

Survey of the Educational Needs of the Fishermen in Riverine Areas of Kebbi State, Nigeria

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Abstract

Fishermen are special minority group whose lifestyle and cultural activities had precluded them to benefit from any social activities of the sedentary population especially education. The National Policy on Education (2013) 6th Edition, stipulates the direction of the national policy towards ensuring adequate educational opportunities at all levels of education and the provision of compulsory, free and universal education. The paper seeks to highlight efforts made by the National Commission for Nomadic Education to cater to the educational needs of the different categories of Nomads in Nigeria including migrant fishermen. The paper recognized that the Federal Government of Nigeria had adequately addressed educational needs of the Migrant Fishermen in the Southern part of Nigeria unlike the Northern Nigeria where the Fishermen Educational needs has not been responded to. The research methodology consists of research design, population of the study, sample and sampling techniques, instrumentation, validity and reliability of the research instrument. The sampling technique employed for this research study is that of (Morgan and Krecie, 1971), 2014 revised which suggests that 306 could be taken out of 1500. In this regard, therefore, 306 is taken as the sample while 1500 is taken as the population size. A deliberate sampling method is used to select the two local government areas in Kebbi state. The paper presented some recommendations which include requesting Kebbi State Government to deploy more teachers to the schools, reviewing the curriculum and timing to reflect the cultural lifestyle of the Fishermen in Kebbi State and a conclusion.

Keywords: Fishermen, Riverine, Disadvantaged, Migrant, Nomad.

Introduction

The essence of Education is to ensure a more productive society, capable of utilizing the available resources within and outside the immediate environment in order to meet the challenges of the modern economy. This is one of the major reasons why governments at the local, state, and federal levels invest heavily in education; for no society will attain the desired development when its citizens are illiterate. Article 26 of the 1948 Universal Declaration of Human Rights states that everyone has the right to education, which shall be free at least at the elementary stages of formal schooling. This right to education was guaranteed by the Nigerian Government and was incorporated in section (1) of the Constitution of the Federal Republic of Nigeria 1999. Nigeria's educational program is unique because it caters for many special minority populations. It had catered adequately for the physically challenged and the girl child. It was also introduced through the National Commission for Nomadic Education, a program to cater for the children of school age who

are out of school. This is a giant strive by the Nigerian government. Fishermen in the riverine areas of Southern Nigeria are adequately taken care of also. However, many fishermen children existing in other parts of Nigeria, especially in the Northern parts, particularly Kebbi State are not in school. They are always with their parents or at times alone in the rivers engaged in fishing. They mostly engaged in these activities between May through September/October during the rainy season. This research study identifies and discusses current educational provisions of fishermen and their children in Kebbi State riverine areas and some of its inadequacies in meeting the basic educational needs of the Fishermen. The study is expected to offer some useful suggestions aimed at improving the basic infrastructure requirement and the needed technical expertise required by teachers to enhance basic education delivery to the fishermen in Kebbi State riverine areas as basic constitutional requirement the Kebbi state government should fulfill.

It is against this constitutional provision that the National Policy on Education document spelled clearly government's commitment to ensure that Education is not only a birthright but must be brought and made accessible within affordable reach to all children, irrespective of their geographical influences like the children of migrant fishermen.

It should be recalled the 1976 UPE Program in Nigeria came up in response to the Government's assertion with regard to the provision of education for all. The reason for introducing the Universal Primary Education (UPE) Scheme could perhaps primarily be to provide formal education to the doorsteps of every Nigerian child, irrespective of his parent's occupation or engagement. It is clearly noticed after the universalization of education in Nigeria that remarkable successes have been recorded in the area of formal education. It has in the first place increased the enrolment ratio of both boys and girls in schools. This has brought to the notice of many Nigerians the fact that equal educational opportunities exist, irrespective of sex, geographical location, or special needs. The manifestation of this Government's commitment is seen clearly in many social groups, including ethnic and geographical minorities whose level of awareness has been elevated as a result of enrolling into formal schools. Among these social groups were the Fulani Cattle rearers and the migrant fishermen. The Federal Government of Nigeria is keen on providing the nomads with formal education with the view to integrating them into the social, economic, and even political aspects of the Nigerian populace. This will go a long way to enhance their productivity, as they will be acquainted with the modern skills necessary to improve their economic productivity and welfare. Today, in Nigeria, special groups like the physically challenged persons have also received the Federal Government's attention. The Indigenous education program is also another area where the Federal Government has contributed to their educational needs. It is pertinent to assert that the involvement of the different social groups in the formal education system has tremendously sharpened the attitudes and even social relationships which enable them to contribute positively to the development of their area. It is important to stress here that, the population of Nomad school aged keep risen tremendously. Statista Research Department (2022) reported that: Enrolment of Nomads rose to 1.1 in 2019. It further stress that:

Nomadic education is a sub-component of the Nigerian formal educational system which aims to offer equal opportunities for all social groups, independently from ethnicity, geographical origin, gender, or social class.

The above assertion clearly points to the fact that equal education opportunity for all children, irrespective of their physical, mental or social circumstances is necessary for any society to develop. However, despite numerous efforts geared towards ensuring equitable education access and provision, some social minority groups are precluded from this education provision. One of these social groups is the fishermen in Kebbi State of Nigeria. Fishermen remain adamant to the social developments and modern life including the education system taking place around their environment, especially in the nearby towns and cities.

In Nigeria, children of the fishermen had increasingly stood at a great disadvantage and of course, a marked inaccessibility to social services to bring education to migrant cities. The process of educating the children of the fishermen will no doubt integrate them into the larger society which will guarantee their capability to contribute effectively towards the development of this great country Nigeria.

This research study recognized the fact that a considerable number of societies residing around riverine areas in Kebbi state have no good access to education. The fact is not far from the difficult terrain and of course at times because of the fishing occupation engaged in by these inhabitants around the riverine areas. This stands to claim that a good number of the children of the fishermen in Kebbi state are likely to have problems benefiting from the existing educational opportunities provided by the State Government. This is evidently clear in such villages as Kola and Zuguru in Birnin Kebbi Local Government, Yauri in Yauri Local Government, Warah in Warah Local Government, Lolo in Dakin Gari Local Government as well as Tilli and Kuka in Bunza Local Government Areas, to mention but a few villages where the fishermen are found in Kebbi state.

Problem Statement/Justification

Education is a birthright for all, irrespective of sex, race, and socio-cultural, geographical or economic background. Education is therefore necessary for all categories of people, to equip them with knowledge and skills to cope with the modern complexities of life.

The fishermen have been alienated from modern development, taking place around their environment and most especially in the area of formal education. The essence of education, however, is to integrate people into societies so that they can contribute to the development of those societies. Despite the huge sum of money that is being spent on education in Nigeria, yet, some minority groups such as the fishermen cannot access formal education. This could be attributed to their engagement in fishing. This has derailed their opportunity to contribute to the development of the nation most effectively.

The main thrust of this research study, therefore, is to examine the educational provisions as well as the educational needs of the children of the fishermen with the view to integrating them into the formal schooling system.

Objective(s) of the study

- i. To find out the educational provision for the children of fishermen in Kebbi state.
- ii. To find out the level of participation/enrolment of the fishermen's children into formal schooling.
- iii. To find out the reasons why fishermen prefer to engage their children in the fishing occupation rather than enrolling them in formal school.
- iv. To find out the factors responsible for the low level or lack of active participation in the formal schooling of the children of the fishermen in Kebbi state.
- v. To assess the infrastructural and instructional facilities available to the children of fishermen schools in Kebbi State.
- vi. To proffer suggestions on how to sensitize and motivate the fishermen's children to attend school.
- vii. To find out the educational needs of the children of the fishermen in Kebbi state.

Research Questions

- i. What are the education provisions for the Fisher folk in Kebbi state?
- ii. What is the enrolment level of the children of the migrant/fishermen into formal schools in Kebbi State?
- iii. Why do the fishermen prefer engaging their children in the fishing occupation rather than sending them to formal school?
- iv. What are the factors inhibiting the children of fishermen from participating actively in the formal education program in their areas?
- v. Are the infrastructural and instructional facilities available in the schools that the children of fishermen attend?
- vi. What are the possible ways in which fishermen and their children could be sensitized/motivated to enroll into formal schooling?
- vii. What are the educational needs of the children of the fishermen in Kebbi State?

Significance of the Study?

Nomadic education was introduced in Nigeria with the view of integrating all categories of nomads, including the children of fishermen into the social lives of dominant cultures. This research study, therefore, is expected to find out the educational needs of the children of fishermen in Kebbi state, with the view of tasking Kebbi state government to respond to their educational needs and provision.

The findings of the research will be of significance to the fishermen by sensitizing them to obtain modern fishing technology by the time they accept to fully participate in formal schooling. The research will also create awareness among all stakeholders in education so as to prompt them to participate actively in the provision of education to fishermen. The findings of this research study are also expected to clear grounds for further research as not much work is done in this area.

Finally, the research will study the villages residing around riverine areas in Kebbi state and the data obtained from the research findings will assist in putting into focus the problems encountered in educating the children of nomadic fishermen in Kebbi state. These problems when properly assessed will bring the desired changes by generating both government and public intervention so as to enhance the economic/political and social productivity of the fishermen in Kebbi state in particular and Nigeria in general. More importantly, the findings of this research will also serve as a guide to the Nomadic education commission so as to ensure a more serious commitment with regard to educational provisions, especially at the basic elementary level, of education to the children of fishermen.

Scope of the Study

The study will focus on the problem of fishermen, educational needs, and provision in Kebbi state. Although many states in the federation are currently experiencing problems in the area of fishermen's educational needs and provisions, the study will be restricted to some riverine areas in Kebbi state. This is because Kebbi state is described as one of the disadvantaged states educationally, more especially with regard to nomadic fishermen's educational needs and provision. The study area will be drawn from three villages around Kebbi state. This is because of their preoccupation with fishing coupled with the difficult terrain which stands to preclude the fishermen from benefiting from social livelihood in their areas.

Literature Review

The ability of every Nation to provide functional education to its citizens inform the capability of that government to keep to its responsibility as no nation can develop without adequate provision of functional literacy to its people. This functional literacy guarantees individual capacity to harness available resources within and outside the immediate environment in order to meet the challenges of the modern global economy. This is one of the major reasons why governments at the local, state, and federal levels invest heavily in education; for no society will attain the desired development when its citizens are illiterate. Article 26 of the 1948 Universal Declaration of Human Rights states that everyone has the right to education, which shall be free at least at the elementary stages of formal schooling. This right to education was guaranteed by the Nigerian Government and was incorporated in section (1) of the Constitution of the Federal Republic of Nigeria 1979, 1999, and 2023 revised respectively. Nigeria's educational program is unique because it caters to many special minority populations. It had catered adequately for the physically challenged and the girl child. It was also introduced through the National Commission for Nomadic Education, a program to cater for the children of school age who are out of school. This is a giant stride by the Nigerian government. Fishermen in the riverine areas of Southern Nigeria are adequately taken care of. However, many fishermen children existing in other parts of Nigeria, especially in the Northern parts, particularly Kebbi State are not in school.

They are always with their parents or at times alone in the rivers engaged in fishing. They mostly engaged in these activities between May through September/October during the rainy season. It is important to stress that, despite this ugly situation, "the nomadic fisher folk" are confronted with still they contribute immensely to the economic development of Nigeria and Kebbi state in particular. This is because they participate in many economic activities with the sedentary. It is worth noting here that; the nomads form a significant percentage of the Nigerian population in Northern Nigeria and Kebbi state in particular. They are therefore regarded as minorities because of the less control they have over access to education. It should be made clear here that, the fact that minority populations such as Nomads are citizens of Nigeria enforces a moral responsibility on the state government to provide such social services as education, health care, veterinary services, and other services like the provision of modern fishing gear and techniques in order to integrate them into dominant culture and modern development.

An Overview of the Educational Needs and Provision for the Children of Migrant Fishermen in Nigeria

In Nigeria, the act of depriving minority population to education access is against the spirit of the constitution of the Federal Republic of Nigeria (1999) and relevant sections of the National Policy of Education (2013) revised which states that education is the birthright of every child and should be brought close to the environment of the child. However, reaching minority populations with formal education has become a major challenge, and millions of nomadic pastoral children remain outside the education system, including the children of the fishermen. The National Policy on Education Section 4 (2023) 6th edition states that Nomadic Education is the first six years of Basic education provided to the children of the disadvantage Nomadic population in the country. The Nomads are classified into three groups: Mainly; the Nomadic Pastoralists, the migrant Fisher folk and, the migrant farmers. These sets of minority populations are constantly disadvantaged due to their cultural life styles that precluded them from normal sedentary populations. It's important to stress that, besides these three sets of Nomads identified as minorities in Nigeria, other special disadvantaged groups still exist. These include; the girl child and the physically challenged persons. The efforts made by the Nigerian Government to cater for the educational needs of these sets of special minority groups is presented as follows:

Nomadic Pastoralists

The Federal Government of Nigeria has realized that, unless a special educational provision is made for the nomads, they would have no access to formal and non-formal education. In compliance with the constitutional provision of 1979 and the National Policy on Education 1979, 1981 revised, 2004 revised, and 2013 revised, respectively this clearly spelled out the need for the government to provide equal educational opportunities to all Nigerians: and in order to ensure that nomads have uninterrupted access to basic education, the Federal

Government established the National Commission for Nomadic Education (NCNE) by Decree No. 41 of December 1989. The NCNE is charged with the following responsibilities:

- i. To provide the nomads with relevant and functional basic education.
- ii. To improve the survival skills of the nomads by providing them with knowledge and skills that will enable them to raise their productivity and levels of income.
- iii. To participate effectively in the nation's socio-economic and political affairs.

Based on the above-mentioned schedules of responsibilities the National Commission for Nomadic Education (NCNE) has evolved a number of special programs, which are aimed at meeting the basic educational needs of the migrant populations in Nigeria. These include among others the provision of: Primary education to the children of nomadic pastoralists and migrant fishermen's children. This is undertaken in collaboration with the States, Local Governments, and Communities. Academic support services through the university-based nomadic education centers in Jos, Maiduguri, Sokoto, Kebbi and Port-Harcourt, are other special education provisions initiated by the Federal Government to address the peculiarities of special minority groups like the Nomads and Fishermen.

One of the commission's basic responsibilities according to (NCNE) is the provision of primary education to the children of pastoral nomads and migrant fishermen. This objective is pursued in collaboration with states, local governments, and the entire local communities. However, Statista 2023 2017 to 2019 survey report revealed that that, in 2017, there were 3,582 nomadic primary schools located in all (36) states of the federation.

Migrant Fisher folk

The National Council on Education at its 37th meeting in March 1990 approved a national program for the education of children of migrant fishermen in the riverine and coastal areas of Nigeria, particularly, the Niger Delta, and directed the commission to incorporate them into the national program on nomadic education. This marks the beginning of migrant fishermen's children's education through the formal schooling system. The NCNE adopted the same modus operandi in its approach to the education of migrant fishermen children as it does to the nomadic pastoralists by involving the states and local government as well as the local communities, NGOs, and CBOs to set up schools while on its part it provides them with technical and financial support. Currently, there are nine states in the southern part of the country that are participating in this program They include Rivers, Bayelsa, Cross-Rivers Akwa-Ibom, Anambra, Delta, Edo, Ondo, and Ogun states (NCNE, 2013). However, Rivers state as the pioneer, has more than forty primary schools catering for the education of the children of artisanal migrant fishermen in the state. In its bit to strategies easy way of identifying special groups, the National Commission for Nomadic Education (2022) bulletin revealed that: There are 1150540 Pupils, 412110 Males, and 738830 Females. Although reasons differ for the low level of enrolment/participation in education by the children of migrant fishermen in Nigeria.

Their constant migrations/movements in search of water and greener pastures in the case of the migrant fishermen.

- i. The centrality of child labor in their production system, thus, making it extremely difficult to allow their children to participate in formal schooling.
- ii. The irrelevance of the school curriculum which is tailored to meet the needs of sedentary groups and thus, ignores the educational needs of nomadic people.
- iii. Their physical isolation, since they operate largely in an inaccessible physical environment: and
- iv. A land tenure system that makes it difficult for the nomads to acquire land and settle in one place.

However, despite the reasonable achievement recorded in this crusade, there have been a series of problems that bedeviled the true accomplishment of migrant fishermen's educational program objectives. These among others include low level of enrolment, high dropout rate inadequate teachers, inadequate instructional/infrastructural facilities, inadequate supervision and inspection of schools as well as inadequate funding.

Migrant fishermen communities around the riverine areas of Nigeria were characterized by marginalization from active participation in the formal schooling system basically due to their constant migration with their children who are mostly of school age and were found difficult to be educated. It is important to note here that, many factors are responsible for the educational problems experienced in many locations of the globe and depending on the country's technological advancement and government commitments: the problems related to unequal education access are treated with certain difficulties.

The riverine areas were found inaccessible due to their difficult terrain and cultural as well as social inclination among other bedeviling factors. The fishing activities have made the population operating them alien to formal schooling and have even made their political and social life pattern aligned to the immediate towns and communities around them, and to the normal livelihood pattern of normal sedentary.

The remoteness of the fishing villages in most cases has made the population alien to such social services as transportation, health, pipe bone water, electricity, good shelter, and educational facilities. Where they are found, they are grossly inadequate or obsolete. The distinct nature of the migrant fishermen's activity is greatly influenced by both their environmental and occupational backgrounds. This is partly responsible for their low level of participation in formal schooling. They consider their social, political, and economic practices as complete ways of life. Thus, the educational needs and provision of the migrant fishermen should start with the basic/rudimentary aspects of reading, writing, and calculation and proceed with the use of literacy skills to acquire and get acquainted with the knowledge of biology and fish production.

- i. The management of fish farms which entails breeding, harvesting, and marketing of fish products, and the use of banking credits and services.
- ii. The adoption of modern technologies in the development of fish farms, fish processing, and preservation.
- iii. Acquisition of knowledge of the prevention and control of hazards in fishing ecology.

- iv. Knowledge of their legal rights and privileges as Nigerian citizens, and
- v. Knowledge of how to maintain a healthy family.

It should be understood at this juncture that, when these strategies are carefully pursued, migrant fishing communities in Nigeria will obtain the necessary prerequisites for life and get involved in all educational programs actively.

One reason why fishing communities remain alien to formal schooling was the irrelevance of the school curriculum which is tailored to meet the needs of sedentary groups and thus, ignores the educational needs of nomadic schooling. Statista 2023 research survey reports that; in 2019, there were about four thousand nomadic elementary schools in Nigeria. Between 2017 and 2019, the number of nomadic schools increased. The states with the highest number of nomadic elementary schools were Bauchi and Kano. Nomadic education is a sub-component of the Nigerian formal educational system which aims to offer equal opportunities for all social groups, independently from ethnicity, geographical origin, gender, or social class.

The education of the migrant fishermen is guided by section 14 of the 1999 constitution which states that, the relationship between the government and the states is based on the principles of democracy and social justice and that the sovereignty belongs to the people of Nigeria from whom and through whom the government wields its power and authority. It therefore, relates that, if this constitutional provision is to be met, the provision of equal and basic education opportunities to all irrespective of geographical locations or otherwise is necessary. This view is further strengthened by section 15 sub-section 2 of the same constitution which states that national integrating shall be actively encouraged while discrimination on the grounds of place of origin, sex, religion, state, ethnic or linguistic association or ties shall be prohibited.

The above policy statements had only proved practicable in the easily accessible areas of Nigeria living the disadvantaged minorities and the inaccessibly difficult areas with chronic illiteracy. They were thus denied their civic right and were made alien to modernization. Their social orientation therefore/economic and political outlook, including their cultural and even religious ways of life, were remote and completely unmodern. These communities are sometimes denied the right to vote, the right to be counted, and the right to enjoy other social services like health, electricity good roads, and so on.

Girl Child Education

Girls in Nigeria have increasingly become marginalized, especially with regard to access to education particularly in Northern Nigeria. The cultural and traditional preferences of some communities in Nigeria were one very important factor responsible for their low enrolment in school. It should be made clear however Nigerian girls remain disadvantaged regarding access to formal education, parts of government intervention in this regard was the launching of the girls' education project in 2004, which operated in northern States of Bauchi, Kebbi, Katsina, Kano, Niger, Sokoto and Zamfara with phase 3 terminating in 2020 after several extension of the program. The program was supported by United Nations

Children Fund (UNICEF) funded by the Foreign Commonwealth and Development Office (FCDO) in order to focus attention on states with the lowest enrolment rate for girls. This has greatly increased girls' participation in the area of formal education. One of the key issues addressed by the United Nations Girl Child initiative is in the area of girl child access to education in collaboration with the benefiting States. The aim was to meet the Education For All (EFA) goals aimed at ensuring education for all by the year 2015.

The universal declaration of human rights has made it clear in its bid to ensure education for all as a fundamental human right that individuals shall not be subjected to discrimination on the grounds of race, Color or sex. Nigeria as a signatory to this declaration in collaboration with United Nations Children Fund (UNICEF), United Nations Girls Education Initiative (UNGEI) and other donor agencies have made a giant stride in this direction. Such efforts can be seen through, establishment of special schools for girls; as well as lowering cut off entry points for admission into different institutions and the establishment of women education centers by the Federal Government through Federal Ministry of Education in both Federal and State levels respectively.

Physically Challenged Persons

Special education is the type of education that accommodates individual student differences, disabilities and special needs. It is the type of education given to the persons with disabilities that are specifically addressed as physically challenged persons. Nigeria had created this aspect of education for target groups regarded as handicapped. These categories of persons include the deaf/dumb, blind lappers and the mentally retarded. This impairment difficulties require the adoption of special teaching strategies which will assist in educating the above categorized special groups. The essence of this treatment by the Government of Nigeria was in response to equal education opportunities as enshrined in the national policy on education that guarantees equal rights to education, irrespective of social/physical circumstances into which a child has been born. The National Policy on Education (2013) revised suggests that:

- i. The Federal Ministry of Education set up a committee in collaboration with the ministries of Health, Social Welfare and Labor to tackle the problem of physically challenged children.
- ii. A census be taken of all physically challenged children and adults by age, sex, locality, and type.
- iii. All teacher colleges to provide general and basic courses to all prospective teachers who will teach in conventional schools, but who will require such knowledge to identify and help physically challenged children.

Research Methodology

This section presents the research method and procedures employed in gathering the relevant data for the study. The section discusses the research design, population of the

study, samples and sampling techniques, instrumentation, validity and reliability of the research instrument respectively.

Samples and Sampling Technique

The population of the study is large enough to be covered by the researcher in view of certain limitations and in view of the need to draw inferences concerning the research. It is, therefore, necessary to sample the population. A deliberate sampling method is used to select the two local government areas in Kebbi state. This is found suitable for the similarities observed as regards the nature of the fishing villages. Kola and Zuguru in Birnin Kebbi Local Government as well as Jiroki in Aljannare District, Bagudo Local Government areas were selected to represent other local governments where school age children abscond from school mainly because of fishing. It is important to stress here that, only a few sedentary schools are located in the areas selected while there is no single primary school specifically for the children of fishermen in the selected areas. A purposive sampling method was used therefore for the treatment of this study. 306 respondents including three district heads were selected as a sample for the study. These were obtained through the purposive sampling method.

Samples of the Study

The sampling technique employed for this research study is that of (Morgan and Krecie, 2018), revised which suggests that 306 could be taken out of 1500. In this regard, therefore, 306 is taken as the sample while 1500 is taken as the population size.

Population and Sample Size of the Study

As a descriptive research design, this study used a structured interview schedule, in which it examines the problems of fishermen's children's educational needs and provision in the riverine areas of Kebbi state. A descriptive survey research method is used due to the large number of subjects (sample) involved in the survey. The descriptive survey research method involves systematic data collection, through the use of a variety of multiple methods, interviews, questionnaires, and observation. This is so because investigation should be based on empirical evidence based on systematic procedures, we are able to verify with our senses.

Population of the Study

The population of this study is the entire riverine areas of Kebbi State. This consists of all the riverine areas in Kebbi State where school age children abscond from school mainly due to fishing activities.

Samples of the Study

The population of the study is large enough to be covered by the researchers in view of certain limitations and in view of the need to draw inferences concerning the research. It is,

therefore, necessary to sample the population. Birnin Kebbi and Baguio Local Government areas were selected to represent other local governments' fishing communities where school-age children abscond from school mainly because of fishing. Memon et al (2020 1) states that " Determining an appropriate sample size is vital in drawing realistic conclusions from research findings. He argues " Although there are several widely adopted rules of thumb to calculate sample size, the researchers remain unclear about which one to consider when determining sample size in their respective studies. Purposive sampling method is therefore used for the treatment of this study. 306 respondents were selected as a sample for the study. These was obtained through the purposive sampling method. Local communities in Kebbi State.

S/No.	Name of Village	Community Leaders	Fishermen
1	Kola	1	1203
2	Zuguru	1	271
3	Jiroki	1	27
	Total	3	1500

Field Survey Data: 2023

Sampling Technique

A deliberate sampling method was used to select the two local government areas in Kebbi state. This is found suitable for the similarities observed as regards the nature of the fishing villages. The sampling technique employed for this research study is that of (Morgan and Krecie, 1970) as quoted by Bukhari (2021) which suggests that 306 could be taken out of 1500. In this regard, therefore, 306 is taken as the sample while 1500 is taken as the population size N.

Instrumentation

The major instruments used in this research study in order to seek relevant information are:

- Interview schedule
- Participant observation

The researchers used the personal interview method to solicit information from the parents and community leaders in the selected riverine areas of Kebbi State during the research study. The interview schedule method was appropriate because almost all the respondents have not obtained basic formal knowledge, therefore, face-to-face interaction will be most appropriate. The questions for the interview were also translated into Hausa language which is one of the dominant languages spoken in all the selected areas for this research study. The interview questionnaires were adopted from a similar research study conducted during a PhD Thesis in 2010 to study the Educational Needs of the Fishermen in the Riverine Areas of Sokoto State.

Validity of the Research Instrument

Validity as an important aspect of research cannot be ignored. The instruments used in this research were interview schedules and participant observation methods which was subjected to content validation. Experts in the School of General Education, Shehu Shagari College of Education Sokoto validated the instruments. The number of items was 18 in the Parent and Community Leaders (P.C.L) questionnaire.

Administration of the Interview Schedule

A total of 306 copies of the interview questions were prepared to cover parents, community leaders, and the fishermen in the conduct of the interview by the researcher with the assistance of research assistants and some other persons employed in the village through their heads in each of the villages selected to serve as guides.

Methods of Data Analysis

A simple percentage was used to analyze the responses generated from the respondents.

Data Presentation and Analysis

This section presents the data analysis and discussion of findings generated from the communities observed through the questionnaire administered to the target respondents as presented below:

Kola Village

1. Where does the fishing activity take place?

All the respondents revealed that the fishing activity takes place in the riverside on the outskirts of the main town. A trackable distance.

2. Do you have any existing school in your area?

The researchers observed the existence of a Primary school in the Kola community. The building contains three blocks of 6 classrooms which cannot accommodate the entire school-aged children found in the community.

3. Who constructed the school?

The researchers found out that the school was initially constructed by the Government. However, the researchers found out that an additional block of two classrooms was constructed by a philanthropist who knew the value of education to accommodate the increasing number of children enrolling in the school.

4. Who provided you with the curriculum?

The researchers found out that the curriculum was solely provided by the Government. This is why despite the fact that the curriculum did not fully favor the lifestyle of the children of the Fishermen, it could not be amended. The curriculum is the only course content used by

the school. This is because the Fishermen did not accord formal education the utmost priority that will make their voices heard and their needs reflected in the curriculum design.

5. Is the program relevant?

Majority of the respondents 168 representing 96 % opined that the program is not relevant to the lives of their children as some could neither read fluently nor write legibly. While only 7 respondents representing 4 % revealed that the programs given to their children is relevant.

6. Who finance the program?

All the respondents opined that, it is the government that finance the program in terms of payment of teachers' salaries and provision of some text books for the children.

7. Is the program adequate?

The researchers observed that 154 respondents representing 88 % said that the program is adequate. This is so because according to the respondents, the program has supported the children in their daily lives by making them more enlightened than their counterparts who did not attend any formal system of schooling while 21 respondents representing 12 % said the Program is not adequate to change the life of the children.

8. Organizational structure of the school

The researchers found out that the school has a solid organizational structure because it has 11 male teaching staff and 1 female teacher with class masters assigned to every class and an assistant head teacher respectively. This shows that the existing organizational structure in the school has a plan to cater for the growing school age children population in Kola village including the children of the fishermen if they all agree to enroll in formal education.

9. Is the school meant for the children of the fisherman or children of the sedentary?

The researchers found out that the school is meant for both the children of the Fishermen and that of the sedentary. This is indicated through 175 respondents reprinting 100% of the responses. This shows that although the school is meant to cater for both the children of the sedentary and that of the Fisherman, it could not cater adequately to the needs of the children of the Fisherman. This is why some of the children of the fishermen spent more time for fishing instead of going to the school. Also, the school timetable and timing did not take care of the fishing /cultural lifestyle of the fishermen.

10. Do children attend school regularly?

Responses	Frequency	Percentage
Yes	113	64.6
No	62	35.4

Field Survey Data: 2023

The above table indicates that 113 Respondents representing 69.6% stated that their children attend School, while 62 respondents representing 35.4 % said sometimes their children abscond from School. This is because the children prefer to follow their parents to support their Fishing activities instead of going to the school.

11. Reluctance of children to attend School.

Responses	Frequency	Percentage
Lack of interest	55	31.4
Fishing activity	116	66.3
Lack of awareness	4	17.3

Field Survey Data: 2023

The table above indicates that the Children of the fishermen in Kola village are reluctant to attend school because they prefer to participate in fishing instead of attending school. This shows that 116 respondents representing 66.3 %, opined that the reluctance is because of fishing activities 4 respondents opined that the children prefer going to the fishing site to learn how to fish, while 55 respondents representing 31.4 % opined that the reluctance of the children to attend school is due to lack of awareness from the parents.

12. Awareness of children on the lack of education in life

The researchers observed that 164 respondents representing 93.7 % opined that children of the fishermen are not aware of the consequences of ignorance and lack of formal education in life while 11 respondents representing 6.3 % opined that the children are aware. This indicates that the non-participation of the children of the fishermen is attributable to a lack of awareness about the consequences of lack of formal education in modern life.

13. Amount of period/time spent in fishing

The researchers observed that the children of the fishermen spent most of their day time in fishing. This was revealed through 109 respondents representing 62.2. % who indicated that the children engaged in fishing for 4 hours, 57 respondents representing 32.6% said the children spent 5 hours daily, while 9 respondents representing 4.1 did not respond. The information revealed that the children of the fishermen spent more time fishing instead of attending formal school.

14. Does the fishing activity cover weeks, months, or all seasons?

The researchers found out that the children of the fishermen in Kola village engaged in fishing throughout the year. This was revealed through 172 respondents representing 98.3 % who indicated that the children engaged in fishing every day while 2 respondents representing 1.1% said the children participate in the daily fishing activity after school hours while 1 person representing 0.6% did not respond. The information above revealed that the children of the fishermen spent more time fishing which has greatly contributed to their low participation in formal schooling.

15. Economic benefits from fishing activities engaged in by the children

The researchers found out that 140 respondents representing 80 % opined that children get food from the fishing activity to support parents in providing food to the family while 35 respondents representing 20 % opined that, children used fish caught as food from the fishing activity. This indicates that children prefer to engage in fishing in order to get money instead of going to school where money is not quick to reap.

16. Roles played by children during fishing

The researchers found out that children of the fishermen in Kola village engaged in helping their parents by performing all work related to fishing. This is evident through 167 respondents representing 95.4 % and 6 respondents representing 3.4 % that said their children were involved in learning how to fish, while 2 persons representing 1.1% did not respond.

17. Destination of fish caught

The researchers found out that 160 respondents representing 91.6%, said the fish caught in Kola town is sold at Birnin Kebbi, Sokoto, and sometimes Jega town respectively, 13 respondents representing 7.4% said the fish caught is used for food at home and 2 persons did not respond. This indicates that the children of Kola village have been initiated into economic and business activities at a younger age and the reason for their low participation in formal school

18. Possible solutions

- All the respondents requested the government to intensify monitoring visits in the school to assess how the teachers are teaching the children.
- Government to provide essential social amenities in the town
- Truant children are to be punished by the school authority.
- Kebbi Stat government to meet with the parents to sensitize them on the importance of formal education to life.

Zuguru Village

Data collected in Zuguru community is presented bellow as follows:

1. Which area does the fishing activity take place?

All respondents revealed that the fishing activities take place in the riverside located in the outskirts of the main community.

2. Do you have any existing school in your area?

The researchers found out that there is an existing Primary school in the Zuguru community. The building contains only two blocks of four classrooms which cannot accommodate the growing school aged children population in the community.

3. Who constructed the school?

The researchers found out from the respondents that the school was constructed by the government. There has been no successful effort to erect additional structures by either the community people or the government despite the increased school-aged children population growth.

4. Who provided the curriculum?

The researchers found out that the curriculum is provided by the government and all respondents representing 100% revealed that the curriculum was provided by the Government. This shows that the curriculum was solely provided by the Government. The researchers therefor observed that despite the fact that the curriculum did not fully favor the cultural lifestyle of the children of the Fishermen it has not been reviewed by the curriculum expert. The curriculum is the only course content used by the school.

5. Is the program relevant to the fisherman's children's life?

Most of the parents 173 respondents representing 98.9 % revealed that the program is not adequate to change the lives of their children while 2 respondents representing 1.1 revealed that, the program is adequate as school children are different from the non-schooling ones.

6. Who finances the program?

All the respondents revealed that the program is financed by the government in terms of payment of teachers' salaries, renovation of dilapidated structures, construction of toilets, and supply of textbooks to the pupils.

7. Adequacy of the program

The researchers observed that 73 Respondents representing 70.9% said that the program is adequate, while 30 respondents representing 29.1% revealed that the program is not adequate to change the life of the children. This is so because according to the respondents, the program has supported the children in their daily lives by making them more enlightened than their counterparts who did not attend any formal system of schooling.

8. Organizational structure of the school

The researchers found out that, the school has an organizational structure of 12 male teachers with class masters assigned to every class and an assistant head teacher. The above findings revealed that, although the existing organizational structure in the school provides a goods administrative structure, it cannot cater for the needs of the children of fishermen.

9. Is the school meant for the children of the fisherman or children of the sedentary?

The researchers found out that the school is a conventional one meant for both the children of the Fishermen and the sedentary. This is indicated through 103 respondents reprinting 100%. This shows that although the school is meant to cater for both the children of the sedentary and that of the Fisherman, it could not reflect the socio-cultural lifestyle of the children of the Fishermen whose fishing activity could not allow total devotion of daytime to formal school. This is why most of the children of the Fishermen gave adequate time needed for fishing instead of going to the school. Also, the school timetable and timing did not take care of the fishing /cultural lifestyle of the children of the fishermen.

10. Do children attend school regularly?

Responses	Frequency	Percentage
Yes	72	69.9
No	31	30.1

Field Survey Report: 2023

The above table indicates that 72 Respondents representing 69.9% stated that their children attend School, while 31 respondents representing 30.1 % said sometimes their children abscond from School. This is because the children prefer to follow their parents to support their Fishing activities.

11. Reluctance of children to attend school

Responses	Frequency	Percentage
Lack of teachers	1	1
Fishing activity	96	93.2
Lack of awareness	7	5.8

Field Survey Report: 2023

The table above indicates that the Children of the fishermen in Zuguru village are reluctant to attend school because they prefer to participate in fishing instead of attending school. This shows that 96 respondents representing 93.2% revealed that their children are not attending school regularly due to fishing activities engaged by the parents while 6 respondents representing 5.8 % opined that the reluctance of children to attend school is

due to a lack of awareness and 1 respondent representing 1 % showed that the reluctance is due to problem of teachers and parent.

12. Awareness of children on the lack of education in life

The researchers observed that 93 respondents representing 90.3 % revealed that children of the fishermen are not aware of the consequences of ignorance and lack of formal education in life while 10 respondents representing 9.7 % revealed that the children are aware. This indicates that the non-participation of the children of the fishermen is attributable to a lack of awareness about the consequences of lack of formal education in modern life.

13. Amount of period/time spent in fishing

The researchers observed that the children of the fishermen spent most of their day time in fishing. This was revealed through 72 respondents representing 69.9 % who indicated that their children engaged in fishing between 4 -5 hours daily while 20 respondents representing 19.4% said they spent the whole day or morning and afternoon periods in fishing, while 11 respondents representing 10.6% revealed that, they spent up to 6 hours daily during fishing. The information above revealed that the children of the fishermen in Zuguru community spent more hours fishing instead of attending the formal school because the school time did not favor their lifestyle.

14. Does the fishing activity cover weeks, months, or all seasons?

The researchers observed that the children of the fishermen in Zuguru village engaged in fishing throughout the year. This was revealed through 81 respondents representing 78.6 % who revealed that the children engaged in fishing every day while 22 respondents representing 21.4 % revealed that the fishing activities cover weeks or sessions. The information above revealed that the children of the fishermen spent more time in fishing which has greatly contributed to their low participation in formal schooling.

15. Economic activities drivable from fishing activities engaged in by the children

The researchers observed that 61 respondents representing 59.2% revealed that children engaged in fishing to earn money, 27 respondents representing 20.2 % revealed that they engaged in fishing to support their parents while 15 respondents representing 14.5 % revealed that they engaged in fishing to support their schooling. This indicates that children prefer to engage in fishing in order to get money and food instead of going to school where money is not quick to reap.

16. Roles played by children during fishing

The information presented here revealed that children of the fishermen in Zuguru village engaged in all sorts of work related to fishing. This is evident through 14 respondents representing 82.4 % and 2 respondents representing 11.8 % revealed that they help their

elders during fishing while 1 respondent representing 5.9% said children watch how people fish.

17. Destination of fish caught

The researchers observed that 91 respondents representing 88.3 % stated that the fish caught is sold at Birnin Kebbi market, 3 respondents representing 2.9 % said the fish caught is sold at Kalgo 3 respondents representing 2.9 % said the fish caught is sold at Bunza, while 2 respondents representing 1.9 % said the fish caught is sold at Yan bankwai village, 2 respondents representing 1.9 % said the fish caught is sold at Jega town And 2 respondents representing 1.9% did not respond. This explains that the children of Zuguru village have been initiated into economic and business activities at a younger age and the reason for their low participation in formal school.

18. Possible solutions

- Kebbi State Government to support the children covering far distances with bicycles to alleviate their sufferings.
- Teachers to be more committed to work to provide quality learning to the pupils

Jiroki community Aljannare District

Data collected from Jiroki community Aljannare District is presented bellow as follows:

1. Which place does the fishing operate in your area?

All respondents revealed that the fishing activity is conducted at the river sites around the village.

2. Do you have any existing school?

The researchers observed the existence of a community Primary school constructed by the Jiroki community. This was evident through 28 respondents representing 100 % which stated that the school was solely constructed through community efforts. The building contains only two blocks of four classrooms which were constructed in mud structure but roofed with zinc roofing sheets. Although the population of the community is appreciably expanding, the school currently accommodates adequately the population of school-aged children. There has been no effort to erect additional structures by the community people despite the growth in their children's population.

3. Who constructed the school?

The researchers found out from all the respondents stated that the school was constructed by the community people through community efforts. The researchers found out that there have not been any successful efforts to construct additional building despite an increasing number of school-age children population in the community.

4. Who provided the curriculum?

The researcher observed that 28 respondents representing 100% revealed that the curriculum was provided by the Government. This is why despite the fact that the curriculum did not fully favor the lifestyle of the children of Fishermen's it could not be amended. The curriculum is the only course content used by the school. This is because the Fishermen did not accord formal education utmost priority as a worthwhile venture.

5. Is the program relevant to the fishermen's children?

The researchers found out that 20 respondents representing 71.4 % said the program is relevant because it has enlightened the children more than their counterparts who did not attend any formal school while 6 respondents representing 21.4% revealed that the program is not relevant to their children's needs and 2 respondent representing 7.1 % said there is the need for additional enlightenment to the parents and the school-aged children to increase attendance and participation into school.

6. Who finances the program?

The researchers observed that the program is financed by the Government. This is revealed through 28 respondents representing 100% who said the program is funded by the Government.

7. Adequacy of the program

The researchers found varied ideas from the responses generated where 26 respondents representing 92.9 % said the program is adequate. While 2 respondents representing 7.1% said the program is not adequate to cater to the needs of the children of fishermen.

8. Organizational structure of the school

The school's organizational structure is very weak because there are only two teachers (a Head teacher and an Arabic teacher) that manage a population of more than 160 children. The above findings revealed that the existing structure in the school could not cater to the growing population of children of the fishermen if they agreed to enroll in formal education.

9. Is the school meant for the children of the fisherman or children of the sedentary?

The researchers found out that the school is meant for both the children of the Fishermen and of the sedentary. This is indicated through 28 responses representing 100%. This shows that although the school is meant to cater to both the children of the sedentary and that of the Fisherman, it could not cater adequately to the needs of the children of the Fisherman because it did not reflect their cultural lifestyle of fishing.

10. Do children attend school regularly?

Responses	Frequency	Percentage
Yes	26	92.9
No	2	7.1

Field Survey Report: 2023

The above table indicates that 26 respondents representing 92.9 % revealed that their children attend School, while 2 respondents representing 7.1 % said sometimes their children abscond from School. This is because the children prefer to follow their parents to support their Fishing activities instead of attending school.

11. Reluctance of children to attend school

The Children of the fishermen in Jiroki village are reluctant to attend school because there are no enough teachers in the school. This is revealed through 26 responses representing 92.9 who said they are reluctant to attend school because there are no teachers. They spent most of their school time playing with peers while 2 respondents representing 7.1 % said they are reluctant to attend school because there are no many lessons. They instead prefer to participate in fishing instead of attending school.

12. Awareness of children on the lack of education in life

The researchers found varied responses where 24 respondents representing 85.7% said the children are not aware of the consequences of lack of attending formal school to their lives while 4 respondents representing 14.3 % revealed that the children are aware because they have seen some people who have gone to the school working in Government paid jobs and politics. This indicates that the non-participation of the children of the fishermen is attributable to a lack of awareness about the consequences of lack of formal education in modern life.

13. Amount of period/time spent in fishing

The researchers found out that the children of the fishermen spent most of their day time usually morning and evening fishing. This was revealed through 23 responses representing 82.1 % who indicated that the children engaged in fishing during the morning period and in the afternoon period while 3 respondents representing 10.7 % said the children attended to fishing in the morning and 2 respondents representing 7.1 % said the children attend fishing in the evening period respectively.

14. Does the fishing activity cover weeks, months, or all seasons?

The researchers found out that the children of the fishermen in Jiroki, Aljannare District engaged in fishing throughout the year. This was revealed through 26 respondents representing 92.9 % who indicated that the children engaged in fishing throughout the year

while 2 respondents representing 7.1 % revealed that the fish activity covered sessions (summer and winter) respectively.

15. Economic activities drivable from fishing activities engaged in by the children

The researchers observed that 28 respondents representing 100% opined that children engaged in fishing activity to obtain food and income. This indicates that, children prefer to engage in fishing in order to get money and food instead of going to school.

16. Roles played by children during fishing

The researchers found out that, children of the fishermen in the Jiroki community engaged in all activities required during fishing. They mostly engaged in the peddling of the canoe while their parents threw fish gear such as nets and hooks. This is evident through 28 respondents representing 100 % which revealed that children support their parents in all activities performed during fishing.

17. Destination of fish caught

The researchers found out that 22 respondents representing 78.6 % stated that the fish caught is sold at Aljannare Market while 6 respondents representing 21.4 % said the fish caught is sold in the south and eastern parts of Nigeria such as Lagos, Ilorin, and Ogbomosho respectively. The researchers found out also that, the children of Jiroki in Aljannare were initiated into economic and business activities at a tender age, and the reason for their low participation in formal school.

18. Possible solutions

- The respondents generally suggested the need for the Kebbi State Government to deploy more teachers to the only community school.
- Construct additional blocks of classrooms, with furniture and textbooks.
- Government to provide essential social amenities especially access road to alleviate sufferings of the people.

Discussion of Findings

This section discusses the major findings generated from the data collected from the field survey with the following headings:

I. Preoccupation of the Fishermen

The major preoccupation of the fishermen studied in the identified communities is fishing. This aspect of life is seen as a family vocation. This section studies the nature and situation of education in the five selected fishermen communities. It encompasses also the educational needs and provision of the fishermen in the study areas. This is treated as follows:

a. Type of Settlement

The villages of the fishermen studied are (Kola, and Zuguru in Birnin Kebbi Local Government and Jiroki Aljannare in (Bagudo Local Government) have been in fishing activities for centuries to date. The residents of these communities live in permanent settlements and constructed houses.

There are many fishing villages in Kebbi State. However, the three villages identified above were used for research purposes. A household in this research study is viewed as a social unit characterized by cooperation and peaceful coexistence. The essence of the demographic data collection conducted in this research study is to identify the number of households and possibly to have an idea about the level of children's participation in formal schooling.

b. Preoccupation of the Fishermen in the Village

The major occupation of the fishermen communities/villages surveyed is fishing. This forms part and parcel of the lifestyle of the fishing communities. Fishermen in the areas studied engaged in fishing throughout the year covering all seasons of the year. The fishermen are also accompanied by their children who engage in various aspects of fishing activities. The fishing activities are mostly pronounced in the months of March through June and in the months of July and November respectively.

The researchers found out that although fishing activities are the major occupation of the villages surveyed, it was noticed that fishing activities subside during Harmtan cold weather due to its harsh attack on the human body, particularly the children. The children usually participate in fishing activities not actually because they construed of having any financial benefit or otherwise but because it's their parent preoccupation which they think they must relate with as a cultural lifestyle. This cultural belief or misconception might be one of the major reasons that precluded the children of the fishermen from prioritizing/attending the formal school system regularly as expected. This preconceived negative notion has impacted negatively on their social life, economic output, citizenship opportunities/privileges, religious practices, and political insensitivity. These made the fishing communities studied became disadvantaged which had affected their overall development generally.

The fishermen and their children in the study areas have religious and political awareness problems. This is because most of the economic benefits so identified in relation to the fishing activities might not really provide any tangible useful incentive for the children's well-being rather their opportunities have been misplaced and may not realize/actualize any plosive gain in the future.

Fishing activity is a serious enterprise held tenaciously by the fishermen in the communities studied due to the fact that children around the ages of five to seven engaged in one fishing activity or the other. This implies that children especially the male ones are initiated and taught how to fish as early as five to seven years of age when the child is expected to be

enrolled in the formal school as enshrined in the National Policy on Education (NPE) 1979, 1981, 2004 and 2013 revised, respectively.

Children's Socialization among the Fishermen in the Villages Studied

Socialization is a process of making an individual to adjust to the social norms and values of the society in which he belonged. It also makes the individual to adapt to the culturally acceptable values so that he could be an acceptable functional member of his society. The fishermen community is a well-integrated setting where both the children and adults respect the rule of law and constituted authority. The final verdict delivered by the Sarkin Ruwa (Had of Waters) of any fishing community is considered sacred that cannot be challenged.

The family plays a very important aspect of child socialization among the fishermen, it clearly defined sex roles attributable to both sexes so that every individual will play the expected basic life functions that conforms to the family background and the community life style. The fishermen family tried to orient its members on how to become culturally acceptable in accordance with their cultural life style. This makes them culturally outstanding as fishermen.

Socialization of Boys

Traditionally in Africa and beyond, the parent exert strong influence on the socialization of the child. This is the reason why children of the fishermen prioritize fishing and its related activities from attending formal schooling simply because their parents have initiated and socialized them into the fishing vocation. This means that fisher folks children consider fishing more important than formal schooling because of the long period of time spent with their parents during fishing activities.

The fishermen family are always at the river side busy with the fishing activities. This is so because most families relied solely on the fishing activity as a major source of daily income. The fishermen family have most of the times shown reluctance for active participations in government activities not because they are not interested but because they do not want to miss any opportunity regarding quantity of fish to be caught in a particular time. It is important to note that, although the fishermen children are not actively involved in formal schooling, they have an organized coordination of labor that particularly prepare the male child for vocation. This is because no family would want to be associated with failures and moral laxity. This means that, roles among fishermen in the riverine areas studied in Kebbi State vary according to sex categorization. Although sometimes female children of primary school age are seen participation in certain fishing activities, it is not a major occupation associated with the female children. It is important to note that, the fishermen have taken steps to change the former narrative as they now participate in the political activities taking place in their area particularly the election of members that will represent their interests at various levels of democratic leadership. Ethnographic interviews conducted with key

stakeholders among fishermen revealed that the children have subconsciously become reluctant to attend school simply because their parent's major occupation is fishing.

Summary, Conclusion and Recommendations

The study found that major factors bedeviling the active participation of children of the fishermen in the formal schooling in the communities observed was their major involvement in the fishing activities coupled with their traditional lifestyle that places more emphasis on traditional occupation instead of formal schooling. This is so because, the study found out that, although schools exist in almost all the communities observed, the fishermen children do not actively participate.

The socialization process given to the male child aimed at ensuring an effective fishing community is another contributing factor to the poor participation of school-age children in formal schooling.

The infrastructural facilities found in all the schools visited were grossly inadequate which does not attract children to stay and learn in class. Some classes do not have desks and chairs. In Jiroki, the only one block of two classrooms constructed by the community has not received any renovation attention from the government since its construction for over ten years. At Kola, the primary school was renovated due to its close proximity to the State Capital (Kebbi) and partly because politicians want to use the school renovation for political campaigns to attract votes from benefiting communities.

At Zuguru Primary School some classes do not have furniture while some windows are blown off with minimum security.

Conclusion

This research survey concludes that the curriculum designed for the sedentary that requires the participation of children from 8:00 am to 1:45 pm is not suitable for the fishermen as the boys are required to participate in active fishing during morning hours. This arrangement did not consider the lifestyle of the fishermen's traditional occupation of fishing and the reason for the low participation of the fishermen's children of school age in formal schooling. Other factors revealed by the children include lack of available jobs to graduating students that attended formal schooling, poor quality teaching, inadequate teachers to manage schools, and a non-chalet attitude from parents.

The study also found that in all the schools observed in the communities surveyed, the schools did not have effective literacy and numeracy teaching skills. There is also a need for effective religious education that will enhance the socialization of the communities observed.

Educational Needs and Requirements of the Three Fishermen Communities under Study

This research study observed that for education to be meaningful and acceptable to the fishermen's communities the following needs are paramount to be met:

- i. Religious education
- ii. Literacy and numeracy skills
- iii. Provision of essential social amenities
- iv. Agricultural education

Religious Education

Education of any kind is expected to guide individuals to become useful to themselves and become productive in the social environment to which they belong. Religious education therefore entails the spiritual education given to an individual or group for the purpose of spiritual practices and acquisition of faith. Schools are expected to incorporate into their curriculum sound religious education which will no doubt instill the right attitude, faith, and spiritual guidance unto its followers which will guarantee society's development, productivity and obedience. Religion inculcates into its followers respect for social control and reference to established laws. It has been revealed in this research study that in all the villages observed, members of the fishermen populations including, their children are in a state of ignorance of the Islamic religion. Although all the community leaders interacted with in the communities surveyed have displayed appreciable Islamic religious knowledge and the formal knowledge to a lesser extent many adult people in the communities have not attended even a primary/secondary school. It is pertinent to stress that the Islamic religion emphasizes the need for every individual to search for knowledge both the religious which is paramount and the formal which is less compulsory but upheld necessary to guarantee self-independence and self-reliance. It therefore means that the members of the fishing communities observed must be educated. Islamically in order to reshape their thoughts to accept formal schooling. Currently, some schools in the non-riverine communities of Kebbi State operate the Islamiyya system of schools alongside the formal education curriculum. This influenced those societies to turn modern and begin to appreciate the efforts of formal schooling. The enrolment rate of these communities has risen sharply because of the social orientation of the children. It is believed that religious education has a far-reaching influence on an individual which is responsible for a well-reformed community. Every religious society is expected to be in line with the current ideas, technology, and science. All these necessary prerequisites qualities are enshrined in the religion of Islam which if properly adhered to will change both the focus and orientation of the fishermen communities visited and observed. Fishermen communities are expected to form cooperative societies which must be fully registered, have design manifestos, and constantly hold meetings. This will require the ability to read and write. Literacy education therefore will assist individual fishermen in their social relationships with the non-fishing societies. The fact that fishing communities are well integrated with the sedentary population requires them to be formally educated. Most of the social interaction, among people today requires formal orientation. Fishermen for example are expected to be conversant with the different types of water bodies, favorable fishing periods, and modern methods of fishing. All these are clearly spelt out in fisheries which are only interpreted

either in English or Hausa languages. These inscriptions can only be read and understood by a literate person. Additionally, the fishermen require knowledge for investment on how to handle cash and how to avoid fake currencies.

Literacy and Numeracy Skills

The three villages observed still operate their fishing occupation with fishing gear that is not modern or outdated. Modern skills are expected to match with modern challenges. It will also improve the quantity of fish catch, multiply fish production, and introduce different types of fish species. Fishing occupation is one of the major income-generating businesses in many developed and developing countries but this has not yet been so manifested among the communities observed. This is basically due to nonconformity with modern technology. It is important to state that when these communities are exposed to literacy and numeracy skills, they will no doubt improve in many aspects of their lives. Adult fishermen should be educated in an informal way through the Adult Education Program. This will introduce them to the 3 RS (Reading, Writing, and simple Arithmetic). Adult education will also assist the fishermen to be able to utilize government resources and conform to government policies.

Agricultural Education

Agricultural education is the type of education that covers all aspects of farming including fishing and the maintenance of fish species. It also introduces safety measures to the fishermen which will guarantee continuity of fish species. It will also prevent the fishermen from using poisonous materials for fish species.

Meeting the Basic Educational Needs of the Fishermen's Children in Kebbi State

The fishermen's children require special treatment by all tiers of government. This is because the nature of their lifestyle is completely different from that of the sedentary population. Although the ethnographic interview with the target group revealed that the fishermen observed have integrated with sedentary communities in most cases. Yet the children are very reluctant to attend school. Therefore, in order to meet this challenge some important issues need to be addressed. These issues are:

- i. Implementation of the Policy on Nomadic Education: This research study acknowledges the fact that the National Commission for Nomadic Education approves the incorporation of fishing communities into the educational systems in order to be provided with formal education.
- ii. The National Commission on Nomadic Education recommends the incorporation of fishermen communities into its program in the riverine areas in Nigeria so that these communities receive fair educational treatment from their sedentary counterparts. The situation in the riverine areas observed in Kebbi State is yet to benefit from this compassionate treatment. The great number of school-age children not in school is alarming to the fact that unless urgent intervention is made,

the future of the children in the observed communities will be at stake. There is a need for proper integration of these communities into the programs of the NCNC. This will ensure fair and just treatment to these communities which is in line with the NPE declaration in 1979 that education should be free and must be from the primary level for all children of school age.

- iii. School sessions/timing: This refers to the opening and closing hours of the school program. This research study observed that the fishermen's parents use their children for fishing activities all the time. This means that the type of education to be given to this special population must be different from the sedentary population. It is important to note that in most cases, in the villages observed, children spent most of their morning periods through afternoon and evening hours fishing. The children could be less busy during cold weather. Therefore, the timing is expected to reflect their lifestyle so as to attain maximum success.
- iv. Provision of essential social amenities: This refers to such aspects as pipe-borne water, electricity, road networks, and health care facilities. The provision of these social items in the areas under study will no doubt improve the living conditions of these fishing communities. This will form the basis for more integration of these communities with major towns. This will make them appreciate the efforts of the formal education system and most likely enroll their wards in formal schooling.
- v. Adult Education Program: This refers to the type of program given to adults male and female in order to attain literacy. This will assist the adult in learning the rudiments of writing, reading, and arithmetic. It will no doubt give them the opportunity to integrate with cities and towns. It will also assist in improving the economic productivity of the people by introducing them to modern business methods, especially with regard to fishing production and sales.

It is pertinent to stress that the current style of livelihood demands a modern orientation that can put an individual in a status that could enable him compete with other literate persons. The need to manipulate calculating devices for simple addition and subtraction, the manipulation of social media sites using mobile phones, the formation of entrepreneur partnerships in order to secure government assistance on micro financing, and the need to incorporate effective fishing techniques to improve fish production is the main aim of adult literacy to the target communities. The above-raised factors are indispensable and would require effective implementation to ensure success.

Recommendations

This research study observed the target group ethnographically and as a result came up with some recommendations which if taken seriously hoped to change the attitude of lack of participation in formal education by school-age children of the fishermen. These recommendations are put forward as follows:

- i. Firstly, the government should ensure full implementation of the National Commission for the Nomadic Education Program in all the riverine areas of Kebbi

State. This will enable these communities to receive equal educational opportunities with their sedentary counterparts. The timing periods of the school calendar should reflect the cultural lifestyle of the target group's children. They might attend school from 12:00 p.m. to 2:00 p.m. and from 4:00 p.m. to 6:00 p.m. Also, children could participate in the schooling program during the cold weather when fishing activity is less active.

- ii. The parents are to be properly enlightened about the importance of formal education. This will assist in changing their attitudes towards school. Essential social amenities are necessary prerequisites for any community to develop. The villages observed particularly Jiroki are in a very critical situation. These villages require pipe-borne water, effective healthcare delivery systems, and road networks. This when provided will assist in integrating the riverine communities with the sedentary population most favorably.
- iii. The Ministry of Agriculture through the Department of Fisheries should organize the target group of Kebbi State riverine communities in general on the new fish farming methods. This when properly executed will guarantee more fish production which will influence the retention of fishermen in their respective communities. This will enable parents to give out their school-aged children to attend school. Community/Religious leaders should mobilize members of their communities to appreciate the school system. This will assist in influencing the parents to appreciate formal schooling programs and enroll their wards in school.
- iv. All school-age children should be made to understand the formal education in the life of today and for the man of today is an indispensable asset that everybody needs to acquire. Literacy and Numeracy skills are the qualities needed by everybody in order to conform to modern living standards.
- v. Since the Islamic religion is the dominant religion practiced in the villages observed, the target communities from these villages should understand the emphasis laid by Islam on the need to search for both spiritual and formal knowledge. In this regard parents have great role to play to ensure accomplishment of this objective. This agrees with Dikko (2014 :74) who opined that: " The social environment... involves the parenting style the child receives at home. Which may be love Vs rejection or autonomy Vs control styles".

Implications of the Study

The essence of education is to respond to the needs of the society in which it operates. The Nigeria National Policy on Education has spelled out clearly that the provision of education to the doorsteps of its citizens is an obligation that must be fully accomplished and equally guaranteed. The present study identifies the gross inequality accorded to many disadvantaged Nigerians as regards unequal access to education. The migrant personalities of whom the fishermen are a part were among the most vulnerable in terms of educational inequality and access. The present research study reveals that one of the major reasons why

education access is not equally achieved through the riverine areas is the lack of infrastructure which has derailed smooth access to the river sites and which in turn precludes Education delivery.

The timing/period within which the sedentary schools operate is quite unrealistic for the riverine populations. It is quite obvious to note that, these schools did not match with the life pattern of the riverine populations.

The study also observed that children of the fishermen have started to appreciate the benefits derived from fishing at tender ages which could be one of the factors precluding their active participation in school.

The nature of the schools operating within the areas of the riverine populations even though were meant for the sedentary is only a sorry site since they lack major necessary prerequisites to guarantee effective learning outcomes. Some of these schools observed were found without chairs, tables, and teachers.

The absence of an indigenous teacher from the fishermen's family is another problem derailing the smooth participation of the fishermen's children in formal schooling. This ensures their full integration more properly with the sedentary communities. It is against this background that, the present study sees the need to involve a participation/participatory approach with the fishermen population in order to arrive at the most effective measure which will serve as an effective panacea/intervention for the non-active participation in formal education by the fishermen. This study observed that, when the target population is involved in decision-making as well as planning, or even administration proceedings there is every tendency that the riverine population will accept to participate fully in the issue they were involved in (formal education). This relates that the fishermen population did not actively support formal schooling because they were not involved in some crucial issues affecting them.

Most of the adults found around Nigerian communities have not been to school simply because they feel that the school always conflicts with their cultural lifestyle. The inability of schools to ensure a functional education is another source of concern and in effect made parents and other mature adults not to take formal schooling so important to their lives.

This study sees the need to create an alternative educational strategy/provision for the fishermen population around the riverine areas of Kebbi State and Nigeria as a whole. The alternative measure is most crucial for the fishermen due to their special peculiarity. This will assist the Kebbi State Government and Nigeria at large in their efforts to meet the Educational/social needs of many disadvantaged/minority groups residing in different locations. An implication of this study has caused for policymakers to ensure equal education treatment regarding access irrespective of social peculiarity. The riverine populations in Nigeria specifically in Kebbi State deserved the moral obligation to be given formal education. This will integrate them more with the sedentary populations.

Additionally, also, the Kebbi State Government should bear the burden of ensuring equity in the supply of essential social amenities to all areas specifically the riverine areas with the view to integrate them fully with other sedentary communities.

The above assertion revealed that the fishermen population should be in school since the school is expected to promote individuals with certain skills necessary to improve their productive capacity so as to become functioning members of the society to which they belong. The riverine communities should not be treated differently. They should be provided with essential knowledge for life sustenance.

The above assertion justifies the need to ensure the provision of a functional education necessary to guarantee self-productivity and self-reliance. Individuals attending schools do so with aim of either getting integrated with the larger community in the areas where they accepted education to be so or accepting education with the aim of getting a job. If this is so, education should be a module to cater to individual needs. No doubt a functional education could foster individual curiosity to attain greater heights, maximize economic benefits, and become socially integrated.

The type of education/orientation given to many riverine children in many schools in Nigeria and the schools observed in Kebbi State in particular is not adequate enough to influence desirable/meaningful changes in the children. These changes in communities are necessary since they tend to shape the activities of societies and initiate modern development. Curriculum developers and sociologists of education should struggle to ensure that changes in societies are geared toward improving productivity in order to ensure success in life. The only way to ensure this is by treating all communities with equality of access to education as well as the quality of access to essential social amenities.

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