

RURAL-URBAN MIGRATION AND ITS IMPLICATIONS FOR LEARNING IN CITIES: THE CASE OF BENIN

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INTRODUCTION



▶ **MIGRATION**

*Movement of a person or group of persons in search of a BETTER or a DIFFERENT life

▶ **MERITS OF MIGRATION**

*Increases human contact

*Promotes exchange of ideas

*Promotes trade through exchange of goods/services/money

*A major factor in the promotion of globalisation

▶ **DEMERITS OF MIGRATION**

*Disruptive effects on planning (social services, security, etc.)

*Uncertainties awaiting migrants

INTRODUCTION

▶ TYPES OF MIGRATION

- *International migration
- *In-country migration

▶ PATTERNS OF MIGRATION

- *Rural-Urban
- *Rural-Rural
- *Urban-Urban

Kyle F. Davis, K. F., D'Odorico, P., Laio, F. & Ridolfi, L. (2013). Global spatio-temporal patterns

in human migration: A complex network perspective. Retrieved from <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0053723>

THEORETICAL FRAMEWORK

- ▶ Going by the merits of migration as enunciated in the INTRODUCTION (promotion of ideas, trade and globalisation).
- ▶ Social and Economic development **LIKELY** promoted through migration.
- ▶ But is **SUSTAINABLE DEVELOPMENT** Likely to result from learning city programmes offered migrants in Benin cities?

THEORETICAL FRAMEWORK

- ▶ It is proposed here that SUSTAINABLE DEVELOPMENT will result only if
- ✓ Institutions offering Learning to migrants in cities screen the learning requests of migrants with a view to counselling them as to the kinds of training that may serve migrants in a sustainable way.
- ✓ **For example:**
 - i. Hand migrants to competent trainers
 - ii. Identifying training areas that are saturated or about to be saturated
 - iii. Assessing whether trainee may access funds needed to buy equipment to set up practice within the area of training
 - iv. Discuss possible sources of financial and material support available to trained migrants at the beginning of the training.

RURAL-URBAN MIGRATION-BENIN

► PRESENTING BENIN

- Was known as Dahomey (Dan-home) before 1975
- Francophone West African country
- Independence 1st August 1960
- About 12 million inhabitants
- Male-Female ratio 1 to 1
- Low income country—Promoted to Low-middle-income econs in 2020 but withheld as WB is reviewing the process of promotion in 2020
- Has creditably run unbroken democratic system of governance between 1990-2016 (quarter of a century).
- 2016-2021—Nothing transparent (AU, 2019, Internal Independent Sources of Political Analysis)

RURAL & URBAN MAKE-UP OF BENIN

► HISTORICAL CONTEXT

- At independence 1960, about 91% of Benin population rural

(<https://www.macrotrends.net/countries/BEN/benin/rural-population>)

- * 1960-72:- Most of the country still rural (2019---52%--Rural)

- * 1972-1990:- Rural dwelling encouraged

- Concept—develop the pple where they reside

- Financial means lacking to develop cities

- * 1990-2021:- Urbanisation Deliberately embarked upon

- Grading and tarring of city roads

- Upgrading of conurbations into livable settlements

- Decentralisation of city administration

RURAL & URBAN MAKE-UP OF BENIN

❑ One Immediate Demographic Consequence

- Youth began trooping to the cities in large numbers.

❑ One Further Consequence

- 1998-2000-Issues of unemployment, rising crime rate & general insecurity in the cities

RURAL & URBAN MAKE-UP OF BENIN

□ Attempted Solutions

-Councils of Cotonou & Abomey Calavi began partenering with Ministries, National & International NGOs to provide solutions to the twin malaise of unemployment and crime.

-The very first solution embraced is literacy education. Why?

LITERACY EDUCATION IN BENIN

□ Benin's Story With Literacy Education

-In the 1960s (1968), the first type of non-formal education introduced in the country was literacy education

-Target Beneficiaries: Cotton growers in the North and Palm tree farmers in the South

-Aim

*To teach them to know how to cultivate these cash crops and how to measure and weigh produce.

LITERACY EDUCATION IN BENIN

-Ironically, these first literacy education initiatives were introduced by International Non-Governmental Organisations and not Government.

-Indeed, Government began to show interest in literacy work in 1972.

-1960-2000:- Three aspects of literacy education promoted

- ✓ Traditional literacy (reading, writing & numeracy),
- ✓ Functional literacy for Cotton growers
- ✓ Functional literacy for palm tree farmers

WHAT TYPE OF LITERACY FOR MIGRANTS IN 2000 AND BEYOND?

- Cotton and palm trees were not grown in the cities
- This speaks to the irrelevance to the cities of the types of literacy education promoted up to 2000.
- ❑ **Cities in Benin** -----Benin (2013). 2013 National Census. Government of Benin
 - ✓ 10 cities with a total population of 1.7million inhabitants
 - ✓ Cotonou the Commercial Capital with 700,000 inhabitants
 - ✓ The twin cities of Cotonou and Abomey Calavi receive the largest population of migrants
 - ✓ Migrants do not come to grow cotton or plant palm trees
 - ✓ Rather vocations and entrepreneurship—Sophistication of these depending on level of education (e.g. carpentryVs.Furniture design; tailoring Vs. Fahion design).

WHAT TYPE OF LITERACY FOR MIGRANTS IN 2000 AND BEYOND?

□ 2000-Onward Literacy For Migrants

- ✓ Three types of organisation involved in assisting migrants in Benin cities
 - Government
 - International non-governmental organisations
 - National non-governmental organisations

WHAT TYPE OF LITERACY FOR MIGRANTS IN 2000 AND BEYOND?

Learning Programmes promoted

- *Currently City Councils of Cotonou & Abomey Calavi—Three but Two most Popular programmes
- Traditional Literacy (reading, writing and numeracy)
- Entrepreneurial education
- Vocational education and training (NPE-National Education Policy 2018-30-formal Schools of vocational Education & Training)

WHAT TYPE OF LITERACY FOR MIGRANTS IN 2000 AND BEYOND?

► Strategies

- Through relevant units housed within its ministry of secondary education and professional training contracts usually a few national NGOs to conceive of and run learning programmes in conjunction with City Councils (FAIRE FAIRE).
- International NGOs sign directly MOUs with City Councils with a view to promoting whatever programmes conceived.
- National NGOs operate learning programmes in neighbourhoods and smaller units of cities.

ASSESSMENT OF PERFORMANCE

- ▶ Statistics are poorly kept
 - ▶ Suggestions from examination of files in Cotonou and Abomey Calavi Councils-
- * At least half of migrants 1990-2021 trained in trades indicated by migrants

RETURN TO THEORETICAL FRAMEWORK

- ▶ Interviews conducted among five (5) non-formal education organisers (2 NGO operators, 2 officers from ministry of secondary and professional training & 1 facilitator) and two (2) migrant-learners in April 2021.

▶ RESPONSES

- 7 unanimous on the fact that competent trainers are provided by Councils and NGOs
- 3 organisers said they are able to guide learners regarding saturated professional areas in the cities. 2 organisers + 2 learners said they do not render/receive this service.
- All 7 they do not give/receive information concerning financial and material support.

CONCLUSION

- ▶ Even in 2021, Benin remains more rural than urban (52%) although much urbanisation effort underway.
- ▶ Rural-urban migration continues
- ▶ Govt/NGOs Icn programs on
- ▶ Govt scaling back financial contribu—2019
- ▶ Swiss Cooperation holding the ground(Lit.)
- ▶ Resulting development, not sustainable.



THANK YOU FOR
LISTENING