
IMPLEMENTATION OF MIGRANT FISHER-FOLK EDUCATION PROGRAMME IN THE NIGER DELTA REGION OF NIGERIA

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Abstract

The study investigated the implementation of migrant fisher-folk education programme in the Niger Delta Region of Nigeria. Two (2) research questions and two (2) hypotheses were answered and tested in the study, respectively. The study adopted descriptive research survey design, using a population as the 217 migrant Fisher-folk Primary Schools in Six States of the Niger Delta. These schools have a teaching staff population of 1152, from which 212 head teachers and heads of Early Childhood Units were selected as sample, using the stratified random sampling technique and multi-stage sampling strategy. The instrument of the study was a validated 16 item Programme Implementation Survey Instrument (PISI) with a reliability index of 0.84 obtained using Pearson Product Moment Correlation Co-efficient. Mean were used in answering the research questions while the one-way Analysis of Variance was used in testing the hypotheses at 0.05 level of significance. The results of the study show that the various inter-ministerial agencies saddled with the responsibilities of assisting in programme implementation are not effectively carrying out their duties, and in Akwa Ibom State six agencies performed to a minimal extent and this record is better than that of Bayelsa and Rivers States where seven agencies performed minimally and four agencies did not perform at all. It was therefore concluded that the implementation of migrant fisher-folk education programme that the role of inter-ministerial agencies saddled with the responsibilities of assisting in programme implementation are not effectively. It is recommended among others that State governments should carry out adequate public enlightenment campaign to educate parents and school children in the migrant communities on the values of acquiring formal education which has been specifically packaged for them. This would guarantee full participation by pupils as they will have sufficient support from their parents.

Keywords: Implementation, Migrant Fisher-folk, Inter-Ministerial agencies, Teachers

INTRODUCTION

Human society has always relied on education, whether formal, non-formal, or informal, to meet its survival, growth, and development needs, whether pre-literate, literate, industrial, or modern technology-driven. Since the beginning of man's occupation of the earth's surface and the formation of groups, communities, and nations, they have always taken pains to ensure that the sort of learning transmitted to their younger generation was highly relevant to their requirements, lifestyles, and professional disposition (Edo, Nwile & Okwu, 2020).

In Nigeria, education's extraordinarily important role in societal transformation and national progress is equally undeniable. The country's educational development has been divided into numerous eras, beginning with the traditional phase (indigenous education), continuing through the colonial phase (the missionary era), and concluding with the postcolonial phase (the independence era). Education in Nigeria is no longer solely the responsibility of families and households, nor is it the exclusive domain of private groups and non-governmental organizations. The government has full control and direction over education because it has made policies and set up educational institutions and commissions.

Nigeria's various administrations have embarked on a number of educational projects and advancements during the last few decades. She began the UPE program in 1976, enacted a national education strategy in 1977, the 6-3-3-4 educational structure in 1988, and a Universal Basic Education program for all Nigerian children of school-going age in 1999. The nomadic education program is one of the UBE program's other projects. It was started by decree 41 on December 12, 1989, to help pastoral nomads and migrant fisherman get the education they need.

In Nigeria, the migrant fisher-folk education program is an example of a nomadic education program provided to migratory fishermen, women, and children who dwell in the country's coastal districts. According to available statistics on the characteristics of identifiable nomadic groups in Nigeria (Eheazu, 2011), there are around 3.8 million migrant fisher folk in Nigeria, including approximately 1.3 million school-aged children. As a result, nomadic education was formed to provide for the fundamental education of this population subset. It is the main goal of this project to help people who live and work in creeks and swamps because of their trade or disposition because they don't have easy access to basic education in the traditional sense.

Nigeria's Niger Delta region is made up of nine states: Abia, Akwa-Ibom, Bayelsa, Cross River, Delta, Edo, Imo, Ondo, and Rivers. Due to the region's physical location (coastal), it receives a lot of rain, has high relative humidity, and an average temperature (FRN 2005). Ijaws, Ibos, Itsekiris, Urbobo, Kalabari, Ibenos, Efik, Ikwerres, Ogonis, Okrikas, Andonis, Abua-Oduals, and Opobos make up the majority of the inhabitants. People's occupational orientation is largely determined by the area's climatic circumstances (Nwile, 2020). As a result, the majority of residents are subsistence farmers, fishers, and nomadic traders. Additionally, the region is home to hunters, carvers, and sculptors.

Performance of Inter-Ministerial Agencies in the Implementation of Migrant Education

As enshrined in the National Commission for Nomadic Education (NCNE) Act, the duties and functions of the various inter-ministerial agencies are as follows:

- i. Federal Government: provision of adequate funds; prompt release of funds and provision of matching grants to state.
- ii. National Commission for Nomadic Education (NCNE): fund provision for instructional materials; programme monitoring and evaluation; establishment, management and maintenance of schools; ensure geographical spread of schools; collate and publish information concerning nomadic education and channel aids to schools.
- iii. State Government: establishment of nomadic education units; pay salaries and allowances regularly; train, promote, transfer and discipline staff; ensure regular supervision and inspection of schools; establish state nomadic education committee and provide such facilities like clinics, boreholes, grazing reserves, school boats, telephone services etc.
- iv. State Nomadic Education Committee: manage and maintain schools; recruit, appoint, promote, discipline and deploy staff; schools and projects supervision; staff training; setup guidelines on new schools and new projects; assess and fund the payment of salaries and leave matters, staff retirement and re-absorption.
- v. Local Governments: employ and pay staff; establish and manage schools; setup local government nomadic education committee and provide sites and locations for new schools.
- vi. Local Government Nomadic Education Committee (LNEC): administration of schools and adult education; appoint, post, transfer, promote and discipline staff; make recommendations to SNEC on promotion and discipline of staff on GL 07 and above; acquire and distribute materials and equipments to all schools; undertake general projects and general maintenance of school buildings and infrastructure; mobilize communities for high level of enrolment and attendance; pay for land acquired for schools and submit annual reports on the programme.
- vii. Community: participate in programme, design and provision of educational facilities; help maintain peace and provide welfare services and land for building schools.
- viii. Parent Teachers Association (PTA): contribute funds, facilities, materials and equipment to their schools; advice teachers and head-teachers on all aspects of schools management and school/community relations and ensure regular school attendance and high enrolment levels in the schools.
- ix. National Commission for Mass Literacy, Adult and Non-formal Education (NMEC): provide functional education; liaise with state agencies and international agencies for implementation of nomadic education and participate in enlightenment and community mobilization campaigns on the importance of education.
- x. National Teachers Institute (NTI): assist in the programme development- especially materials development and assist in design and implementation of distance learning;
- xi. NGOs (National and International): mobilize and sensitize migrants on the need of fisherfolk. education programme; participate in the design and implementation of development projects; sensitize and mobilize migrants for social action; render financial and material assistance for project implementation; assist in the areas of research and the provision of equipment and generate ideas that will promote effective implementation of the programme.

Inter-ministerial agencies in the operation of nomadic education are ministries and parastatals whose activities and general mandate have direct or indirect impact on the living conditions of nomads. The Inter-ministerial Committee was established by the decree establishing NCNE in recognition of their potential impact on programme implementation. The committee is established to coordinate the policies of the various ministries constituting it. The Inter

Ministerial committee is made up of representatives of the following ministries and government agencies (National Commission for Nomadic Education, 1989):

- a. Federal ministry of education
- b. Federal ministry of agriculture
- c. Federal ministry of health
- d. Federal ministry of water resources and rural development
- e. Federal ministry of internal affairs
- f. Federal department of livestock and pest control
- g. Federal ministry of women affair
- h. National commission for mass literacy, adult and non- formal education.
- i. Nigeria Teachers Institute (N.T.I)

Specifically, the functions of the Inter-Ministerial committees include;

- i. To facilitate the provision of welfare services such as bore holes, wells, dams and clinics for the nomads and their livestock.
- ii. To facilitate the establishment of grazing reserves, settlement centres, grazing areas;
- iii. To ensure that welfare facilities are adequately provided in the grazing reserves, grazing areas and settlement centres.
- iv. To assist the commission in the implementation of the nomadic education programme
- v. To ensure the dissemination of useful information on matters affecting the nomads and their environment.
- vi. To ensure peaceful co-existence between nomads and sedentary groups;
- vii. To assist state and local governments in the setting up of peace committees which shall among others settle disputes and promote peaceful co-existence between nomads and sedentary groups in the states and local governments, whose membership shall be:

The question on the lips of educationist and those interested in migrant fisherfolk education as it relates to the performances of the duties assigned to these inter-ministerial agencies is how well are they performing their statutory functions as it concerns migrant fisherfolk education programmes

Staff development programmes for migrant fisher-folk education.

Training and retraining of teaching and non-teaching staff is an essential factor that helps to update the needed skills and knowledge of staff of migrant fisherfolk schools for better performance. Abraham and Oluwo (2009) maintained that "owing to the fact that the world is fast changing and the emphasis changing with time, teacher training and development must be regular for teachers to be constantly equipped with modern methods and remain effective in the classroom delivery process." Buttressing the importance of teacher education, training, and development, the National Policy on Education (FRN, 2017) stated that "since no education system can rise above the quality of its teachers, teachers' education shall continue to be given major emphasis in all educational planning and development." Teacher training and development, as used here, refers to what happens to the teacher from when he becomes a certified teacher and commences teaching up to when he retires.

The National Policy on Education (FRN, 2013) also recognizes the importance of updating the knowledge and skills of teaching and non-teaching staff, stating that "the government shall provide on-the-job, vocational, and professional training for various categories of workers

and professionals in order to improve their skills." Besides that, the policy said that "education and training facilities should be expanded to meet the needs of society."

Training and retraining of teaching and non-teaching personnel is critical for staff of migrant fisherfolk schools to maintain the necessary skills and knowledge for improved performance. According to Abraham and Oluwo (2009), "given the rapid pace of change across the globe and the shifting economic emphasis over time, teacher training and development must be ongoing in order for teachers to remain equipped with new methodologies and effective in the classroom delivery process." To underscore the critical nature of teacher education, training, and development, the National Center on Early Childhood Development, Teaching and Learning (NCECDTL) (2017) stated that "because no educational system can rise above the quality of its teachers, teachers' education will continue to receive a high priority in all educational planning and development." The term "teacher training and development" refers to what happens to a teacher from the time he becomes certified and begins teaching until he retires.

The National Policy on Education, according to Okebukola (2012), emphasizes the importance of updating teaching and non-teaching staff's knowledge and skills, stating that "the government shall provide on-the-job, vocational, and professional training for various categories of workers and professionals in order to enhance their skills." Additionally, the policy stated that "educational and training institutions should be extended to suit societal needs."

It is important to note that for migrant fisher folk education in Nigeria's Niger Delta region to be a success, teachers, non-teacher staff, supervisors, coordinators, and administrators, as well as anyone else who needs to be trained or retrained, should be given enough money and time to do so. The goals of teachers education and training as enshrined in the National Policy on Education (2004:3a) as cited Muhammad and Yamta (2011) includes:

- i. Produce highly motivated, conscientious and efficient classroom teachers of all levels of educational system.
- ii. Encourage further spirit of enquiry and creativity in teachers.
- iii. Help teachers to fit into, social life of the community and the society at large and enhance their commitment to national goals.
- iv. Provide teachers with the intellectual and professional background for their assignment and make them adaptable to changing situation.

Enhance teacher's commitment to the teaching profession. Abraham and Oluwo (2009) identified some teacher development programmes that can positively enhance teaching, including off-the-job development programmes and on-the-job development programmes. They enumerated the types of off-the-job training and development programmes to include lectures, seminars, workshops, conferences, talks, classroom instruction, group discussion, case-study analysis, and simulation exercises. They also stated the types of on-the-job training and development programmes to include job instruction, peer tutoring, coaching, counselling, delegation of duties/secondment, and special projects.

Noting the importance of the quality of teachers for the effective implementation of the migrant fisher folk programme. Muhammad and Yamta (2010) stated that the possession of a TC 11 certificate and the training at the teacher training colleges is insufficient for this special education. To them, "it is for this reason that those expected to handle the education

of migrant fishermen's children should be given adequate retraining after their initial training at the T.C. 11 colleges."

It is important to note that although Usman Danfodio University, Sokoto and the University of Maiduguri both develop and maintain the nomadic education teacher training programmes, it is the University of Port Harcourt that is charged, amongst others, with the responsibility of designing, packaging, delivery and evaluation of the training/retraining needs of manpower involved in the migrant fisher folk education programme.

It is relevant to reaffirm the argument of Kontunen, et al, (2014).who said, "when a teacher is introduced to the latest pedagogies and strategies in teaching and new literature relevant to his milieu and environment, he can face the challenges in his task based on the prescribed needs, aspirations, culture, and environment of the learner." Regular, effective, and efficient training and retraining of staff to a large extent will make a lot of difference between an effective and efficient teacher on the one hand, and an ineffective and inefficient teacher on the other.

As an increasing number of migrant children moved to metropolitan areas, both media coverage and academic studies expressed worry that migratory children would not receive the same educational opportunities as urban children (Wiltz, 2016). Four concerns were particularly prominent in public and scholarly discourse: access to urban public schools; education in migrant schools; equitable educational opportunity; and the mental well-being of migrant children. Achieving these cardinal concerns remains uncertain and how well the programme is being implemented is, however, not known. This is specifically with regard to the provision of adequate and appropriate facilities and manpower resources, the performance of the various inter-ministerial agencies involved in the implementation of the programme and the provision of adequate welfare packages and teacher development programmes to motivate and retrain teachers in migrant fisher-folk schools. It is not even known how supportive the performance of the University Nomadic Education Centre has been and whether there are some challenges confronting the full implementation of the programme. These are the issues bothering the researcher that warrant this study. These issues therefore constitute the problems of the study. Therefore, the aimed at investigating the implementation of migrant fisher-folk education programme in the Niger Delta region of Nigeria. Specifically, the study sought to achieve the following objectives:

- i. Determine the performance of inter-ministerial agencies involved in the implementation of migrant fisher-folk education programme.
- ii. Assess the regularity of training and retraining of teachers and other staff of migrant fisher-folk schools.

Based on the above goals, the following research questions and hypotheses are posed and formulated to help guide the study.

Research Questions

- i. What is the performance of the Inter-ministerial agencies involved in the implementation of the migrant fisher-folk education?
- ii. How regularly are teachers of the migrant fisher-folk schools trained and retrained?

Hypotheses

- i. There are no significant differences among Akwa Ibom, Bayelsa and Rivers States in the performance of the Inter-ministerial agencies involved in the implementation of the migrant fisher-folk education.
- ii. There are no significant differences among Akwa Ibom, Bayelsa and Rivers States in the regularity of teacher involvement in training and retraining programme for the migrant fisher folk schools.

METHODOLOGY

The research adopted the descriptive survey design in its approach. The descriptive survey is considered most appropriate because the study investigated a phenomenon that is already in existence. The target population of this study comprised of all migrant fisherfolk primary schools in the six states that make up the study area. The States include Rivers, Bayelsa, Cross-River, Akwa-Ibom, Delta and Edo States. Presently, there are 217 (nomadic) migrant schools with teaching staff strength of 1,152 teachers spread across the six states. The head teachers and the head of the early childhood unit of these schools constituted the respondents for the study. In addition, the researcher interviewed the Director of the University of Port Harcourt Nomadic Education Centre. The stratified simple random sampling technique was adopted to select states and schools from the target population based on proportionate sampling. First of all, 50% of the states in the region were randomly sampled, giving a total of 3 states. In the second stage, 50% of nomadic schools in the 3 sampled states were randomly selected for the study. This gave a total of 106 schools. All the head teachers and the head of early childhood education unit of these sampled schools were used for the study. This gave a total of 212 respondents (Akwa Ibom 86, Bayelsa 84 and Rivers 42). The researcher developed a programme implementation survey instrument.(P.J.S.I) made up of three sections for the study. Section A, made up of six items (1 — 6) was used to elicit demographic and general information about the schools surveyed. Section B consisting of five items each. The instrument was subjected to appropriate validation before it was used. It was subjected to the scrutiny of the experts in educational management. The different responses to the questionnaire were subjected to statistical analysis using Pearson Product Moment Correlation statistics. This yielded reliability co-efficient of 0.84. In addition, the mean, percentages and graphical presentation of analyzed data were used to answer the research questions with the stated decision boundaries as guide.

Great Extent	3.5-4.0	Very Regularly
Moderate Extent	2.5-3.4	Regularly
Minimal Extent	1.5-2.4	Not Regularly
Not at all	0.0-1.4	Not at all

The one way Analysis of Variance was used to analyse the data to test the research hypotheses at 0.05 significant level.

RESULTS

Research Question 1: What is the level of performance of inter-ministerial agencies involved in the implementation of migrant fisher folk education?

Table 1: Weighted mean level of performance of inter-ministerial agencies involved in the implementation of migrant fisher folk education

S/no	Agencies	Akwa Ibom	Bayelsa	Rivers	Average Mean	Remarks
		Mean	Mean	Mean		
1.	Federal Government	2.27	2.01	2.01	2.14	Min. Extent
2	NCNE	2.17	1.36	1.62	1.765	Min. Extent
3	State Government	2.56	2.09	2.33	2.325	Min. Extent
4	SNEC	2.15	1.00	1.37	1.575	Min. Extent
5	Local Government	1.78	1.00	1.87	1.39	Not at all
6	LNEC	1.89	1.00	1.10	1.445	Not at all
7	Community	2.61	2.33	2.30	2.47	Min. Extent
8	PTA	2.58	1.67	1.33	2.125	Min. Extent
9	NMEC	2.86	1.94	1.91	2.4	Min. Extent
10	NGO	1.95	1.02	1.11	1.485	Not at all
	Aggregate mean	2.30	1.62	1.75	1.912	Not at all

As clearly shown by the result, the inter-ministerial agencies performed relatively better in Akwa Ibom State with an aggregate mean of 2.30, followed by Rivers State with an aggregate mean of 1.75 and completed by Bayelsa State with an aggregate mean of 1.62. SNEC, LNEC and NGO in Bayelsa and Rivers States performed least (not at all) with a mean ranging 1.00 to 1.37 in both states.

Research Question 2: How regularly are teachers and other staff of the migrant fisherfolk schools trained and retrained?

Training regularity of teachers of migrant fisherfolk schools was also assessed as part of the process of implementing migrant fisherfolk education in the study. The survey covered the retraining of teachers in the following areas: Subject content, Methodology (instructional delivery), Pupils assessment (Continuous assessment/examination), Improvisation of instructional materials, Orientation courses for new teachers and Classroom organization/management. A summary of the result is presented in table 2.

Table 2: Training Regularity of teachers and other staff of the migrant fisher folk

S/no	Agencies	Akwa Ibom	Bayelsa	Rivers	Midpoint	Remarks
		Mean	Mean	Mean		
1.	Subject content,	2.91	1.92	2	2.41	Not Regularly
2	Methodology (instructional delivery),	2.74	1.71	1.88	2.22	Not Regularly
3	Pupils assessment (Continuous assessment /examination)	2.88	1.9	1.88	2.39	Not Regularly
4	Improvisation of instructional materials,	2.42	1.81	2.02	2.11	Not Regularly
5	Orientation courses for new teachers	2.42	1.76	1.55	2.09	Not Regularly
6	Classroom organization/management	2.94	1.67	2.12	2.30	Not Regularly
	Aggregate	2.72	1.795	1.91	2.26	Not Regularly

The result of data analysis shows that teachers of migrant schools in Akwa Ibom State are regularly trained in classroom organization/management (2.94), subject content (2.91), pupil's assessment (2.88) and methodology (2.74). They are however not regularly trained and retrained in improvisation of instructional materials (2.42) and orientation courses for new teachers (2.42).

Hypothesis 1: There are no significant differences among Akwa Ibom, Bayelsa and Rivers States in the performance of the Inter-ministerial agencies involved in the implementation of the migrant fisher folk education.

In this hypothesis, the researcher compared the three states on the performance of the inter-ministerial agencies in the implementation of the migrant folk education. The result of the test using one way ANOVA are summarized in [table 3 and 4].

Table 3: Summary of One Way ANOVA among Akwa Ibom, Bayelsa and Rivers States on the Performance of the inter-ministerial agencies in the implementation of the migrant fisher folk education

ANOVA					
	Sum of Squares	Df	Mean square	F	Sig
Between Group	21.478	2	10.739	51.707	.000
Within Group	43.407	208			
Total	64.884	211			

As shown in table 3, the comparison of the three states has yielded an f-value of 51.707, which is significant at 0.000. Since this obtained significant value is by far lower than 0.05 significant value which was used in testing this hypothesis, the researcher judges the differences among the three states significant and the null hypothesis is rejected. To determine where the differences are, a post hoc test using Tukey' B statistics was carried out and the results are presented in table 4.

Table 4: Summary of Tukey' B post hoc comparison among Akwa Ibom, Bayelsa and Rivers States on the Performance of the Inter ministerial agencies in the implementation of the migrant fisher folk education

State	N	Subset of Alpha = 0.05	
		1	2
Bayelsa	84	1.6168	
Rivers	42	1.7485	
Akwa Ibom	88	2.3011	

Table 4 is a post hoc test results with the mean subsets, showing that the inter-ministerial agencies• are performing significantly better in the implementation of the migrant fisherfolk education in Akwa Ibom than the other two states. No significant differences were found between Rivers and Bayelsa.

Table 5: Summary of One Way ANOVA among Akwa Ibom, Bayelsa and Rivers States on the Performance of the inter-ministerial agencies in the implementation of the migrant fisher folk education

ANOVA					
	Sum of Squares	Df	Mean square	F	Sig
Between Group	40.399	2	20.200	74.640	.000
Within Group	56.561	209			
Total	96.961	211			

Hypothesis 2: There are no significant differences among Akwa Ibom, Bayelsa and Rivers States in the regularity of teacher involvement in training and retraining programme for the migrant fisher-folk schools.

The level of regularity in the training of teachers were compared among the three states and the result of the test using one way ANOVA is summarized in table 5.

Table 5 Summary of One Way ANOVA among Akwaibom, Bayelsa and Rivers State on the regularity of teacher involvement in refraining program for migrant fisherfolk education.

As shown in table 5, significant difference has been found among the states in the regularity of teacher retraining. This is because the f-value of 74.640 obtained is significant at 0.000, which is by far lower than 0.05 significant value which was used in testing this hypothesis. Consequently, the researcher rejects the null hypothesis. Since significant differences have been found, the post hoc test using Tukey' B statistics which ascertain where the differences are presented in table 6.

Table 6: Summary of Tukey' B post hoc comparison among Akwa Ibom, Bayelsa and Rivers States on the Performance of the Inter ministerial agencies in the implementation of the migrant fisher folk education

State	N	Subset of Alpha = 0.05	
		1	2
Bayelsa	84	1.7933	
Rivers	42	1.9087	
Akwa Ibom	86		2.7167

As clearly shown in table 16 with the mean subsets, teachers are significantly more regularly trained in Akwa Ibom than in Bayelsa and Rivers. No significant differences exist between Bayelsa and Rivers.

Summary of Major Findings

- i. The various inter-ministerial agencies saddled with the responsibilities of assisting in programme implementation are not effectively carrying out their duties. In Akwa Ibom State six agencies performed to a minimal extent and this record is better than that of Bayelsa and Rivers States where seven agencies performed minimally and four agencies did not perform at all.
- ii. Teachers of migrant schools are regularly trained and retrained in Akwa Ibom State (aggregate mean of training regularity is 2.72 but not regularly trained in Bayelsa and Rivers States (aggregate mean of training regularity is 1:79 and 1.91 respectively).

Performance of the inter-ministerial agencies.:

The various inter-ministerial agencies saddled with the responsibilities of assisting in programme implementation are not effectively carrying out their duties. In Akwa Ibom State six agencies performed to a minimal extent and this record is better than that of Bayelsa and Rivers States where seven agencies performed minimally and four agencies did not perform

at all. The inter-state comparison reveals that the inter-ministerial agencies are performing significantly better in the implementation of the migrant fisherfolk education in Akwa Ibom than Rivers and Bayelsa states. This evidence has continued to sustain early findings in this study that Akwa Ibom State is doing well in terms of the performance of the inter-ministerial agencies

Regularity of Teacher Training/Retraining programme:

This study equally discovered that teachers of migrant schools are regularly trained and retrained in Akwa Ibom State (aggregate mean of training regularity is 2.72) but not regularly trained in Bayelsa and Rivers States (aggregate mean of training regularity is 1.79 and 1.91 respectively). In fact, teachers are significantly more regularly trained in Akwa Ibom than in Bayelsa and Rivers States.

This finding is supported by Abraham and Oluwo (2009) and even by Edo, Nwile and Okwu(2020) who examined the implementation of migrant education in Nigeria. As long as adequate fund is not budgeted for these projects, staff development would take the back stage in terms of priority. This may explain what is happening to this programme. This is more likely to be so as the inter-ministerial agencies are performing very poor in the implementation process.

Conclusion

The implementation of migrant fisher folk education has not received adequate support from all stake holders to ensure its full and quality implementation in the South South Zone of Nigeria. Therefore, the present status of its implementation cannot guarantee the full realization of the fundamental objectives of the programme.

Recommendations

State governments should carry out adequate public enlightenment campaign to educate parents and school children in the migrant communities on the values of acquiring formal education which has been specifically packaged for them. This would guarantee full participation by pupils as they will have sufficient support from their parents.

Migrant fisher folk education is a special type of education which has its peculiarity in terms of what teachers need to perform well. The physical terrains are generally very difficult and even the teaching process requires some specialized skills and methodology.

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