have as a minimum qualification a secondary school education or who are retired teachers.
- Class capacity is 30.
- The use of corporal punishment is banned, and discipline problems are addressed by establishing close and effective facilitator–learner relationships.
- The program works to raise awareness in parents and the broader community of children's rights to an education (and of their other basic rights), with the goal of increasing support for and participation in the complementary basic education program.
- Children play an active role in decision-making. Many children involved in the program need to devote time to earning a living, often during certain seasons and at specific times of the day. For example, in fishing communities there are definite times each day to fish and sell produce. Working alongside their facilitators, children set times for lessons that are convenient and fit around their work priorities.



### ***Kenya Education Sector Support Program***

The Government of Kenya realized that many OVC were not enrolling in formal schools coupled with the fact that there is a need for increased capacity of schools because of the tuition-free education that was just introduced.

Two types of non-formal education are categorized in KESSP: the non-formal schools, which offer the formal school curriculum, and the non-formal education centers, which offer flexible learning schedules and diverse curricula. The non-formal education centers are similar in operation to COBET in Tanzania.

This initiative aims to increase access by all young people, including OVC, to a range of services that include early childhood development centers, primary schools, secondary schools, and technical institutions. The program includes measures such as actions to improve the supply of textbooks and the mobilization of resources for the construction of new classrooms and schools, especially in poor communities.

The features of the KESSP program are itemized below:

- Registration of non-formal schools with the Ministry of Science and Technology; previously non-formal schools tended to be registered with the Ministry of Social Welfare
- The development of a non-formal education (NFE) database
- Improved training of non-formal school teachers
- Improved supervision of the work of non-formal schools
- Provision of the same capitation fee to non-formal schools per student as to formal schools
- A curriculum for non-formal schools developed by the Kenya Institute of Education and approved for national use
- The development and review of draft NFE policy guidelines

### ***Adaptive Features to the Nigerian Situation***

A cursory look at the Tanzania and Kenya programs indicates some similarities in the situations of OVC being described and served by those programs with the situation in Nigeria. The factors itemized as militating against reentry into formal schooling in the COBET program for the two categories of OVC mentioned is not too different from what occurs in Nigeria. Reports from the field reveal that a similar situation in which many out-of-school OVC are unable to commit themselves to formal schooling exists. Furthermore, even those OVC in school are involved in irregular attendance, absenteeism, and tardiness for some obvious reasons. The reasons ranged

from hawking and going to the farm in the morning before going to school with the subsequent effect of being late to school or even total absence from school and, when in school, tiredness resulting from physically taxing household chores such as fetching water from far distance and the like.

The problem is further aggravated by insensitive teachers who flog and inflict harsh punishment on these children either for coming late without asking for reasons or even for not paying school levies; this treatment, in turn, has led to scenarios where children then engaged in truancy or lost interest in schooling. All these conditions lead to poor performance and eventual dropping out of school. Some parents and caregivers in some communities do not release their children and wards during some seasons such as farming because they need the help of these children at those critical times, and this need is met at the expense of the child's education.

The wisdom in all of these initiatives then is that if countries are serious about getting these children educated, a different approach has to be investigated. The emphasis of the SOP is on formal education, but a system of formal education in a non-formal system domesticated in different communities may need to be explored. Although a government agency handles non-formal education referred to as adult and non-formal education (ANFE) under the National Mass Education Commission (NMEC), the existence and activities of this body are unknown to many, and the name and activities also suggest that it is for adults. A similar body, known as National Commission for Nomadic Education (NCNE), is in place, but the almajiri phenomenon remains largely a great issue in some communities, states, and Nigeria as a whole.

Some of the measures used in Tanzania and Kenya that can be adapted to the education of OVC in Nigeria are summarized in box 3.1.

**Box 3.1. Emerging Issues in the Education of OVC for Nigeria: Non-Formal Schools Established, Fully Registered, and Recognized by the Ministry of Education**

- Features
  - Non-formal schools enjoy the same status as formal schools in terms of grants.
  - Students take the same examinations as students in formal schools.
  - Non-formal schools are designed as community schools or neighborhood schools to address distance and cost-of-transport issues.
  - Uniforms may not be compulsory because they represent a major issue for OVC.
  - Age brackets may be in cohorts to take care of over-age entry and out-of-school OVC.
  - Learning centers or schools may be located in a wide variety of venues, such as community halls, spare classrooms in schools, and warehouses as a makeshift site; communities and private individuals are mobilized to get classrooms for the children.
  - Responsibility for running the centers should rest with local government education authorities since they are closer to the communities and in collaboration with local communities and identified individuals and organizations, they should identify venues and work together to furnish and equip centers.
  - Class capacity should not be more than the stipulated ratio in NPE.
  - The use of corporal punishment must be banned and discipline problems must be addressed by establishing close and effective facilitator–learner relationships. This aspect is important because one of the reasons for OVC missing school is heavy corporal punishment meted out in schools. Learning should be fun and not a burden.
- Curriculum issues
  - Curriculum may be developed for non-formal schools in collaboration with Institutes of Education in Nigerian Universities.
  - The curriculum is to be designed and structured in such a way as to accommodate the peculiar needs of OVC (e.g., the COBET design is such that students attend classes for 3½ hours per day, 5 days a week, in two 15-week terms, for 3 years.) This concession is necessary because most OVC must, out of necessity, work to survive and help parents. Additionally, some communities have seasons of either fishing or farming that take children out of school.
  - The curriculum is to be designed to include participatory teaching and learning methodologies, and materials that are responsive to children’s needs.
- Teacher education issues
  - Special training of non-formal teachers will be needed with a more flexible time frame and curriculum.
  - In the COBET program, there are two types of facilitators: teachers newly graduated from teacher-training colleges and paraprofessionals—community members who have as a minimum qualification a secondary school education or who are retired teachers. (These qualification requirements could be adapted.)
  - Children play an active role in decision-making. Many children involved in the program need to devote time to earning a living, often during certain seasons and at specific times of the day. For example, in fishing communities there are definite times each day to fish and sell produce. Working alongside their facilitators, children set times for lessons that are convenient and fit around their work priorities.

## Bottom-up Approach to Education of OVC

The bottom-up approach begins at the local level and works upward. Two examples are the Zambia Open Community Schools (ZOCS) and the All Children Safe in School program in Swaziland.

### *Zambia Open Community Schools*

ZOCS is an example of a community-driven program initiated by a nongovernmental organization (NGO). ZOCS, a nonprofit organization that began work in Zambia in 1992, aims to provide quality education to vulnerable children, particularly orphans and girls. It is a pioneer of Zambia's community schools program, which provides education outside the formal school system. It has helped children gain access to quality primary education and has become a major part of efforts to create learning opportunities for some of the most vulnerable and underserved children in the country.

The ZOCS program provides a model of education for the neediest children and communities that could be replicated and sustained throughout Africa. ZOCS was a trailblazer in efforts in Zambia, a country that saw numerous other organizations open community schools throughout the country, enabling many thousands of children, who were previously left out of formal schooling, to access education. A fall-out of this effort is that more than 3,200 community schools comprising about one-third of all primary schools in Zambia have been founded by NGOs, community-based organizations (CBOs), FBOs, and ad hoc local committees.

Some of the features of the initiative are the following:

- Initially, the program was geared toward children 9–16 years old but later recognized the needs of children both younger and older than that range and now accommodates children 6–18 years old. The program also reaches out to guardians and caregivers, particularly grandparents and others caring for OVC.
- The program's main target groups are out-of-school children (especially girls and orphans), pregnant girls, and HIV-positive learners.
- ZOCS follows the national primary school curriculum in the delivery of primary education, teaching children basic literacy and numeracy, as well as offering life skills training and extracurricular activities
- The organization also supplies relevant teaching and learning materials.
- It also supports pre-service and in-service teacher training.

- The program has also trained teachers in psychosocial counseling to ensure that both teachers and children can receive emotional as well as psychological support and care.
- It offers primary school scholarships to OVC.
- It was a radical intervention to absorb an increasing population of school-age children who are unable to access basic education in conventional schools given the inadequate number of schools in the country.
- The twin pillars on which ZOCS builds its work are enhanced educational opportunities for children and increased community capacity.
- The program uses the establishment and support of schools, community development, income generation, and governance and program development to improve the access of OVC to quality education.
- A strong emphasis on increasing community participation is meant to ensure that the program is self-sustaining in terms of human and financial resources.
- For communities to be able to manage their schools, the program offers training to interested members of the community. Such training includes sensitization workshops on HIV, AIDS, and related issues and short training courses for teachers or facilitators.
- Teacher training follows the national curriculum but using a more flexible schedule, with training occurring in bimonthly weekend workshops for a period of 2 years. Training includes instruction during the first year and practical teaching in schools in the second year. The practical training is done under the supervision of States' Ministry of Education (MOE) school inspectors, as well as ZOCS mentors.
- Incentives to participate in ZOCS training are provided by the program's financial partners in the form of loans to meet a teacher's individual training needs, and study-leave periods allowing trainees to participate in short courses. ZOCS also trains members of Parent Community School Committees regarding school management, care of OVC, and resource mobilization.
- ZOCS takes into account the real situation of children and youth by designing activities that respond directly to their needs. One example is ZOCS' behavior change program, which aims to increase children's knowledge, change their attitudes, and encourage them to acquire new skills. The main focus of the program is changing attitudes

because doing so is the only way any measurable outcome can be achieved.

### ***All Children Safe in School (Swaziland)***

The Swaziland program was initiated in 2003 in a bid to provide a comprehensive package of measures that would enable the country's OVC to access education. It addressed the specific needs of OVC through the provision of school grants. At the same time, the program improved the school environment for all children by increasing educational capacity and providing food and health interventions. The program demonstrated that providing school grants and improving school quality are effective means of enhancing the access of OVC to education.

The features of the program are itemized below:

- Provision of meals resulted in children's timely arrival in the morning and reduced hunger-related conditions such as listlessness and fainting in class, which had been affecting learning.
- To enroll children in schools, the school administration worked with the school committee and community leaders to identify out-of-school OVC in their communities and to use monetary support to bring them into school (the maximum age was 18).
- In addition, these communities were required to provide unpaid services, such as the construction of water and sanitation facilities and other school structures.
- Raising awareness in the wider community about the importance of providing access to education for OVC was a key concern for program.
- Community EFA grants were also used by schools to recruit additional volunteer teachers and classroom teachers from local communities to accommodate increased enrollment and to provide basic psychosocial support.
- As part of the mobilization of communities to support school meal initiatives, schools were required to establish school farms and gardens.
- The approach also sought to engage students in life skills activities related to agriculture; consequently training was provided in the establishment of "trench gardens" to enable crops to be grown where water supplies were limited. Schools also received technical support for establishing drought-resistance crops.
- An important aspect of the program's advocacy was effective collaboration with other initiatives targeting OVC.

### ***Adaptive Features to the Nigerian Situation***

The Zambia and Swaziland programs reveal a lot of community involvement. Community participation and sustainability of any program cannot be overlooked. The following statements underscore the importance of community involvement:

- It is more advantageous to identify and bolster the day-to-day systems already set in place by hundreds of thousands of communities responding to OVC. Small but reliable OVC efforts centered at the district, village, and community levels appear to be the only sustainable types of OVC support. The international community may find that OVC needs are best met by reinforcing, supporting, and expanding existing community structures and using paid local community workers to coordinate support and services to households, caregivers, and orphans and other children most in need (Policy Project, 2005)
- A comprehensive assessment of three community-initiated and managed programs, each run by one CBO in each of Malawi's three regions, shows that communities have potential to provide comprehensive and sustainable care and support to OVC with minimal external support. Based on livelihood approaches that take a holistic view of human development and prioritize the sustainability and predictability of livelihoods over short-term outcomes and also capitalizing largely on volunteerism, interventions were planned based on people's existing capabilities and assets rather than relying on external expertise and inputs (FAO, 2010)

Some of the measures used in Zambia and Swaziland that can be adapted to the education of OVC in Nigeria are summarized in box 3.2.



**Box 3.2. Excerpts on Community Involvement in the Education of OVC**

- The Zambia and Swaziland programs involved communities in the following ways:
  - The program places a strong emphasis on increasing community participation to ensure that the program is self-sustaining in terms of human and financial resources.
  - Increased community participation is enhanced through the creation of IGA for communities, support for training of pre- and in-service teachers, supply of relevant teaching and learning materials, and other local efforts.
  - For communities to be able to manage their schools, the program offers training to interested members of the community. Such training includes sensitization workshops on HIV, AIDS, and related issues and short training courses for teachers or facilitators.
  - ZOCS also trains members of Parent Community School Committees regarding school management, care of OVC, and designing activities that respond directly to their needs. One example is ZOCS' behavior change program, which aims to increase children's knowledge, change their attitudes, and encourage them to acquire new skills.
  - In the All Children Safe in School Program, communities were required to provide unpaid services, such as the construction of water and sanitation facilities and other school structures.
  - Mobilization and sensitization of the wider community about the importance of providing access to education for OVC was a key concern for these two programs.
  - Using a community education grant, additional volunteer teachers and classroom teachers from local communities were recruited to accommodate increased enrollment and to provide basic psychosocial support.
  - School meals were provided and as part of the mobilization of communities to support school meals initiatives, schools were required to establish school farms and gardens. Students were engaged in life skills activities related to agriculture; consequently training was provided in the establishment of "trench gardens" to enable crops to be grown where water supplies were limited. Schools also received technical support on establishing drought resistance crops.
  - An important aspect of the All Children Safe in School Program's advocacy was effective collaboration with other initiatives targeting OVC.
- Emerging issues here would be:
  - Sensitization and mobilization of communities by CBOs on the plight and educational needs of OVC will be needed to get them more involved.
  - Holistic services to OVC are needed. Even though, a single CBO cannot provide all the services, there should be synergy among the CBOs in a given geographical location for effective referral. Educational support with no shelter may not be too effective.
  - Provision of school meals is an important attraction for OVC coming to school, and although it is mentioned in the UBE program, most states are not implementing it; communities can be mobilized in this area.
  - Projects should go beyond focusing on providing immediate solutions to get OVC into schools through distribution of scholastic materials because these efforts take OVC out of crisis situations in the short term but usually do not go far enough to prevent them from sliding back since other issues are at play. Long-term sustainable program such as working with and through affected individuals, households, and communities and through local structures to reinforce community capacity and project sustainability should be critically examined.
  - Teacher education is critical to success. There had been issues of OVC after secondary school or beyond 18 years having been left in limbo. Teacher education program such as the ones described here and other programs will be relevant to address this set of issues because teacher education will also have positive effect on the children.





## Section 4. Methodology

The study, which is essentially exploratory, is designed to provide information on factors that keep OVC out of school and to document best practices with the sole aim of developing a framework for sustainable and enduring educational strategies to keep Nigerian OVC in school.

### Rationale for the Study

The study is necessary for the following reasons:

- The 2009 country brief on the SAA on OVC identified major gaps in publications on OVC between 2004 and 2008 and with regard to the service domains. No study was documented on education and shelter. (See box 2.1.)
- The same report identified education, among other factors, as a medium-term research priority with emphasis on studies to be designed around causes and patterns of school absenteeism and low school retention among OVC and how those patterns can be addressed.
- Ongoing assessment of a program is imperative if quality is to be achieved, so the focus on the six states for year 1 of CUBS is most timely and welcome.
- This study is, therefore, set to fill a major gap in the delivery of educational services to OVC by means of an audit of factors that keep OVC out of school and documentation of sustainable and enduring strategies in the provision of educational support to OVC.

### Objectives of the Study

Specifically, the study objectives are to do the following:

- Review promising practices in the provision of educational support that have been successful in keeping OVC in school both globally and within the African context.
- Conduct an audit of the various factors that keep OVC out of school across the six states to be focused on in year 1: Akwa Ibom, Bayelsa, Delta, Gombe, Rivers, and Taraba.
- Synthesize the findings of the factors, and make recommendations for state and non-state partners.
- Propose interventions that could help address some of the factors hindering OVC, and in particular girl OVC, attendance at school.

- Develop a time line of activities toward ensuring that OVC who have received educational support in a year remain in school and determining what interventions are needed; include a cost analysis.

## Study Design

The study took the form of survey involving the collection of factual information from critical stakeholders across the six year 1 CUBS states using a participatory method. The survey approach allows information to be elicited from a wide range of audience members using various research tools.

## Study Population

The study population is drawn from the two geopolitical zones served by CUBS in the first year: South-South and North-East. The focal states in the zones are the six year 1 CUBS states: Akwa Ibom, Bayelsa, Delta, Gombe, Rivers, and Taraba. Respondents were drawn from stakeholders who are directly or indirectly involved in the education of OVC as well as the children themselves.

## Sampling Procedure and Samples

Two locations were selectively picked for the study. Delta was the rallying point for the other three states (Akwa Ibom, Bayelsa, and Rivers) in the South-South while Gombe accommodated the neighboring Taraba State in the North-East zone. A mixture of sampling techniques was employed in the study. Although purposive sampling was used to select the members for the round table discussion, random sampling was employed to choose the members of the FGDs and KII bearing in mind the issue of gender. The breakdown of the samples for the study is reflected in table 4.1

**Table 4.1. Samples for the Study**

Delta State	Gombe State
Oshimili South (OSHSTH)local government <ul style="list-style-type: none"> <li>▪ FGD with female OVC</li> <li>▪ FGD with male OVC</li> <li>▪ FGD with female teachers</li> <li>▪ FGD with female caregivers</li> <li>▪ FGD with male caregivers</li> <li>▪ KII with head teacher</li> <li>▪ KII with community leader</li> <li>▪ KII with Nigerian AIDS Counseling Organization (NACO) Executive Director</li> <li>▪ PEIQ distributed to at least 50 students in two secondary schools comprising of 25 males and 25 females</li> </ul>	Kaltungo local government <ul style="list-style-type: none"> <li>▪ FGD with female caregivers</li> <li>▪ FGD with male caregivers</li> <li>▪ FGD with male OVC</li> <li>▪ PEIQ distributed to at least 50 students from two secondary schools comprising of 25 males and 25 females</li> </ul>

Delta State	Gombe State
Ika North-East(IKANE) local government <ul style="list-style-type: none"> <li>▪ FGD with female OVC</li> <li>▪ FGD with male OVC</li> <li>▪ FGD with male teachers</li> <li>▪ FGD with female caregivers</li> <li>▪ KII with principal</li> <li>▪ PEIQ distributed to at least 50 students in two secondary schools comprising of 25 males and 25 females</li> </ul>	Akko local government <ul style="list-style-type: none"> <li>▪ KII with principal</li> <li>▪ PEIQ distributed to at least 25 female students</li> </ul>
	Shongom local government <ul style="list-style-type: none"> <li>▪ FGD with female OVC</li> <li>▪ KII with community leader</li> </ul>
	Gombe local government <ul style="list-style-type: none"> <li>▪ FGD with male teachers</li> <li>▪ FGD with female teachers</li> <li>▪ KII with head teacher</li> <li>▪ KII with GCDA ED</li> </ul>
Round table discussion at Asaba <ul style="list-style-type: none"> <li>▪ Representatives from relevant ministries, CSOs, and stakeholders</li> </ul>	Round table discussion at Gombe <ul style="list-style-type: none"> <li>▪ Representatives from relevant ministries, CSOs, and stakeholders</li> </ul>

## Instruments

Both qualitative and quantitative instruments were used for the study. In all, nine tools were developed for the study, and content validity was achieved through the inputs of experts who critically scrutinized each tool. The instruments are the following:

- Perception of Educational Issues Questionnaire (PEIQ)
- FGD tool for female OVC in school
- FGD tool for male OVC in school
- FGD tool for teachers
- FGD tool for caregivers
- KII tool for head teacher or principal
- KII tool for community leader
- KII tool for executive director of CSO
- Structured questions for round table discussion

### *Notes on the instruments:*

- PEIQ is a questionnaire designed to gather information from OVC on their perception of schooling and issues associated with access and quality of education. Section A is on demographic details; section B consists of 18 items formed around four themes; and section C is an open-ended question in which respondents are allowed to write their opinions.
- The FGD tool for female and male OVC consists of structured questions aimed at eliciting information on problems of access and quality as well as environmental and cultural factors affecting the education of OVC.
- The FGD tool for teachers and the KII tool for the head teacher and principal are designed to elicit information on teachers' understanding

of the concept OVC as well as structures in place for identification and provision of quality education to OVC.

- The FGD tool for caregivers consists of structured questions aimed at eliciting information on problems of access of OVC to education and their expectations.
- The KII tool for community leaders and CSOs is designed to elicit information on the level of involvement and structures in place at the community level to help OVC access quality education.
- The structured questions for the round table discussion were designed to elicit information on policy issues as they affect OVC, the gap between policy and implementation, the multisectoral approach to the education of OVC, and viable and valuable options on the education of OVC.

### **Data Analysis**

The questionnaire was used to gather quantitative data, and the remaining eight tools were used to gather qualitative data through note taking, tape recording, and video coverage. The quantitative data generated from 226 OVC in secondary schools made up of 117 females and 109 males was analyzed with SPSS (Statistical Package for Social Sciences, an analysis software), and Microsoft Excel® was used to generate charts. In total, 17 FGDs and 8 KII were conducted to generate qualitative data, which were analyzed manually. Data were also gathered from key stakeholders especially ministry, department, and agency (MDA) representatives and CSOs via round table discussions.



## Section 5. Findings

The quantitative and qualitative findings of the research are presented in this section of the report.

### Quantitative Analysis

Figure 5.1 presents the demographic data of the respondents to the PEIQ. Of the 226 respondents, 109 (48.2 percent) are males and 117 (51.8 percent) are females. The study covers five local government areas (LGAs) from two states. The age bracket of the respondents is between 10 and 21 years with the highest percentage (49.6 percent) from the 16–18 years age bracket.

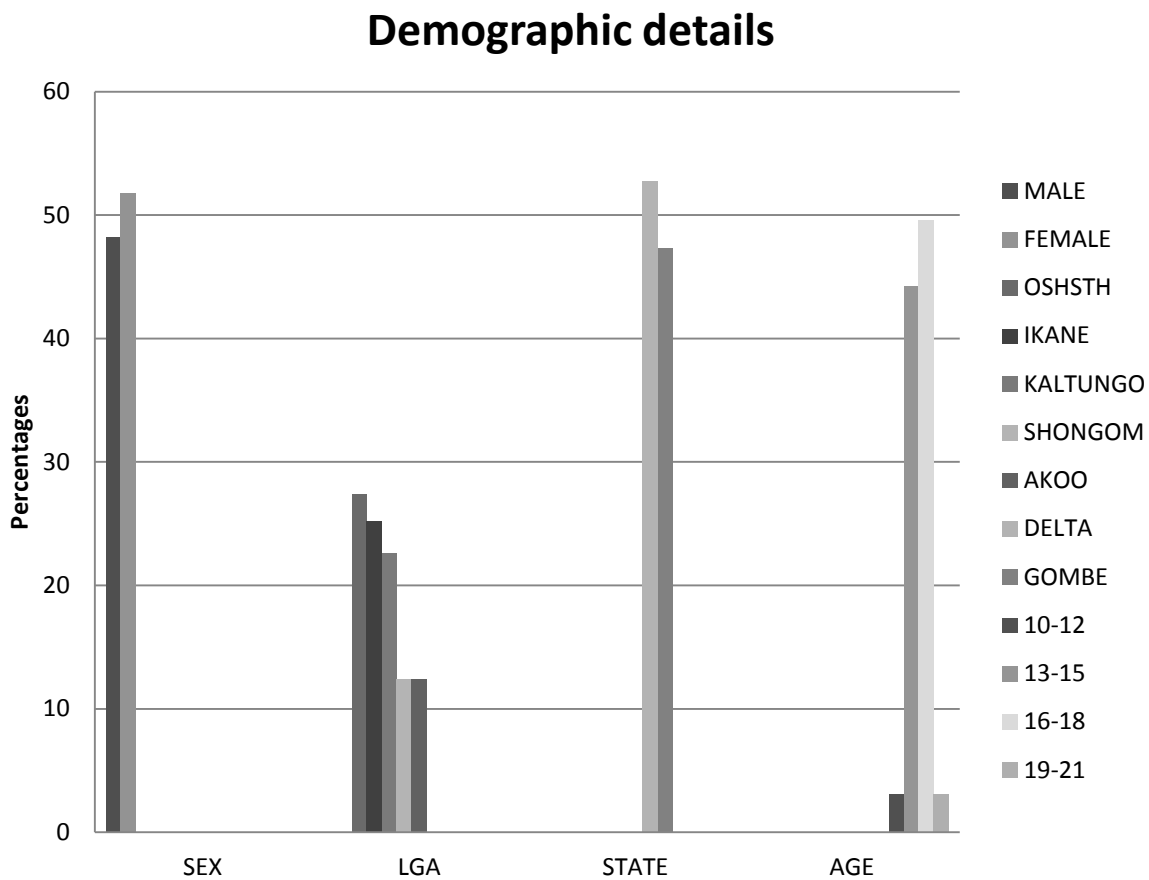


Figure 5.1-Demographic characteristics of the respondents to PEIQ

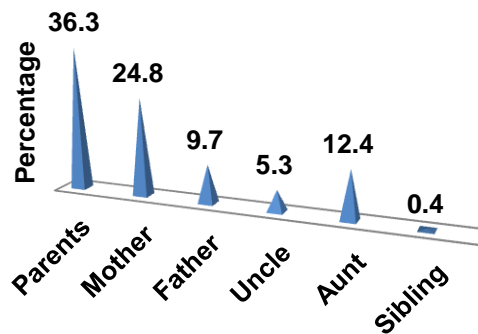
Table 5.1 and figure 5.2 indicate that 36.3 percent of the study sample live with their parents, whereas 24.8 percent and 12.4 percent live with mother or aunt, respectively, as opposed to 9.7 percent and 5.3 percent living with father and uncle, respectively. A minor portion live with other siblings (0.4 percent). Despite their young age, some live alone (1.3 percent). About 6.6 percent of the respondents live with their grandparents. The results have some implications for the education and well-being of OVC in general. It shows that women still bear the burden of OVC care more than men, and

this fact was corroborated in the FGDs, which comprised more female than male caregivers. The implication of this disparity is that women need to be empowered to be able to fulfill this role more effectively.

Some OVC live with grandparents who are more or less vulnerable themselves and may not be able to provide the needed care for the children, and in some situations, the OVC themselves become the caregivers to this grandparents. The issue of the child-headed household is ever present in form of siblings living together or worse still, OVC living alone.

**Table 5.1. Caregivers of OVC**

Type	Percentage
Parents	36.3
Mother	24.8
Father	9.7
Uncle	5.3
Aunt	12.4
Sibling	0.4
Grandparent	6.6
Alone	1.3
Non-relative	3.1
Total	100.0



**Figure 5.2 Caregivers of OVC**

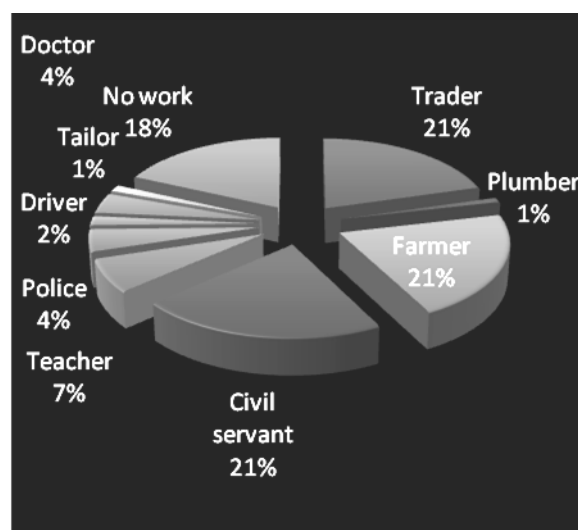


Table 5.2 and figure 5.3 provide a breakdown of the professions of OVC caregivers. The major occupations are farming (20.8 percent) and trading (20.4 percent). These figures are corroborated by statements from the children and caregivers in the FGDs in which the children claim that they often miss school during farming season, and the caregivers confirmed that they need the assistance of their ward because they cannot afford to pay for extra labor. The OVC in FGDs and in response to a part of the questionnaire confessed to hawking because they have no choice to survive. The cluster of civil servants is a combination of lower cadre human resources such as court clerk, office messenger, or cleaner. As high as 18.1 percent have no work. These findings all have implications for the education of OVC.

**Table 5.2. Caregivers by Profession**

Trader	20.4
Plumber/carpenter	0.9
Farmer	20.8
Civil servant	21.2
Teacher	6.6
Police	4.4
Driver	1.8
Doctor	4.0
No work	18.1
Tailor	1.3
<b>Total</b>	<b>99.6</b>

Note: Numbers do not total because of missing cases.

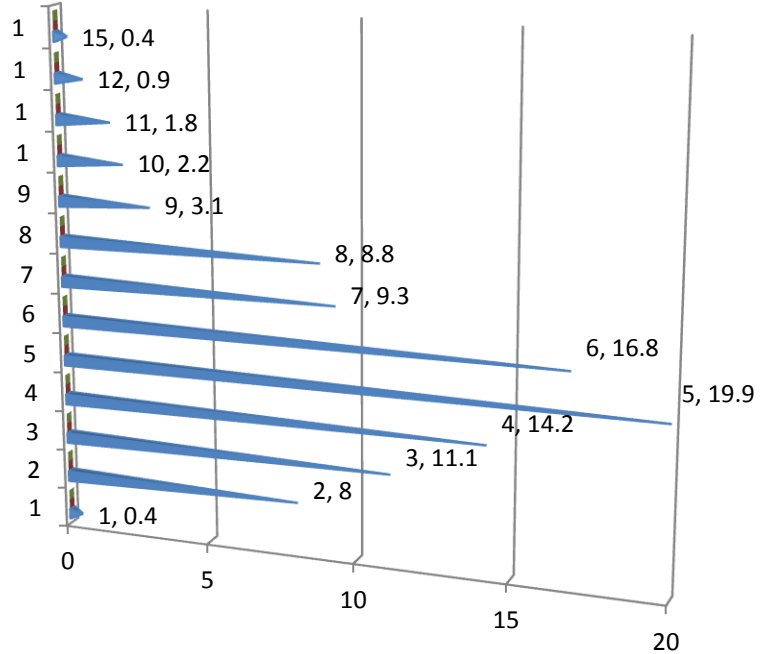


**Figure 5.3 Caregivers by profession**

The average family size is between five (19.9 percent) and six (16.8 percent). An atypical case is a family of 15. With the kind of occupation analyzed above, a large family size is likely to negatively affect the education of OVC. (See table 5.3 and figure 5.4.)

**Table 5.3. Number of Children of the Same Parent**

Percentage	Number of Siblings
0.4	1
8.0	2
11.1	3
14.2	4
19.9	5
16.8	6
9.3	7
8.8	8
3.1	9
2.2	10
1.8	11
0.9	12
0.4	15
98.2	



Note: Numbers do not total because of missing cases.

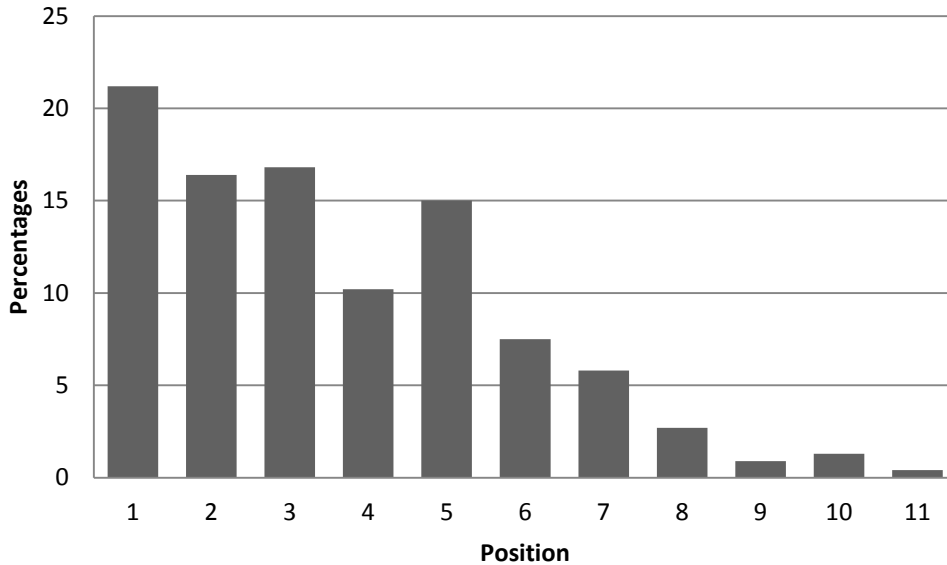
**Figure 5.4. Number of children of the same parent**

Children who are between the first and third position in the family represent 54.4 percent of the study sample. Considering the age range of 10–21 years and majority in the 13–15 and 16–18 age brackets, it is left to be imagined the kind of responsibility these children will be carrying. The educational scenario in which a 16-year-old paternal female orphan who is in a family of 8, has a petty trader mother, and occupies the first position is better imagined than explained. (See table 5.4 and figure 5.5.)

**Table 5.4. Position among Siblings**

Position among Siblings	Percentage
1	21.2
2	16.4
3	16.8
4	10.2
5	15.0
6	7.5
7	5.8
8	2.7
9	0.9
10	1.3
11	0.4
<b>Total</b>	<b>98.2</b>

Note: Numbers do not total because of missing cases.



**Figure 5.5. Position among siblings**

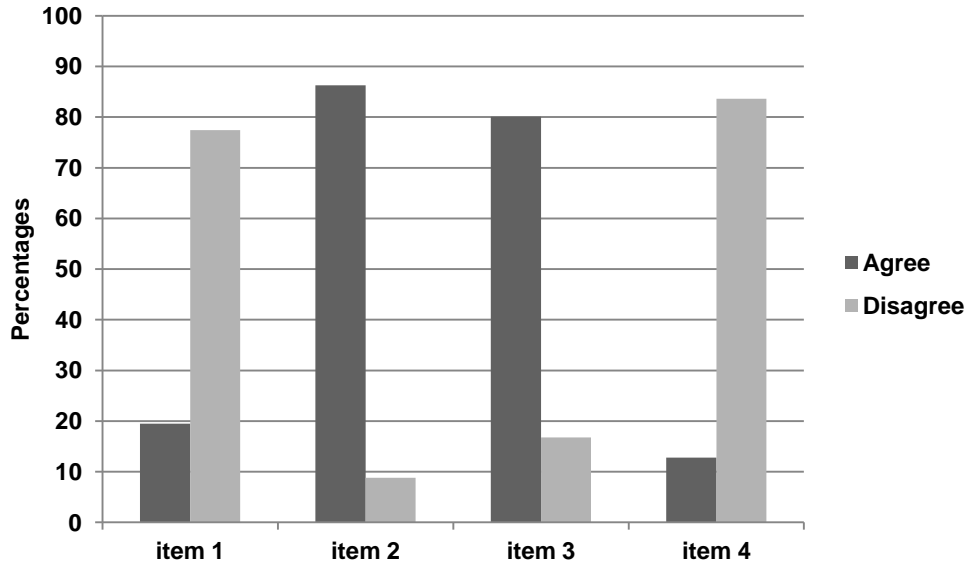
Items in the questionnaire elicited information on some key thematic areas among which are the following:

- The importance or value of education
- Barriers to education
- School environment
- The girl child education
- Children with disabilities

On the importance of education, as many as 77.4 percent are in school as a matter of choice, and to this end, 86.3 percent look forward to going to school perhaps because it is an avenue for social interaction and networking (as alluded to by 80.1 percent of the respondents). This fact is further emphasized by the 83.6 percent who agreed that they cannot make it in life without education. Table 5.5 and figure 5.6 summarize these responses.

**Table 5.5. Responses to the Importance of Education Questions**

Items	Agree	Disagree
1. I am in school because I have no choice.	44 (19.5%)	175 (77.4%)
2. I look forward to going to school every day.	195 (86.3%)	20 (8.8%)
3. School affords me the opportunity to make new friends.	181 (80.1%)	38 (16.8%)
4. I can make it in life without education.	29 (12.8%)	189 (83.6%)

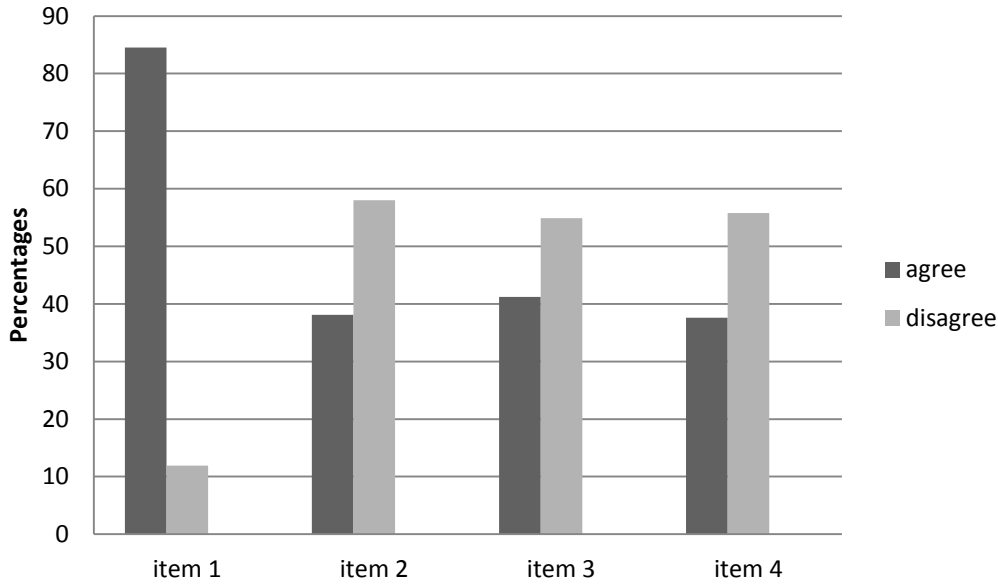


**Figure 5.6. Responses to the importance of education questions**

With regard to barriers to the education of OVC, there was a general consensus on the issue of finance: 84.5 percent perceived it as an issue. Opinion differs, however, on the effect of household chores: 38.1 percent agree that it disturbs them especially from doing their homework and 58.0 percent disagree. A further probe during the FGD highlighted it as an issue which the children themselves acknowledged but perhaps because of the importance they attached to education. They are determined to be on top of the situation even in their present predicament because, as they expressed, where there is a will, there will always be a way. Some of them confessed to waking up at night to do their school work even after their household chores and work. Again on the issue of hawking, 41.2 percent agree that they should hawk to help their parents while 54.9 percent disagree. Qualitative data indicated that the children seem not to have a choice in this although it is not a thing they ordinarily will like to do. On the issue of breakfast, 37.6 percent agree to lack of concentration in class as a result of not having breakfast, and 55.8 percent disagree although this seems to be a far departure from the submissions during the group discussion. Table 5.6 and figure 5.7 below give the summary.

**Table 5.6. Barriers to Education**

Items	Agree	Disagree
1. Lack of money is a factor that keeps most children out of school.	119 (84.5%)	27 (11.9%)
2. Household chores disturb me from doing my homework.	86 (38.1%)	131 (58.0%)
3. Children should help in hawking especially to help their parents.	93 (41.2%)	124 (54.9%)
4. I do not concentrate in school because most times, I come without breakfast.	85 (37.6%)	126 (55.8%)

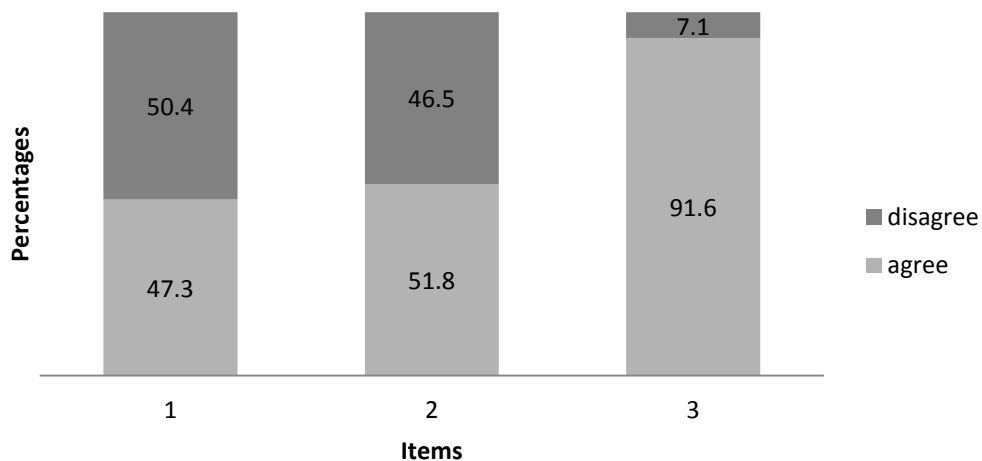


**Figure 5.7. Barriers to education**

Concerning the conduciveness of the school environment to learning, 47.3 percent agreed that their sitting arrangement is poor perhaps because overcrowded classroom as attested to by 51.8 percent of the respondents, and this factor does make meaningful learning difficult. Almost all (91.6 percent) agree that there should be separate toilets for girls and boys. The summary is presented in table 5.7 and figure 5.8.

**Table 5.7. Conduciveness of the school environment and infrastructure**

Items	Agree	Disagree
1. Our sitting arrangement is poor.	107 (47.3%)	114 (50.4%)
2. The classes are too crowded for any meaningful learning.	117 (51.8%)	105 (46.5%)
3. There should be separate toilet for girls and boys.	207 (91.6%)	16 (7.1%)



**Figure 5.7. Conduciveness of the school environment and infrastructure**

Finally, on the issue of importance of education for girls and children with disabilities, 74.3 percent agree that being educated does not make a girl less submissive, which indirectly means that a girl child should also have access to education. Educating a disabled child is not seen as a waste of resources as indicated by 74.8 percent of the respondents. (See table 5.8.)

**Table 5.8. Girl Child and Children with Disabilities Education**

Items	Agree	Disagree
1. A girl who is educated will not be submissive.	46 (20.4%)	168 (74.3%)
2. Education of the disabled child is a waste of resources.	48 (21.2%)	169 (74.8%)

The open-ended questions are also framed around the following themes:

- Trades that OVC are involved in either as a person or for caregivers
- Reasons for being tardy and consequent effect on performance
- Things OVC do not like about school
- Suggestions to keep OVC in school

Each of these four themes is amplified below.

Trades that OVC are involved in either as a person or for caregivers:

- Sell foodstuffs
- Sell fish
- Hawk pure water
- Sell bananas
- Sell tomatoes
- Sell mangoes
- Rear animals
- Sell yams and gari in wheelbarrow
- Pound “Santana” (Ikane, boys)
- Sell cassava tubers
- Work in a chemist’s shop
- Work on another person’s farm every Saturday to earn money to pay school levies (Ikane, boys)
- Do labor work for builders to earn money to pay school levies (Kaltungo, boys)
- Vulcanize tires

Reasons for being tardy and consequent effect on performance:

- Distance to school (almost all the respondents in the five LGAs involved in the study cited this as a reason except some from Government Girls College, Doma in Gombe with boarding facilities). This fact underscores the need for more schools designed as neighborhood schools or community schools such as the ones earlier described in KESSP program.
- Taking care of siblings is another major issue that cuts across the respondents, understandably so considering the quantitative data on position of sibling in relation to the number of sibling in a family.

- Heavy responsibility for physically taxing household chores is another major issue. A chore such as fetching water was cited as a problem. A child from Shongom local government expressed that it is difficult to get water in their area and yet he must of a necessity fetch water before proceeding to school.
- Hawking before going to school was also cited by almost all. Some even talked about going to farm in the morning before going to school.
- Going to bed late due to household chores and hawking for guardians were also cited as a reason because staying up late makes them wake up late.
- Some complained about their guardian as been wicked to them by depriving them of many things and overusing them. A particular boy in Shongom wrote “tell my parents the importance of school.” Having to choose between working for the parents and school, the boy believed that his parents will prefer him to help in the farm because they do not know the importance of education.
- They all unanimously agree that tardiness affects performance in school because of listlessness and inability to concentrate resulting from overwork and trekking long distance. They also proffer solutions some of which are:
  - Waking up early since they do not have a choice
  - Provision of transport or transport fares by authorities concerned
  - Boarding house (this response was peculiar to Ikane boys and girls)
  - Shift school resumption in the morning to 8:00 a.m. (Oshimili, boys)
  - Provision of or establish schools near their houses (Oshimili, boys)

Things OVC do not like about school and thus keep them away from school:

- Teacher issues
  - Lack of qualified teachers
  - Lazy teachers who although they are in school do not go to class to teach but sit under the trees and in their staff rooms to gist
  - Teachers who dictate notes without explanation
  - Teachers who do not teach well
  - Lack of teachers for some subjects (a student in Ikane mentioned chemistry as a core subject)
  - Teachers who use students for manual labor to work on their farms as a sort of punishment and send them on errands
  - Teachers who insult students and their parents instead of encouraging them

- Teachers who beat students for coming late without asking for the reason (emphasized by Oshimili, girls)
- Unnecessary beating and flogging and excessive labor
- Disturbance from some male teachers who want to have sex with female students (emphasized by Oshimili, girls).
- Peer issues
  - Cultism is one big issue for the children now especially in Delta. (Ikane boys, Oshimili boys and girls all cited this as a reason why they do not like school. In the words of one of them, “cultism should be curbed; we are scared”)
  - Intimidation and bullying by seniors and prefects
  - Fighting and bullying among students is on the increase
  - Teenage pregnancy was mentioned by Government Girls College (GGC) Doma, Gombe State
- Government and relevant authorities
  - School levies. Costs are alarming because some cannot afford the 230 naira required for registration in some schools. This fee is in addition to other things the children are asked to bring regularly (e.g., broom and toilet roll).
  - No laboratory or libraries
  - Overcrowded classes and overpopulation (particularly mentioned by Oshimili boys and girls)

Suggestions to keep OVC in school. The children themselves offered the following suggestions:

- Provide uniforms, shoes, books, bags, learning materials, Internet facilities
- Supply qualified teachers. In the words of one of them, he asked for provision of “educated teachers.”
- Provide levies. Education should be free indeed.
- Support parents financially or provide jobs for their parents.
- Provide food to avoid starvation.
- Urge teachers to show love to students (mentioned by Ikane boys and GGC, Doma)
- Provide a transport system.
- Award scholarships to OVC.
- Provide amenities such as separate toilets for boys and girls.
- Ask relevant authorities to closely supervise teachers and students; sack lazy teachers.



- Lobby government to enforce the law to stop hawking.
- Introduce social activities to make school more interesting (emphasized by Oshimili, girls).
- Provide standard classes with chairs.
- Expel bad students to prevent them from corrupting others.
- To cap it all, Kaltungo boys pleaded with government to work on their complaints.

The summary of the open ended question is encapsulated in box 5.1.

**Box 5.1. Emerging Facts on the Submission of Children toward a Sustainable Strategy for Their Education**

- Teachers are neither qualified nor enlightened about the plight of OVC. (Teacher education is critical to success.)
- Establishing communities school will allow more OVC access to education.
- Education is actually not free, and the costs imposed should be investigated.
- Supply of scholastic materials by CBOs is a big relief but scope is limited.
- Parent and guardian economic empowerment is critical to success; hence IGA are advocated.
- Laws that have been enacted should be enforced (e.g., child labor prohibitions, UBE penalty for parents who refuse to send their wards to school, Nigeria Union of Teachers (NUT) code for teachers barring corporal punishment, class ratio stipulated in NPE, and provision of mid-day meals per UBE requirements.)
- Sensitization of communities on issues of reproductive health so as to have manageable and sizable family
- Cultism should be nipped in the bud now by relevant authorities

## Qualitative Analysis

This aspect is presented based on issues raised in the FGD guide and KII as well as the structured questions for the round table conference. Issues such as quality of education, teacher and school environment factors, barriers to access, policy and implementation, and the way forward are addressed. Some of the responses are presented by category below.

### ***On quality, teachers, and school environment***

A male caregiver in Oshimili South:

*I am a textile worker before my wife died and my daughter was 3 years old then and in private school. I lost my job and took my daughter who is now 11 years to government school but I still think that private school is better. Though they say education is free, the money they collect from you before term runs out will be up to the money paid in private school. Worst still, teachers do not teach but give melon to students in class to do. They ask students to bring broom and cane and they gather all these and sell and share the money with the “head miss.” Though “not for sale” is written on books, teachers give it to students and still collect money.*

Another male caregiver in Oshimili South:

*My children are in private school because I am working because of them. There is laxity in government schools. Teachers go to Onitsha to buy goods instead of teaching the students. A child in primary 4 or 5 in government school will get second or third position and yet cannot read or spell right.*

A female OVC in Oshimili South:

*The request for money is too much; since all my life even in private school that I have been going to, I have never been to a school that they request for 1000 naira for PTA levy. They ask us to pay 700 naira for sportswear that is not good and look like Pampers. Each student is asked to pay 230 naira for registration and if you do not pay, you are punished Monday through Thursday and sent away on Friday even when it is exam period. Since my father died, my uncles promised to help but they are not doing anything; I am thinking of leaving school to work in a pure water factory for 7000 naira monthly though I know that it is not the best but when I am stable financially, I will write West Africa School Certificate Examination (WASSC)*

A teacher in IKANE:

*Check the date; salaries have not been paid. No incentive and resources to work with. We can only do our best.*

Head teacher in Oshimili South:

*Both primary and secondary schools in the same compound encourage bullying and cultism. They even threaten us as teachers so we have to be careful.*

NACO Executive Director

*The challenge is great. There are 2 schools in Okpe, a primary and a secondary school. 60% of the students sit on bare floor while 5 students sit on a chair for the few available chairs.*

**On policy issues:**

Rural Linkage Network (RULIN) Executive Director

*Though there are policies in place and departments exist, structures for implementation are just not there. The issue is prioritizing resources. In Rivers State, local governments have libraries better than some tertiary institution and also Information Communication Technology (ICT) for staff members education.*

A principal in Doma, Gombe:

*Everything is not about government. We have OVC committee in my school to identify and help these children. We also organize in-house training for teachers so as to build their capacity at little or no cost. These are initiatives that can be taken by school heads.*

Guidance and Counseling Development Association (GCDA) representative:

*The policies should be domesticated at the state and local government levels and funds allocated and released at all levels for the education of OVC. Structures or instruments such as Child Status Index (CSI) should be used to identify OVC or else, all will claim to be vulnerable but if the standard is set, they will rise to help as a community.*

**On Coordination**

Official from the SMOE at the Gombe Round Table has this to say:

*To be candid, SMWASD are not liaising with SMOE, they go straight to Principal of School*

PTA representative at Gombe:

*All this discussion is an eye opener and what the community can do, I will go back to the community and see how we can help these children*

An Association of OVC NGOs (AONN) representative at Gombe:

*We are trying to reach the Director of Services for Schools to see whether we can get waivers for the 16,000 registered by various NGOs out of which 320 OVC are receiving educational support from the Global Fund while about 120 are serviced by CUBS. Amounts as small as 50 naira can keep a child out of school.*

Local Government Education Authority (LGEA) representative at Gombe:

*We have a lot of these children in our schools with a few taken care by NGOs but the problem we have is that even when the welfare officer goes to school and brings the names of OVC and passes it to the head of department, it is forwarded to the Chairman who is a politician and it is left there.*

### **On the issue of Almajiris**

Almost all at the round table discussion in Gombe agreed that it is a knotty problem they do not know how to solve. The mallams, children, and parents are not ready to fit into the formal education system, and so it will need a national outlook, although they agreed that something is being done by Kano State government.

### **On the girl child**

Educating girls is also seen as a problem, and despite sensitization on the education of the girl child with examples of women occupying high post in big organizations, parents still marry off their children because of cultural beliefs.

Gombe has a girl child center where girls are encouraged to learn trades such as knitting, sewing, and others but the center is not receiving attention again from government in terms of materials. That deficit means that whoever wants to come must bring her own materials. There is a general consensus, however, that even after marriage, these girls still come to the center to learn trades so that they can become wage earners.

### **Caregivers on help needed**

A female care giver in Oshimili South:

*I thank NACO for helping my children. They gave them books, sandals, notebooks, biros, and pencils and when any is sick, they help us but we want government to give us money so that we can do business and take care of our children.*

### ***On monitoring children's progress***

Caregivers generally visit schools in most cases when the children are sent out of school for either levies or books. A few have time to go and monitor performance.

Community leader in Shongom:

*We have an OVC committee comprising the children, teachers, other community members, and volunteers. We have people who go to school regularly to ensure that children go to school and we also follow them up at home to make sure that we help them. As a community, we try to see what the problem is and solve it.*

Other findings from the qualitative data are the following:

- Female caregivers solicit for assistance either in expanding their business or establishing a new one to take care of their children's education.
- Misconceptions remain among key officers of MOE and also teachers as to who an OVC is. They equate them with handicapped or disabled.
- Although the inspectorate arm of MOE is there to implement policies, it has no legal backing for prosecuting offenders (e.g., parents who do not send their wards to school).
- Although mid-day meals of UBE are operational in only few states (e.g., Kano), it is a laudable program toward sustaining OVC in school.
- Wrong value systems favoring immediate gratification on the part of parents lead them to play down the education of their children.
- The definition of helping OVC, even in government circles, is to visit orphanages; activities of CSOs in this regard are not adequately advertised.
- Providing a holistic package for OVC as educational package for a child who also has a shelter problem may not yield results.
- Effective pressure groups to make demands on MDAs would be AONN, PTA, and influential community leaders, if properly mobilized.
- Shongom LGA seems to have an edge in building a structure that is strong. For instance, the community has a committee for OVC with members comprising of community members, OVC themselves, and volunteers. They identify OVC using CSI and monitor them at home and in school.
- Most OVC families are large, between 7 and 10 members.



## Section 6. Discussions and Recommendations

The findings will be discussed in the context of the objectives of the study, and recommendations will be made accordingly.

### Objective 1

*Review promising practices in the provision of educational support that have been successful in keeping OVC in school both globally and within the African context.*

Best global practices in the provision of educational support to OVC were reviewed under two approaches. Although the bottom-up approach is still regarded as the best and is also recommended here for sustainable educational support to OVC, the peculiarity of a wide gap between policies, plans, and implementations on the education of OVC as a national focal issue (because of lack of political will and coordinated efforts among MDAs) necessitated an examination of top-bottom approach as well.

Specifically, four promising practices were reviewed in this study:

- Complementary Basic Education (COBET) in Tanzania
- Kenya Education Sector Support Programme ( KESSP) in Kenya
- Zambia Open Community Schools (ZOCS) in Zambia
- All Children Safe in School in Swaziland

Some of the useful findings of promising practices on educating OVC alluded to in an examination of these four programs for this study are the following:

- Provision of scholastic materials in terms of school uniforms, bags, and sandals among others. All the children agreed that it was a big relief to have somebody donate all these to them; it made a big difference because their parents could not afford them. The caregivers also cited the giving of scholastic materials as the only external support received for their wards' education and were grateful to the donors. The CSOs also mentioned the relief brought to these children through the supply of the scholastic materials, although an executive director complained of the limited scope, in which only 40 are served among many.
- Other promising ideas for the provision of educational support to vulnerable children are the provision of direct finance or IGAs for caregivers in exchange for the labor they demand of OVC that keeps them out of school, enforcement of holistic scholarships for OVC, and mid-day meals as stipulated in various policies. All these are documented in literature as practices that have helped OVC to attend and stay in school.



## Objective 2

*Conduct an audit of the various factors that keep OVC out of school across the six states focused on in year 1: Akwa Ibom, Bayelsa, Delta, Gombe, Rivers, and Taraba.*

From the findings of this study, the 10 factors that keep OVC out of school are summarized below:

- Poverty is a major factor, which in actual fact is what makes OVC vulnerable and makes education inaccessible to them. Although education is free in principle in Nigeria, it is not free in practice. Children are expected to pay a “token” of 230 naira for registration, and this they cannot afford. Other levies such as PTA fees as high as 1,000 naira are demanded from the children while a sports fee of 700 naira is also being demanded from children. These costs do not include other, hidden costs such as brooms, toilet rolls, hoes, and cutlasses brought at intervals as well as transport costs for many OVC since most schools are far from their homes. Attendance is also premised on the assumption that the child has uniform to wear, a bag to carry books (which are supposed to be supplied but are not), and sandals to put on. The findings also reveal that failure of children to pay all these levies on time attracts the wrath of their teachers who flog them and even demand they crawl on the ground. To avoid punishment, some of the children state that they stay out of school until their caregivers are able to pay. The obvious truth here is that some of these children are not likely to go home, and they become truants and may eventually fall into wrong camp and drop out of school. Perhaps a question begging for answer here is, what has happened to the provisions of NPE, NEEDS, and NESP, among others?
- Hawking and farming also represent an outcome of poverty because the children are pulled out of school by their caregivers seasonally to help, during which period their education suffers. Some teachers corroborating this fact also mentioned that schools almost come to a halt in some communities during farming season. A protracted absence from school is not likely to encourage children to stay in school
- Distance is another major factor. In almost all the communities visited, school location is far from the homes of these children, so they must trek long distances to get to school where there is no transport fare. This, in turn, affects punctuality, attendance, performance, and a smooth transition to the next educational level. All

Objective 3 of NESP (2006–10) is to increase access of at least 50% of identified infected and affected staff and learners to HIV/AIDS education support services by 2010, and the strategy is to strengthen capacity for education support to OVC in the sector. To that end, in 2005, the NCE approved the provision of holistic scholarships for OVC at basic and secondary education levels. The scholarships seek to complement the provision of UBE on free and compulsory education by supporting all other aspects of the education of learners such as school uniforms, textbooks, and levies.



these factors at times culminate in the children dropping out of school.

- Taking care of siblings and old or sick parents often falls to OVC. Some of the children complained of the heavy burden of taking care of their siblings or older parents financially and physically; hence, they are distracted from schooling.
- Heavy responsibility for household chores is another factor that affects OVC directly or indirectly. Before going to school, they may be required to fetch water and firewood from a great distance and then they have to trek another great distance to get to school! One of the children mentioned that the government should provide a boarding house for them so they could be free from all the hassles.
- The quality imperative of schooling is one major disincentive to children and contributes largely to keeping OVC out of school. It is an all-encompassing issue, comprising teacher factors and school environment. Schools are at times hostile to OVC with an unfriendly environment made up of dilapidated, overcrowded classrooms where children sit on the bare floor without books and learning materials (libraries and laboratories). The situation is further worsened by insensitive teachers who fail to appreciate the peculiar needs of these children. Among the specific issues identified by the children and their caregivers are lack of qualified teachers, insufficient teachers, and exploitative and unmotivated teachers. An important fact mentioned by some children is that sporting activities are no longer included in schools thus making school boring, uninteresting, and unattractive to many especially with other competitive matters outside school.
- Cultural or misguided values, including the desire for immediate gratification, were also identified as factors, especially in the South-South Zone. Parents cannot wait for their children to complete education before they start bringing in money especially when others of their age group are already bringing in money; hence, they withdraw these children and engage them in business.
- Cultism is a peculiarity in the states in the South-South Zone. Both boys and girls complained of the alarming spread of cultism even at the primary school level. This is exhibited in bullying and threatening with dangerous weapons by peers, and these cultists seems to have the good things of life in terms of money and other material things to lure others into the group. Some of the teachers explained that situating primary and secondary schools in the same compound exacerbates the situation. The children are afraid of going to school, and if cultism is not checked, the defenseless vulnerable children may either drop out or be forced to join and eventually will still not get the best out of school.

- The almajiri phenomenon is a peculiarity in North-East zone. This is a category of OVC who are of school age and yet are out of school. The round table discussion in Gombe identified it as a major national issue that needs a radical intervention.
- Another culture-related issue is marrying off girls, which is prevalent in the North, and is a practice that is entrenched in the culture. The round table discussion at Gombe also identified it as a major factor that keeps OVC girl children out of school.

### Objective 3

*Synthesize the findings of the factors and make recommendations for state and non-state partners.*

Based on the audit of the factors above, the following recommendations are made for state and non-state partners.

#### **State Partners**

In most countries where there is any seriousness of educating OVC, the broad national structures cannot serve the interest of these children. A national study needs to be commissioned to look at various models and carefully analyze data to decide which model works best under which circumstances. Such a study is necessary considering, on the one hand, the importance of education to national development and, on the other, the alarming increase in the number of OVC and the consequent effect to all of society of not educating them.

As long as OVC are missing as a priority or are subsumed within broadly framed care and support targets in general education sector policies and in sectoral AIDS policies, strategies, and guidelines, there is a risk that the education rights of this ever-growing group of children will be compromised.

Recommendations for state partners are listed below:

- Synergy is needed between FMWASD and FMOE and must flow down to local governments. This coordination is missing. For instance, in the desk review of National Policy on HIV/AIDS for the education sector, OVC is one of the thematic areas, and yet, the technical committee does not include a representative from FMWASD, which is supposed to be in the driver's seat of OVC affairs in Nigeria. The same problem is also mentioned in which FMWASD establishes schools without carrying FMOE along. It was even mentioned that an educational fund for OVC given to FMWASD was returned even though millions of OVC needed the assistance. There is surely a gap in coordination between these ministries. This gap is also evident in the misconception of OVC among FMOE officials, who often equate OVC with disabled or handicap children.
- A lot of advocacy, mobilization, and sensitization on OVC issues is needed. Even teachers who interact daily with these children do not

have a clear idea of the concept and are not equipped to help them. A similar report was also given in Ethiopia on the HIV/AIDS issue:

*The 2003 Survey on the Prevalence and Characteristics of AIDS Orphans in Ethiopia found that even when an HIV/AIDS or OVC policy does exist, government workers are not necessarily well informed or aware of its existence. The survey found that one of five government officials are unaware that a national HIV/AIDS policy exists, and 40 percent of organizations interviewed reported they do not have any plan of action designed to render services to AIDS orphans. (Policy Project, 2005)*

- An agency such as NACA is needed to coordinate OVC affairs. This submission is well articulated in the RAAAP 2005 in the following statement:

*Governments, donors, NGOs, and—most of all—OVC and their caregivers, would benefit greatly from the creation of a national OVC ministry or a national OVC ombudsman. Such a ministry or post would establish one clear advocate, one central information clearinghouse, and specific policy and funding on behalf of OVC. It would provide one representative office that could convene multisectoral input to coordinate with the array of donor agencies. It would promote stronger adherence to program and funding accountability and would ensure that more OVC and their caregivers receive the services they deserve. In addition, a national OVC ministry or national OVC ombudsman could work to ensure that OVC are specified within poverty reduction strategies and funding sources, as well as national HIV/AIDS programs. Organizationally, an OVC advocate or representative office could ensure the inclusion of the community and civil society—including children in need, orphans, and caregivers—in every phase of OVC strategic planning, implementation, and evaluation.*

The success story of NACA is an indication that an agency for OVC would fare better rather than the issue being subsumed in a ministry.

- Teacher education is critical for children to spend valuable time in school. Teacher education should incorporate a child vulnerability program as a curriculum issue for pre-service teachers, and short in-service trainings should be organized for working teachers. Stressing this fact, Smart (2003) opined that:

*In most countries, very few schools have instituted mechanisms, such as registers, that identify orphans and other vulnerable children. Rarely can teachers provide the names of children who have been orphaned, who are living with sick caregivers, or who are vulnerable for any other reason. Yet, despite the lack of formal mechanisms to identify OVC, teachers readily identify*

*indicators of vulnerability, such as the appearance of children's clothing, hunger, repeated and prolonged absenteeism, and poor or declining performance at school.*

The above quotation underscores the need to put the following mechanisms in place for schools, teachers, and communities to formalize opportunities to recognize and respond to signs of vulnerability in school children:

- Mid-day meals need to be made compulsory in all states through legislation and advocacy because this factor was identified as a promising support for keeping OVC in school.
- In each state, the governor's office, and even the local government, should have a budget for OVC.
- Like other line ministries, to contribute to the HIV/AIDS response, FMOE initiated action with the establishment of the HIV/AIDS units. The OVC issue also has enough critical mass to demand a unit in MOE to coordinate the response of OVC issues instead of being under the HIV/AIDS unit.
- The present structure of the formal educational system does not and cannot adequately address the diverse and varied educational needs of majority of OVC in Nigeria. These needs should be critically examined in terms of program content, age-appropriateness, and distance to school. Education is a potent weapon if the OVC tide is to be stemmed. The recent development in the nation of insurgence of militants in the Niger delta—*almajirai* in the north, *boko haram*, and recently the *abanis* comprising 13–15 year-olds—calls for thorough review. Community schools or formal education in a non-formal setting and other best practices reviewed here should be examined.
- Laws that have to do with children's rights, gender issues, and poverty alleviation must be implemented and enforced.

#### ***Non-state Partners—CUBS and CSOs***

For a program to outlive its donors, systems must be in place at the community level (i.e., a sustainable strategy is needed). The following are, therefore, recommended:

- Enhance the capacity of CSOs for effective service delivery through capacity-building and synergy. For instance, not much is known about CSO activities except perhaps in communities where they serve. Even in government circles, the general idea of help for OVC is orphanages whereas these resources can be leveraged and more effectively channeled. Sensitization at community, local, and state levels is important for sustainability.

- Enlarge the scope of CSOs to train teachers and community members on how to identify OVC through CSI and also psychosocial issues as well as building pressure groups within the community to advocate for the rights of OVC within and outside of school.
- Encourage effective synergy among CSOs for effective referral to provide a holistic package for vulnerable children who might need it.
- Provide IGA through CSOs to caregivers so they can, in turn, take care of the educational needs of their children.
- Uphold scholastic supply, and expand scope while the long-term strategy is embarked on with community involvement.
- Assist in advocacy at all levels through AONN, PTA, and others as pressure groups and community involvement through volunteerism and mentoring for effective entrenching of systems in communities with the goal of being more involved and taking care of the children. After all, the children are from a community.
- Advocate for discharge of social responsibility by private organizations and wealthy individuals.

#### Objective 4

*Propose interventions that could help address some of the factors hindering OVC and, in particular, female OVC attendance at school.*

Boys are as much at risk as girls and sometimes even more considering the issue of militants in the South-South and almajirai in the North-East. Some of the factors that hinder attendance in school have been mentioned under objective 2, and interventions that could help address these factors are itemized below:

- Provide uniforms, books, and other school materials.
- Provide levies or bursaries and scholarships.
- Provide food.
- Support parents through IGA.
- Improve the school system.

For the girl child, issues that hinder attendance and keep them out of school are the following. Girls—

- Often marry young.
- Ordinarily take up responsibilities of taking care of siblings and households chores.
- Tend to be more involved in hawking than boys.
- Are at risk of sexual molestation from male teachers.
- Face a lack of amenities at school, such as separate toilets for girls.
- Often suffer harsh corporal punishment.

Interventions would be to focus on sensitizing planners to the importance of educating the girl child, mainstreaming gender issues in all policies, and enforcing current policy. For instance, an excerpt from the National HIV/AIDS Policy on Education submitted that “physical and/or verbal abuse and harassment of female staff and learners shall attract strict disciplinary measures as stipulated by the policy implementation team at all levels,” and yet some girls in this study complained of sexual harassment by male teachers.

### **Objective 5**

*Develop a time line of activities aimed at ensuring that OVC who have received educational support in a year remain in school and determining what interventions are needed, including a cost analysis.*

It is not enough to provide a child with school uniforms and other scholastic materials and register the child in school, performance must be regularly monitored or else the gains of getting the child to school will not be realized. A time line of activities toward ensuring that OVC that have received educational support in a year remain in school would be the following:

- Finance OVC to take care of school levies and indirect expenses. This can be done either by empowering the caregivers through IGA or advocacy to exclude all OVC from all levies as stipulated in all relevant policies reviewed in this study.
- Regularly monitor the child in school and at home to ensure that the child attends school regularly and does homework at home. This can be done through volunteers either working with CSOs or even OVC community structures at the local level. A community leader in Shongom shared the experience of the community which has a seven-member committee for OVC, including two OVC, plus 10 volunteer teachers and others. When a child is not in school, the teacher notifies the community leader who follows up to find out what the problem is. A lot of problems are identified and solved using this method.
- Provide holistic services through referral and synergy. There was a situation of a child-headed household in Oshimili South which had been provided with scholastic material but had serious shelter problems. If these issues were not addressed, the child might drop out of school. The child was eventually taken in by a good Samaritan.
- Advocate at the community and government levels to take responsibility for the education of the children.

In terms of costs, the principal of the Doma Girls College estimated the cost of schooling for a whole session at 24,000 naira. This may just be an estimate because other costs of mobilization for advocacy and sensitization cannot be quantified.





## References

Beasley, Mannathoko, et al. (eds.) 2009. *Promoting Quality Education for Orphans and Vulnerable Children: A Sourcebook of Programme Experiences in Eastern and Southern Africa*.

Community Based Support Project for OVC. 2010. *Developing a Program Framework, Approach, and Activities to Address the Vulnerability of Girls, Young Women, and Female-Headed Households within the Context of OVC Service Delivery and HIV Risk Reduction*.

Federal Government Press. 2003. *Child's Right Act, 2003*.

Federal Ministry of Education. 2004. *National Policy on Education*. Nigeria: NERDC.

Federal Ministry of Education. 2005. *National Policy on HIV & AIDS for the Education Sector in Nigeria*.

Federal Ministry of Education. 2006. *National Education Sector HIV & AIDS Strategic Plan (2006-2010)*.

Federal Ministry of Women Affairs and Social Development. 2007. *National Guidelines and Standards of Practice on Orphans and Vulnerable Children*.

Federal Ministry of Women Affairs and Social Development. 2008. *Key Findings from the 2008 Situation Assessment and Analysis on OVC in Nigeria*.

Federal Ministry of Women Affairs and Social Development. 2006. *National Plan of Action (2006-2010) on Orphans and Vulnerable Children*.

Federal Ministry of Women Affairs and Social Development/UNICEF. 2004. *Rapid Assessment, Analysis and Action Planning (RAAAP) Report*.

Federal Ministry of Women Affairs. 2004. *Convention on the Rights of the Child. Nigeria Second Country Periodic Report*.

Federal Republic of Nigeria. 1999. *The 1999 Nigerian Constitution*.

Food and Agriculture Organization. 2010. *The Need to Scale Up Livelihood Approaches: Social Protection Programmes for Orphaned and Vulnerable Children* (REOSA POLICY BRIEF 03).

Management Sciences for Health. 2008. *Technical Proposal on Community Based Support (CUBS) for the Care and Support Services for Orphans and Vulnerable Children in Nigeria*. Cambridge, MA: MSH.

Obura, A. P. 2005. *Planning A Systemic Education Response To The Needs Of Orphans And Other Vulnerable Children (OVC) in Rwanda*.



OVC Care Project. 2009. *Nigeria Research Situation Analysis on Orphans and Other Vulnerable Children (Country Brief)*. Boston: Boston University for Global Health and Development.

Policy Project. 2005. *Executive Summary on OVC RAAAP Initiative (Final Report)*.

Smart, Rose. 2003. *Policies for Orphans and Vulnerable Children: A Framework for Moving Ahead*. Washington, DC: Policy for USAID.

Sperling, G.B. 2005. *The Case for Universal Basic Education for the World's Poorest Boys and Girls*.

United Nations Children's Fund (UNICEF) 2007a *Primary School Years*. On line [www.unicef.org/nigeria/children](http://www.unicef.org/nigeria/children)

United Nations Children's Fund (UNICEF) 2007b *Excluded and invisible children*. On line [www.unicef.org/nigeria/children](http://www.unicef.org/nigeria/children)

World Bank. 2005. *The World Bank's Global HIV/AIDS Programme of Action 2005*. Washington, DC: The World Bank.