 Spotlight on Ghana

Gina less and less be a mutability of problems associated with children’s mobility in Ghana. In a move to capacitate school transport, the Ghanaian government has created a four-year transport program to enhance rural transport facilities. The program aims to improve the living conditions and quality of life of rural populations in Ghana by enhancing rural transport facilities. The program is implemented by the Ghanaian government and supported by various international organizations.

 **Transport for Schoolchildren**

Children are often reluctant to send their children to school until they reach a certain age where they have the mental and physical stamina required to cope with the school dynamics. This is especially the case in rural areas where children have to travel long distances to school. The journey to school can be challenging for children, especially in rural areas. The journey to school can be time-consuming and may involve walking long distances, especially in areas where public transport is not readily available.

 **Close-up on South Africa**

In South Africa, children’s mobility is a critical issue. The South African government has implemented various policies and programs to improve children’s mobility. The government has established several initiatives to address the issue of children’s mobility, including the Children’s Mobility Project, which was established in 2008. The project aims to promote and support research on children’s mobility in South Africa.

 **Further Reading**

**Online**


**Print**

 warns of the potential dangers of children travelling long distances to school, especially in rural areas, and the importance of providing safe and reliable transport to school. The report highlights the need for policymakers to invest in safe and reliable transport to school, especially in rural areas, to ensure that children do not face unnecessary risks while travelling to school.

**About Us**

The IFRTD is a global network of researchers and practitioners working towards a better understanding of the transport needs of children. The organization aims to promote collaborative research and exchange of best practices to improve children’s mobility.

**Contact Us**

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Supporters of the Children and Mobility Programme:

The project is supported by various organizations working towards improving children’s mobility, including the Children’s Mobility Programme, the Children’s Rights and Mobility Programme, and the Children’s Transport Initiative.

**Innovative problems related to young people’s mobility**

Young people in South Africa face unique mobility challenges, which are shaped by their socio-economic status, gender, and geographical location. These challenges include lack of access to safe and reliable transport, lack of education opportunities, and vulnerability to violence and exploitation.

**Conclusion**

In conclusion, the issue of children’s mobility is a complex and multifaceted issue, which requires a coordinated and comprehensive approach to address. The Children’s Mobility Project and similar initiatives are making significant strides in improving children’s mobility. However, more needs to be done to address the underlying factors that contribute to children’s mobility challenges.

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**Spotlight on South Africa**

In South Africa, universities like the University of Cape Town, Stellenbosch University, and the University of Pretoria are conducting research on children’s mobility. These institutions are utilizing various research methods, including qualitative and quantitative research, to understand the mobility challenges faced by children in South Africa.

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**Spotlight on Africa**

A project called the Children’s Mobility in Africa (CMA) is being conducted in Sub-Saharan Africa, aiming to study the issues of children’s mobility in the region. The project is being supported by various international organizations, including the UNICEF and the World Bank.

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**Where do we go from here?**

The Children’s Mobility in Africa project has highlighted the need for policymakers to prioritize children’s mobility in their decision-making processes. The project recommends the following actions to improve children’s mobility:

1. **Investigate and develop policies and strategies to improve children’s mobility.**
2. **Investigate and develop policies and strategies to improve children’s mobility.**
3. **Investigate and develop policies and strategies to improve children’s mobility.**
4. **Investigate and develop policies and strategies to improve children’s mobility.**

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**References**


The journey to school urgently required.

Across all research sites, parents and carers expressed strong concerns about safety of transport. Children said that they were ill. Children's ability to travel to health services is typically poor in rural areas. The majority of children and girls said they would only travel to seek health care in emergencies and for voluntary family planning.

In South Africa figures were a little lower at 86% for girls and for boys: here 10% of both girls and boys had never traveled to seek health care. This was also in Ghana, forest zone, where about one in five children had never traveled to seek health care. In Malawi and over 20% of girls and 17% boys in South Africa reported they were not sure if they had ever traveled to seek care. This is supported by the survey data which shows girls have more medical problems. They travel more and face more difficulties in getting to facilities.

Out-of-school boy, 18 years, rural Malawi: “I am always afraid to go to hospital and whenever I go… I get frightened.”

For communities with regular weekly markets children may abscond from home to sell goods, especially when combined with a school holiday period. They go to seek work—on the farm or otherwise occupied. The vast majority of children and girls said they would only travel to seek health care in emergencies and for voluntary family planning.

One of these methods was focused at improving understanding of the transport and mobility needs of children. Transport and mobility are complex issues which children seem to have thought too embarrassing or too difficult to raise on their own. For some young researchers, they set to help select issues which children seem to have thought too embarrassing or too difficult to raise on their own. For some young researchers, this was not always straightforward for children. Stories were encountered of children being taken away. They often said they did not like to speak about these things, or that they did not know how to tell about them. Children often said they did not know how to tell. These are a few methods that young researchers used to help conduct their research.

The children researchers teachers and/or the child researchers designed the different methods. The project’s ethical guidelines, and decisions in groups on the research method, will be the timeframe and decided methods that the children would use. The children would decide on the timeframe and decide on the methods that they would use. These were the only methods that the children decided that they would use. These were the only methods that the children decided that they would use. The results of these methods are explored in this section of the article.

Children as Researchers

Children have been involved in the design of the research. There are some key dilemmas which could have important ramifications for children’s mobility, health and education. They worked hard to develop a new methodological approach to understanding children’s mobility experiences. They worked hard to develop a new methodological approach to understanding children’s mobility experiences.
**Children as Researchers**

**Children on their own way there:**

Of those children who had used a bicycle to get to school in the preceding 12 months, 99% of both girls and boys surveyed said they had walked to school at all sites walk daily to school. In Ghana over 97% and in Malawi over 85% children had to walk to school every day. In South Africa, 80% of boys and 73% of girls walked to school. There were similar findings in rural project sites, where a majority of children, boys and girls, travelled to school on foot. It was found particularly when unwell. Children showed enormous resourcefulness in undertaking long journeys over hazardous terrain. Unsurprisingly, rural project sites, where a majority of children, boys and girls, travelled to school by bus. Bicycle use to school is remarkably rare [see box 4]. Unsurprisingly, the longest school journeys are in the remote rural Eastern Cape, South Africa.

**Children's perceptions of their journeys to school:**

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As rural project sites, where a majority of children, boys and girls, come to school by foot or bicycle, the issue of transport becomes a daily challenge, especially for girls. In urban coastal Ghana, Efua, a girl of 8 years (weighs 26 kg), goes to school by bicycle. She says, "I have to cycle about 1.5 kilometers up to my school. In the morning, I wake up early, get ready and go to school. In the evening, I get back home and go to my boarding house. I eat my meals there, before going to sleep."

During her visit to the school, it was observed that the transport cost was a burden on her and many of her peers, especially girls, who were expected to contribute money to cover the cost of transport for their education. The cost of transport, along with other factors such as gender, had a significant impact on the mobility and transport patterns of the young people.

The idea for the booklet came from the young researchers themselves. They wanted a vehicle for sharing their experiences and research findings with a wider audience. They worked hard to develop the booklet and hoped that it would be widely distributed to schools, communities, and schools' boards of trustees (BOTs) for the children to use to share their experiences and research findings.

Spotlight on Malawi

The Malawi project produced a large amount of data illustrating the challenges faced by young people in terms of transport and mobility. The data were collected through various methods such as in-depth one-to-one interviews with other children, and volunteer to participate. An essay on transport/mobility was held up by police because they are not roadworthy or lack the

In Memoriam

We are deeply saddened to learn that someone who was a close friend and colleague has passed away. The member was a valued member of the team and will be missed. We extend our deepest condolences to the family and friends of the deceased.

The project's ethical guidelines and decisions in groups on the research methodology would be the same when the children would attend the young researchers’ forum.

The project received financial support from various sources, including the Africa Community Access Programme (AFCAP). The production of 4000 copies of the booklet was made possible thanks to the funding of AFCAP.

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Spotlight on Ghana

In South Africa, while recognition of children’s rights and their participation in school policy and practice has increased, the children’s journey to school still involves many constraints and negative experiences. The study in Spotlights on Ghana shows children’s perceptions of the journey to school in three Sub-Saharan countries—Ghana, Malawi and South Africa. The project explored the travel and mobility constraints and experiences of children as they move from home to school and back again.

The vast majority of Ghanaian children walk to school every day. In rural areas, the journey is usually undertaken by children who tend to leave home around 5.00 am in order to reach the school premises before the commencement of the school day. Generally, the journey begins with the collection of water from the nearest water source and the cooking of the daily meal. Some children also travel with their schoolbags or lunchboxes to school and back home.

A Moving Issue: Children and young people’s transport and mobility constraints in Africa

Children and young people are rarely at the forefront of the discourses on economic development, and the policies and actions that influence transport and mobility conditions and facilities in their countries. Their lived experiences of modes of transport, and the travel and mobility challenges that they face, are often invisible to those in policy decision making roles.

In the three Sub-Saharan countries—Ghana, Malawi and South Africa—the project explored the travel and mobility constraints and experiences of children as they move from home to school and back again. The project consisted of a collaborative research project led by the University of the Witwatersrand South Africa. The project explored the journey from school through fieldwork conducted across three Sub-Saharan countries: Ghana, Malawi and South Africa. The project explored the travel and mobility constraints and experiences of children as they move from home to school and back again. The project consisted of a collaborative research project led by the University of the Witwatersrand South Africa. The project explored the journey from school through fieldwork conducted across three Sub-Saharan countries: Ghana, Malawi and South Africa. The project explored the travel and mobility constraints and experiences of children as they move from home to school and back again. The project consisted of a collaborative research project led by the University of the Witwatersrand South Africa. The project explored the journey from school through fieldwork conducted across three Sub-Saharan countries: Ghana, Malawi and South Africa. The project explored the travel and mobility constraints and experiences of children as they move from home to school and back again.

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Spotlight on Ghana

Ghana, less so than its masculinity problems associated with Boys and Men, and research has been carried out in four study sites with services, peri-urban and rural areas; the second study was conducted in the rural area as part of a larger study involving other African countries. This study involved the same number of participants that the previous study involved, but with the rural service settlement area being mostly a very long way from any town when compared to the urban environment.

The journey to school

The usual way for children to take the journey to school was by foot, over a long distance, with a few children spending over three hours to get to school. Most children travel alone with an unverifiable safety and security status.

Transport for livelihoods

The study sites had services, peri-urban and rural settings through research in eight different countries where children travel to school by foot. In Ghana, the journey to school was a long one for children, with many children spending over three hours to get to school.

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Traveling alone

Children often walk alone or with friends to public transport. According to some of the children, they usually walk alone because they do not have access to a public transport service. In Ghana, the journey to school was a long one for children, with many children spending over three hours to get to school.

Safety and security

Children are usually at risk of security issues associated with traveling to and from school. Girls report being frequently raped by men or boys on their way to school. In South Africa, children who walk to school are at risk of being attacked by thieves or being kidnapped by strangers.

Children and young people are rarely at the forefront of local concern, and transport and education is crucial to the mobility of children and young people. Accessing healthcare

Where do we go from here?

We have a very substantial evidence base on children, their roles in local decision-making processes, and the importance of the local decision-making process in the lives of children. The evidence suggests that children are important actors in the decision-making process, and that children’s participation is crucial to their lives.

We very much welcome feedback from readers, including about how to make education and transport more accessible to children and young people, particularly in rural areas.

Further Reading

Online:
- www.ifrtd.org
- www.child.mobility.dur.ac.uk

In print:

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