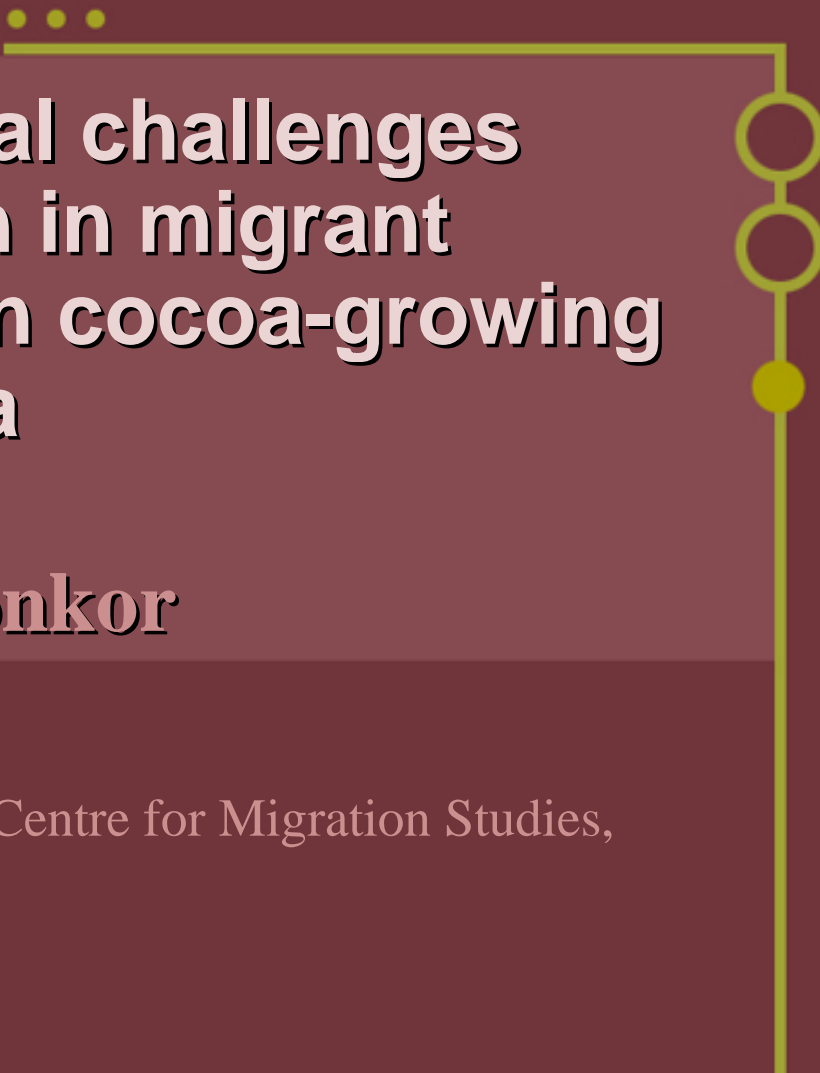


Child and Youth Migration in West Africa:
Research Progress and Implications for Policy



**The educational challenges
facing children in migrant
communities in cocoa-growing
areas in Ghana**

by Martina Odonkor

University of Sussex and Centre for Migration Studies,
University of Ghana


9-10 June 2009, Accra



Source:

“Addressing child labour through education: A study of alternative/complementary initiatives in quality education delivery and their suitability for cocoa-farming communities.”

A study for the International Cocoa Initiative (ICI)
(www.cocoainitiative.org)
March 2007



1. Location and Context

- **Western Region:** Wassa Amenfi West District

1. Woman-no-good
2. Nkansah
3. Bisaaso #1

- **Ashanti Region:** Adansi South District

4. Menang
5. Akotreso

- **Eastern Region:** Suhum-Kraboah-Coaltar District

6. Obomofodensua
7. Otwebedidua
8. Abisim Adjatey

Native ethnic groups = <30% of total community populations

Migrant cocoa farmers = 70% and above

Communities could be composed of up to 8 distinct ethnic groups.

2. Characteristics of migrant communities that hinder quality education

1. Problematic leadership

- Leadership cannot represent all the different ethnic groups present in the community

2. Lack of community cohesion

- Undermines community development incl. education

3. Split loyalties

- Low investment in communities of residence

4. Language Barriers

- Esp. for younger migrant children

3. Characteristics of cocoa farming communities that hinder quality education

1. Climate

Torrential rainfall, flooding and erosion: an estimated minimum 25% of the school year is being missed in the remotest areas.

2. Remoteness

Poor access to schools, difficulty networking for parental/community support to education. Dead-end feel, lack of opportunity, poor services and infrastructure.

3. Economic hardship

Seasonal, unsteady income streams. Demand for child labour.

4. Low education of parents

Lack of involvement and co-operation with children's education, low involvement in school management, lack of role-models, low status of women.

4. Main effects of contextual problems on educational quality

1. High turnover, scarcity and gender inequity of teachers

Leads to the combining of classes, as many as 100 pupils to one teacher. Also to teachers dividing time between classes: loss of instructional time.

2. Inadequate supervision and support by GES

Teacher misbehaviour goes unaddressed.

3. Poor performance by school children

Performance average to poor. Some schools have 100% failure rate in BECE.

4. Low female enrolment and performance

Domestic labour a major gender obstacle in such areas. Lack of female teachers and other female role models undermines girls' confidence in their own academic abilities and the purpose of education.



End

