

# EDUCATIONAL BARRIERS FACING ORPHANS AND VULNERABLE CHILDREN IN NIGERIA; A CONCEPTUAL AND POLICY REVIEW

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## ABSTRACT

This paper is a conceptual and literature-based review that examines the educational challenges and support needs of Orphans and Vulnerable Children (OVC) in Nigeria. Drawing on existing studies, policy documents, and programme reports, the paper highlights that OVC face interconnected barriers including poverty, psychosocial distress, weak policy implementation, inadequate infrastructure, and limited teacher preparedness. The literature shows that these factors collectively affect access, retention, and learning outcomes, particularly in rural and conflict-affected regions. It further indicates that while interventions such as cash transfers, school feeding programmes, inclusive teaching practices, and community engagement have improved participation in some contexts, their effectiveness often depends on coordination, sustainability, and institutional capacity. Based on this body of evidence, the paper recommends a multi-sectorial approach involving government, schools, families, and development partners. Key recommendations include increased and targeted funding, strengthened teacher capacity, improved infrastructure, expanded social protection, and enhanced monitoring systems. These recommendations are not presented as empirical findings but as informed proposals derived from the reviewed literature. The study concludes that addressing OVC education requires integrated and context-sensitive strategies that go beyond access to ensure meaningful and sustained learning outcomes, contributing to Nigeria's long-term human capital development.

**Keywords:** Orphans and Vulnerable Children (OVC), Inclusive Education, Educational Inequality, Social Protection

## Introduction

Education is widely recognized as a fundamental human right and a driver of personal and national development. It equips individuals with knowledge, skills, and values necessary for meaningful societal participation and socio-economic improvement. In countries like Nigeria, education is a critical pathway for breaking cycles of poverty and social exclusion. Beyond individual gains, it promotes national productivity, social cohesion, and long-term economic stability. However, access to quality education remains uneven, particularly for children facing adverse life circumstances, such as Orphans and Vulnerable Children (OVC), whose conditions often limit educational opportunities Bamgboye, Adebolu, and Osundare (2020).

OVC include children who have lost one or both parents or live in environments that threaten their well-being, such as households affected by poverty, chronic illness, violence, neglect, abuse, or displacement. Vulnerability extends beyond orphan hood to encompass socio-economic and psychological risks that shape life chances and schooling (Bamgboye et al., 2020). This multi-dimensional concept involves the interplay of economic hardship, social exclusion, and emotional stress, all of which hinder educational participation and success.

Nigeria faces a pressing challenge due to its high OVC population and structural weaknesses in the education system. Factors such as HIV/AIDS, insecurity in conflict-affected areas, internal displacement, and widespread poverty increase vulnerability while limiting family and community support for education (World Bank, 2020). Consequently, many OVC face barriers to school entry, attendance, and completion. National statistics show that Nigeria has over 10 million out-of-school children at the basic education level, reflecting economic constraints and systemic inequalities.

Barriers occur at multiple stages of schooling. Direct and indirect costs, including uniforms, books, and transportation, often prevent enrollment. Even enrolled children may attend irregularly due to household responsibilities or income-generating activities. For those present in school, learning may be impaired by poor nutrition, emotional distress, and limited academic support (Okon, Ekanem, & Etim, 2020). Regional disparities are also significant: female attendance in northern Nigeria is lower than male attendance, highlighting persistent gender inequalities shaped by cultural and economic factors. Rural children face additional challenges, such as poor infrastructure, limited teacher availability, and higher dropout rates, resulting in gaps in basic literacy and learning outcomes. These patterns illustrate that educational disadvantage among OVC is both individual and structurally embedded.

Addressing these challenges requires inclusive and flexible educational planning that reflects the realities of vulnerable children. Systems must move beyond uniform approaches to adopt strategies such as flexible learning arrangements, targeted support programs, and inclusive teaching practices. Ensuring equitable access is not only a moral imperative but also vital for reducing inequality, promoting social stability, and supporting sustainable development (UNESCO, 2023). Without deliberate interventions, disparities are likely to persist or widen, undermining the education system's effectiveness.

Although research on OVC has expanded, much focuses on describing conditions or evaluating isolated interventions like financial support or school feeding programs. There is limited attention to how different forms of vulnerability intersect with institutional factors such as policy implementation, school capacity, and socio-cultural dynamics, affecting not just access but retention, completion, and progression. This gap is pronounced in Nigeria, where regional disparities and governance challenges shape educational experiences.

This paper seeks to fill that gap by examining OVC's educational challenges in Nigeria through a multi-layered lens, linking individual vulnerability with systemic and structural factors. It provides a holistic view of barriers faced by OVC and their implications for planning and policy. The paper is organized into conceptual clarification of OVC,

examination of their nature and characteristics, discussion of vulnerability effects on education, care arrangements, theoretical perspectives, and conclude with policy recommendations to improve educational outcomes for vulnerable children.

### **Conceptual Clarification, Nature and Character of Orphans and Vulnerable Children**

Orphans and Vulnerable Children (OVC) in Nigeria comprise a diverse group whose life circumstances place them at significant disadvantage. The term includes not only children who have lost one or both parents but also those living in conditions that threaten their safety, development, and future opportunities. Such circumstances may result from poverty, chronic illness in the household, neglect, disability, or exposure to conflict and displacement (Federal Ministry of Women Affairs, 2020; UNICEF, 2021). This broader understanding is important, as vulnerability extends beyond orphan hood and reflects overlapping risks affecting children's well-being.

Orphans are often classified as maternal (loss of mother), paternal (loss of father), or double orphans (loss of both parents). These categories illustrate different caregiving realities and levels of dependency, influencing access to support and basic needs. However, orphan hood alone does not define vulnerability; many children with living parents still face severe deprivation due to socio-economic and environmental factors.

Child vulnerability arises from multiple interacting risks, including child labor, abuse, street involvement, displacement, and household instability. Health-related factors, particularly HIV/AIDS, have weakened family structures and increased the number of children needing alternative care (UNAIDS, 2022; UNESCO, 2021). This underscores the need to view OVC as a dynamic group, shaped by changing social and economic conditions.

In Nigeria, care for OVC is predominantly family-based, with extended relatives such as grandparents, aunts, and uncles assuming caregiving roles. This system reflects strong cultural values of kinship and communal support but often operates under economic strain, as many households already face limited resources (World Bank, 2020). Reliance on informal care structures highlights the complexity of addressing vulnerability in local contexts.

Scholarly perspectives emphasize the multidimensional nature of OVC. (Bamgboye et al., 2020) argue that vulnerability is a combination of circumstances affecting children's development and access to opportunities. (Okon et al., 2020) further stress that categorization must account for both visible and hidden forms of disadvantage, including social exclusion and marginalization. These insights point to the necessity of a comprehensive framework that captures the lived realities of vulnerable children.

Overall, the concept of OVC in Nigeria reflects the intersection of orphan hood, socio-economic hardship, and environmental risks. Conceptual clarity in defining OVC provides a foundation for understanding their educational experiences and designing policies and interventions tailored to their diverse and context-specific needs.

### **Effect of Vulnerability on Education and Learning**

Vulnerability strongly affects both access to education and learning outcomes among Orphans and Vulnerable Children (OVC). Many of these children experience unstable schooling, with irregular attendance driven by the need to work, support household income, or care for siblings. Such inconsistency disrupts learning continuity, hinders the development of foundational skills, and increases the risk of early dropout (UNESCO, 2021). In Nigeria, over 10 million children are estimated to be out of school, many of whom are vulnerable due to poverty or displacement (World Bank, 2020).

Learning conditions further shape educational outcomes. Food insecurity among OVC limits concentration and cognitive development, while exposure to trauma such as loss of parents, conflict-related displacement, or neglect can cause emotional stress, anxiety, and low self-esteem. These psychological challenges reduce engagement with learning tasks and participation in school activities. Empirical studies indicate that children facing such

adversities often perform worse in literacy and numeracy than their non-vulnerable peers (Bamgboye et al., 2020).

Material deprivation compounds these challenges. Many vulnerable children lack textbooks, writing materials, uniforms, or even basic footwear, limiting classroom participation and affecting self-esteem. National reports show that children from low-income households are disproportionately affected, contributing to lower attendance and weaker academic performance (National Bureau of Statistics, 2022).

Vulnerability also varies by geography and gender. Rural and conflict-affected regions experience compounded disadvantages, including poor school infrastructure, teacher shortages, and insecurity. In northeastern Nigeria, displaced children often learn in temporary or under-resourced environments (World Bank, 2020). Gender disparities exacerbate inequality, with the gender parity index in some northern states below 0.90. Early marriage, domestic responsibilities, and cultural norms continue to restrict girls' educational participation (UNICEF, 2021; National Bureau of Statistics, 2022).

Rural-urban differences further highlight structural inequities. Rural pupils face higher dropout rates due to poverty, distance to school, and limited access to qualified teachers, and many fail to attain basic reading proficiency (National Bureau of Statistics, 2022). These patterns indicate that vulnerability is not merely an individual issue but is deeply embedded within broader socio-economic and regional inequalities.

In sum, vulnerability creates interconnected barriers affecting both access and quality of education for OVC. Economic hardship, emotional distress, and systemic inequalities often reinforce each other. Addressing these layered challenges requires interventions that go beyond school enrollment, targeting retention, participation, and meaningful learning outcomes.

### **Types of Care Arrangements and Key Statistics on OVC in Nigeria**

In Nigeria, care arrangements for Orphans and Vulnerable Children (OVC) are shaped by both formal systems and cultural practices, including institutional care, kinship care, foster care, child-headed households, street-connected living, and residence in internally displaced persons (IDP) camps. Institutional care, such as orphanages, provides shelter, education, and basic needs but is generally considered a last resort, as it may not adequately support children's emotional and social development (UNICEF, 2021). More commonly, children are cared for within extended family networks through kinship care, reflecting strong cultural norms of communal responsibility. However, many of these households face economic constraints that limit their ability to provide sufficient education, nutrition, and healthcare (World Bank, 2020).

Foster care exists but is underdeveloped due to weak institutional frameworks, limited public awareness, and inadequate monitoring (Federal Ministry of Women Affairs [FMWA], 2020). In some instances, older children lead child-headed households, often sacrificing their own schooling to care for siblings. Street-connected children and those living in IDP camps experience severe vulnerability, including disrupted schooling, unsafe living conditions, and exposure to exploitation, especially in conflict-affected regions (UNESCO, 2023).

Displacement-related vulnerability is particularly pronounced in northeastern Nigeria, where conflict has internally displaced over 2.2 million people, more than half of whom are children (UNHCR, 2022). Many of these children reside in IDP camps where access to formal education is limited or inconsistent. Reports from the Norwegian Refugee Council (NRC, 2023) indicate prolonged interruptions in schooling, with some children out of school for years due to insecurity, inadequate facilities, and teacher shortages.

Despite national policies promoting family-based care, caregivers often receive little formal support, creating a gap between policy and practice (FMWA, 2020). Nigeria currently has an estimated 17 million OVC, according to the FMWA National Policy on Orphans and Vulnerable Children (2020, p. 12). Additionally, over 10 million children of basic school age are out of school (UNICEF, 2021; Salami, Adebayo, & Oyeboode, 2023). These challenges are

most severe in rural and conflict-affected areas, where poverty, displacement, and weak infrastructure intersect to limit children's access to stable and supportive care arrangements.

Overall, OVC in Nigeria rely predominantly on informal family-based systems, but resource constraints, displacement, and institutional weaknesses exacerbate their vulnerability. Addressing these gaps requires strengthened policy implementation, targeted support for caregivers, and flexible educational strategies to ensure that vulnerable children receive consistent care and opportunities for learning.

### **Theoretical Framework: Ecological Systems Theory (Urie Bronfenbrenner, 1979)**

Urie Bronfenbrenner's Ecological Systems Theory (1979) provides a valuable framework for analyzing the educational challenges faced by Orphans and Vulnerable Children (OVC) in Nigeria. The theory emphasizes that a child's development is shaped by multiple interconnected environmental layers, from immediate settings to broader societal systems. These include the microsystem (family and caregivers), mesosystem (interactions between home and school), exosystem (community and local conditions), and macrosystem (policies, cultural norms, and national structures).

Each level has a significant influence on OVC education. At the microsystem level, many children live in households with limited resources, affecting regular school attendance and learning. Weak home-school connections at the mesosystem level reduce academic support, while community factors such as poverty, insecurity, and displacement in the exosystem restrict access to schools, learning materials, and safe learning spaces. At the macrosystem level, policies promoting inclusive education often face implementation gaps and limited oversight, reducing their effectiveness.

The theory's strength lies in highlighting interactions among these levels rather than viewing challenges in isolation. Household poverty, weak infrastructure, and policy gaps interact cumulatively, reinforcing barriers to learning. This perspective underscores the need for coordinated interventions across families, schools, communities, and government to create supportive environments that address both immediate and structural challenges (Bronfenbrenner, 1979).

Empirical studies in Sub-Saharan Africa demonstrate its practical application. Akinsola and Akinsola (2017) examined school absenteeism in rural Nigeria, showing how community and policy-level deficits reinforced household barriers. Similarly, Mbugua, Odera, and Siringi (2016) explored educational inclusion in Kenya, highlighting how family context, school practices, and broader socio-economic conditions jointly shaped learning outcomes.

Applying Bronfenbrenner's framework to OVC in Nigeria offers a holistic lens that links structural forces, such as policy and cultural norms, with immediate contexts, including family support and school climate. Unlike individualistic or purely cognitive approaches, it situates children within a dynamic system of reciprocal influences, capturing the layered vulnerabilities that affect their educational experiences. This perspective is particularly useful for designing inclusive, context-specific strategies that improve access, retention, and meaningful learning outcomes for vulnerable children.

### **Human Capital Theory (Theodore Schultz, 1961; Gary Becker, 1964)**

Theodore Schultz (1961) and Gary Becker (1964) formulated the Human Capital Theory, providing an economic perspective on the value of education. The theory views education as an investment in individuals where acquiring knowledge, skills, and competencies enhances personal productivity and contributes to national development. Education, therefore, is both a social service and a strategic resource shaping the future workforce.

For Orphans and Vulnerable Children (OVC) in Nigeria, this perspective underscores the critical importance of educational access. Children who receive quality schooling are better equipped for economic participation, improved livelihoods, and societal contribution. In contrast, limited access to education for OVC restricts human capital formation, resulting in a

loss of potential talent and productivity at both individual and national levels. Poverty, displacement, and lack of support often prevent vulnerable children from completing basic schooling, perpetuating cycles of deprivation and limiting future opportunities. Human Capital Theory emphasizes that investing in OVC education is not merely a social responsibility but a long-term economic strategy that promotes self-reliance, reduces inequality, and supports inclusive national growth (Schultz, 1961; Becker, 1964).

Equitable access is a central concern under this framework. Excluding vulnerable groups from quality education reinforces social and economic disparities, limiting the country's overall development potential. Providing OVC with education is therefore both a social justice imperative and a strategy for maximizing human capital, fostering sustainable development, and preparing a capable workforce for the future.

However, the theory has limitations. Its focus on individual skills and productivity often assumes that all children have equal educational opportunities, underestimating structural barriers such as poverty, family instability, gender norms, and community-level constraints. In the Nigerian context, these systemic and environmental factors strongly influence OVC educational outcomes. Integrating Human Capital Theory with Bronfenbrenner's Ecological Systems Theory provides a more comprehensive understanding, situating the child within interacting layers of influence in family, school, community, and policy environments. This combined perspective ensures that interventions address not only skill and knowledge development but also the social, economic, and environmental factors that enable or restrict learning. By linking individual investment in education with the broader context of vulnerability, policymakers can design more effective strategies to enhance OVC education and long-term human capital development.

### **Educational Needs of Orphans and Vulnerable Children**

Meeting the educational needs of Orphans and Vulnerable Children (OVC) in Nigeria requires a holistic approach that goes beyond traditional classroom teaching. OVC often face interrupted schooling, economic hardship, and emotional stress, creating learning needs more complex than those of their peers. Addressing these needs effectively involves integrating academic, material, and psychosocial support.

**Academic Support:** OVC frequently experience learning gaps due to irregular attendance or prolonged absence. Targeted interventions such as remedial education, particularly in foundational literacy and numeracy, are essential (Piper, Simmons & Dubeck, 2021). Structured catch-up programs and flexible learning alternatives like community-based classes, evening sessions, or non-formal bridging programs help children who balance schooling with work or caregiving responsibilities (Lewin, 2020). Inclusive teaching strategies that adapt to varied learning levels foster engagement, while teacher professional development in inclusive pedagogy enables educators to identify learning delays and implement strategies that promote understanding rather than rote memorization (Rose, Steer, & Alcott, 2022).

**Material Support:** Material deprivation limits participation for many OVC. Lack of textbooks, uniforms, school supplies, and safe transportation reduces engagement and increases dropout risk. Providing essential learning resources has been shown to improve attendance and classroom participation in low-income settings (Evans & Yuan, 2021). School feeding programs further enhance attendance, reduce hunger, and support cognitive focus (Adelman, Gilligan, & Lehrer, 2020).

**Psychosocial Support:** Emotional distress from parental loss, displacement, or unstable homes can impair attention, memory, and peer interaction. School-based psychosocial interventions, including counseling, safe spaces, and peer support groups, improve emotional well-being and educational engagement (Murray, Jordans, & Skavenski, 2021). Trauma-responsive practices such as consistent routines, positive teacher-student relationships, and social-emotional learning modules enhance children's sense of safety and belonging, supporting academic

persistence (Bear, Yang, Betancourt, & Sawyer, 2021).

**Linking Education with Social Protection:** Coordinating education with broader social protection systems, including health services, welfare agencies, and community programs, ensures holistic support. Conditional cash transfer programs, for instance, have increased enrollment and retention among vulnerable households (Baird, Ferreira, Özler, & Woolcock, 2021). Integrating academic, material, and psychosocial strategies strengthens learning environments, closes educational gaps, and promotes equitable opportunities for OVC.

### **Challenges in the Education of Orphans and Vulnerable Children in Nigeria**

**Structural and Policy Barriers:** Limited funding remains a key obstacle to meeting the educational needs of Orphans and Vulnerable Children (OVC) in Nigeria. Insufficient financial allocation restricts schools from implementing essential programs, including remedial instruction, psychosocial support, and flexible learning arrangements (Evans & Yuan, 2021). Weak policy implementation further exacerbates this challenge, as inclusive education policies are often undermined by poor enforcement, irregular monitoring, and limited accountability (Akyeampong, Djangmah, & Seidu, 2023). These gaps disproportionately affect OVC, who require targeted support to overcome systemic barriers. Countries with stronger budgetary commitment to inclusive education consistently demonstrate higher retention and progression among disadvantaged children (Baird et al., 2021).

**Teacher Preparedness and Learning Environment:** The quality of instruction is closely linked to teacher readiness. Many Nigerian educators lack specialized training for managing diverse classrooms and addressing the needs of children affected by trauma, irregular schooling, or learning delays (Rose et al., 2022). Teacher shortages, particularly in rural and underserved areas, further compromise educational access for OVC (Lewin, 2020). Limited professional development also reduces the capacity to identify and support psychosocial needs, which are strongly correlated with academic performance (Murray et al., 2021). Enhancing teacher training in inclusive and trauma-responsive practices is critical for improving learning outcomes.

**Infrastructure, Poverty, and Access:** Physical infrastructure deficits such as inadequate classrooms, sanitation, and learning resources limit school attendance and engagement, particularly in rural and conflict-affected regions (Evans & Yuan, 2021). Long travel distances and safety risks discourage attendance, especially for girls (Lewin, 2020). Poverty drives many OVC into child labor or forces families to withdraw children to offset schooling costs, undermining academic progression (Baird et al., 2021).

**Psychosocial Challenges:** OVC frequently face emotional stress, stigma, and social exclusion, which can impair concentration, self-esteem, and classroom participation (Murray et al., 2021). Limited community support and awareness further isolate vulnerable children, emphasizing the need for school-based psychosocial interventions and inclusive school cultures.

Addressing these interrelated barriers; structural, economic, and psychosocial is essential for improving access, retention, and educational outcomes for OVC in Nigeria.

### **Strategic Solutions: Stakeholders' Engagement in Nigerian OVC Education**

Addressing the educational needs of Orphans and Vulnerable Children (OVC) in Nigeria depends on sustained collaboration among multiple stakeholders within existing national systems. Because the challenges affecting OVC span economic, social, and institutional dimensions, isolated efforts are insufficient. Effective responses require coordinated engagement among government agencies, schools, families, communities, NGOs, international partners, and the private sector.

At the national level, structures such as the National Council on Education (NCE) and the National OVC Technical Working Group provide platforms for policy coordination. The National OVC Policy (2016), led by the Federal Ministry of Women Affairs, reflects an integrated approach linking education with health and social welfare (FMWA, 2020).

However, its implementation has been limited by funding constraints, weak accountability, and uneven monitoring across states (Akyeampong et al., 2023).

At the state level, institutions such as State Universal Basic Education Boards (SUBEBs) and State OVC Committees help translate policy into practice. Evidence from Kaduna and Lagos states shows that coordinated interventions such as school feeding, cash transfers, and after-school programs can improve enrolment and attendance among vulnerable learners (Adeniran & Mbadiwe, 2021; Ogunode & Adah, 2020).

Schools also play a central role. Active School-Based Management Committees (SBMCs), supported by parents and community leaders, have been associated with improved retention through flexible support systems (Nwankwo, 2022), though capacity gaps remain.

Families and communities provide essential support, while NGOs and partners including Save the Children deliver integrated programs combining financial and psychosocial assistance (Save the Children, 2021). Despite these efforts, coordination challenges such as duplication and weak data systems persist (Akyeampong et al., 2023). Strengthening collaboration and monitoring remains key to improving outcomes for OVC.

### **National and International Experiences**

Across various contexts, targeted interventions have been implemented to improve educational access for Orphans and Vulnerable Children (OVC), with outcomes that offer relevant insights for Nigeria. In Kenya, the Cash Transfer for Orphans and Vulnerable Children (CT-OVC) program provides conditional financial assistance linked to school attendance and health compliance. Evidence indicates that beneficiaries record higher enrolment, improved attendance, and better progression, largely due to consistent payments and structured monitoring systems (Handa et al., 2020).

In South Africa, the Child Support Grant (CSG) delivers unconditional cash support to low-income caregivers. Studies associate the program with increased school participation, reduced child labour, and improved child well-being. However, stronger learning outcomes are typically observed when financial support is complemented by services such as school feeding or community-based interventions (Brooks et al., 2021). Its integration into national welfare systems has also enabled wide coverage and sustainability.

Ethiopia's Productive Safety Net Program (PSNP) reflects a more integrated approach, combining financial transfers with public works and livelihood support. This model has contributed to reduced food insecurity and helped children remain in school, particularly during periods of economic stress (Gilligan et al., 2021).

In Nigeria, similar strategies are evident in programs like the National Social Safety Nets Project (NASSP), which links conditional transfers to education and health outcomes. While initial findings suggest improvements in attendance, challenges persist in targeting and delivery (Akinyemi & Oladipo, 2022). School feeding initiatives have also increased short-term enrolment and attendance, especially among girls, though long-term impacts remain under review (Smith et al., 2023).

Overall, the literature suggests that effective interventions combine predictable financial support, integrated services, institutional alignment, and community participation, underscoring the need for context-specific, multi-sectorial approaches (Adesina, 2022).

### **Conclusion**

The educational challenges facing Orphans and Vulnerable Children (OVC) in Nigeria are multifaceted, cutting across economic, social, psychological, and systemic dimensions. Expanding access alone is insufficient; attention must also focus on retention, completion, and progression to achieve meaningful learning outcomes. Addressing these concerns requires coordinated efforts among government agencies, schools, families, communities, NGOs, and development partners. Key interventions identified in the literature include targeted academic support, psychosocial services, school feeding and scholarship programs, inclusive teaching

practices, and improved infrastructure. Their effectiveness, however, depends on strong monitoring, evaluation, and data systems that ensure equitable and sustainable implementation. Insights from both national and international studies suggest that community participation, social protection measures, and integrated planning approaches can enhance educational outcomes for OVC. These should be interpreted as general patterns from existing research rather than definitive conclusions from systematic analysis. As a conceptual review, this study relies on secondary sources and may be influenced by publication bias. Future research should prioritize empirical and context-specific approaches. Strengthening investment in OVC education remains essential for advancing social equity and supporting Nigeria's long-term human capital development.

### **Recommendations**

1. Federal and state governments should expand education budgets and establish dedicated funding streams for OVC interventions. Aligning investments with the UBE framework and the National Policy on OVC (FMWA, 2020) can enhance equity. Priority areas include scholarships, school feeding, and learning materials to reduce financial barriers.
2. Continuous professional development should equip teachers with skills in inclusive pedagogy, differentiated instruction, and psychosocial support. Alignment with UBE standards will improve responsiveness to diverse learner needs.
3. Upgrading school facilities classrooms, sanitation, and learning resources especially in underserved areas, can improve attendance and learning outcomes.
4. Scaling up initiatives like NASSP and linking transfers to school attendance can reduce child labor and improve retention.
5. Strengthening multi-sector collaboration and monitoring systems will support effective implementation of OVC policies.

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