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OPTIMUM RESOURCES MANAGEMENT

SPDC SCHOLARSHIP IMPACT /TRACER STUDY REPORT

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✚ Imo State	-	Mrs. Constance Leyira
✚ River State	-	Miss Ezinne Queeneth

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1. EXECUTIVE SUMMARY

Shell Petroleum Development Company Limited (SPDC) is a flagship organization in the Oil & Gas Industry in Nigeria having operated in the Niger Delta region since 1937.

Over the years, the company has initiated various community development programme & initiatives as part of its corporate social responsibility to give “something back to the communities where they operate”. In this vein, SPDC started a scholarship programme for secondary school indigenes from community where SPDC operates / have facilities. As the the last count, a total of 40, 000 indigenes have benefitted from this programme which cover 7 of the 9 Niger Delta States. The states include: Edo, Delta – in the West and Rivers, Bayelsa, Akwa Ibom, Abia & Imo in the Eastern Division.

In November 2011, SPDC commissioned a study to ascertain the impact of the programme two decades after. The study was aimed at outlining clearly the impact of the programme (if any) on the beneficiary, participatory schools and communities. While the complimentary tracer studies was to find out specifically “where” the beneficiary are now in terms of career, social standing & location if possible. The overarching aim of the entire study is to improve the scholarship programme based on the direct and indirect feedback from the beneficiaries, which are the awardees, and communities /school respectively.

To achieve the set objectives, four (4) survey instruments and guide questionnaires for beneficiaries and stakeholders were developed and pretested in December, 2011. Data collection commenced in January 2011 and ended in April, 2012. Of the 4075 questionnaires (10% of the awardees population), only 2253 were duly completed and returned. The dearth of information on awardees contact information made the data collection an uphill task. As beneficiaries had to first be traced to their schools which in some cases they have left more than a decade ago. The difficulty in creating awareness for interview necessitated the use of social media – tweeter, facebook and third party interview.

Our findings show the programme has had significant benefits on the awardees, communities and participatory schools. In a single school in Delta State, an highly elated and proud principal easily named four (4) awardees as follows:

- Mr. Emudiaga Ohloerhi – Banker
- Mr. Ighedi Andrew - Aeronautic Engr. (USA)
- Mr. Ebelle Richard - Civil Servant (Abuja)
- Mr. Ibrshademor Stephen - Naval Officer

as former students & awardees who are doing well today as a result of the scholarship. About 70% of the respondents believe that there is a connection between the scholarship and where they are today in the society.

Despite the long list of benefits which awardees, schools & communities claimed to have had as a result of the scholarship, the trio – awardees, schools & communities were quickly to recount different levels of challenges/difficulties they faced in the administration of the award programme. These difficulties, seems to have been compounded by absence of post award follow –up by SPDC. These challenges if not looked into could take the shine off the success of the entire programme.

Awardees, schools, and communities are unanimous in their demand for an increase in the amount being given as scholarship. 70% of the respondents responded having to collect additional financial support from other sources while on SPDC scholarship. This is because the amount was not sufficient to meet basic school needs including paying for fees.

The study concludes with a catalogue of suggestions from awardees, schools and communities on how to improve the SPDC Scholarship programme.

2. INTRODUCTION

SPDC as part of its corporate responsibility and community development commenced a scholarship programme dating back to 1990 to indigene students from oil producing states in the Niger Delta. The awardees cut across Niger Delta States of Edo, Delta, Rivers, Abia, Imo, Bayelsa and Akwa Ibom State. As at 2010, a total of 40739 people have benefited from the programme. Table 1 shows the breakdown of historical scholarship population for East and West region.

Table 1 POPULATION OF SCHOLARSHIP BENEFICIARIES BY STATE

A. EAST

S/N	NAME OF STATE	NO OF BENEFICIARIES
1	Abia	1426
2	Akwa Ibom	466
3	Bayelsa	5818
4	Imo	1520
5	Rivers	16973
	Total	26203

B. WEST

S/N	NAME OF STATE	NO. OF BENEFICIARIES
1	Edo	685
2	Delta	13851
	Total	14,536
	Grand Total(East and West)	40739

Desirous of knowing the Impact the Programme has had on awardees, participating schools, communities; SPDC commissioned an Impact Study in November, 2011 to be undertaken by **OPTIMUM RESOURCES MANAGEMENT**- a multi disciplinary firm of management consultants, trainers and advisors.

In January, 2012, Optimum Resources Management commenced the data collection phase of the study after the completion of the Survey Instrument Development, Training of enumerators on data collection, community entry strategy and HSE. The overarching aim of the study is to proffer suggestions and recommendations for the improvement of the scholarship scheme

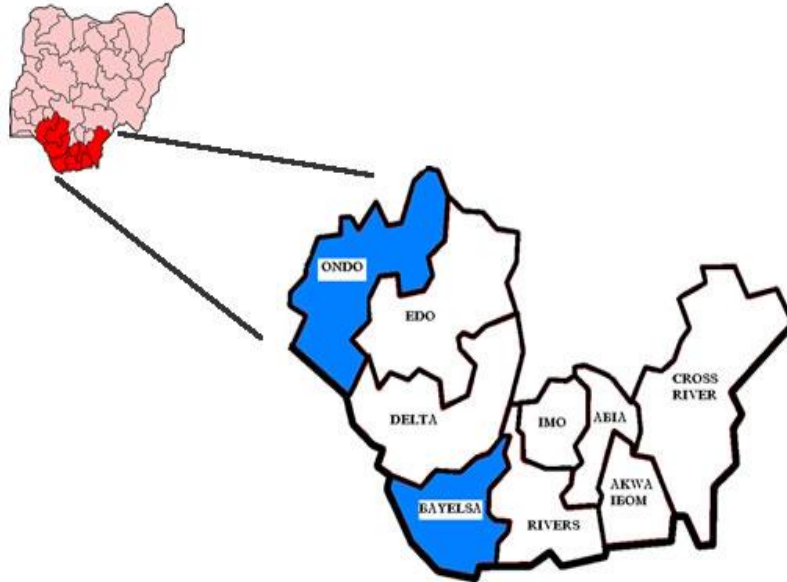


Figure. 1 Map of Niger Delta showing SPDC Scholarship benefiting States

3. OBJECTIVE OF THE STUDY

To ascertain the effect of the scholarship programme on the direct beneficiaries, benefiting communities, participating schools, and to outline Implementation challenges and measures to improve the scholarship scheme.

4 STUDY METHODOLOGY

To achieve the objective of the Impact assessment, a variety of research methods were deployed as follows.

1 Sampling /Sample size

A total of 40,739 have benefited from the programme in the last two (2) decades (1991-2010). Given limited resources and time this entire population could not be surveyed. Therefore, 10% of the sample population was randomly selected across the participating states using the randomized table. This gave a sample size of 4074.

To ensure a representative number of beneficiaries who have graduated and those currently in school are included in the sample size. A second level sampling was done for beneficiaries from 1991- 2005 and beneficiaries from 2006-2010. This resulted in a purposive sample size of 70% from the graduated beneficiaries and 30% from beneficiaries who are still likely to be in school. Table 2 shows the Sample frame for the Scholarship impact study.

Table 2 SAMPLE FRAME SCHORLARSHIP PROGRAM EAST & WEST REGION

STATE	SAMPLE POPULATION	10% OF SAMPLE POPULATION	SAMPLE FROM 1995-2005	10% OF SAMPLE FROM 1995-2005	10% SAMPLE FROM 2006-2010
EDO	685	69	455	46	23
DELTA	13851	1385	9416	942	443
TOTAL	14536	1454 (10%)	9871	988 (70%)	466 (30%)

STATE	SAMPLE POPULATION	10% OF SAMPLE POPULATION	SAMPLE FROM 1991-2005	10% OF SAMPLE FROM 1991-2005	10% SAMPLE FROM 2006-2010
ABIA	1426	143	977	98	45
AKWA IBOM	466	47	339	34	13
BAYELSA	5818	582	3886	388	194
IMO	1520	152	1089	109	43
RIVERS	16973	1697	12136	1214	483
TOTAL	26203	2620 (10%)	18427	1843 (70%)	778 (30%)

2 SURVEY METHOD

A combination of survey methods were used to elicit information from the different category of respondents. This included questionnaire administration/ interviews, Focused group discussion, electronic correspondence (e-mails), and use of social media in tracking beneficiaries who may have graduated long ago from school.

A structured questionnaire was designed and shared with SPDC for inputs and criticism. The structured questionnaire was the main data collection instrument, supported with semi-intensive interview guides for Focused group discussion. The designed instrument was pre-tested for two (2) weeks to ensure validity and reliability of instrument. The outcome was used to reframe questions in the final survey instrument.

Pre-data collection training was organized for enumerators during which the following topics were covered.

- I. Essentials of scholarship programme
- II. Expected effects of scholarship on students, communities & schools
- III. Questionnaire administration & interview techniques
- IV. Organizing focused group discussion
- V. Community/school entry strategy
- VI. H.S.E
- VII. Field Reporting /Communication
- VIII. Review of questionnaires, role play & practical discussion

The enumerators were formed into teams per state, each state team led by a Team leader.

The master scholarship list did not include any forwarding address / residences of benefiting students.

The database contained just the name of the student and name of the secondary school of the awardees. To ensure that field opportunities were maximized, the following steps were adopted:

- a. Trace beneficiary schools
- b. Inquiry about the student

- c. If a current student, locate & interview
- d. If graduated, check student record for any location address
- e. Interview Principal or representative on Impact of scholarship on school
- f. Proceed to locate the former student in town or community
- g. At community, interview community Head on scholarship impact
- h. Interview former student if located
- i. If not located, try the use of social media – face book, tweeter etc
- j. If found, send an email attaching questionnaire and follow-up

3 Data Collection Schedule

Due to the great difficulty envisaged in locating past /graduated awardees of upward 10, 15, years ago, enumerators were realistically expected to complete 5 questionnaires a day. It was on this basis that the above Data Collection Schedule was designed. Table 3 shows the data collection schedule for the study

Table 3 Data Collection Schedule.

S/N	STATE	AWARDEES POPULATION	SAMPLE SIZE (10%)	DATA COLLECTION DURATION @5/DAY	ESTIMATED END DATE
1	EDO	685	69	14	JAN. 24
2	DELTA	13,851	1,385	277	31-Mar
3	ABIA	1,426	143	29	FEB. 11
4	AKWA IBOM	466	47	10	21-Jan
5	BAYELSA	5,818	582	117	17-Mar
6	IMO	1,520	152	31	FEB. 13
7	RIVERS	16,973	1,697	340	24-Mar
8		Total	4075		



Data Collation/Analysis



AWARDEE INTERVIEW SESSION



INTERVIEW SESSION (Principal)

5. DATA COLLECTION CONSTRAINTS

1. DIFFICULTY IN LOCATING BENEFICIARIES

Almost all enumerators reported the difficulties of locating beneficiaries, some of whom have graduated from their schools more than 15 years ago. And given the many changes that have occurred during this period, some schools are unable to trace the permanent addresses of such students. In many instances, it was discovered that the so called permanent address where just residential address from where beneficiaries have long relocated or even dead.

2. Non-cooperation from beneficiaries who have not received their awards for a while

There were beneficiaries who complained that they received award letters without getting the award money. They insisted their money be paid first as condition for participating in the interview

3. Some schools complained of late notice to administer questionnaire.

Some schools refused to fill and participate because according to them they should have been given long notice period and time to complete questionnaire

4. Non – challant attitudes from respondents and community members

A lot of non-challant attitude amongst awardees and community members was observed.

This is particularly in the area of submitting pictures for the tracer component of the study. Many who participated in the interview session refused to part with pictures.

5. HIGH TRANSPORTATION COST

This is not unconnected with the fuel subsidy issue and attendant scarcity of petrol across the Nation during the data collection stage. In a particular instance, an Enumerator reported spending more than N5, 000 to trace one respondent who graduated more than 10 years ago. This was a major challenge in carry out the assessment.

6. DEMAND FOR LETTER FROM SPDC

Despite giving each Enumerator/ Team Leaders a “ To Whom It May Concern” for the exercise. We had numerous instances were awardees, community representatives and schools principals refused to participate in the impact study except a formal letter is sent to them by SPDC for the purpose.

7. DEMAND FOR GIFT AND REWARD

We also had numerous instances were awardees - respondents requested to be compensated as a condition for participating in the impact study.

8. OCCASSIONAL SUSPENSION OF FIELD WORK

As part of our HSE and field security strategy, we had to suspend work in high risk areas for some time, returning only when vulnerability are completely reduced as during the last election in Bayelsa State.

9. Language barrier from community heads was also experienced

In many benefiting communities, there was communication problem with community heads on the benefit of scholarship to the community. Those who can interpret demanded for monetary compensation

10. Relocation of schools posed difficulty in tracing some beneficiaries.

Some schools had been relocated from initial location. This posed problem of location

6 DATA ANALYSIS

1. RESPONDENTS RESPONSE RATE

A total of 55% response rate was achieved. This is not unconnected with the difficulty of tracing awardees based only on school attended. Table 4 shows the breakdown of the response rate.

Table 4 Respondents Response Rate

S/N	STATES	SAMPLE SIZE	RETURNED QUESTIONNAIRES	RESPONSE RATE%
WEST				
1	EDO	69	42	61
2	DELTA	1385	612	44
EAST				
1	RIVERS	1697	912	54
2	BAYELSA	582	416	71
3	AKWA IBOM	47	38	81
4	ABIA	143	107	75
5	IMO	152	126	83

2 DATA ANALYSIS

The returned questionnaires and responses to interview guide and focused group discussions were first collated into the 3 categories- Awardees responses, Community responses and School responses. The data were then analysed using simple descriptive statistics of frequency and tabulation.

FINDINGS

1. Analysis and Outcome from Awardees Responses
2. Analysis and Outcome from Community Responses
3. Analysis and Outcome from Participating Schools Responses

7.1 ANALYSIS OF AWARDEES RESPONSES TO SCHOLARSHIP IMPACT STUDY

Available records shows that a total of forty thousand and seventy five (40,750) people have benefitted from SPDC Scholarship programme since inception. 10% (representing 4075) of this total population of the beneficiaries was taken as the sample population for the study. To this end a total of 4075 questionnaires were distributed during the survey out of which only 2253 representing 55% was completed and returned.

The awardees fall into two categories: those currently in school and those who have passed out for upward of 15 years ago. While it was very easy to trace and interview awardees who are currently in school, it was an uphill task tracing past students given the dearth of available information on location address and other contact details. Various approaches were adopted in contacting the past student awardees. This included the use of third party interviewer, sending questionnaires through e-mail, use of social media like tweeter, face book, etc.

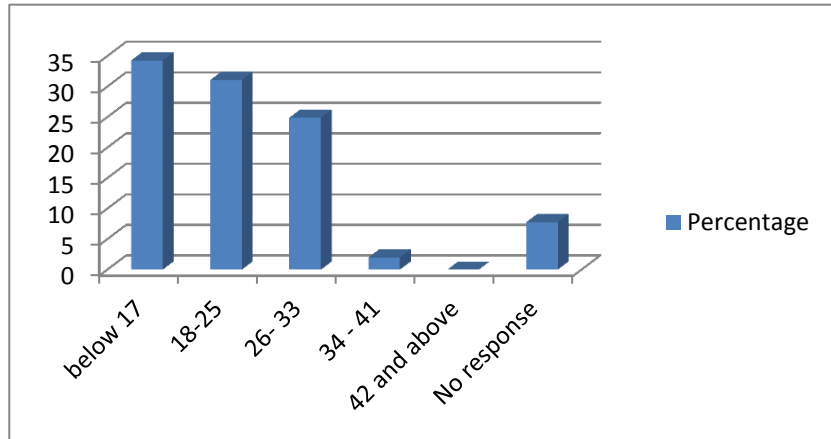
7.1.1 GENERAL CHARACTERISTICS OF AWARDEES

A. Age of Respondents

A significant majority of the respondents were within 10-25 years which account for 65% of the respondent. 26% of the respondents fall within the age bracket of 26-41. This is expected given that the scholarship programme has been on since 1991 about 21 years ago.

This shows that beneficiaries are either still within school age, secondary and tertiary or in their early/mid career life cycle. Figure 2 shows the age bracket of the respondents

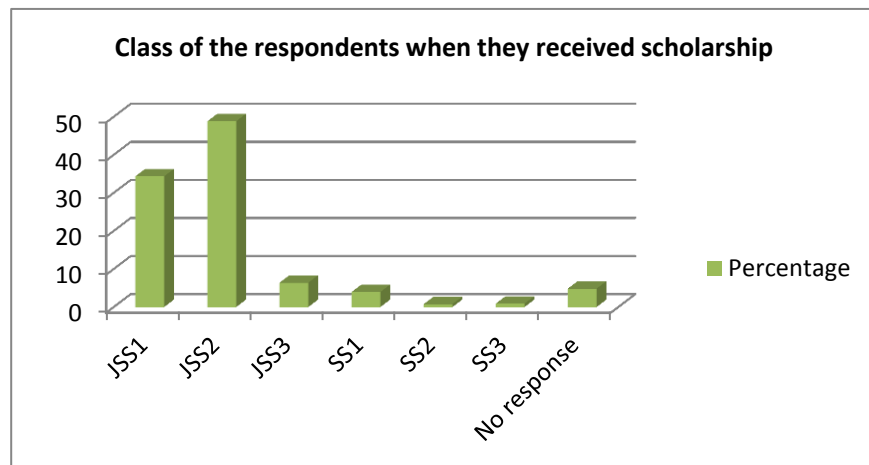
Figure 2 Age bracket of the respondent.



B. Class of Respondents When Award Was Received

Most of the respondents reported receiving the scholarship at JSS 2 (48%) and JSS 1 (34%) only about 12% reported receiving the award between JSS 3 to SS 3. Figure 3 shows the distribution of awardees according to when they received the scholarship award.

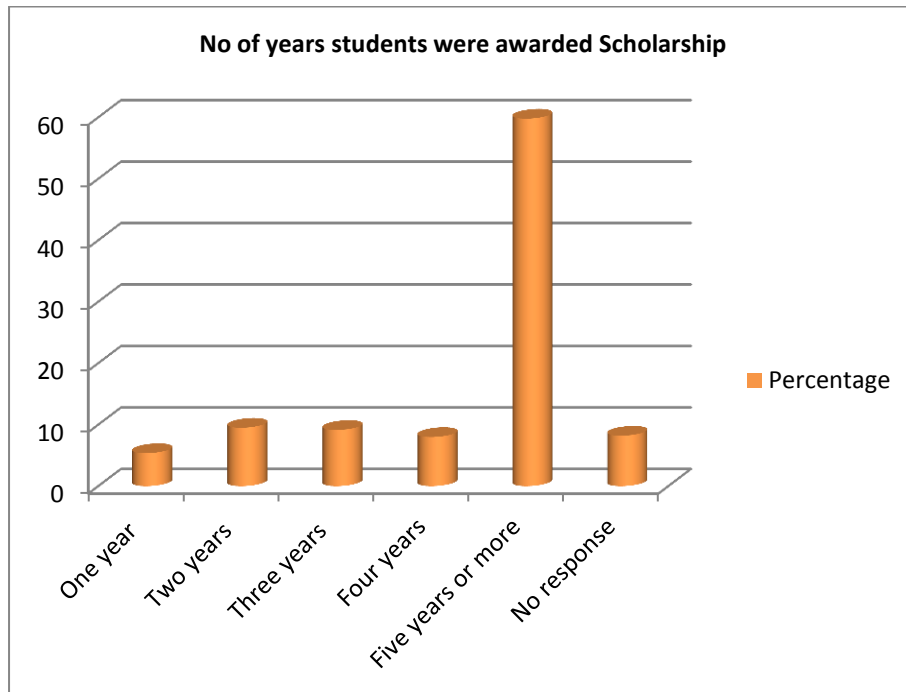
Figure 3 Distribution of Awardees according to class of receiving Award



C. Number of years Award was received

Respondents gave varying answers when asked how many academic years they received the scholarship award. Figure 4 shows the distribution of respondents according to the number of years award was received from SPDC.

Figure 4 Number of Years Student were Awarded Scholarship



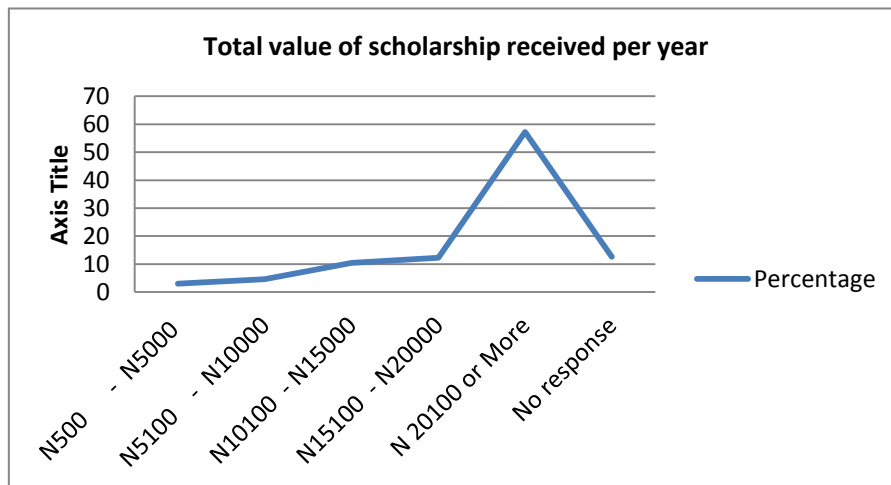
D. Total Value of scholarship received per year

Table 5 gives the different values which respondents said they received yearly. 57% of respondents claim they received N20,000 and above yearly as against about 7% who reported receiving as low as N500 – N10,000. Consultants could not verify this claims as SPDC records of disbursement will be required to triangulate these claims.

Table 5 Total Value of Scholarship Received per year by Awardees

Option	No. of Respondents	Percentage
₦500 - ₦5000	66	2.93
₦5100 - ₦10000	104	4.62
₦10100 - ₦15000	235	10.43
₦15100 - ₦20000	277	12.29
₦ 20100 or More	1288	57.17
No response	283	12.56
Total	2253	100

Figure 5 Total Value of Scholarship Received per year by Awardees



7.1.2 FINANCIAL SITUATION OF AWARDEES BEFORE SCHOLARSHIP

As a baseline to establishing the impact of the scholarship programme or lack of it on the awardees, the respondents were asked to state their financial situation before receiving the scholarship awards. Below is a summary of their responses.

- + My family is large and poor. There was no assurance I will finish school
- + I sold and hawked to generate income to support parents and my education
- + Life was difficult
- + Parents could not sponsor all of us (8) to school
- + My sister stopped school at JSS 3 due to financial difficulty
- + My uncle was sponsoring me and my 2 siblings because my parents are poor
- + My financial situation was bad and poor
- + Sent home regularly because of lack of school fees
- + Borrowed other students' text books to read
- + Attendance at school irregular - working to get money to pay school fees and buy materials.
- + Parents borrowed to send us to school
- + There was so much tension whenever school resumes at home because of school fees
- + I studied with a lot of distractions and concern about meeting basic school needs
- + My mother labored so much to ensure we all went to school
- + My friends who could not go to school asked to join them in their trades

7.1.3 BENEFITS OF SCHOLARSHIP TO AWARDEES

Respondents listed various ways in which the scholarship has been of benefit to them as individuals, their parents, schools and community. Five most outstanding benefits based on frequency of mentioning include:

- ✚ Helped to finish and further my education
- ✚ Was able to pay my school fees
- ✚ Helped me complete my secondary education without problem
- ✚ My parents were able to send my siblings to school
- ✚ My community was happy

Other benefits listed by respondents are as presented in table 9.2

Table 6 Benefits of Scholarship to Awardees

S/N	RESPONSES from Awardees
1	Helped me to further my education
2	I was able to pay my school fees
3	Helped me to successfully complete my secondary education without problem
4	It was a minus from my parents salary...the scholarship played a vital role
5	No connection
6	To buy School books / uniform
7	My community was happy because it uplifted the downtrodden in the community
8	It helped in paying for my extra lessons
9	Transportation to school
10	My school was proud of me
11	My parents were able to send my siblings to school

12	It brought light to my community in terms of education...brought challenge among students in my community
13	It gave me rest of mind and enabled me focus on my education better.
14	People in the community realized the importance of education
15	It helped my family finances generally
16	Helped me to plan ahead for the next academic session
17	My parents used part of the money to send my siblings to school
18	Helped me with Feeding and Accommodation

A. Things That Would Have Been Difficult to Do Without the Scholarship

In the same vein, respondents were asked to list things that would have been difficult to do or achieved without the scholarship award.

Some of the responses with the highest frequency include:

- + Illiteracy in my community would have been high
- + Would have lost the interest and motivation to continue my academics
- + My younger ones will not have money for their school fees
- + Would not concentrate on my studies
- + Won't be able to pay school fees and buy textbooks and uniforms.

Other things listed that would have been difficult to do are as in table 7 below.

Table 7 Things That Would Have been Difficult to Do Without the Scholarship

S/N	Response from Awardees
1	I won't have been able to buy school fees, textbooks, uniform
2	Paying for lessons would have been difficult
3	I won't have been able to concentrate on my studies...it made my study easier
4	Difficulties for my parent to train me in school
5	My younger ones will not have money for their school fees
6	Difficulties to finish my secondary school education
7	Transportation and order personal needs such as feeding and clothing would have been difficult
8	I would have lost interest and the motivation to continue my academics
9	It wouldn't have been easy for my parents financially
10	Health Care would have been an issue for us in my family.
11	Difficulty in having good academic performance
12	Accommodation difficulty
13	Illiteracy in my community would have been high

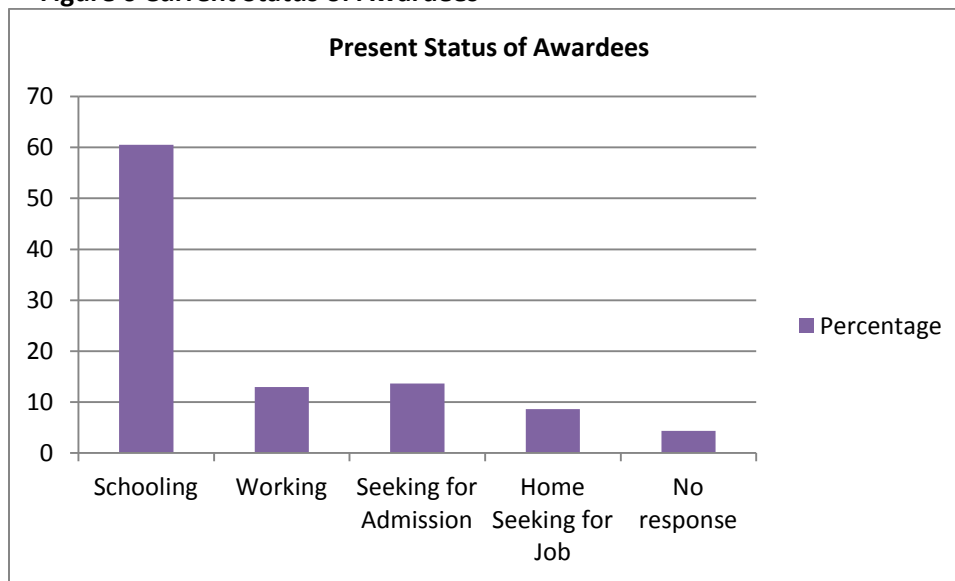
7.1.4 CURRENT STATUS OF AWARDEES

Figure 6 shows the distribution of the awardees according to what they do. More than 60% are still involved in one level of education or the other. Only 13% reported working full time. About the same percent of those working are seeking for admission into tertiary institutions.

A similar question on “current status of awardees” to participating schools showed that numerous past students who benefited from the award are doing well in their chosen fields in and outside Nigeria. The principal of Ogagaoghene Secondary School in Ughelli North, in Delta State was proud to name ex-students (scholarship awardees) who are doing well today. They include:

- Emudiaga Ohwerhi – Banker
- Ighed O. Andrew – Aeronautic Engr. (USA)
- Ebelle Richard – Civil Servant (Abuja)
- Ibrghademor Stephen – Naval Officer

Figure 6 Current Status of Awardees



A. An Outline of AWARDEES Career path

The respondents were asked to outline what their career path has been like in the last 5- 10 years. A summary of their responses is shown in Table 8

Table 8 An Outline of Awardees Career Path

S/N	RESPONSES from Awardees
1.	I have been working hard towards achieving my career. I am still in school
2	I have been in school...still a student
3	It has not been easy at all. At a particular time, I ran an academic programme for three years and stopped because I had no money then I had to start all over again
4	I have concluded my secondary school education, gone through the university where I studied accountancy. I have also concluded my NYSC and I am now working in a consulting firm.
5	With the help of SPDC scholarship, my career path became a bit easy. I am still in school and I am now able to pay my school fees early. My studies have been easy going too.
6	I just recently concluded my HND programme in soft ware engineering with NIIT and I intent to further my education. I will enroll for B.Sc in September. I appreciate SPDC scholarship and I am expecting another award to enable me go to U.K of Ghana to study
7	I finished my SSCE 2004, worked for a year before gaining admission into higher institution (Uniport) to study Miscommunication. I graduated 2008 and I now into business
8	University of Uyo, Akwa Ibom State, studying Agric Science, I will graduate this year September, 2012
9	I studied Education in Uniport between 2002- 2007, went for NYSC between 2008 – 2009. Now I am working
10	My career path has been wonderful though I am still searching for a good job. Iam working with ministry of education but on a contract basis. I have concluded my B.Sc
11	For now, I am doing nothing.
12	Nothing yet, still in secondary school
13	Career has been so tight for me. After I finished secondary school and the scholarship ended, my parents did not have any money to send me to school again. So I couldn't continue my education to the university. Iam still searching for money to further my studies.

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14	My career path has been good because the scholarship made me not to worry about money. I have gone to University and aim now a graduate of Economics
15	I am schooling in Niger Delta University now.
16	Still searching for admission
17	I am working now as a Library Assistant in the state library in Benin city. I concluded my BSC in 2007.
18	I completed my B.Ed in 2005 and I am now working as a teacher. My career path hasn't
19	I am working as a science laboratory assistant in a hospital now. I studied Science lab tech.
20	I took a career in Fine Art & applied Art. I finished my ssce in 2005, proceeded to school of vocational education in Warri for my NCE and graduated 2008 /2009 session but still interested in going for my B.SC
21	It was not easy at all. I had to start doing menial jobs just to raise money after the award ended in the secondary school so that I could further to university level. Now I am a student of Uniben studying Engineering
22	After secondary school, I went for a computer training in Kenset Computer School and then gained admission to Delta State University as a Geologist.
23	After secondary school and after SPDC scholarship ended, life and furthering my education became difficult since there was no one to help me financially. So I had to join my aunty in Uyo in her hair –dressing business
24	I am in the school of Health Technology, Aba and I am yet to complete my education

B The Connection between Scholarship and Current Status

When the respondents were asked the connection between scholarship award and where they are in the society today and their future plans, they responded as follows:

Table9 Connection between scholarship and current status and future plans

S/N	Response	Frequency	Percentage (%)
1	Strong Connection	995	44.16
2	Weak Connection	560	24.86
3	No connection	331	14.69
4	No response	367	16.29

The table shows that almost half of the respondent feels there is a strong connection between the award received in the past and their present status/future plan. 25% responded there is a somewhat connection but not that strong while 15% do not think there is any link between what they are today and their future and the award they received in the past.

7.1.5 CHALLENGES ENCOUNTERED BY AWARENESS IN THE ADMINISTRATION OF AWARDS

In order to improve the general administration /implementation of the scholarship programme across the states, respondents were asked to recount difficulties /challenges they faced as awardees. Five frequently mentioned challenges include:

- No follow – up from SPDC and no channel to air our grievances
- When disbursement became irregular and incomplete, we had no one to speak with
- Delay in payment
- Difficulty in raising initial money to pay our certificate of state of origin & identification
- Accessibility to application was stressful

Excerpts of the listed challenges by awardees are in listed table 10

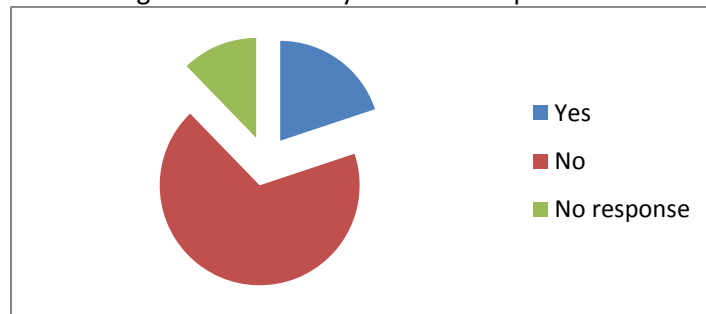
Table 10 Challenges Encountered by Awardees in the Administration of the Scholarship Scheme

S/N	Responses from awardees
1	No challenge
2	The process was stressful...proximity to the bank, exam & screening centers
3	Delay in payment
4	Accessibility to application forms was stressful
5	Receiving the money was very difficult for me. I was paid through my Uncle's account and he did not give me the last payment which I was supposed to use for my SCCE and NECO
6	Qualifying exam was too competitive and tough
7	Due process not followed in disbursing the money
8	No follow – up from SPDC and no channel to air our grievances
9	Irregularities in disbursement ... Incomplete payment
10	Difficulty in banking system... the bank was far from my house & school
11	No single payment throughout the period of the scholarship
12	Mismanagement by relatives through which the money was paid...cash should be paid directly to me
13	The money was not sufficient
14	Difficulty in raising the initial cash to pay for identification certificate / state of origin certificate

A. Scholarship Amount

To probe further into the difficulties faced by awardees despite being on scholarship, the respondents were asked if the amount received was sufficient to meet their basic schooling needs as at the time. 67% of the respondent said “NO”. 20% thought the amount was okay. Figure 7 shows awardees responses.

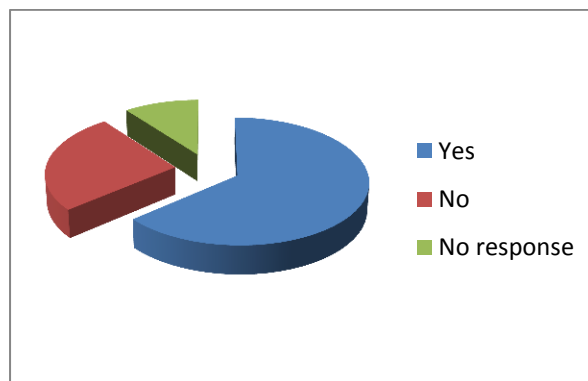
Figure 7 Sufficiency of Scholarship Award



B. Additional Financial Support

Following the declaration by a large percentage (67%) of the awardees that the amount received was insufficient to meet their basic needs at the time as students, the respondents were asked if they received any additional support from any other sources while on the SPDC scholarship. Their responses correspond largely to the earlier question of “if the amount was sufficient”. 64% of the respondents said “yes”; 26% said “No”. The responses from the two exercises are clear indication that the amount received may not have been enough notwithstanding the benefits brought about by the scholarship.

Figure 8 Percentage of Awardees who received additional financial support while on SPDC Scholarship

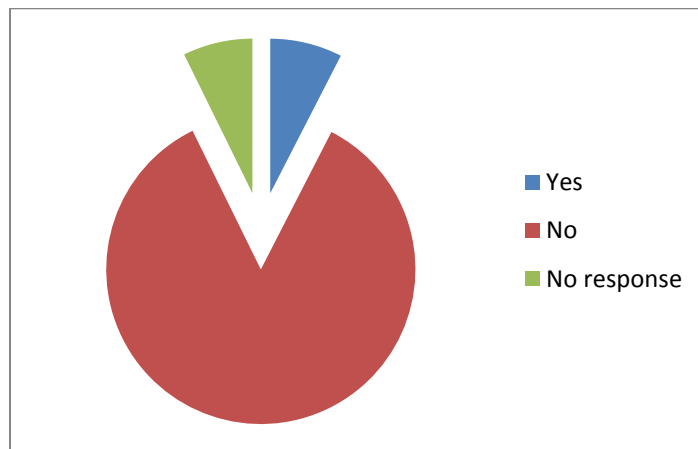


C. Post Disbursement Follow- up

A major issue that appears to have compounded the challenges faced by awardees was the absence of SPDC in the form of follow –up. Respondents give tales of how the amount was either halved or drastically reduced suddenly. Many recount how they could not pay for their SSCE & NECO Examinations because the last installments were not received.

These problems became recurrent because according to 85% of the respondents, they did not receive any follow-up during and after the expiration of the scholarship award. 7%, however thought they got some sort of follow-up. Figure 9.8 shows the distribution of respondent according to post scheme follow up they received from SPDC.

Figure 9 Awardees who received Post Award Follow –up from SPDC



7.1.6 SUGGESTIONS FOR IMPROVEMENT

The suggestions for improvement are divided into two:-

- a.) General suggestions from awardees for programme improvement and
- b.) Suggestions for improving specific scholarship scheme areas

A. General Suggestions for Improvement

Numerous suggestions were given by respondents on how the SPDC scholarship which no doubt has impacted the lives of the awardees, schools & communities positively can be improved. The first ten (10) of the long list of suggestions based on the frequency of appearance include:

- ✚ Increase the scholarship amount
- ✚ Extend scholarship to higher institution
- ✚ Maintain high selection standard – on merit
- ✚ Preference should be given to the children of the poor , rather than children of contractors /relatives of SHELL workers
- ✚ Have specific time for payment
- ✚ Create awareness about the programme in schools & communities
- ✚ Give more award to more students
- ✚ Give application forms on time & give enough time for submission
- ✚ Post scheme issues of follow –up be improved by approving CLO/REP
- ✚ Organise periodic workshop & seminar for beneficiaries

Table 11 Lists the general suggestions for scholarship programme improvement by awardees

OPTIMUM RESOURCES MANAGEMENT

Table 11 General Suggestion for Scholarship Programme Improvement

S/N	Responses from Awardees
1	Give scholarship award more to the disable
2	Increase the Scholarship Amount
3	Continue the award but keep to the promise and pay full amount
4	Conduct free and fair exams
5	There should not be exams....only interviews
6	Extend scholarship to Higher Institution
7	Maintain high standard...selection should be by merit
8	Set up collection points in the community for disbursement...not through banks
9	Establish a body to inspect scheme and for easy disbursement to avoid late payments
10	Give award to people whose parents cannot train them or send them to school
11	There should be a specific time for payment...payment should be made at the beginning of the term
12	SPDC should visit the schools where the beneficiaries are and also help the school in other areas...like the library and tables and chairs...
13	Create awareness in the schools and communities before giving the award
14	The award should be given to students in public schools
15	They should make the scholarship visible and not partial
16	The award should be given to more students
17	The payment should be prompt
18	Make the award automatic...no exams...no interviews...
19	Equal opportunities should be given to all communities
20	Application forms should be given out on time and enough time given for the submission
21	Post scheme Issues should be improved and issues handled promptly...CLOs /Reps should be appointed for each location for this purpose
22	Involve International scholarships in your programme
23	Organize workshops/seminars for the successful candidates within the area to improve their standard of living
24	Make payments directly to the candidates
25	Award should cover all aspect of students' needs such as school books, school uniforms, school fees, feeding, transport fare etc.
26	Provide jobs / employment opportunities to beneficiaries

B. Suggestions for Scholarship Areas – Specific Improvements

In this session, respondents were asked to indicate improvements they would like to see in the following specific areas of scholarship programme implementation

These specific areas include

- Scholarship Amount
- Selection Process
- Selection Criteria
- Method of disbursement
- Follow –up from SPDC
- Post Scheme Issues

Table12 Shows specific areas of improvement noted by the awardees

Table 12 Specific Areas of Improvement Indicated by Awardees

S/n	Scholarship Scheme Areas	Suggestions / Recommendations
1	Scholarship amount	<ul style="list-style-type: none"> • Increase amount to ₦50,000 • Increase amount to ₦60,000 • Increase amount to ₦75,000 • Increase amount to ₦800,000 • Increase the amount to ₦100,000 • Increase amount to ₦200,000 • Increase the amount to ₦500,000
2	Selection Process	<ul style="list-style-type: none"> • Aptitude Test / Examination Should be conducted • Should be carried out by SPDC • Through result presentation • Improve the awareness of the scholarship programme • Consider more less privileged students • Award scholarship to more students • Should be done through communities • It should be automatic • Should be by merit • Should be improved • There Should be no discrimination • Adopt the best way possible
3	Method of	<ul style="list-style-type: none"> • Awardees' Personal Account should be used

OPTIMUM RESOURCES MANAGEMENT

	Disbursement	<ul style="list-style-type: none"> • It should be done directly through the school • It should be paid directly to parents' account • Payment should be made promptly • Payment should be made at the beginning of the term • Award should cover all aspects of school needs • Best method should be adopted • Make it as early as possible • Should be hastened
4	Selection Criteria	<ul style="list-style-type: none"> • Should be by merit • No examination should be conducted • Selection should be <i>'free and fair'</i> • Should be automatic • School results • It should be for those with financial difficulties • Proper screening should be done
5	Follow –up from SPDC	<ul style="list-style-type: none"> • Should be done regularly • Meet with the beneficiaries at least three times a year • Email or SMS should be adopted to follow up beneficiaries • There should be an open channel of relationship between the beneficiary and SPDC to enable them know the exact impact of the scholarship on beneficiaries and their present level in life • Should be properly coordinated • Very necessary • Should continue to higher levels • Use teachers who care to follow – up on beneficiaries • Give additional scholarship • Termly disbursement
6	Post Scheme Issues	<ul style="list-style-type: none"> • Extend Scholarship to tertiary Institution • Bank issues • Provide job / employment opportunities for beneficiaries • Provide oversea scholarships too • Further training should be provided to beneficiaries • Award scholarships only to those who are eager to study • Progress report of awardees should be assessed regularly • Give a prominent amount for payoff • Issues to be revamped always • Automatic to higher institutions • Very Important • Should be encouraged • Support Us after school

7.2.0 ANALYSIS OF COMMUNITY RESPONSES

In order to outline the benefits of the SPDC scholarship programme on communities, selected community representatives were interviewed. These were mostly community leaders, opinion leaders, youth leaders, etc as the case may be. In some cases, the guide questions were used in facilitating a small FGD in the community. Below are the summaries of findings.

7.2.1 AWARENESS OF SPDC SCHOLARSHIP PROGRAMME BY COMMUNITY MEMBERS

A total of 87% of respondents representing 54 communities reported that they are aware of the programme; whereas 13% of the respondents which represent about 10 communities reported they are not aware of the programme or have not heard of it in the last 5-10 years.

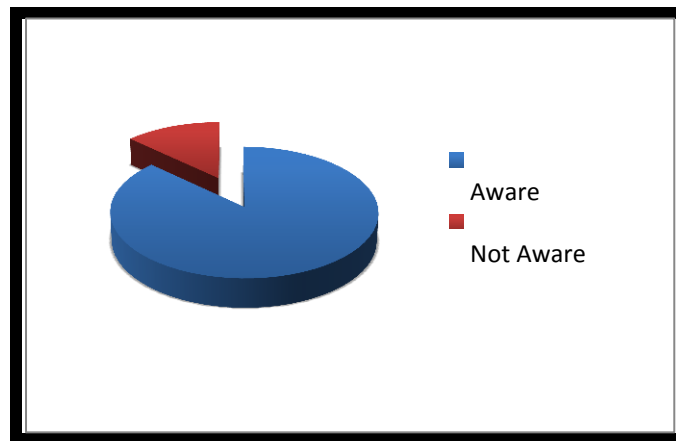











Figure 10 Level of Community Awareness of scholarship programme

7.2.2 BENEFITS OF SPDC SCHOLARSHIP TO PARTICIPATING COMMUNITIES

-  Encourage mass Educational pursuit and development
-  Increase literacy among community population
-  Results in Human Resources Development
-  Promote Community Development and Empowerment
-  Some former Awardees now staff of Oil & Gas companies and our Multinationals
-  Serves as encouragement for youths to go to school
-  A sense of fulfillment to community
-  A motivation to community activists to continue the fight and struggle for community development
-  Community is proud and have hope for the future generation

Although, will not give details for cultural reasons, most communities have members who are doing very well in the society today as a result of enjoying the SPDC Scholarship programme early in their educational career.

7.2.3 COMMUNITY COMPLAINTS ABOUT THE PROGRAMME

Notwithstanding the long list of benefits which communities have received as a result of the SPDC Scholarship programme, community representatives were quick to point out areas of displeasure in the programme implementation. These include:

- The amount awarded is not enough to fund school fees and other expenses
- SPDC does not communicate with the communities in the scholarship programme
- In my community in Rumukrushu, students just hear they have been awarded scholarship but don't see the money
- Failure of parents to understand criteria for selection within same community has given room for conflicts, rumors, envy, and bad blood
- Despite the news of award of scholarship, many parents wonder why they still have to pay school dues, material and contribute money for science laboratory, etc.
- Students and parents sometimes don't know how long the scholarship will last. While some enjoy it for a couple of years, others had it just for a year
- More than 90% of the respondents are not satisfied with the criteria for the selection of the awardees
- 96% of the respondents feel the amount is too small and not attuned to socio-economic realities
- Information about the programme is often not within the reach of ordinary community members thus fueling rumors that community contractors have hijacked scholarship just like any other goodies from SPDC.

7.2.4 COMMUNITY SUGGESTIONS FOR SCHOLARSHIP PROGRAMME IMPROVEMENT

Various communities gave suggestions on how best in their own opinion the SPDC scholarship Programme can be improved. A summary of these suggestions are captured in Table 9.9

Table 13 Community Suggestions on how to improve the programme

S/N	Suggestions
1.	Extend programme to university level
2.	Increase the amount awarded -3
3.	Increase the number of awardees -2
4.	Involve community rulers in selection process
5.	Punctual payment to awardees
6.	Direct scholarship to rural areas to benefit grassroots
7.	Scheme be tied to Intelligence quotient of students
8.	Award scholarship yearly
9.	Evenly distribute forms not to fall in the hands of the cabals
10	Community should be aware of the process leading to selection of awardees
11	Oil producing communities should be given a quota in selection scheme
12	Increased awareness
13	Extend beyond secondary school level

7.3 ANALYSIS OF PARTICIPATING SCHOOL RESPONSES TO THE SCHOLARSHIP PROGRAMME

7.3.1 Background

Hundreds of schools were visited across the states during the data gathering stage. The schools were the first port of call in the bid to trace the awardees given, the almost non-existent database on awardees details- especially contact and location address.

The visit to the school was for two (2) primary purposes:

- a. To gather enough information about current and past awardees selected from the school so as to trace and interview them
- b. To interview the school authority on the impact of the scholarship programme (if any)on the school.

To this end, various Principals, Vice Principals, Academic Directors, etc. were interviewed during the data gathering stage. As expected, a number of Principals claimed ignorance of the programme either because they have just recently resumed or because students from the school have not participated in the programme recently. In some schools the authority refused to participate insisting a letter from SPDC is required as a condition for interview. Below is a summary of the findings:

7.3.2 SCHOOLS AWARENESS OF SPDC SCHOLARSHIP PROGRAMME

79% which represent 205 respondents reported that they are aware of the SPDC scholarship programme. 16% reported they are not aware of the programme, while 5% refused to participate in the interview session. Figure 11 shows schools level of awareness of the scholarship programme

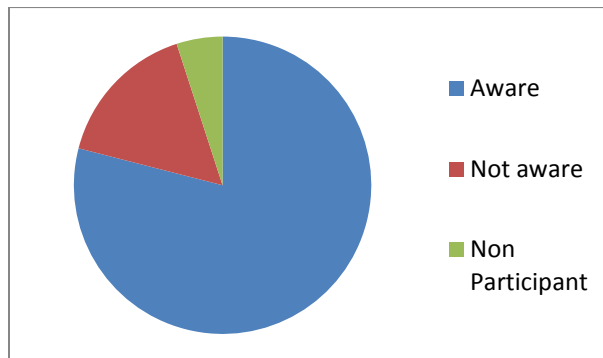


Figure 11: Schools level of awareness of the scholarship programme

7.3.3 BENEFITS OF THE SCHOLARSHIP PROGRAMME TO PARTICIPATING SCHOOLS

The schools visited reported varying number of students have benefited from the scholarship programme since 1991. While some reported as few as five (5), others reported as many as forty (40).

When asked if the programme has had any impact (or benefit) on the school apart from the direct beneficiary, 82% of the respondents said "YES", 13% responded "NO" while 5% gave no answer.

The respondents who opined that apart from the direct beneficiaries (the students) that the programme has also impacted the participating schools positively were then asked to list such benefits. The benefits are listed below in Table 14

Table14 : Benefits of SPDC Scholarship to schools

S/N	Benefits
1.	It elevated the name of the school and it helped parents pay the school fees
2.	It created awareness about the school's integrity
3.	The award helped to increase the population of the school as many indigenes were encouraged to remain in school
4.	It helped in prompt payment of their fees
5.	Many beneficiaries bought books, school uniforms etc for the school
6.	It enabled the beneficiaries to attain a high level of attendance while in school
7.	Exposed the students tremendously
8.	Improved the standard of living of the student
9.	It helped in upgrading the school
10.	Motivation for higher education
11.	Students are more committed to their studies and improved performance
12.	Prompt provision of basic school requirement by parents of awardees
13.	Provision of school materials

7.3.4 COMPLAINTS ABOUT THE PROGRAMME BY THE SCHOOLS

Notwithstanding the benefits/impacts of the scholarship programme on the participating schools, the school representatives complained about different aspects of the scholarship programme Implementation as listed in table 15

Notable among the complaints are:

- + The amount is too small
- + Scholarship payment is not regular and prompt
- + Scholarship is awarded to just a few
- + School is not involved in the selection process
- + Students are sometimes underpaid.

Table 15: Participating Schools Complaints About SPDC Scholarship Programme

S/N	Complaints
8	The Scholarship is not regular and prompt
9	The administration and documentation is faulty. SPDC should endeavor to put the school authority in the picture when or even before disbursing
10	Generally, school authority is not aware , hence issues are not readily sorted out via this programme
11	The amount is too small
12	They are sometimes underpaid
13	Not available to all and sundry

A. Rating of Award Amount

Given the frequency of the complaints about the scholarship amount being too small, the respondents were asked to rate the value of the award stating whether the amount is “adequate, inadequate, grossly inadequate or over sufficient. The outcome is as shown in Table 16 follows:

Table 16: Schools Rating of Scholarship Award amount

S/N	Rate	%
1	Grossly Inadequate	49.5
2	Inadequate	50
3	Adequate	0.5
4	Over sufficient	-

B Schools Proposed Range of Scholarship Amount

Probing further, the respondents were asked to propose a range of amount for the scholarship which is attuned to current socio-economic realities. The following range of amounts and frequencies were proposed.

Table 17: Schools Proposed Range of Realistic scholarship amount

Range of Amount (N000K)	50-100	100-150	150-200	Above 200	Total
Frequency	100	118	30	12	260
%	38.5	45.5	11.4	4.6	100

C ACADEMIC PERFORMANCE OF BENEFITING STUDENTS COMPARED WITH NON-PARTICIPATING STUDENTS

In a bid to ascertain the relationship between provision of scholarships and actual students performance, School authorities were asked if benefiting students are more outstanding in performance than non-benefiting students. 68% of the respondents reported that benefiting students are more outstanding as against 32% who said “NO”.

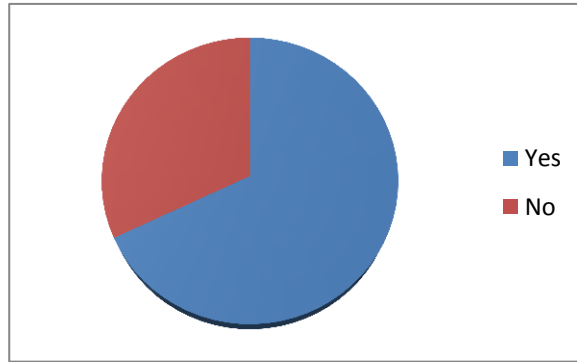


Figure 12: Comparing performance of benefiting and non benefiting students

7.3.5 AREAS OF IMPROVEMENT SUGGESTED BY SCHOOLS

1. Extension of scholarship to all students
2. No of beneficiaries should be increased
3. The scholarship form should be given directly to the schools
4. The real amount being paid to the students should be checked because most beneficiaries were not fully paid
5. The amount for the scholarship should be increased in line with the current economic situation
6. SPDC should in addition to the scholarship embark on infrastructural development (science lab, libraries), seats for teachers and students
7. More girls should be awarded the scholarship
8. Regular and speedy disbursement to students
9. Give more information about the scheme; create more awareness for the programme...many people are not aware
10. Follow- up visits to the beneficiaries to know how they are faring academically and otherwise
11. Teachers should be included in the scholarship scheme
12. Extend scholarship to tertiary level
13. SPDC should in addition to giving money provide academic items such as computers, books for students
14. Efforts should be made to provide job opportunities to the beneficiaries
15. There is a disconnect between awardees and the school. SPDC should link schools and awardees to the programme
16. Involve school principals in the selection process
17. Request regular performance update of beneficiaries from school till graduation
18. Furnish schools with records of awardees
19. Award should be based on academic excellence and merit
20. Organize orientation for parents on essence of educational scholarship
21. Extend gesture to neighboring communities

7.3.6 SELECTED LIST OF PAST STUDENTS DOING WELL TODAY AS A RESULT OF SCHOLARSHIP

OPTIMUM RESOURCES MANAGEMENT

To end the interview session with school Authorities, they were asked to list the names of former students who are doing well in the society as a result of the scholarship. A total of 75 students across the 7 states are listed below.

Table 18: SELECTED LIST OF PAST STUDENTS DOING WELL TODAY AS A RESULT OF SCHOLARSHIP

s/n	Name	Name of School	Position in Society
1	Mr Emudiaga Ohwerhi	Ogagaoghene Secondary School, Ughelli North, Delta State	A banker
2	Mr Ighed. O. Andrew	Ogagaoghene Secondary School, Ughelli North, Delta State	Aeronautics Engr. (USA)
3	Mr Ebelle Richard	Ogagaoghene Secondary School, Ughelli North, Delta State	Civil Servant (Abuja)
4	Mr Ibrighademor Stephen	Ogagaoghene Secondary School, Ughelli North, Delta State	Naval Officer
5	Captain Ogheneovo Obagwoloamre	Ogagaoghene Secondary School, Ughelli North, Delta State	Army Officer
3	Anucha Ngozi	Special School For Handicap, Creek Road, PHC, River State	Unical
4	Thompson Emmanuel	Special School For Handicap, Creek Road, PHC, River State	Unijos
5	Ekpobari Peter B.	Special School For Handicap, Creek Road, PHC, River State	Unijos
6	Jackson Ndifreke	Special School For Handicap, Creek Road, PHC, River State	Unijos
7	Beauty Heart	Chyric model sec. School, obelie, Ukwu West, Abia State	Abia State University
8	Okunjade Bankole	Essi College , Warri South, Delta State	SSS 3
9	Ibrighademor Elohor	Agbarha Technical High School, Agbarha – Otor, Ughelli North, Delta State	
10	Gbakehi Suoma	PHCN Staff Secondary School, Ekakpamre, Ughelli South LGA, Delta State	
11	Omittah Edith	PHCN Staff Secondary School, Ekakpamre, Ughelli South LGA, Delta State	
12	Igbedi Juliet	PHCN Staff Secondary School, Ekakpamre, Ughelli South LGA, Delta State	
13	Irorobeje Uvietobore	PHCN Staff Secondary School, Ekakpamre, Ughelli South LGA, Delta State	
14	Emotore Lovet	PHCN Staff Secondary School, Ekakpamre, Ughelli South LGA, Delta State	
15	Otue Tega	PHCN Staff Secondary School, Ekakpamre, Ughelli South LGA, Delta State	
16	Ogiso Emmanuel	Ekiugbo Grammar School, Ekuigbo- Ughelli, Delta State	

OPTIMUM RESOURCES MANAGEMENT

17	Ukeh Emmanuel	Ekiugbo Grammar School, Ekuigbo- Ughelli, Delta State	
18	Ekarume Ogaga	Ekiugbo Grammar School, Ekuigbo- Ughelli, Delta State	
19	Ibrighademor Oghenerukevwe	Ekiugbo Grammar School, Ekuigbo- Ughelli, Delta State	
20	Onokurhefe Elohor	Ekiugbo Grammar School, Ekuigbo- Ughelli, Delta State	
21	Otakeri Benjamin	Ekiugbo Grammar School, Ekuigbo- Ughelli, Delta State	
22	Owarieta Isreal	Ekiugbo Grammar School, Ekuigbo- Ughelli, Delta State	
223	Etaga Shedrack	Oghenede Comprehensive College, Ughelli South LGA, Delta State	
24	Oghenede Maria	Oghenede Comprehensive College, Ughelli South LGA, Delta State	
25	Keremre Deborah	Oghenede Comprehensive College, Ughelli South LGA, Delta State	
26	Dudu Mercy	Oghenede Comprehensive College, Ughelli South LGA, Delta State	
27	Joshua Nasela	Fed.Govt.Girls' College,Bayelsa State	
28	Nyakwo Bassey	Special Educational Centre, Uyo, Akwa Ibom State	
29	Akaninvene Ekong	Special Educational Centre, Uyo, Akwa Ibom State	
30	Rev Chieme	Bishop Crowther Memorial School, Obio-akpor, Rivers State	
31	Chimaobi	Bishop Crowther Memorial School, Obio-akpor, Rivers State	
32	Smiles Azunda	Bishop Crowther Memorial School, Obio-akpor, Rivers State	
33	John Samuel Ariolu	New Era Educational Institute, River State	
34	Isaac Ariolu	New Era Educational Institute, Oginigba, Obio-akpor, River State	
35	Amanda Micheal	New Era Educational Institute Oginigba, Obio-akpor, River State	
36	Kanu Amarachi	Lady Victoria Obima, Ukwa West, Abia State	
37	Ezeine Emmanuel	Iheorji Secondary School, Aba South, Abia State	
38	Uginuzor Augustina	Prize –mates model Academy, Aba South, Abia State	

OPTIMUM RESOURCES MANAGEMENT

39	Nkechi Okonkwo	St Joseph College, Aba, Abia State	
40	Tekena Direh	Tantua Int'l Group of schools, Elekahie, PHC, River State	
41	Nman Boms	Tantua Int'l Group of schools, Elekahie, PHC, River State	
42	Belena Fimibama	Tantua Int'l Group of schools, Elekahie, PHC, River State	
43	Chinda Ohioma	Tantua Int'l Group of schools, Elekahie, PHC, River State	
44	Didia Desire	Tantua Int'l Group of schools, Elekahie, PHC, River State	
45	Collins Alabosun	Tantua Int'l Group of schools, Elekahie, PHC, River State	
46	Akama Akunna	Brilliant Secondary School, Owaza /Oyingbo, Abia State	
47	Eberechi Chiamaka	Brilliant Secondary School, Owaza /Oyingbo, Abia State	
48	Ndukaku Nwaimo	Ozar Secondary School, Ukwa West, Abia State	
49	Blessing Nwagbara	Ozar Secondary School, Ukwa West, Abia State	
50	Nwagbara Nelson	Ozar Secondary School, Ukwa West, Abia State	
51	Ohama Ugochukwu	God Blessed Comprehensive, Ukwa West, Abia State	
52	Ezere Chukwuma	God Blessed Comprehensive, Ukwa West, Abia State	
53	Ajah Uchenna	Imo State Sec. school for the deaf	
54	Francis Ihenhye	Imo State Sec. school for the deaf	
55	Onyebuaku Francis	Imo State Sec. school for the deaf	
56	Nwosu Francis	Imo State Sec. school for the deaf	
57	Assa Dike	Imo State Sec. school for the deaf	
58	Lekweuwu Emeh	Imo State Sec. school for the deaf	
59	Buchi Nwanyawu	Imo State Sec. school for the deaf	
60	Nnebue Ferdinarnd	Imo State Sec. school for the deaf	
61	Kanu Udochukwu	Imo State Sec. school for the deaf	

OPTIMUM RESOURCES MANAGEMENT

62	Osakwe Chukwuemeka	Imo State Sec. school for the deaf	
63	Ifediba Aduba	Imo State Sec. school for the deaf	
64	Chidera Ngobiwu	Imo State Sec. school for the deaf	
65	Agogesi Matthew	Imo State Sec. school for the deaf	
66	Ukaralu Ohika	Imo State Sec. school for the deaf	
67	Lesi Eraba	Imo State Sec. school for the deaf	
68	Trust Onyefusaomu	Imo State Sec. school for the deaf	
69	Asonye Victor	Owaza Secondary School, Ukwa West, Abia State	
70	Asonye Kennetu	Owaza Secondary School, Ukwa West, Abia State	
71	Eleogu Nkemakotaru	Owaza Secondary School, Ukwa West, Abia State	
72	Ebere Esther	Owaza Secondary School, Ukwa West, Abia State	
73	Ogidi Finegirl	Owaza Secondary School, Ukwa West, Abia State	
74	Nwosu Nzeribeako	Owaza Secondary School, Ukwa West, Abia State	
75	Kingsley Amadi		

8. RECOMMENDATIONS AND CONCLUSION

The result of the study shows clearly that the SPDC scholarship scheme has had significant impact on the direct beneficiaries, the participating schools and communities. The 3 major stakeholders have listed the implementation challenges associated with the scheme and have made very copious suggestions on how they think the programme can be improved for wide impact and programme delivery.

We recommend that the relevant SPDC team in charge of this laudable programme reviews the enumerated constraints associated with the scheme and also the stakeholders' suggestions on way the programme can be improved.

The programme is contributing immensely to the human capital development of the region and should be continued with sustainability measures built in.

Finally, we wish to add our voice to those of the stakeholders to ask for:-

1. An upward review of the value of the scholarship
2. A more detailed database of beneficiaries be kept including forwarding addresses
3. A post award follow up mechanism be designed for the programme
4. Involvement of Schools and community in selection process to avoid its hijack by the "cabal"
5. Sufficient Awareness creation detailing qualification, selection process and criteria
6. Extension of the scheme to tertiary level for outstanding awardees at the secondary level
7. Feedback from beneficiaries / schools through the use of relevant ICT medium
8. A deliberate targeting of the poorest of the poor in the communities
9. A review of disbursement scheme and ensure no student is short changed
10. Application forms to be available to all and sundry in a transparent way

PART II
APPENDIX

1. Survey Instrument
2. Interview Question guide for SPDC team
3. Interview guide for Community Head
4. Interview guide for School Head

APPENDIX 1

SPDC SCHOLARSHIP PROGRAM.

IMPACT/TRACER STUDY.

Dear Respondent,

SPDC has been awarding scholarship since 1991 to indigenes of Niger Delta. The impact study is aimed at knowing what impact it has had on the Beneficiary, School and community (if any) while the tracer study seek to find out specifically “where” the Beneficiary is now—in terms of career and social standing. The overarching aim is to improve the scholarship program based on feedback from respondents. Responses will be treated confidentially.

1. BIODATA

1. Name (surname first).....
2. Locational Address.....
3. Email address.....
4. Telephone.....
5. State of origin.....
6. Local Government of origin.....
7. Age bracket - [a] 10-17 [] [b]18-35 [] [c]36-43 [] [d] 44 and above
8. Year of Scholarship award
9. How old were you.....
10. Which class were you
11. Name of your school and year of graduation-----
12. No of years awarded Scholarship (please indicate).....
13. Total value of Scholarship per year received
14. What was your financial situation before the Scholarship?
.....
.....
.....
15. Where are you now and what do you do now?
16. Outline what your career path has been in the last 5-10 years (indicate where and what you have been doing during this period)
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.....
.....

OPTIMUM RESOURCES MANAGEMENT

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17. What are your future plans?

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.....
.....
.....

18. Explain connection between where you are now /your future plan and the Scholarship award you received from SPDC

.....
.....
.....

19. List seven (7) ways in which the award was beneficial to you, your Parents, School and Community.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

20. Was the amount given in the award sufficient to meet your basic schooling needs at the time.

YES [] NO []

21. IF NO, How much would you have wanted at the time-----

22. Did you receive financial support from any other sources while on the SPDC Scholarship due to insufficiency of the amount?

YES [] NO [].

23. IF yes? List the sources(including parents if applicable)-----

.....
.....

24. Did you encounter any challenges/ difficulties in the administration of the award? (Give details)

.....
.....
.....

25. Looking back list seven (7) things that would have been difficult to achieve without the award.

OPTIMUM RESOURCES MANAGEMENT

- i.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.

26. IF you were to assess the contribution of the award to your present position in life what % will you ascribe to the AWARD.....

27. How were you selected for the award? Describe the process leading to your being given the Scholarship.

28. What was the complaints by those not selected for the Award

29. Were you satisfied with the selection process?

30. If no, how would you want the selection process to be?

31. Can you recall the complaints by others who were not awarded the Scholarship in your school/ Community

32. Did you receive any follow-up visit during or after the expiration of scholarship award?

33. What general suggestions do you have for the improvement of the SPDC Scholarship Scheme.

34. Specifically, can you please indicate improvements you would want to see in the following areas of the Scheme.

S/N	SCHOLARSHIP SCHEME AREAS	SUGGESTIONS/ RECOMMENDATION
1	Scholarship Amount	
2	Selection Process	
3	Selection Criteria	
4	Method of Disbursement	
5	Follow-up from SPDC	
6	Post Scheme Issues	

POST SCRIPT!!!

As an evidence that the interviewer met you, can you give him a copy of your photo (Passport or full) it will be used to update our database. Don't forget to share with him/her any event/success story related to the SPDC Scholarship.

THANK YOU

Passport

Pix

APPENDIX II

SPDC STAFF INTERVIEW GUIDE/REQUEST MATERIAL

1. REQUEST

As contained in the TOR, we will need some of the Scholarship Programme documents (background/policy papers and reports)

2. QUESTIONS

- (a) What led to the commencement of the programme in the first instance?
- (b) When did it start?
- (c) The different value (amount) of the Scholarship from 1991-2010
- (d) What was the qualifying criteria
- (e) The awardees selection process
- (f) The award disbursement format, whether directly to awardees or indirectly through Schools, Community, Parents etc.
- (g) The duration of the award
- (h) Details of the M & E component of the scheme if any including scheduled/ unscheduled visit during or after expiration of the Scholarship.
- (i) Personal data of the beneficiaries- what we have now is simply the names of the awardees, the name of their school at the time of receiving the award and the State.

APPENDIX

INTERVIEW GUIDE FOR FGD

(IMPACT OF SPDC SCHOLARSHIP PROGRAMME ON COMMUNITY)

Interview Date: _____

Name of Community/ LGA: _____

Name of Community Respondent: _____

Position in Community: _____

1. Awareness of SPDC Scholarship programme for community members
2. Estimate number of Beneficiaries since 1991
3. How has the scholarship programme benefitted the community
4. Any example of community members doing well today because of the scholarship programme
5. Awareness of any complaints on Scholarship Award/ administration
6. Satisfied with selection criteria and amount awarded?
7. Suggestions to SPDC on improvement of the Scholarship scheme.

NB: Guide can be used for a small FGD with community members

APPENDIX 1V

INTERVIEW QUESTION FOR SCHOOLS

SPDC has been giving Scholarship to indigenes of Oil Producing Communities in Niger Delta since 1991. Our database shows some of the beneficiaries were/ are student of your school. We would like to ask you a few questions relating to this, so as to ascertain the impact on your school.

Name of the School: _____

Address (Town/ LGA): _____

Name of Main Respondent: _____

Position of the Respondent in School: _____

1. Are you aware of SPDC Scholarship Programme? Yes No

2. How many students have benefitted? _____

3. Apart from direct benefit on the beneficiary, has the award been of any benefit to your school?
Yes No

4. If yes can you list ways it has benefitted

5. What has been the complaints about the Scholarship Programme from Students, Parents, Community? (If any);

6. How would you rate the amount (value of the Award)? Vis a vis the needs of average student in your school.

Grossly inadequate

Inadequate

Adequate

Over sufficient

7. In light of current economic situation, what would you proposed as student scholarship amount? Give a range: Between _____ and _____

OPTIMUM RESOURCES MANAGEMENT

8. In comparison with non-benefitting students, would you say the benefitted student are more outstanding in class? Yes No

9. What areas of improvement would you want to see in the SPDC Scholarship Programme?

10. Can you give us the names of some of your past students who are doing well today as a result of the Scholarship? _____