Legal Analysis of the Role of Educational Institutions in the Management of Migration Dynamics for Sustainable Development in Nigeria

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ABSTRACT

The management of migration dynamics in the context of sustainable development is profoundly influenced by a multifaceted interplay of legal frameworks, international agreements, and national policies. Foundational international legal instruments, including the Universal Declaration of Human Rights (1948), the International Covenant on Civil and Political Rights (1966), and the 1951 Refugee Convention, delineate essential rights for migrants and refugees. Regional agreements such as the Global Compact for Safe, Orderly and Regular Migration and the African Union's Agenda 2063 underscore the importance of cooperation and recognize migration as a significant driver of development. At the national level, various countries enact laws that address asylum, labor migration, and integration, ensuring alignment with international standards. This study critically examines the role of educational institutions in Nigeria in managing migration dynamics through a legal perspective. It posits that these institutions, grounded in the legal framework and human rights principles, can mitigate push factors by enhancing access to quality education, improving employability, and fostering awareness of migration pathways. The study advocates the creation of migration study centers and encourages academic engagement in advocacy efforts. Furthermore, it emphasizes the need for better integration of educational legal frameworks with national migration policies, which is essential for achieving the Sustainable Development Goals (SDGs) focused on reducing inequalities and promoting decent work. The analysis concludes that effective migration management necessitates collaboration among diverse stakeholders, including governments, international organizations, civil society, and the private sector. It also highlights the imperative to address challenges such as human rights protection and climate change. Ultimately, a robust legal framework, along with targeted educational initiatives, is crucial for establishing an inclusive and effective migration management system that aligns with national development objectives.

Key words: Legal Analysis, Mediating, Institution, Management, Migration, Dynamics.

INTRODUCTION

Migration refers to the relocation of individuals from one place to another, whether within a country or across international borders, often with the aim of establishing a new residence (IOM, 2020). The United States Census Bureau (2019) defines migration as all relatively permanent changes in residence, including movement into, out of, or within a specific political or administrative area. This distinction highlights internal migration, which occurs within a country's administrative boundaries, and international migration, which involves crossing national borders.

The United Nations characterizes migration as the movement of individuals from one region to another for temporary or permanent residency, signifying a change from their usual place of residence to a different location (UN IOM, 2021). Various motivations can drive migration, including economic, educational, social, or adventurous factors. The World Bank (2021) notes that economic migration typically involves individuals seeking improved job opportunities and a higher standard of living. Conversely, social migration relates to

movements motivated primarily by social factors such as family reunification, cultural ties, or community connections (Böcker & Havinga, 2021).

The interplay between education and migration management is increasingly recognized in discussions surrounding sustainable development, particularly in Nigeria. Legal frameworks that regulate migration often overlook the pivotal role educational institutions can play in shaping migration dynamics. For Haas, Stephen and Miller (2020), assert that migration is influenced by a complex array of factors, including economic conditions, political circumstances, and crucially, social and educational contexts. Furthermore, Castles (2010) posits that education can act as both a push and pull factor, significantly affecting individuals' decisions to migrate and their ability to integrate into new environments. Thomas (2018) highlights the essential nature of educational access for migrants, viewing education as a fundamental human right that empowers individuals and promotes social cohesion.

In Nigeria, where migration is influenced by multifaceted issues such as economic inequality, political instability, and social fragmentation, educational institutions are particularly vital. The United Nations Sustainable Development Goals (SDGs), especially Goal 4, advocate for quality education and inclusive policies that cater to the needs of diverse populations, including migrants. This analysis seeks to explore how educational frameworks can be aligned with migration policies to foster sustainable development in Nigeria.

Higher education institutions can play a transformative role in this regard by enhancing access to quality education (Akemi, 2022). By doing so, they can help mitigate the push factors that drive individuals to migrate, improve employability among the local populace, and raise awareness about the complexities of migration pathways. The establishment of migration study centers within universities and the encouragement of advocacy initiatives among academics are recommended as vital steps toward this end.

Moreover, there is a pressing need for the integration of educational legal frameworks with national migration policies. This alignment is crucial for realizing the SDGs aimed at reducing inequalities and promoting decent work opportunities (Anyanwu and Obi, 2021). Such integration would ensure that educational institutions not only provide academic knowledge but also equip individuals with the skills necessary to navigate the complexities of migration and contribute positively to their communities. Effective migration management necessitates collaboration among various stakeholders, including governments, international organizations, civil society, and the private sector. Each of these entities plays a unique role in addressing the challenges associated with migration. For instance, governments are responsible for creating coherent policies that support both educational access and migration management. International organizations can provide technical assistance and resources to bolster these initiatives, while civil society and NGOs can advocate for the rights of migrants and facilitate their integration into local communities.

Furthermore, challenges such as human rights protection and climate change must be addressed to create a comprehensive migration management framework. Climate change poses an increasing threat to migration patterns, displacing individuals from their homes due to environmental factors. Educational institutions can play a significant role in addressing these challenges by promoting research and developing curricula that focus on climate resilience and sustainable practices. The legal prospects on this issue cannot be understated. Educational access is not merely a privilege; it is enshrined as a human right in various international legal instruments. The Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights recognize the right to education as essential for the realization of other rights, including the right to work and participate in cultural life. Consequently, the legal obligation to provide educational opportunities for all, including migrants, is paramount in ensuring a just and equitable society.

In the context of Nigeria, the National Policy on Education (FGN, 2014) outlines the framework for educational provision and emphasizes the importance of quality education in national development. By aligning this framework with migration policies, Nigeria can create a more cohesive approach to managing migration dynamics. This would not only enhance the educational prospects for migrants but also contribute to social stability and economic growth.

Moreso, a robust legal framework, coupled with targeted educational initiatives, is essential for fostering an inclusive and effective migration management system that aligns with Nigeria's developmental goals. By integrating educational and migration policies, Nigeria can address the root causes of migration, enhance the capacities of its workforce, and ultimately achieve sustainable development. The transformative potential of education in this regard cannot be overstated; it serves as a crucial instrument for empowering individuals and fostering social cohesion in an increasingly mobile world.

Sustainable Educational Standard for National Development

Sustainable educational development, as described by Oyewole and Osulusi (2016) citing the Brundtland Commission report from the United Nations Department of Social Affairs and Economics, is centered on the idea of fostering economic and social growth while ensuring that future generations can meet their own needs. The Brundtland Commission emphasizes that sustainability involves balancing environmental, societal, and economic factors to improve quality of life, with education playing a crucial role in achieving this balance. Atanda (2014) highlights the importance of planning for national growth and development with a forward-looking perspective to address the needs of future generations. The legal analysis of sustainable educational standards explores how legal frameworks influence the effectiveness of education in promoting long-term growth and progress. It evaluates current policies and regulations to ensure that educational standards support national development goals, including improving education quality, ensuring equitable access, and preparing a skilled workforce. This analysis seeks to identify gaps and propose enhancements to support sustainable development and legal framework while ensuring that educational institutions contribute meaningfully to economic, social, policy, and environmental objectives. Sustainable educational standards should emphasize quality as a lasting benchmark, focusing on holistic development to positively impact individuals and the nation. Hence, achieving sustainable educational standards requires the collective effort of all education stakeholders to foster national development, a sustainable economy, and an improved environment.

The Role of Educational Institutions in managing of migration governance in Nigeria.

Educational institutions play a vital role in shaping migration patterns and outcomes by managing migration dynamics through their academic, research, and community service programs. In alignment with the Sustainable Development Goals (SDGs), particularly the aim to provide access to quality education for all—including disadvantaged and marginalized groups—educational institutions help mitigate migration push factors and enhance human capital and employability. They must ensure that everyone, regardless of background or status, has the opportunity to receive quality education that can significantly improve their life prospects. Accessible and affordable education can address issues such as child labor and street hawking, which often stem from a lack of educational opportunities. Basic education helps reduce inequalities and lessens the hardships that may drive individuals toward irregular migration in search of better livelihoods. The government's Universal Basic Education program, which provides free, compulsory education, ensures that basic educational institutions offer equal access to quality learning at all levels. Beyond formal education, non-formal programs, including vocational and technical training, aim to empower individuals, reduce societal issues, and contribute to national development through skill acquisition. This comprehensive approach aligns with SDG 4, which supports not only formal education but also vocational and technical training, emphasizing the holistic development of individuals and their contributions to society. In essence, SDG 4 encompasses both education and training. Education under this goal adopts a holistic and inclusive approach, focusing on quality, access, rights, and lifelong learning. Meanwhile, training is more focused, concentrating on specific activities and the transfer of particular skills (IOM, 2018). Education and training are prioritized to ensure that access is recognized as a fundamental right and that skill transfer is effectively implemented. Ensuring universal access to education is crucial, with no discrimination based on background or status. Consequently, formal and technical training should be made readily available to migrants, as this will enhance their life opportunities, economic participation, and civic engagement. This approach helps overcome discrimination and stereotyping, promoting better integration and equal opportunities for all.

According to Ezeuwa (2012), quality education is one that meets high standards and fully addresses the needs, hopes, and aspirations of both individuals and society. It stabilizes a nation's economy, curbs societal disruptions, broadens intellectual horizons, and equips individuals for meaningful participation in society.

Quality education empowers people to achieve their potentials, make significant contributions, and restore personal dignity. Such education must adhere to rigorous standards in both process and outcome, fostering the development of mental, physical, and social skills necessary for societal contribution. As noted by the National Policy on Education (NPE, 2014), education should focus on self-realization, improved human relationships, effective citizenship, national unity, and progress across various sectors. Thus, quality education should encompass the holistic development of individuals and support societal advancement, making it a vital tool for national development.

Legal perspective of the management of migration dynamics in promoting sustainable national development

The legal perspective in the management of migration dynamics is vital for promoting sustainable development and enhancing governance at the national level. Key international legal instruments provide the foundation for this governance, safeguarding migrant rights while ensuring migration aligns with development goals. The Universal Declaration of Human Rights (UDHR) (1948) establishes the right to seek asylum, while the International Covenant on Civil and Political Rights (ICCPR) (1966) enshrines freedom of movement and protection from arbitrary detention. The 1951 Refugee Convention and its 1967 Protocol mandate states to ensure access to asylum and protection from refoulement, linking migration governance to human rights.

At the regional level, the Global Compact for Safe, Orderly and Regular Migration (2018) promotes cooperation and outlines objectives for safe migration. In Nigeria, the National Policy on Migration (2015) aligns national management with international standards, emphasizing the socioeconomic contributions of migrants and the importance of education for integration. The National Policy on Education (FGN, 2014) highlights quality education as crucial for national development. The Sustainable Development Goals (SDGs), particularly Goal 4, advocate for inclusive education, further integrating educational frameworks with migration policies to empower migrants and promote social cohesion. A robust legal framework fosters effective migration governance and supports national development objectives through various ways.

Promotion of internationalization and mobility of students

Educational institutions should actively promote, facilitate and enter into bilateral agreements in the exchange and mobility of students and staff for specialized studies across various countries and regions. This practice not only encourages intercultural dialogue and mutual understanding but also enhances individual academic and professional development, improving the overall quality of education. By expanding the skills and qualifications of prospective migrants, such initiatives render them more competitive and adaptable in the global labor market, ensuring that the education they receive is sustainable and applicable worldwide.

The legal framework supporting the internationalization and mobility of students includes instruments like the UNESCO Convention on the Recognition of Qualifications concerning Higher Education (2005), which aids in the mutual recognition of qualifications. Furthermore, national policies that promote partnerships between institutions strengthen student exchanges and mobility, thereby advancing global educational integration. In today's rapidly changing and competitive landscape, continuous updates in knowledge and skills are essential for relevance. The internationalization of higher education has evolved beyond conventional study abroad programs to encompass a broader range of transnational education, where institutions and programs operate across borders. As Akemi (2022) notes, globalization has intensified interaction and dependence among countries, making it essential for educational institutions to prepare potential migrants for the global job market. Access to advanced education enables individuals to acquire the necessary qualifications and skills, enhancing their career prospects and increasing their chances of securing favorable job conditions under bilateral labor agreements. Bushe (2012) notes that the rise in global mobility and changing demographic profiles has made it increasingly important to attract and retain talented and knowledgeable lecturers and researchers. Ulrich (2015) observed that the international migration of skilled professionals has gained significant importance recently, driven by globalization, economic growth, and rapid advancements in information and communication technology. He further explains that many developed countries have relaxed their policies to attract highly skilled professionals. As a result, countries and institutions that offer these opportunities have seen a substantial influx of professional migrants. These individuals have made

considerable contributions to both the economic development of their host countries and the broader progress in scientific and technological fields. Academic professionals across various fields seek countries that offer strong economic stability and favorable government policies to collaborate on technical and professional exchanges (Anyanwu and Obi, 2021).

Developing curricula and pedagogy to address migration challenges and opportunities

The formulation of curricula and pedagogy to address migration challenges is supported by several legal frameworks that prioritize inclusive education. The UNESCO Convention against Discrimination in Education (1960) emphasizes the right to education free from discrimination, enabling the inclusion of diverse perspectives on migration. The Sustainable Development Goals (SDGs), particularly Goal 4 (2015), promote equitable education that incorporates migration themes, fostering understanding among students. Additionally, the Global Compact for Safe, Orderly and Regular Migration (2018) urges education systems to equip learners with insights into migration dynamics. In Nigeria, the National Policy on Education (FGN, 2014) highlights the importance of developing curricula that respond to societal needs, including migration issues.

Educational institutions are encouraged to create curricula and teaching methods that reflect the realities of migration. This approach will provide students and staff with the necessary knowledge, skills, and attitudes to navigate complex issues such as diversity, inclusion, integration, and social cohesion. Moreover, establishing labor migration schemes that focus on skill-building and on-the-job training can empower both migrants and those supporting them, ultimately enhancing the technical and vocational skills of youths and adults, thereby improving their employment prospects and entrepreneurial opportunities. The International Organization for Migration (IOM, 2018) also highlights the importance of integrating migration topics into educational settings to promote sustainable development and global citizenship. This includes incorporating information on sustainable development, human rights, gender equality, and cultural diversity into school and university curricula to ensure learners gain the necessary skills and knowledge to contribute positively to sustainable development and prevent radicalization.

Research and innovation for sustainable development and migration governance

Educational institutions engage in research and innovation, aiming to produce and share new knowledge and solutions to address migration challenges and opportunities. This research helps shape migration governance policies and supports the achievement of sustainable development goals. The third core function of higher education—research—focuses on advancing scientific knowledge, enhancing technical capabilities, and fostering technological development and innovation. By creating and disseminating knowledge, universities contribute to economic growth, social well-being, and global innovation. To address pressing global issues effectively, collaboration among academics and researchers from diverse fields—such as natural sciences, social sciences, and humanities—is essential. Educational institutions should also form partnerships with companies and industries, under the industry-academia collaborations programs, to align research with practical applications. Such partnerships can lead to the development of products, job creation, and empowerment, which may reduce migration pressures. Akemi (2022) highlights the growing need for innovative collaborative models beyond traditional industry-academia partnerships. Private companies and universities are increasingly engaging in joint research, product development, and public-private initiatives, incorporating international best practices and collaborating with experts from other countries.

Addressing this global challenge requires the expertise and collaborative efforts of various academic disciplines. Universities, as institutions of higher education, are uniquely positioned to offer advanced knowledge in research and teaching. They also serve as impartial and trustworthy actors within society. Universities have the potential to lead efforts in achieving local, national, and international Sustainable Development Goals (SDGs), particularly those related to migration, through interdisciplinary dialogue and partnerships. They play a crucial role in promoting the importance of these SDGs and offering educational programs that extend beyond traditional education sectors. In essence, higher education, while part of the broader education sector, has a vital role to play in advancing goals beyond just SDG 4.

Engaging with state and non-state actors in migration governance in line with legal framework

Engaging state and non-state actors in migration governance is essential for creating a collaborative legal framework that includes diverse perspectives in decision-making. This multi-stakeholder approach is critical for effectively addressing migration complexities and promoting sustainable development outcomes. The UNHCR's Guidelines on the Protection of Refugees (2011) highlight the importance of cooperation between state and non-state actors in safeguarding refugees' rights. These guidelines advocate for collaboration with non-governmental organizations (NGOs) and community-based organizations to improve the efficacy of refugee protection systems, emphasizing a shared responsibility among stakeholders in delivering essential services and support.

The Global Compact for Safe, Orderly and Regular Migration (2018) further underscores the significance of multi-stakeholder partnerships in migration governance. It encourages governments to engage civil society, the private sector, and international organizations in developing migration policies. Objective 17 specifically advocates for strengthening the engagement of all relevant stakeholders, facilitating inclusive dialogues that enhance cooperation. This framework promotes the active inclusion of non-state actors in the formulation, implementation, and monitoring of policies, ensuring diverse perspectives are represented. At the regional level, the African Union's Agenda 2063 advocates for collaboration among member states and non-state actors, highlighting the necessity of shared responsibilities in addressing the socio-economic factors driving migration. This framework aims to foster a collective approach to migration governance. National legal frameworks also play a pivotal role in promoting engagement. Many countries have developed policies that encourage civil society organizations to participate actively in the creation and execution of migration policies. Such provisions often include stakeholder consultations, ensuring that the voices of migrants and affected communities are integral to the policy making process.

To this, educational institutions are encouraged to proactively collaborate with both state and non-state actors, including local and global communities in management of migration by engaging key stakeholders from ministries, civil society organizations, community leaders, academia, international organizations, and donor agencies.. This collaboration can effectively raise awareness and advocate for the rights of migrants and refugees while fostering social responsibility and solidarity among various actors. The objective is to build a robust network that aligns with migration policies and frameworks, educating a diverse array of stakeholders—policymakers, practitioners, media representatives, students, and the public—about migration dynamics. Community engagement initiatives, such as educational outreach programs with youth organizations, town unions, and faith-based groups, can effectively address the risks associated with irregular migration while promoting the advantages of regular pathways. Moreover, utilizing media platforms for awareness campaigns can further enhance public understanding of migration issues.

In Nigeria, the National Migration Policy (2015) serves as the primary framework for migration governance. It highlights the importance of managing the return, readmission, and reintegration (RRR) of Nigerian migrants, a concept further elaborated in the Governance Framework for Return, Readmission, and Reintegration of Migrants in Nigeria (2023). These documents designate the coordination and implementation of RRR activities to the thematic group on Forced Migration and Assisted Voluntary Return, now known as the Working Group on Return, Readmission, and Reintegration (WGRRR), led by the National Commission for Refugees, Migrants, and Internally Displaced Persons (NCFRMI). The topics of return, readmission, and reintegration are critical in global migration discussions, particularly regarding partnerships between European countries and countries of origin. According to the EU Strategy on Voluntary Return and Reintegration (2021), sustainable return and reintegration, is recognized as the vital role of reintegration ecosystems in origin countries. It aims to enhance governance frameworks to improve the visibility of services that support successful reintegration and social inclusion, particularly for vulnerable returnees at risk of exploitation and trafficking. Strengthening referral networks among agencies involved in return, readmission, and reintegration across all states is essential, especially those with high return rates.

Additionally, the UNHCR's Framework for Durable Solutions (2010) underscores the role of local authorities and community organizations in supporting refugees and migrants. By engaging these non-state actors, states can enhance their capacity to provide protection and integration services. Educational institutions should

leverage these initiatives by establishing reintegration hubs within their community service frameworks, thereby effectively supporting returned migrants and contributing to a more inclusive and cohesive society.

Effective Ways Legal Frameworks and Educational Institutions Can Assist Returned Migrants

These strategies highlight the pivotal role legal frameworks and educational institutions can play in enhancing migration management efforts. However, it is important to acknowledge that various factors and challenges may affect the effectiveness and outcomes of these initiatives. They include:

- Acknowledging the skills and qualifications of returned migrants can ease their reintegration into the local workforce. Tailored support addressing their unique needs enhances employability and career development opportunities.
- Legal frameworks such as the National Migration Policy (2015) creates reintegration programs, while educational institutions can offer tailored training that meets local labor market needs, aiding returned migrants' skill acquisition.
- Provisions in the Universal Declaration of Human Rights (UDHR) (1948) guarantees access of education to returned migrants. Educational institutions can offer flexible learning options, such as evening or online courses, to support their reintegration.
- Legal frameworks can promote public awareness campaigns to reduce stigma, while educational institutions can facilitate initiatives and legal clinics that highlight returned migrants' contributions and assist them in navigating bureaucratic processes.
- Partnerships among governments, educational institutions, and civil society can greatly improve support for returned migrants, fostering resource sharing and creating tailored services to address their unique challenges and harness their contributions for community benefit. (European Education Area 2022)
- Legal frameworks can enhance mental health services for returned migrants, acknowledging migration's psychological effects. Educational institutions can offer counseling and peer support, along with civic education programs that empower returnees to engage in their communities and understand their rights and responsibilities.
- Legal frameworks should include monitoring provisions for returned migrant programs. Educational institutions can conduct research on reintegration outcomes and facilitate networking through job fairs and mentorships, enhancing employment access and social integration for returnees.
- Legal frameworks can bolster economic initiatives for returned migrants, including microfinance and entrepreneurship training. Educational institutions should collaborate by providing business courses and support, ensuring comprehensive systems that aid reintegration and foster social and economic development in their communities.

SUMMARY OF FINDINGS

1. Educational Access and Quality: The study finds that enhancing access to and the quality of education can mitigate migration push factors. By improving educational standards and opportunities, institutions can better prepare students for local and international job markets, reducing the need for migration driven by lack of opportunities.
2. Curriculum and Pedagogy: Educational institutions have developed curricula that address migration challenges and opportunities, yet there is room for improvement. Curricula need to be more responsive to the evolving migration landscape, incorporating skills that align with both local and global economic needs.
3. Internationalization: There is significant potential for educational institutions to promote internationalization, thereby supporting the mobility of students and staff. However, legal and institutional barriers currently limit the effectiveness of these efforts.
4. Research and Innovation: Universities are engaged in research related to migration, but the impact is limited due to insufficient collaboration with governmental and non-governmental organizations. More effective partnerships could enhance the relevance and application of this research.

5. Legal Framework and Its Limitation: The limitations include restrictive visa policies, complex asylum procedures, and immigration laws that favor specific migrant categories, sidelining others. Additionally, the lack of proper legal status can limit access to essential services, while inconsistencies in regulations create confusion. Economic barriers, such as high application costs, further complicate the situation. Addressing these challenges necessitates coordinated efforts among governments, international organizations, and civil society to develop more inclusive and equitable migration frameworks that facilitate easier movement across borders.

RECOMMENDATION

In line with the discussions, we strongly recommend the development of inclusive, responsive, and resilient educational systems tailored to the needs of migrant children, youth, and adults, particularly those who are internally displaced or refugees. Establishing migration study and information centers within higher education institutions is crucial. Academics specializing in migration should actively engage in advocacy and leverage social media to enhance understanding of migration dynamics within the country. Collaboration among educational institutions, government bodies, international organizations, and donor agencies is vital to optimize the benefits of regular migration pathways and improve migration management as a strategy for national development.

Investment is essential to raise educational standards across all levels, addressing migration push factors through updated curricula that equip students with relevant soft skills for the evolving job market. These curricula should comprehensively address migration-related topics, preparing learners for both local and global opportunities. To promote international mobility for students and staff, it is necessary to remove legal barriers, allowing institutions to contribute effectively to global educational and migration dynamics.

Strengthening partnerships between educational institutions, government entities, and international organizations is important for leveraging migration research and creating actionable solutions. Furthermore, better integration of legal and policy frameworks will align educational institutions with national migration strategies, thereby enhancing education's role in managing migration and advancing sustainable development goals.

To address legal barriers to international mobility, governments should streamline visa application processes to facilitate access to essential documentation. Immigration policies need to be inclusive, accommodating various migrant categories, including family reunification and humanitarian cases. Additionally, asylum procedures should be simplified to alleviate uncertainty for those fleeing persecution. Legal aid services can guide migrants through complex systems, while bilateral agreements can enhance cooperation and mobility. Standardizing regulations across countries will help reduce confusion, and providing financial support for low-income migrants, along with public awareness campaigns and NGO collaborations, can foster a more equitable migration environment.

CONCLUSION

Migration is cross cutting issue and cannot be benefitted without a comprehensive legal approach towards a holistic education of migrants. Education institutions there should strive to provide educational services that is of high standard which will completely addresses the needs, hopes, and aspirations of the individual recipients and society and stabilizes the economy of the nation, so that it will stems the tide of potential permutation of this constant quest for migration. It should play its roles in providing education that opens the mind, enriches the head and equips the hand for useful living in the society, the education that empowers one to attain heights and makes positive exploits, and nevertheless the education that restores the unrealized or lost dignity of man unto irregular migration. This means the educational institutions should emphasis critical, analytic and divergent approaches in their pedagogy that will be open to collaboration with other agencies and stakeholders in migration to proffer solution for better management of migration which will lead to the acquisition of appropriate skills and development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society. Therefore, we conclude that

education is key to managing migration governance and its dynamics in bringing about sustainable national development.

Finally, legal frameworks significantly influence migration dynamics by shaping policies that govern the movement of individuals across borders. They provide essential protection for migrants, ensuring their rights are upheld and facilitating their integration into host societies. Comprehensive legal structures promote safe, orderly, and regular migration, addressing challenges such as discrimination and bureaucratic obstacles. Moreover, by fostering collaboration among state and non-state actors, these frameworks enhance the effectiveness of migration governance. Ultimately, well-designed legal provisions not only support migrants but also contribute to sustainable development, benefiting both individuals and the host communities.

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