There is a well-documented relationship between educational attainment and migration status; researchers have consistently found that individuals who are more educated are more likely than those who are not to migrate, and more likely to move to urban areas. The human capital model of migration, which serves as a framework for this study, postulates that education is viewed as an investment and individuals compare the direct and opportunity costs of education with its future benefits. Young educated individuals are the most likely to move because they have the most to gain; given a longer life span, the present value of any given stream of income differences is greater for the young, offering a strong incentive to move after education. Just as people who invest in the stock market early are better off than those who waited because of the time-value of money and interest, people who build their professional and economic potential earlier are at a distinct advantage compared to those who begin later. However, research based on this model has not clearly examined the timing of migration after completion of education, and how gender conditions the timing of moves.

Research has demonstrated that while women realize their educational and occupational ambitions at an earlier age, they also face more social and economic barriers than men. Parents may have different preferences for the education and post-education obligations of their sons in comparison with their daughters due to prevailing social norms, household resource constraints, and a response to labor market conditions in terms of actual and perceived differences in returns to sons and daughters. Specifically, women may be obligated to assist with the raising of children and household chores, or may be expected to pay off family debt incurred because of their education. These obligations

may affect the timing of women's moves after completion of education, and their future economic success relative to men.

This paper will assess how female educated migrants in Ghana fare professionally and economically relative to their male counterparts, given prevailing gender disparities. Several key questions are posed: 1) Do educated people move immediately after completing their education to get a job?, 2) Given gender inequality is persistent in Africa, are women's moves delayed in comparison to men's?, and 3) Does delayed migration significantly hinder women's social and economic progress? This paper addresses the first question focusing on the mobility of the social process, while the latter two focus on the effect of gender inequality. This paper hypothesizes that women will face delayed migration due to gender disparities, and that those who face delayed migration after education completion will be worse off in the long run compared to men with the same education.

The 2002 and 2004 Population and Environment Surveys of the Central Region of Ghana interviewed 4276 individuals. The surveys are representative of the six coastal districts in the Central Region of Ghana, denoting approximately four percent of the country's population. The fact that more women than men were sampled suggests high rates of male out-migration. Both the women's and men's questionnaires included a retrospective life history calendar (LHC) with data on a number of demographic events, including a complete migration and education history for each household member over the age of 14. The LHC also includes questions about region of residence, urban or rural residence,

occupation, marital status, and births and deaths of children by yearly intervals. The calendars only capture regional migration (there are 10 regions in Ghana), thus within-region migration is missed. Furthermore, as the survey was dispensed in six coastal districts of the Central Region, the calendars capture all migration of only the current residents of these districts. The LHCs show that 43%, or 1836 people, are regional migrants.

The methods used in this paper are discrete-time logit models and cox proportional hazards models. The discrete-time logit models are used to predict who will move in a certain year given their previous years' characteristics while the cox proportional hazards models predict how long it takes someone to migrate after education, and if a delay in migration later leads to lower socioeconomic status. For the latter, the analysis will only be focused on people who are educated (to predict how long it takes someone to migrate after education completion) and people who are educated migrants (to understand if delayed migration later leads to lower socioeconomic status). While I acknowledge that individual and family reasons for migration vary, the nature of the data do not allow us to control for whether someone migrated solo or with others. Because of the effects marriage and childbearing have on women's prospects, whether they are educated at any level, timing of marriage is controlled for. Since the LHC records information on if there was a move and if the person is married (thus, a change in status from one year to the next is a marriage), a two-step analysis will be conducted. The first model looks at the timing of moves without controlling for marriage while the subsequent model will control for marriage timing and interact this variable with gender to see how it affects the results.

The results show that, consistent with the human capital theory, educated people are more likely to move compared to uneducated people; however, gender mitigates the relationship between education and migration. That is, educated females are more likely to move compared to uneducated people but less likely to move compared to educated males. There was no significant difference between males and females and the time they take to migrate after education completion. However, when time to marry is included as a covariate in the model, the results indicate that females take a longer amount of time to move after education completion compared to men. The interaction term between gender and time to marry shows that single females take less time to migrate after education completion compared to single men, but married females take more time to migrate compared to married men. Finally, I find that a delay in migration after education completion leads to lower soecioeconomic status later in life.  This suggests that married educated women are worse off compared to single educated women and married educated men in terms of individual economic attainment. The findings confirm the hypothesis that those who delay migration after education completion will be worse off than those who did not delay. And while women face delays in migrating after education, this delay is heavily conditioned on marital status; married women face delays compared to married men but single women move more quickly than single men.